



CAREER PATHWAYS

A personal guide for technicians working at York who wish to advance their career; detailing technical roles at York, how to obtain on-the-job experience, further education and useful resources.

Technician
Commitment

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Introduction by Dean of Science Faculty/Head of Technical Services

Technicians have been the backbone of the University of York since it was founded in 1963. Each and every year since they have ensured the delivery of truly excellent teaching and world class research, often this critical work was done in the background and therefore at an institutional level the community suffered from a lack of understanding and appreciation. In 2017 York became a founding signatory of the Technician Commitment to enhance the visibility, recognition, career development and sustainability of technicians at York. Since 2017 significant progress has been made against these four pillars as evidenced in the self-assessments and action plans and there are a number of examples of increased institutional visibility, often through the excellent work of TechYork. There is also much greater recognition of the brilliant work of technicians here at York at departmental, faculty, institutional and also at a sector level that shows just how far the community has progressed in the last five years.



Career development for technicians is a challenge that the sector has been struggling with for many years, but through the Technician Commitment, the team here at York have been working on developing career pathways for Technicians at York for a number of years. This comprehensive booklet will take you through what a career pathway is, how this aligns with the generic role descriptors and grades, as well as the role that the University, line managers, professional bodies and, critically, technicians themselves play in accessing a career pathway here at York. It signposts help and support as well as providing a toolkit to progress your career at York.

We do hope that you find this booklet a useful resource and we would like to say a huge Thank You to the Technician Commitment Delivery Group, expertly chaired by Lucy Hudson for the phenomenal amount of work they have put in to developing this resource for technicians. If, after reading this information, you have further questions then please initially speak with your line manager, your departmental technical manager or contact Simon Breeden, Head of Technical Services, who will be happy to answer any questions you may have.

Andy Dougill
Dean of the Faculty of Sciences

Simon Breeden
Head of Technical Services



2. What is a career pathway?

A career pathway for technicians at York is a series of structured and connected education courses and on the job learning opportunities that enable an individual to advance over time, to a new job and/or higher levels of education. An individual's short and long term goals can be met by combining learning with a sequence of jobs, that could take a linear path into a field of specialism, a move into management, a change of career, or even a sideways move to gain relevant experience.

There is no blueprint or timeline for climbing the career ladder

Ultimately your career path depends on your career values – what do you want from your job?

- Avoiding stress
- Manufacturing
- Camaraderie
- Casual work environment
- Challenge
- Changing the world
- Collaborating with other
- Competition
- Design
- Creativity
- Diversity
- Employee benefits
- Family friendly
- Fun
- Helping others
- High income
- High level of interaction
- Intellectually demanding
- Job security
- Moral/spiritual fulfilment
- Opportunity for advancing
- Opportunity to lead
- Opportunity to learn new things
- Outlet for creativity
- Pleasant work environment
- Prestige
- Recognition
- Risk-taking
- Routine work
- Socialisation
- Solving problems
- Status as an expert
- Structure
- Supportive management
- Team membership
- Work life balance
- Working alone
- Working outside
- Working from home

And key personal requirements: wanting to learn, the ability to network and be flexible, and not afraid of a challenge.

3. Who needs a career pathway?

Our working lives are longer than the generations before, long gone are the days of working 35-40 years and being in a financially stable position to be able to retire, and so too is the culture of choosing one career path at school/college for the rest of your life.

Your career path is an essential component of your life plan. To continue to enjoy work, meet your career values and goals you will most likely need to continually broaden your skill base to be best placed for a wide range of roles. The stronger your CV, including transferable skills, the more choice you will have to apply for new roles and the more

confidence you will have to discuss your position and what the next steps may be.

You may be content in your career or role, and may enjoy learning and broadening your skills for personal benefit, this booklet is still relevant for you.

It is important to keep your skills and abilities up to date, along with a strong CV, you never know when a career opportunity may arise.



4. Example roles for each technical grade



Apprentice

Laboratory Technician, Biology

Work as part of the Technical Support teams, providing an autoclaving and glass wash service, monitoring and maintaining technical equipment

Learning how research and teaching laboratories operate, health and safety, and become proficient in relevant IT software

Attend day release course to gain the qualification: Laboratory Technician Level 3

Procurement and Supplies Assistant

Work as part of the Store's teams, receipting goods, processing purchase orders, managing stock, processing specialist goods and hazardous waste

Become proficient in the use of procurement software

Attend day release course to gain the qualification: Procurement and Supplies Operations Level 3

Mechanical Workshop Assistant

Work as part of the Workshop teams, gaining expertise in mechanical manufacturing and repair of scientific equipment

Learn how to use computer-aided design software

Attend day release course to gain the qualification: Engineering Technician Level 3

Technician (Grade 3)

Horticulture Facility, Biology

Work as part of a team to maintain the facilities and experimental plant material in the Horticulture Facility

Conduct daily tasks of plant husbandry including watering, identification of pest and disease, and checking the environmental controls of the glasshouses, growth rooms and plant growth cabinets

Teaching Laboratory Support, Environment & Geography

Responsible for assisting in the operations of the teaching laboratory with support and supervision from the senior technicians in the team

As part of a team set up and clear the equipment and consumables for the practical sessions and fieldwork

Process laboratory waste and occasionally assist in the research laboratories

Research Support, Structural Biology Laboratory, Chemistry

Work on routine tasks within laboratories using established guidelines

Checks on key laboratory equipment, conducting calibration and remedial work

Collecting items from stores and some administrative work



Technician (Grade 4)

Infrastructure Team, Biology

Working as part of a team to provide technical services, facilities and support for the teaching and research activities within the Department

Conduct routine tasks checking equipment, operating scientific equipment

Providing training on scientific equipment to staff and students

Bioarchaeology Research Facility, Archaeology

Assisting with student projects and maintaining the laboratories

Responsible for preparing samples for analysis, maintaining equipment, purchasing duties

Supporting other technicians, conduct laboratory training and inductions

Research Support (Organic Chemistry), Chemistry

Providing technical and scientific support to the laboratories: housekeeping, operational management, equipment, and instrumentation

Providing practical synthetic support to projects and supporting research through the provision of microanalysis

Collaborating with technicians, academics, and research staff in synthetic/analytical organic chemistry

Stores Facility

Working as part of a team, providing a comprehensive store service

Tasks include counter services, processing goods in and out, stock control, chemical waste management, portable appliance testing and the supervision of apprentice colleagues

The role undertakes administrative and technical activities as delegated by the line manager

Technician (Grade 5)

Horticulture Facility, Biology

Providing an effective and efficient horticulture service to support the research and teaching activities of the Facility

Contributing to the day-to-day operational management, including experimental plots, glasshouses, plant growth rooms/cabinets, and their associated equipment

Providing detailed advice, training, guidance and information on horticultural processes and procedures including safe working practices, regulatory and legislative requirements

Electronics / Robotics, Institute for Safe Autonomy, School of Physics and Engineering Technology

Providing technical and scientific support to research/teaching projects and laboratories within the Institute

Facilitating the design, maintenance, development, modification, and repairs to a wide variety of standard and bespoke research equipment

Conducting electronic design, providing advice on electronic/electrical issues, health, and safety, maintaining specialist IT systems, and research laboratory operation support

Organic Residue Analysis, Bioarchaeology Research Facility, Archaeology

Supporting the research activity of archaeological chemistry, involving sample preparation and the extraction of ancient molecules from archaeological artefacts, soils and sediments and their analysis by mass spectrometry

Responsible for the maintenance of equipment, particularly GCMS and GC-IRMS instruments

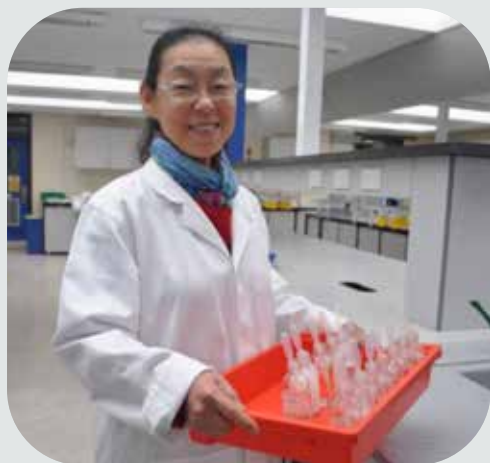
Providing training for staff and students in data analysis and developing systems for streamlining research and delivering high quality training in archaeological chemistry

Physical Geography, Environment & Geography

Providing technical support and assistance to project students during their physical geography laboratory work

Maintaining the physical geography laboratory equipment (laser granulometers to centrifuges, ovens, furnaces, coring equipment), and the physical geography laboratory

Working as part of the Env and Geo technical support team



Teaching Labs, Chemistry

A team member responsible for organising, and supporting delivery of practical classes in the teaching laboratories, setting up advanced practical technique classes

Responsible for the maintenance, modification, repair, and operation of equipment and attached computers

Consulting with service engineers and facilitating instrument data transfer onto the central file store

York Neuroimaging Centre, Psychology

This role supports the acquisition of human neuroscience research data using technologies like MRI, EEG / MEG, TM

Responsibilities include acquiring data with the scanners / equipment, training others to operate the equipment safely, running maintenance and quality assurance checks on equipment

Offering guidance and training to staff and students using a variety of techniques to analyse data to help generate research output and publications

Laboratory Support, Computer Science

Managing the hardware teaching labs in the department, acting as a first contact point for students using the labs for taught course programs, and academic staff teaching in the labs

Designing, repairing, and servicing equipment systems used by the students and aiding third- and fourth-year students with hardware related projects

Technical Specialist or Technical Team Manager (Grade 6)

Hull York Medical School

Leading, managing, and developing the technical services in H&Q Blocks, for Biology, and HYMS research

Managing the support technicians, responsible for the maintenance, development, modification, and repair of a variety of research equipment

Managing the CATIII suite operations, health and safety, procurement, and space management

Mechanical Workshop

Providing the construction of precision equipment, the ability to modify, maintain and repair workshop tools and research/teaching equipment

Able to program and operate a CNC lathes and milling machines, TIG welding plant and other typical mechanical workshop equipment

Expected to offer design advice for both research and teaching projects, including material choice, tolerances, fabrication techniques, etc.

Technology Facility, Biology

A highly skilled technician to work as part of the team specialising, and taking a lead in electron microscopy

Able to manage complex workloads, work with external collaborators and on research grants

Appropriate experience to be able to manage, maintain, advise, and conduct experimental research requests on the electron microscopes

Technical Specialist, School of Physics and Engineering Technology

Providing electronics support for the research and teaching activities, facilitating the design, development, construction, modification, and repairs to a wide variety of standard and specialised electronic/electrical equipment

Work includes schematic capture and PCB layout, 3D CAD modelling, 3D printing, repair and maintenance of existing equipment e.g. radio telescopes, electron microscopes etc.

Conducting projects in the fields of condensed matter physics, nuclear physics, quantum technologies, plasma physics and the physics of life



Scientific Glassblower, Chemistry

A highly skilled technician trained in the specialist area of scientific glassblowing

Responsible for the design, development, modification and construction of specialist scientific glassware, equipment, and components

Able to design and manufacture glassware for research activities, and repair or modify existing glassware equipment and apparatus

Zooarchaeology, Archaeology

Providing expert research and teaching in zooarchaeology

A specialist who maintains, manages, and looks to enhance the extensive vertebrate reference collections and associated equipment, and is a point of contact for external enquiries related to these collections

Able to consult with researchers, and academic staff across the Department to ensure and support the delivery of high-quality research and teaching in this field

Psychology, York Neuroimaging Centre

A highly skilled technician working as part of a team supporting the acquisition of human neuroscience research data using technologies like MRI, EEG / MEG, TMS

Able to operate, develop, revise, and deliver training materials to teach others to operate equipment safely

Expected to keep abreast of the latest developments in their field, disseminate information to researchers and propose the implementation of techniques and technologies to keep research tools at the centre, at the forefront of neuroscience research

Senior Technical Specialist or Senior Technical Team Manager (Grade 7)

Biology

A senior technical role, as part of the biology technical operations team, providing technical support to the Department of Biology, Hull York Medical School (research), York Structural Biology Laboratories and Natural Sciences

Enhancing the professional structure of the Department, negotiating with senior management, research groups, external stakeholders, estates, and other central university teams

Undertaking two specialisms as departmental fire officer and faculty coordinator of the service of equipment operated and maintained under statutory law

Institute for Safe Autonomy, School of Physics and Engineering Technology

Responsible for the coordination and management of the technical services in the Institute, leading services provided by workshops/laboratories and managing technical staff

Managing the provision of workspace, a rooftop lab, and the specialist robotics design and testing equipment

Responsible for the delivery of maintenance, development, modification, and repairs to a wide variety of standard and bespoke research equipment

Nuclear Group, School of Physics and Engineering Technology

Acting as an expert resource; to support the activities of the laboratory by providing logistical, scientific, and technical support to students, staff, and external stakeholders

Providing technical and scientific support to research projects, and research operations

Expected to conduct experiment design, health and safety management, training, and supervision, and serve as Radiation Protection Supervisor for the SPET

Archaeology

Responsible for the line management and CPD of the technical staff in Archaeology, acts as departmental safety officer, designing and implementing all aspects of departmental health and safety, including fire management planning

Responsible for the overall management of all technical facilities in the Department: asset registry, equipment maintenance, and servicing needs

Consults with the departmental directors, internal and external stakeholders

Environment & Geography

Managing the technical team and acting as the Departmental Safety Adviser and Radiation Protection Officer

Responsible for the infrastructure, consulting with Estates and contractors, oversees budgets, and the asset database

Consults with the senior management team, facilitates access to the department, acts as departmental computer officer with oversight of IT support within the Department

Computer Science

A lead role co-ordinating and managing the technical services in the Department of Computer Science, directing and co-ordinating a wide range of services provided by workshops/laboratories and managing a team of technical staff

The role manages the technical team delivering the maintenance, development, modification, and repairs to a wide variety of standard and bespoke research and teaching equipment whilst providing technical support to laboratory operations

Lead Technical Specialist or Technical Operations Manager (Grade 8)

Chemistry

The most responsible technical role in a large academic department or school

Leading the coordination and management of the operational and infrastructure activities

Directing and coordinating a wide range of high-quality services provided by teaching and research laboratories and workshops

Leading teams of technical staff to ensure that the Department or school's teaching and research activities are supported and delivered effectively and efficiently

York Neuroimaging Centre, Psychology

Leading the specialist technicians in a specialist field - human in vivo neuroscience using techniques like MRI, EEG / MEG, TMS, TDCS and optical imaging

Consulting with academics and managers of their own and other departments and maintain collaborative commercial and academic research relationships

Ensuring that the design and implementation of all works relating to the infrastructure and service delivery are accessible, relevant, forward-looking, and safe

5. Roles of the individual, line manager, university and professional bodies



Individual - Technician

The individual is responsible for their own career development, researching what roles they may aspire to, considering their talent, strengths, weaknesses, interests, and skills. Line managers, a mentor or coach can help to explore and define these values. Of course, planning only gets you so far, keeping an open mind and an eye on what is happening in the department, school, faculty etc. is also important.

Line Manager

The line manager has an obligation to nurture and facilitate the career development of staff who wish to progress, to help them improve their professional skills, allocating where possible, on the job projects, temporary responsibilities, and shadowing at an elevated level to their current role. The manager should provide informative feedback on the technician's performance, offering tailored training and learning opportunities.



University

There are trained professionals who can assist with career development at the University, they can coach or mentor technicians to explore their personal preferences, grow and aspire. The University also has a comprehensive professional organisational development team who host a wide range of personal development courses.

Professional Bodies

Technicians are encouraged to seek external information on career development, this is especially relevant since the launch of the Science Council Technician Commitment. Many professional bodies such as The Royal Society of Biology, The Royal Society of Chemistry, The Institute of Physics, The Institute of Science and Technology, The National Technician Development Centre and UKRI are signatories of the Technician Commitment and provide a wealth of support for technicians wishing to advance their career. Being an active member of a professional body provides a widened perspective to development, and the chance to sign up to a career development programme and training.

6. The mechanisms of progression

Apply for another job at University of York

Register for the alerts or follow the SLACK channel for job vacancies at the University. Monitoring the vacancies will give you an idea of what jobs become available, if a department has a recruitment drive and how frequent roles that interest you, are open for application. Secondments are also advertised on the University job pages.

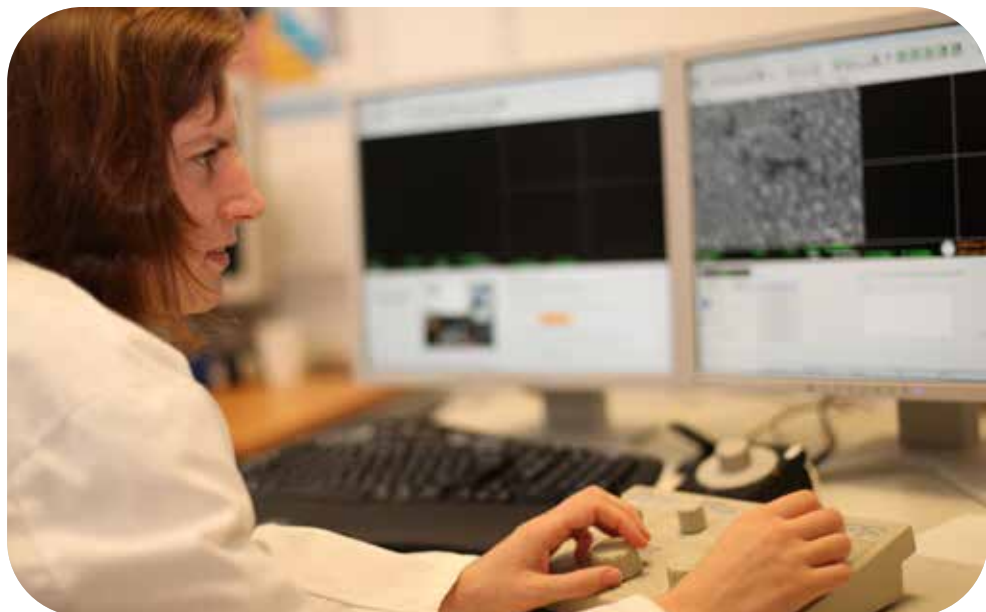
Apply for jobs externally

For the best opportunity to progress and to broaden your experience and skills, you may find that a role elsewhere to the University would be beneficial. Again, it is useful to monitor other technical role vacancy sites, especially those from other universities.

Role review

A role review will be considered when a role has significantly changed from your contractual job description, not because you have been in the role for a number of years, your level of workload, and/or at the top of your payscale.

If you think that your role has significantly changed, you can check by comparing your job description with that of the higher roles, using the [Technician Person Specification Comparison](#) and the [Technician Key Responsibility Comparison](#), or talk with your line manager.



7. Toolkit to progress

Secondment

A secondment is an opportunity to boost your career, gaining experience, learn about different roles whilst keeping your incumbent role to go back to at the end of the fixed term contract. Secondments can be full time or part time. The benefits can be learning new skills, gaining a new perspective, growing your network; it is a low risk way of trying something new.

Work or job shadowing

This is an informal opportunity to request to spend time and learn from a colleague whether that is at the University or externally. You would usually work alongside and gain experience from a colleague and possibly learn about a new area of work. At the University we have a job shadowing scheme, [Yorkshire Technicians Exchange Partnership \(YoTEP\)](#), where we have teamed up with Leeds University.

A sideways move

It can be beneficial for gaining those extra, different skills to take a sideways move before applying for a role at a higher grade, this can be extremely beneficial to gain confidence and expand your networking.

Personal development in PDR

Make the most of your one to one conversation with your line manager at your annual performance review, it is a time when the focus of the discussion is about you, a time for you to talk about your career aspirations, and how you may achieve them.

If you would rather have this conversation with a technical manager, contact your department technical manager.

Continual Professional Development

All technicians at York are allowed to take up to 10 days, pro rata for CPD activities. CPD activities can include attending webinars, conferences, on the job training, job shadowing within the department, across the university or at another institution, personal study, in-house and external courses and events. Plan and discuss your CPD with your line manager or technical manager. You can request funding for CPD from your department or school training fund.

Professional registration

Professional registration is an important milestone for any technician, it establishes your proven knowledge, understanding and competence. It demonstrates evidence of expertise to your peers and employers that you have demonstrated a commitment to professional standards, and to developing and enhancing competence. Applying for registration to a professional body such as the Royal Society of Chemistry or the Academy of Engineers opens up many unique opportunities, for example, higher self esteem with a broader network of peers, national recognition of your competence and commitment. It is highly recommended that one of your first steps to career development is to professionally register.



Another benefit of professional registration is the opportunity to utilise their training platforms at a reduced cost, or sometimes for free.

Training

The University offers a comprehensive program of training, there are many courses for technical staff to take the next step into managing budgets, health and safety, and management – [*People and Organisational Development*](#). The University have an agreement with [*LinkedIn Learning*](#) where you can explore a broader range of online learning opportunities.

Mentoring

“Mentoring is help by one person to another in making significant transitions in knowledge, work or thinking”

Megginson and Clutterbuck, 2005
Mentoring In Action

The university offers an in-house mentoring scheme, you can choose to be mentored by a member of technical support from another department or school, or you can be mentored by another member of professional support staff. [*University mentoring scheme*](#). Alternatively you can ask your technical manager if they have any external mentoring connections.

Coaching

“Coaching is a voluntary and confidential process in which a trained coach guides an individual to consider alternatives to their current situation and identify an outcome that they are committed to”

The university offers in-house coaching, which can be beneficial for those who really don't know what their next step in their career can be. [*University coaching scheme*](#)

Apprenticeship

Traditionally apprenticeships have been designed for school leavers, now, apprenticeships are appropriate and can be undertaken at any point in a career. There are more than 600 apprentice training courses, providing qualifications from GCSE to a master's degree, from acoustic technician to academic professional teaching in higher education.

You can search the full list of available courses and training provider at the Government's [*Find an Apprentice Training webpage*](#)

If you find a suitable course relevant to your current role, discuss this with your line manager or another technical manager.

8. Transferable skills

Transferable skills are soft skills that can be applied across various roles, and are incredibly useful when applying for a new job or thinking about a career change. As you acquire more transferable skills your job performance improves and the choice of roles that you can apply for widens. In most cases these can be developed on the job and it is likely that you possess many of these skills already.

Why are transferable skills important?

You may apply to a job for which you don't have much relevant or specific expertise, especially if you are new to the career or switching careers. Employers may look at your transferable skills to see your potential or be willing to train candidates who have transferable skills that demonstrate an ability to learn quickly.

Showcasing your transferable skills with one or two strong relevant professional examples in your job application can often give you the edge over other candidates to progress to interview. During your interview you will be asked a variety of questions, it is important to reply highlighting your most relevant transferable skills for that role.

Dependability

Dependability is the quality of being reliable and trustworthy. In the workplace, being dependable allows people to trust that you can do what you say you're going to do correctly, and in a timely fashion. The skill combines punctuality, accuracy, responsibility, time management and organisation. As a result of demonstrating this skill, your employer and team

members can continuously trust you with similar tasks in the future since they know you can accomplish the necessary goals.

Leadership and team management

Leadership and team management are the abilities to lead a team in performing a task from start to finish. These skills indicate that you can effectively manage and delegate tasks, organise a working calendar, solve team problems, set clear and actionable goals and coach people whilst implementing decisions that affect others. Capable team managers motivate others to accomplish goals, to collaborate with one another, to resolve conflicts and to support one another in reaching goals and improving.

Problem-solving

Problem-solving is the ability to accurately assess a challenge and come up with an effective solution. When obstacles arise employers need employees who can handle them efficiently, calmly and logically. Problem-solving combines other transferable soft skills like communication, critical thinking and research.

Data analysis

Data analysis is the ability to inspect, transform and model data to acquire information and draw conclusions that support other team members or departments in the decision-making process. This skill involves other transferable soft skills like research, visual communication, written communication and critical thinking.



Communication

Communication skills allow you to pass information concisely to your superiors, staff and colleagues. In nearly all workplaces, you must be able to communicate clearly via phone, email, instant messaging and in person.

There are four main skills required to communicate effectively:

- **Writing:** This type of communication comes in many forms: a letter, report, financial document, email or memo. In general, being able to summarise your most important points, use accessible vocabulary and be grammatically correct are universal writing skills.
- **Speaking:** This form involves being able to talk to others, tailoring your language to different people, using professional tones of voice and vocabulary as well as reading and using body language, facial expressions and other gestures.
- **Listening:** You should also have good active listening skills to fully understand a speaker's arguments, concerns, questions or directions.
- **Presenting:** These are the skills that you need to deliver effective and engaging presentations to various audiences. This involves clear speech patterns, confident body language, dynamic and easy-to-understand slide shows and other visuals and answering questions or defending arguments.

Time management

Time management refers to the way a person plans, prioritises and organises their time and tasks according to deadlines. People with good time management skills are better able to identify which tasks to focus on each day, minimise distractions, track progress towards goals and deadlines, and assess their work processes to improve efficiency.

Empathy

Empathy is the ability to understand another person's feelings, thoughts, ideas and background in a given situation. It involves actively listening to others, considering an issue or situation from another person's perspective and respecting differing viewpoints. This quality is important in resolving conflicts, building more productive and diverse teams and improving relationships with team members, and customers.

Adaptability

Employees must be able to adapt to changes, learn new skills and ensure that work is done efficiently, even as demands increase. Employees can also use their adaptability skills to complete dissimilar projects, work with new team members and cope with changing leadership.

Technological literacy

Technological literacy is the ability to learn, operate and perform basic troubleshooting on computers, software and other technological equipment. Many employers seek candidates who have prior experience with common workplace technology or can learn to operate new tools and software quickly.



Organisation

Organisation involves planning projects, tasks and goals, allocating time and resources, and establishing a productive workspace. This skill is incredibly important when you coordinate a team and distribute tasks to achieve goals, to improve your own productivity and efficiency or determine the best way to do your everyday work.

9. Summary

This is a guide, your personal commitment is required, however, committing does not make the process formal or guarantee promotion. Take up and make your own opportunities to widen your skill set, become an active member of TechYork, professionally register, commit to using your CPD time effectively, take on a project, network externally, or apply for a secondment.

It is essential that you make the most of your CPD time and plan your conversation at your annual performance review to discuss how you would like to use your CPD time with your line manager, and importantly how they can support you.

Not sure where to start?

Why not request a meeting with either your line manager or departmental/school technical manager to discuss the first steps or draft a plan, this doesn't have to wait until your annual performance review. Only you can decide your career path, what makes you happy, how much time you want to commit and what will give you a sense of reward and achievement in your career.



10. Resources



University resources

University Technical Careers

york.ac.uk/admin/hr/university-careers/technical-careers/lab-workshop-technicians/overview

University Career Development Overview

york.ac.uk/admin/hr/learning-and-development/career-development/professional-careers/overview

People and Organisational Development

york.ac.uk/admin/hr/about-hr/teams/pod

TechYork

york.ac.uk/staff/working/tech-york

YoTEP

york.ac.uk/staff/working/tech-york/tech-commitment



Other resources

Technician Commitment

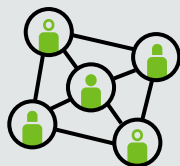
technicians.org.uk

National Technicians Development Centre

nationaltechnicianscentre.ac.uk

Midlands Innovation Talent

mitalent.ac.uk



Professional Bodies

Institute of Science and Technology

istonline.org.uk

Royal Society of Biology

rsb.org.uk

Institute of Physics

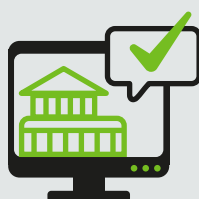
iop.org

Royal Society of Chemistry

rsc.org

Royal Academy of Engineering

raeng.org.uk



Government resources

National Careers Service

nationalcareers.service.gov.uk/explore-careers

Find an apprenticeship

gov.uk/apply-apprenticeship

