



# ROLE PROFILES

Academic and Administrative  
Clerical and Technical support





## GRADE 1 ROLE PROFILE

It is not expected that Clerical roles will be appointed to this Grade.

## GRADE 2 ROLE PROFILE

### ROLE SUMMARY

The role holder will work as part of a team to provide basic clerical support to staff, students and more senior colleagues, and external customers, working on straightforward tasks with well-established routines and procedures under regular, direct supervision. The work is typically to short deadlines, providing courteous and effective service to others. Entry requirement to this grade require little or no prior work experience.

### REPRESENTATIVE WORK ACTIVITIES

## GRADE 2 ROLE PROFILE CONTINUED

### Analysis and Problem Solving

- Carry out routine daily tasks such as filing, typing-up work, photocopying, shelving books etc. according to clear instructions.
- Process standard forms (e.g. invoices).
- Solve problems that occur on a regular basis and where detailed guidelines or manuals are available.
- Input routine data onto a system or database to ensure accurate records are maintained on a day to day basis and file any paper records accordingly.

### Knowledge and Experience

- No formal qualifications needed, however a good standard of general education or previous basic 'office-based' work experience is advantageous.
- Some keyboard/word processing skills.
- Basic numeracy and literacy at an appropriate level to be able to perform the duties of the role.
- Training will be provided on all equipment/ systems used.
- Knowledge is gained through continual experience on the job.
- Apply a basic knowledge of established practice and procedures.

# GRADE 3 ROLE PROFILE

## ROLE SUMMARY

The role holder will work as part of a team to provide clerical support to staff, students, more senior colleagues and external customers. The role holder



# GRADE 4 ROLE PROFILE

## ROLE SUMMARY

# GRADE 4 ROLE PROFILE CONTINUED

## Service Delivery

- Contact customers both internal and external to the Department/School to understand and meet their needs.
- Provide advice on established procedures to staff and students.
- Ensure all customers receive a positive University of Reading experience.
- Receive, and respond to, enquiries from/to customers and from 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.

## Planning and Organising

### In supervisory roles:

- Assess workload and put in place a schedule to ensure a range of standard, routine activities are delivered according to agreed deadlines and standards.
- Ensure that staff are clear what is required of them.

### In non-supervisory roles:

- Plan, organise and prioritise a range of tasks to quality standards and to deadlines.
- Plan and prioritise own work activities for weeks/months ahead in response to a manager's general instructions.
- Support a senior colleague in the planning and co-ordination of a specific programme, project or event.
- May provide PA Support to a senior manager including full diary management.

## Analysis and Problem Solving

- Apply a good working understanding of established University processes and procedures to answer queries and resolve problems.
- Collate, manipulate and analyse standard information. Run reports to support information requests.
- Contribute to the development of processes and systems to improve efficiency.
- Monitoring and maintain data quality.
- Monitor budgets. Follow established ordering processes to ensure adequate resources are available to meet work requirements.

## Knowledge and Experience

- Likely to have a vocational qualification.
- Proven experience within a relevant role.
- Experience of working with minimal supervision.
- Strong experience with a range of IT packages/systems.
- Experience of other processes/procedures in other administrative roles (possibly within the University and Academic sector).
- Experience of producing documentation/reports.

# GRADE 5 ROLE PROFILE

## ROLE SUMMARY

The role holder will have specific administrative and specialist area knowledge, and will have a good understanding of the systems and processes of the University. All roles will have some control of own work load and priorities for some weeks or months ahead. Role holders are expected to work without close supervision, although managerial guidance is available. In supervisory roles, there will be responsibility for co-ordinating and prioritising the work of others. The role will support the enhancement of the service provided, through the development of new processes and the implementation of process improvements. The role holder should

## GRADE 5 ROLE PROFILE CONTINUED

### In non-supervisory roles:

- Work with minimal supervision.
- May be recognised as the main point of contact for a particular specialised process, system or procedure.

### Service Delivery

- Contact customers both internal and external to the Department/School to understand and meet their needs, adapting the service provided where appropriate.
- Resolve most issues and queries independently, providing advice on specialised, but established procedures to staff at all levels and customers.
- Act as a Alter for issues and problems addressed to a manager, resolving them where appropriate in order to provide effective support and problem resolution.
- Promote and encourage the team to provide excellent service.
- Contribute to policy and procedural developments where appropriate.
- Monitor and review quality of service and customer satisfaction within work unit.

### Planning and Organising

#### In supervisory roles:

- Plan delivery of operational work load and prioritise accordingly over a period of weeks and months.
- Apply a detailed understanding of established procedures to organise the delivery of effective and efficient day-to-day services for designated site/work unit.

#### In non-supervisory roles:

- Plan and prioritise a range of one's own short and medium-term work activities in response to a manager's instructions, changing pressures or requirements.
- Plan and progress work activities within longer-term schedules.
- Respond appropriately to requests for unscheduled or emergency work and reschedule tasks as necessary keeping all parties informed.
- Able to carry out standard tasks to time and to the standard required, following straightforward instructions and guidelines.
- May provide PA Support to a senior manager including full diary management.

- Organise internal and external activities and events; booking venues and speakers, making catering arrangements, production of welcome documentation and hand-outs, co-ordinating diaries and ensuring activities are run efficiently.

## GRADE 5 ROLE PROFILE CONTINUED

### Analysis and Problem Solving

- Apply a detailed understanding of a specialised, but established, University system, process or procedure to analyse and resolve problems.
- Research standard information for inclusion in reports and documents.
- Collate, manipulate, analyse and interpret specialised, but relatively straightforward, information, highlighting any issues for further investigation.
- Extract and analyse information from systems and databases e.g. RISIS, Agresso.
- Oversee the circulation of information.
- Support the preparation of financial and/or management information. Monitor budgets.
- Use initiative and judgement to resolve many problems independently.
- Contribute ideas and innovative solutions to improve processes and procedures.
- Take responsibility for maintaining documentation and preparing standard reports.

### Knowledge and Experience

- Considerable experience in a relevant/specialist role.
- May be working towards a management certificate.
- Advanced skill levels within a range of IT systems.
- Evidence of initiating process improvements in other roles.

## GRADE 1 ROLE PROFILE

It is not expected that Technical roles will be appointed to this Grade.

# GRADE 2 ROLE PROFILE

## ROLE SUMMARY

The role holder will 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 under regular, direct supervision.

## REPRESENTATIVE WORK ACTIVITIES

## GRADE 2 ROLE PROFILE CONTINUED

### Analysis and Problem Solving

- Maybe required to carry out routine record keeping, Aling, data inputting, logging and maintenance of simple databases ensuring accurate records are maintained;
- Solve basic problems by adhering to established practices and procedures, or where detailed guidelines/manuals are available.

### Sensory and Physical/ Work Environment

- Operate standard equipment to carry out straightforward tasks.
- Safe keeping of work equipment.
- Carry out basic equipment maintenance according to clear instructions.
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# GRADE 3 ROLE PROFILE

## ROLE SUMMARY

# GRADE 3 ROLE PROFILE CONTINUED

## Analysis and Problem Solving

- Set-up and conduct straightforward but specialist tests/experiments/technical procedures, following clear guidelines and procedures;
- Gather and collate standard data and information, using routine procedures, spreadsheets and databases and present Findings accurately.
- Solve basic problems by adhering to established practices and procedures, where clear guidelines and instruction manuals are available. Basic trouble-shooting, but more difficult decisions will be referred to supervisor or line manager.
- Carry out routine maintenance and servicing of equipment
- Carry out straightforward record keeping e.g. experimental results, data input, consumption of materials and stock from stores.

## Sensory and Physical/ Work Environment

- Operate and maintain a range of tools, materials, machinery and equipment in a standardised way to carry out the required tasks.
- Care, precision and accuracy will normally be required, for example, when setting up and maintaining audio-visual or laboratory equipment or when using specialist tools or pieces of equipment.
- Understand and comply with basic health and safety procedures affecting self and others and wear appropriate protective clothing.

## Knowledge and Experience

- GCSE or NVQK/1 or City & Guilds, or other relevant qualification, with some relevant work experience.
- ProAcient standard relating to the use and maintenance of relevant equipment. Able to set up basic laboratory or IT/AV equipment.
- Able to demonstrate a good working knowledge of health and safety policy and procedures
- Basic numeracy and literacy at an appropriate level to be able to perform the duties of the role.
- Able to apply a basic knowledge of established practice and procedures relevant to area of work.

# GRADE 4 ROLE PROFILE

## ROLE SUMMARY

# GRADE 4 ROLE PROFILE CONTINUED

## Planning and Organising

- Plan and organise a range of specialist/technical support tasks to time and quality standards.
- Plan and prioritise own standard and non-standard work for the week or weeks ahead to deliver scheduled services.
- Assist in the preparation of work rotas and activity scheduling in own work area for routine tasks.
- Assist in the organisation of the day-to-day technical running of a small work area/research project;

- Maintain documentation and records using spreadsheets and databases.

• Diagnose and develop work { rOrda W ocedurb ttaMm D ord =

## Analysis and Problem Solving

- Apply a good understanding of specialised techniques, equipment and systems to carry out a range of defined tests and analyses and contribute to the interpretation of results;
- Monitor technical standards in own area of work, highlighting and prioritising any issues for further investigation;
- Diagnose and rectify faults/problems with equipment and procedures.
- Ensure stock levels for consumables and equipment are maintained at the appropriate level to ensure that they meet work requirements.  
Order and store materials following established procedures.

# GRADE 5 ROLE PROFILE

## ROLE SUMMARY

The role holder will 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 and substantial experience. The work will involve the application of skills and knowledge to provide specialist technical support to staff, students, more senior colleagues and the wider public working on a range of activities within well established procedures. Roles at this grade may provide technical support for defined research or consultancy projects. Role holders are expected to work without close supervision. The range of tasks will involve planning of timing and sequencing in order to deliver the services specified over many months.

## REPRESENTATIVE WORK ACTIVITIES

Communication & Relationships

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# GRADE 5 ROLE PROFILE CONTINUED

## Service Delivery

- Initiate contact with customers, explore their needs and adapt and reAne work practices and procedures in own area, where appropriate, and respond Bexibly to customer needs and requirements.
- Provide technical advice to staŸ and students, based on in-depth knowledge and experience. Advise and assist staŸ and students on the development, design, preparation, construction, assembly and application of equipment, the setting up of experiments and/or deployment of particular techniques.
- Promote and encourage the team to deliver excellent service.
- Apply knowledge of systems or equipment to provide services, drawing on skills gained through training and experience.
- Receive and respond to enquiries from/to customers, escalating requests outside own knowledge or experience to a supervisor or manager to provide a timely and courteous service.

## Planning and Organising

In supervisory roles:

- Prepare work rotas and activity scheduling for routine tasks.
- Organise the day-to-day technical running of a small work area/research project.
- Plan and organise resources to ensure operational and cost-e F ciency.

In non-supervisory roles:

- Plan and organise a range of specialist/ technical support tasks to time and quality standards. Typically, planning will be over many weeks or months;
- Contribute to organising short or medium-term developments or process changes in own work area, by applying one's specialist knowledge and experience.

## Analysis and Problem Solving

- Apply a detailed understanding of specialised techniques, equipment and systems to carry out a range of deAned tests and analyses and contribute to the interpretation of results.
- Contribute to the development or choice of techniques, approaches, models and methods;
- Act as an internal and external consultant, identifying problems, generating original ideas and innovative solutions and advising on the development and application of specialist techniques and/or procedures and on the analysis and interpretation of results.
- Apply technical, specialist knowledge to solve more complex, non-routine problems.
- Diagnose and rectify faults with equipment and procedures.
- Ensure accurate completion of documentation, records and reports;

## GRADE 5 ROLE PROFILE CONTINUED

### Sensory and Physical/ Work Environment

- Use highly detailed and developed skills where precision, speed and co-ordination of the senses will be essential such as creating objects using sophisticated tools, multiple or high value materials or conducting experiments using high cost equipment on high risk samples;

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# ROLE PROFILE SUMMARY TABLE GRADES 1–5

| Grade 1                                                                                                                                                                                                                                                                                                                                                                            | Grade 2                                                                                                                                                                                                                                                                                                                       | Grade 3                                                                                                                                                                                                                                                                                                                           | Grade 4 | Grade 5 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| <ul style="list-style-type: none"><li>Follow simple written or oral instructions with accuracy and reliability.</li><li>Check and pass on basic information as required in contact with staff, students, or the public.</li><li>Refer more complex queries to supervisor or line manager.</li><li>Be polite and courteous to present a positive image of the department.</li></ul> | <ul style="list-style-type: none"><li>Understand routine work instructions and procedures.</li><li>Follow simple written or oral instructions with accuracy and reliability.</li><li>Respond to basic enquiries and provide standard information.</li><li>Refer more complex queries to supervisor or line manager.</li></ul> | <ul style="list-style-type: none"><li>Give instructions, feedback and guidance to colleagues at lower grades where appropriate.</li><li>Respond appropriately to queries.</li><li>Respond to more complex enquiries and provide standard information.</li><li>Refer more complex queries to supervisor or line manager.</li></ul> |         |         |

# ROLE PROFILE SUMMARY TABLE GRADES 1–5

| Academic Skills                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                             |         |         |
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| Grade 1                                                                                                                                                                                                                                                                                                                  | Grade 2                                                                                                                                                                                                                                                                                                      | Grade 3                                                                                                                                                                                                                                                                                     | Grade 4 | Grade 5 |
| <ul style="list-style-type: none"><li>Work as part of a team of people carrying out identical, or very similar tasks, under direct supervision.</li><li>Maintain a positive and helpful outlook.</li><li>Show Bexibility to new ideas and practices and to undertake new tasks anywhere across the University.</li></ul> | <ul style="list-style-type: none"><li>Pos n. ð</li><li>Actively participate in the team.</li><li>Participate in a team.</li><li>Maintain a positive and helpful outlook.</li><li>Show flexibility to new ideas and work practices.</li><li>Provide basic g. æ w tasam.</li><li>Pr tutct s 6 elutct</li></ul> | <ul style="list-style-type: none"><li>Actively participate in the team.</li><li>Participate in a team.</li><li>Maintain a positive and helpful outlook.</li><li>Show flexibility to new ideas and work practices.</li><li>Provide basic g. æ w tasam.</li><li>Pr tutct s 6 elutct</li></ul> |         |         |

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# ROLE PROFILE SUMMARY TABLE GRADES 1–5

| Grade 1                                                                                                                             | Grade 2                                                                                                                                                                                                                                                                                                               | Grade 3                                                                                                                                                                                                                                                                                                                                                              | Grade 4                                                                                                                                                                                                                                                                                                                                                                                                             | Grade 5                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Provide a courteous service.</li><li>• Deliver customer service to set standards.</li></ul> | <ul style="list-style-type: none"><li>• Provide a courteous service.</li><li>• Receive and respond to enquiries and requests.</li><li>• Refer requests outside own knowledge, or experience to supervisor.</li><li>• Display an awareness of customer needs.</li><li>• Consistently meet service standards.</li></ul> | <ul style="list-style-type: none"><li>• Receive and respond to enquiries and requests, judging when to refer requests to supervisor.</li><li>• Consistently meet service standards and check the quality of work carried out by team members at lower grades.</li><li>• Carry out a range of support activities to contribute to running a smooth service.</li></ul> | <ul style="list-style-type: none"><li>• Receive and respond to enquiries and requests, taking appropriate action to deliver a courteous and effective service.</li><li>• Judge when it's appropriate to escalate matters.</li><li>• Deliver a range of customer services to an agreed quality standard.</li><li>• Build relationships with customers.</li><li>• Identify ways to improve service quality.</li></ul> | <ul style="list-style-type: none"><li>• Build relationships with customers, as key contact.</li><li>• Specify service</li></ul> |

| Grade 1                                                                                                                                                                                                                     | Grade 2                                                                                                                                                                                                                                                     | Grade 3                                                                                                                                                                                                                                                                                                                                                                                                        | Grade 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Grade 5                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Carry out allocated, prescribed tasks to time and to the standard required.</li> <li>Work to well-established routines.</li> <li>Tasks will be allocated by a supervisor.</li> </ul> | <ul style="list-style-type: none"> <li>Carry out a range of standard tasks within an established process and within clear guidelines.</li> <li>Tasks will generally be allocated by a supervisor, but role holder may prioritise standard tasks.</li> </ul> | <p>In supervisory roles:</p> <ul style="list-style-type: none"> <li>Prioritise and organise a range of standard tasks at Grade K and J.</li> </ul> <p>In non-supervisory roles:</p> <ul style="list-style-type: none"> <li>Follow a clear brief to carry out a range of tasks and activities.</li> <li>Work to allocated schedules and priorities.</li> <li>Prioritise own defined work activities.</li> </ul> | <p>In supervisory roles:</p> <ul style="list-style-type: none"> <li>Plan and organise own work and that of others to ensure a range of standard, routine activities are scheduled and delivered according to agreed deadlines and service standards.</li> </ul> <p>In non-supervisory roles:</p> <ul style="list-style-type: none"> <li>Follow a clear brief supplied by the team leader.</li> <li>Plan own work for specific tasks and prioritise tasks for the short-term (day or week).</li> <li>Refer to team leader for the scheduling non-standard work.</li> <li>Support colleagues in planning and organising a specific programme, project or event.</li> </ul> | <p>In supervisory roles:</p> <ul style="list-style-type: none"> <li>Plan and prioritise work tasks for the team over the short and medium term (weeks and months ahead).</li> <li>Overall direction provided by manager.</li> <li>Delegate effectively.</li> <li>Ensure effective day to day operation of the team/function effectively</li> </ul> |

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| Grade 1                                                                                                                                                                                                                         | Grade 2                                                                                                                                                                                                                                                                                                                                             | Grade 3                                                                                                   | Grade 4 | Grade 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------|---------|
| <ul style="list-style-type: none"> <li>• Solve basic problems using instruction manuals and user guides.</li> <li>• Know when to refer problems to supervisor.</li> <li>• Basic record keeping, Aling or data entry.</li> </ul> | <ul style="list-style-type: none"> <li>• Solve basic problems where detailed instruction manuals and guidelines are available.</li> <li>• Work within established practices and procedures.</li> <li>• Complete simple forms and basic paperwork.</li> <li>• Routine record keeping.</li> <li>• Maintain stock lists, cash receipts etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Make an initial assessment of the situation following</li> </ul> |         |         |

| Grade 1                                                                                                                                  | Grade 2                                                                                                                                                                                                                                   | Grade 3                                                                                                         | Grade 4                                                                                                                                                                                   | Grade 5                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Operate basic equipment according to instructions</li> <li>• Manual handling skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Operate standard equipment.</li> <li>• Carry out basic equipment maintenance.</li> <li>• Drive University vehicles e.g. deliver post or catering, security patrols, grounds vehicles.</li> </ul> | <ul style="list-style-type: none"> <li>• Carry out maintenance and servicing of tools and equipment.</li> </ul> | <ul style="list-style-type: none"> <li>• Perform a range of tasks requiring specific skills, using specialist tools and equipment.</li> <li>• Carry out equipment maintenance.</li> </ul> | <ul style="list-style-type: none"> <li>• Perform a range of tasks requiring highly developed skills, using specialist tools and equipment.</li> <li>• Carry out maintenance of specialised equipment.</li> </ul> |

| Grade 1                                                                                                                                                                                                             | Grade 2                                                                                                                                                                                                             | Grade 3                                                                                                                                                                                                                                              | Grade 4                                                                                                                                                                                                                                          | Grade 5                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Awareness of relevant health and safety issues.</li> <li>• Comply with relevant health and safety regulations.</li> <li>• Wear appropriate protective clothing.</li> </ul> | <ul style="list-style-type: none"> <li>• Awareness of relevant health and safety issues.</li> <li>• Comply with relevant health and safety regulations.</li> <li>• Wear appropriate protective clothing.</li> </ul> | <ul style="list-style-type: none"> <li>• Awareness of relevant health and safety issues.</li> <li>• Comply with relevant health and safety and statutory regulations.</li> <li>• Advise team members.</li> <li>• Environmental awareness.</li> </ul> | <ul style="list-style-type: none"> <li>• Awareness of relevant health and safety issues.</li> <li>• Comply with relevant health and safety regulations.</li> <li>• Ensure safety of self and others e.g. erect notices and screening.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure core legal and health and safety requirements are met and adhered to.</li> <li>• May work in high risk</li> </ul> |

| Grade 1                                                                                                                                                                                               | Grade 2                                                                                                                                                                                                                                                                                                                     | Grade 3                                                                                                                                                                                                                                                                                                                                                                   | Grade 4                                                                                                                                                                                                                                                                                                      | Grade 5                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Learning gained through some work experience and training.</li> <li>Basic numeracy and literacy.</li> <li>Basic knowledge of established practices.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate knowledge of work systems, equipment and processes.</li> <li>Basic vocational qualiAcations with some relevant work experience.</li> <li>Demonstrate a basic knowledge of health and safety and University procedures.</li> <li>Valid, clean driving licence.</li> </ul> | <ul style="list-style-type: none"> <li>ProAcient standard relating to the use of relevant systems, equipment, processes and relevant IT packages.</li> <li>Demonstrate a good working knowledge of health and safety policy and procedures.</li> <li>Relevant vocational qualiAcations e.g. NVQ 1, GCSE, City &amp; Guilds.</li> <li>Relevant work experience.</li> </ul> | <ul style="list-style-type: none"> <li>Vocational qualiAcations e.g. HNC, A-level, NVQM.</li> <li>Proven work experience in relevant roles.</li> <li>Relevant trade qualiAcations.</li> <li>QualiAed by appropriate body to comply with statutory regulations e.g. Gas Safe</li> <li>Sesses and M</li> </ul> | <ul style="list-style-type: none"> <li>M</li> <li>4 X DOL~HG E\ DSSURS</li> <li>ERG\ WR 5!€`04X" @ Ay</li> <li>4 X DOL~HG E\ DSSUR</li> <li>4 X DOL~HG E\ DSSUR</li> <li>4 X DOL~HG E\ DSSUR</li> <li>ERG\ WR 5!€`04X" @ Ay</li> <li>b</li> <li>M "</li> <li>oles.</li> </ul> |