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|--|---|-------------------------------|---|
| <b>Post Details</b>  |   | <b>Last Updated:</b> 03/03/25 |   |
| <b>Faculty/Administrative/Service Department</b>   | FABSS   School of Arts Humanities & Creative Industries   Music and Media |                               |   |
| <b>Job Title</b>   | Games Design Technician   |                               |   |
| <b>Job Family</b>  | Technical & Experimental  | <b>Job Level</b>              | 3 |
| <b>Responsible to</b>  | Academic Technical Director, Music and Media                              |                               |   |
| <b>Responsible for (Staff)</b>   | N/A   |                               |   |
| <b><u>Job Purpose Statement</u></b>  |   |                               |   |
| <p>To support and assist lecturers in the delivery of lectures, including as a laboratory or computing demonstrator/assistant, and/or facilitating a workshop, seminar or tutorial. To provide assistance and technical support to students completing their work. To help specify new equipment and software. To liaise closely with the IT services department to support software provision across the School of Arts Humanities and Creative Industries.</p>   |   |                               |   |
| <b><u>Key Responsibilities</u></b> This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities   |   |                               |   |
| <ol style="list-style-type: none"> <li>1. Assist in the support and delivery of computer-based teaching sessions for the degree in Games Design, including relevant games development software, game engines and coding languages</li> <li>2. Support students in software set up as needed, as well as writing set up guides and other documentation.</li> <li>3. Ensure the lab areas are all in order and functioning.</li> <li>4. Support teaching staff across the School of Arts, Humanities and Creative Industries with software configurations and computer lab technical support.</li> <li>5. Liaise closely with IT and assist in software installations, configurations and updates across the School.</li> <li>6. Assist with stores / equipment loans and other functions of the music and media technicians as needed</li> <li>7. Assist with technical set ups across music and media where necessary</li> <li>8. Help specify and procure new software and equipment</li> <li>9. Ensure safety, usage and compliance of installations and equipment is in accordance with the University's Health and Safety policy at all times</li> </ol> |   |                               |   |
| <b>N.B. The above list is not exhaustive.</b>  |   |                               |   |
| <b>All staff are expected to:</b>  |   |                               |   |
| <ul style="list-style-type: none"> <li>• Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities Policy.</li> <li>• Work to achieve the aims of our Environmental Policy and promote awareness to colleagues and students.</li> <li>• Follow University/departmental policies and working practices in ensuring that no breaches of information security result from their actions.</li> <li>• Ensure they are aware of and abide by all relevant University Regulations and Policies relevant to the role.</li> <li>• Undertake such other duties within the scope of the post as may be requested by your Manager.</li> <li>• Work supportively with colleagues, operating in a collegiate manner at all times.</li> </ul>   |   |                               |   |
| <b>Help maintain a safe working environment by:</b>  |   |                               |   |
| <ul style="list-style-type: none"> <li>• Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.</li> <li>• Following local codes of safe working practices and the University of Surrey Health and Safety Policy.</li> </ul>   |   |                               |   |
| <b><u>Elements of the Role</u></b>   |   |                               |   |
| <p>This section outlines some of the key elements of the role, which allow this role to be evaluated within the University's structure. It provides an overview of what is expected from the post holder in the day-to-day operation of the role.</p>  |   |                               |   |
| <b><u>Planning and Organising</u></b>  |   |                               |   |
| <ul style="list-style-type: none"> <li>• Within their regular daily work routine the post holder will need to organise and prioritise their own work to ensure that key deadlines and objectives are met, referring to their manager for prioritising non-standard work. This will include seeking advice where there are conflicting demands.</li> <li>• Ensuring important repairs are carried out and spare parts are ordered in a timely fashion.</li> </ul>   |   |                               |   |

- Supporting teaching: preparing labs for timetabled lectures and practicals, ensuring any equipment and software is set up as needed.

### **Problem Solving and Decision Making**

- The post holder is expected to provide advice and solutions to technical problems with software and hardware.
- The impact of a wrong decision/judgment would be interruptions to service for staff and students; due to the time-sensitive nature of practical module delivery and coursework deadlines this could have a significant negative impact on services to staff and students.
- The post holder is expected to use their own initiative and judgement to address and resolve problems and issues, referring only the most complex or those issues outside of the remit of their role to their line manager.

### **Continuous Improvement**

- Maintaining and improving the facilities to high professional standards, as budgets allow, including suggesting improvements, and specifying and installing appropriate equipment
- Monitoring and amending protocols for student booking and use of the facilities where appropriate, with discussion with teaching staff
- They should aim to keep their own skills current by engaging with training opportunities

### **Accountability**

- The post holder will be expected to manage their own time effectively without day to day supervision.
- Decisions on major purchases will require discussions and agreement with other staff members
- The post holder is responsible for maintaining a safe environment and ensuring that all students and other relevant parties comply with Health and Safety requirements.
- The post holder is expected to work within the University's acceptable use policy and data policy. [Available here](#)

### **Dimensions of the role**

- The role will primarily support teaching on the Department's degree courses.
- In addition, there may be 2 or 3 open days, and a small number of external bookings to help out with. As well as holiday cover in stores or the PATS workshop.
- The postholder will work within the budget for the Games degree course, working with the rest of the technical and academic staff
- The Postholder will offer support with installations, configurations and upgrades for all of the computer labs in the wider school.

### **Supplementary Information**

The post holder may (with suitable guidance) be asked to contribute to processes of assessment of students' work and capabilities. This would be limited to informal verbal or written comments on students' performance during practical production work, which would be fed back solely to the relevant programme or module leaders. The post holder would not participate in any formal assessment processes.

**Person Specification** This section describes the sum total of knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.

### **Qualifications and Professional Memberships**

Degree/foundation degree in related discipline.

E

Vocational qualifications (NVQ/BTEC Level 3 or equivalent) and GCSE English & Maths plus relevant work experience.

D

**Technical Competencies (Experience and Knowledge)** This section contains the level of competency required to carry out the role (please refer to the Competency Framework for clarification where needed and the Job Matching Guidance).

**Essential/  
Desirable**

**Level  
1-3**

Detailed knowledge of relevant Games Development software and hardware

E

3

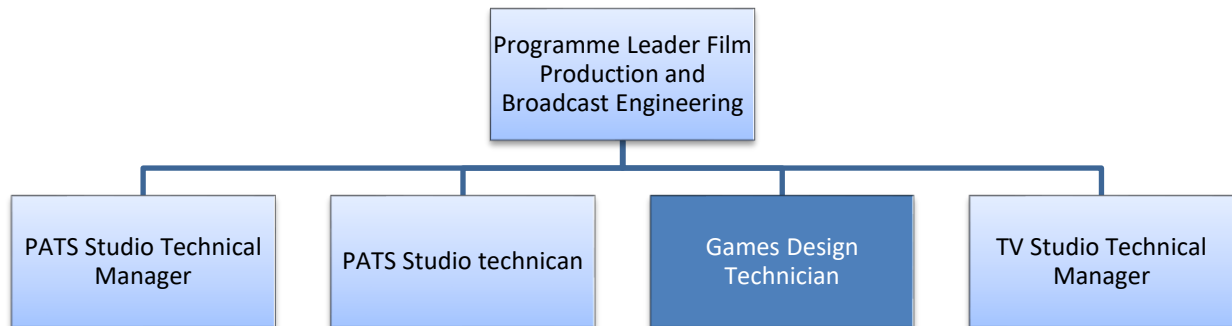
Operational knowledge of Python and Unity/C# and/or Unreal Engine/C++ languages

E

3

|   |   |                                 |
|---|---|---------------------------------|
| Knowledge of PC computer hardware and software installation   | E | 3                               |
| Knowledge of Apple Mac hardware and software installation   | D | 2                               |
| Knowledge of Azure/Entra Active Directory and other system admin tasks including cybersecurity  | D | 2                               |
| Knowledge of Virtual Reality, AI for games, 3D animation  | D | 2                               |
| Knowledge of Video Game Development Kit (devkit) hardware   | D | 2                               |
| Knowledge of Virtual Production equipment setup and operation   | D | 2                               |
| <b>Special Requirements:</b>  |   | <b>Essential/<br/>Desirable</b> |
| The post holder should be prepared to work occasionally outside the contracted hours, to support open days and other special events   |   | E                               |
| <b>Core Competencies</b> This section contains the level of competency required to carry out this role. (Please refer to the competency framework for clarification where needed). n/a (not applicable) should be placed, where the competency is not a requirement of the grade.   |   | <b>Level<br/>1-3</b>            |
| Communication   |   | 2                               |
| Adaptability / Flexibility  |   | 2                               |
| Customer/Client service and support   |   | 3                               |
| Planning and Organising   |   | 2                               |
| Continuous Improvement  |   | 3                               |
| Problem Solving and Decision Making Skills  |   | 3                               |
| Managing and Developing Performance   |   | n/a                             |
| Creative and Analytical Thinking  |   | n/a                             |
| Influencing, Persuasion and Negotiation Skills  |   | n/a                             |
| Strategic Thinking  |   | n/a                             |
| <p>This Job Purpose reflects the core activities of the post. As the School and the post holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The University expects that the post holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary.</p> <p>Should significant changes to the Job Purpose become necessary, the post holder will be consulted and the changes reflected in a revised Job Purpose.</p>   |   |                                 |
| <b>Organisational/Departmental Information &amp; Key Relationships</b>  |   |                                 |
| <b><u>Background Information</u></b>  |   |                                 |
| <p>The post holder will work predominantly to support the new degree in Games Design BSc with a first intake of students in September 2025. The facilities consist of a 25 seat PC lab with industry standard PCs.</p> <p>This degree sits within the area of Music and Media within the School of Arts, Humanities and Creative Industries. Music and media has degree courses in Music, Creative Music Technology, Music and Sound Recording (Tonmeister) and Film Production and Broadcast Engineering. It has masters courses in Music and Film and Digital Animation. Facilities are extensive: Three world class recording studios, several edit rooms, an industry standard TV studio including green screen area and an extensive mic collection and cinematography cameras available for booking by students. As well as the new dedicated PC lab for Games Design, there is also a 30 seat Apple Mac Lab, and a smaller PC lab for the FADA masters course. The school includes the Guildford School of Acting, which has its own Mac and PC labs</p> |   |                                 |

**Department Structure Chart**



**Relationships**

**Internal**

- Games design, Tonmeister, Music and FVPT degree academic staff, to support teaching sessions and to advise on equipment needed to support learning and teaching.
- IT services: Complying with IT policies, assisting in installation, support and admin configurations
- Stores and TV technicians. Reciprocal holiday cover, Technical help, and associated manpower.

**External**

- External Workshop leaders
- Visiting users of the facilities
- Specialist repair companies
- Specialist equipment suppliers