



HEATED

SUPPORTING PROFESSIONAL DEVELOPMENT
OF THE TECHNICAL WORKFORCE

Competency Assessment Toolkit for Technical Staff

CATTS



An overview

- 1. Why has CATTs been developed?**
- 2. How does it work?**
- 3. The User Journey**
- 4. How do we access CATTs?**
- 5. Feedback and member case studies**

1. Why has CATTs been developed?

- Received many requests for help with organisational and individual performance assessment
- In the absence of anything specifically designed for technicians we developed a new resource with HR and technical professionals
- It is aimed at helping HEaTED members to assess **competency**
- CATTs provides a benchmark of current competencies, helps to ID development areas, and future direction for progression
- Linked to HEaTED course directory and Professional Registration

1. Why has CATTs been developed?

- Easy to use resource which will help technical staff and their line managers to assess current competency and plan for future demands and needs
- The two parties are referred to as *Reviewers* and *Reviewees* and both have their own guide
- Requires a shift in thinking from the traditional annual appraisal process to a continuous assessment and feedback process
- Aim to deliver excellence through an ongoing conversation around performance, capability and capacity

2. How does it work?

CATTS addresses 5 key competency areas as **Modules**:



The 5 CATTS Modules

2. How does it work?



CATTS addresses 5 key competency areas as **Modules**
 Each Module has a set of **Behavioural indicators**

The 5 CATTS Modules

Behavioural indicators PROFESSIONAL PRACTICE	Behavioural indicators THE STUDENT EXPERIENCE	Behavioural indicators LEADERSHIP & MANAGEMENT	Behavioural indicators PLANNING & ORGANISING RESOURCES	Behavioural indicators GOVERNANCE & COMPLIANCE*
<ul style="list-style-type: none"> ▶ Use initiative and problem solve ▶ Responsibility for machinery or equipment ▶ Use tools and instruments ▶ Investigate, Assay & Research, model and implement ▶ Gather, record and manipulate data ▶ Provide critical input & feedback. 	<ul style="list-style-type: none"> ▶ Providing information and advice about procedures for using equipment or resources ▶ Provision of technical support within a service centre or academic teaching or research area ▶ Technical Support provided during scheduled learning and teaching activities ▶ Support provided with guided independent study ▶ Support provided with fieldwork ▶ Involvement with the preparation of coursework and or curating. ▶ Involvement with presentation or exhibition of students work for assessment purposes. ▶ Input to informal assessment ▶ Input to formal assessment 	<ul style="list-style-type: none"> ▶ Role in team ▶ Exercise of leadership to others 	<ul style="list-style-type: none"> ▶ Operational planning ▶ Strategic planning 	<ul style="list-style-type: none"> ▶ Organisational Policy and Procedures ▶ Health & Safety

2. How does it work?

Within each behavioural indicator there are **5 levels of competency** for the Reviewee to be matched against:

1. Learner
2. Experimentalist
3. Practitioner
4. Specialist
5. Expert

2. How does it work?

For example:

Module: The Student Experience

Competency: Providing information and advice about procedures for using equipment/ resources



	Level 1 Learner	Level 2 Experimentalist	Level 3 Practitioner	Level 4 Specialist	Level 5 Expert
Information to students/service users independent of learning and teaching activities					
Providing information and advice about procedures for using equipment/ resources	<ul style="list-style-type: none"> Is 'tuned' into the needs of service users and is able to supply appropriately prescribed information when required. 	<ul style="list-style-type: none"> Explains booking/loan procedures clearly and succinctly and checks the understanding of service users to ensure they understand the parameters and timescales. 	<ul style="list-style-type: none"> Considers the needs of service users and makes recommendations about the most appropriate equipment/resources to use and access to achieve required outcomes. 	<ul style="list-style-type: none"> Defines guidance, advice and procedures provided to service users by self or colleagues regarding the availability and use of equipment and resources. 	<ul style="list-style-type: none"> Creates the business case and advises senior staff within the organization about the optimum use of resources to achieve targets for student satisfaction. Provides guidance and advice to team and teams with regard to the implementation of resources and staffing to achieve key business plan objectives and maximize the use and efficiency of

3. The User Journey



3. The User Journey

Overview:

1. The guide is purchased by your organisation
2. A key person within your organisation briefs all staff on how to use CATTs
3. All line managers (*Reviewers*) go through the resource with their staff (*Reviewees*)
4. Reviewees assess their competency and send summary to Reviewer
5. Reviewer makes notes and comments
6. Review meeting takes place
7. Development plan is formulated
8. Regular review meetings held to assess progress and changes in competency

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**In more
detail...**

3. The User Journey

Step 4. assessing competency:

Record all competency assessment, any dialogue, and plans for training or development (paper or online)

Professional Practice This module comprises of 6 competencies at all 5 levels

Reviewee

Using the HEaTED framework please rate yourself from levels 1 - 5 for the professional practice module competence 'Use initiative and problem solve'

This is the first of 6 competencies in this module. Please refer to the HEaTED guidance resources if you require further information

- Level 1 **LEARNER**
- Level 2 **EXPERIMENTALIST**
- Level 3 **PRACTITIONER**
- Level 4 **SPECIALIST**
- Level 5 **EXPERT**

Please add comments and evidence on how you came to make this judgement

See supporting resources if help required

3. The User Journey

Step 4. assessing competency ctd:

- Record all competency assessment, any dialogue, and plans for training or development
- This serves as your development plan
- Use the HEaTED course directory to plan any formal training
- Use the Useful Guide library for any soft skills training in the absence of £s



Useful Guide Library

Access through Resources group
in [HEaTED Online Groups](#)



Helping organisations to be confident in their people and their people to be confident in themselves



HEaTED Useful Guide Library

Tips and Tools

When you click on the button below you will have access to the growing number of additional tips and tools that are available from 247freetips.com. Click on the button again to hide the list.

[Tips and Tools](#)

Useful Guides

Please click on the Useful Guide images below to download the Useful Guides you require.



Contact Us

Call us on
0845 260 2820
or click [here](#) if you
would prefer to ask
us to contact you.

Examples include:

- **Assertiveness**
- **Dealing with Difficult Behaviour**
- **Delegating**
- **Effective Change**
- **Goal Setting**
- **Managing Conduct**
- **Managing Teams**
- **Managing People**
- **Managing Email**
- **Mentoring Essentials**
- **Managing Projects**



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- Use your assessment to link to the standards for Professional Registration

ENGINEERING TECHNICIAN STANDARDS	ICT TECHNICIAN STANDARDS	REGISTERED SCIENCE TECHNICIAN STANDARDS	REGISTERED SCIENTIST	PROPOSED HEATED STANDARDS
A COMPETENCE AND COMMITMENT USE ENGINEERING KNOWLEDGE AND UNDERSTANDING TO APPLY TECHNICAL AND PRACTICAL SKILLS.	A USE ICT KNOWLEDGE AND UNDERSTANDING TO APPLY TECHNICAL AND PRACTICAL SKILLS.	A APPLICATION OF KNOWLEDGE AND UNDERSTANDING. IDENTIFY AND USE RELEVANT SCIENTIFIC UNDERSTANDING METHODS AND SKILLS TO ADDRESS BROADLY-DEFINED, COMPLEX PROBLEMS.	A APPLICATION OF KNOWLEDGE AND UNDERSTANDING. IDENTIFY AND USE RELEVANT SCIENTIFIC UNDERSTANDING METHODS AND SKILLS TO ADDRESS BROADLY-DEFINED, COMPLEX PROBLEMS.	A PROFESSIONAL PRACTICE. USE OF INITIATIVE AND PROBLEM SOLVING, APPLICATION AND METHODOLOGY OF TECHNIQUES, INVESTIGATION, ASSAY AND RESEARCH, MODELLING AND IMPLEMENTATION, EVALUATION AND ASSESSMENT.

3. The User Journey

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- Use your assessment to link to the standards for Professional Registration
- ... **repeat the cycle at regular intervals**

3. The User Journey

The result =

Technical staff ensuring regular assessment of their own competency and professionalism and owning their own development.

Line managers / reviewers engaging regularly with their reviewees to ensure a competent, proactive, professional workforce ready to respond to changing needs.

4. How do we access CATTs?

- Writing to all member HEIs very soon
- Named individual to procure the resource
- £250 HEaTED member organisations
- Responsible for internal briefing and dissemination
- Pre-order: admin@heated.ac.uk

5. Feedback and member case studies

- We will be collating feedback from all members who procure the resource
- As a result of this feedback we will make changes / improvements regularly as part of the annual fee
- New case studies from member organisations will be collated following implementation to enrich the resource

More Information

Rachel Crossley

HEaTED Head of Programme
r.crossley@slcs.ac.uk

HEaTED Central Team

admin@heated.ac.uk
01904 328173



@HEaTEDtechs