

# Technician Commitment Self-Assessment and Action Plan

Year One - 2019



## Technician Commitment

### Evaluating Impact through Self-Assessment & Future Action Planning

Organisation: **University of Southampton**

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1. To provide some context, please provide a brief profile of your organisation (up to 250 words):

The University of Southampton is built on a long and distinguished history, today it enjoys a position among the very best in the world: a founding member of the Russell Group; a UK top 20 and a world top 100 university; with recognition of excellence across research, education and enterprise.

Southampton is renowned for the breadth and impact of its world-changing, interdisciplinary research and enterprise, and for the quality of its education. Organised into five faculties and professional support services (Fig. 1), we enable students from the UK and across the globe to develop critical thinking and independent learning skills that are essential for future leaders and decision makers. The campus supports a diverse community; attracting leading academics from across the globe and students from around 150 different nations. We have over 24,000 students and employ over 6,500 staff.

Faculty of Arts and Humanities	Faculty of Medicine	Faculty of Environmental and Life Sciences	Faculty of Engineering and Physical Sciences	Faculty of Social Sciences	Professional Services
Humanities Winchester School of Art	Human Development & Health Cancer Sciences Clinical & Experimental Sciences Medical Education Primary Care & Population Sciences	Biological Sciences Geography & Environmental Science Health Sciences Ocean & Earth Science Psychology	Engineering Chemistry Electronics & Computer Science Physics & Astronomy Zepler Institute for Photonics & Nanoelectronics	Economic, Social & Political Sciences Southampton Business School Southampton Law School Southampton Education School Mathematical Sciences	Student Experience Finance, Planning & Analytics Engagement & Advancement Human Resources Estates & Facilities iSolutions

Figure 1: University of Southampton high-level structure.

As a civic university, Southampton plays a pivotal role in the commercial and cultural life of one of Britain’s best-known maritime cities, contributing over £1bn-a-year to the region’s economy. We are number one in the UK for consultancy income and have developed 16 spin out companies since 2000. We have embarked on an ambitious long-term transformation strategy built around the four core pillars of quality, sustainability, internationalisation and collegiality, with plans to invest substantially in our campus over the next 10 years. The strategy is already starting to deliver: this year the University was awarded a Silver in the Teaching Excellence Framework (TEF) and received the Queen’s Anniversary Prize for higher education.

2. Please tell us how your organisation defines its technicians:

The University of Southampton defines its technicians in the broadest sense as those staff providing skilled technical and/or scientific support to research, education and enterprise functions. These staff comprise approximately 10% of all staff at the University.

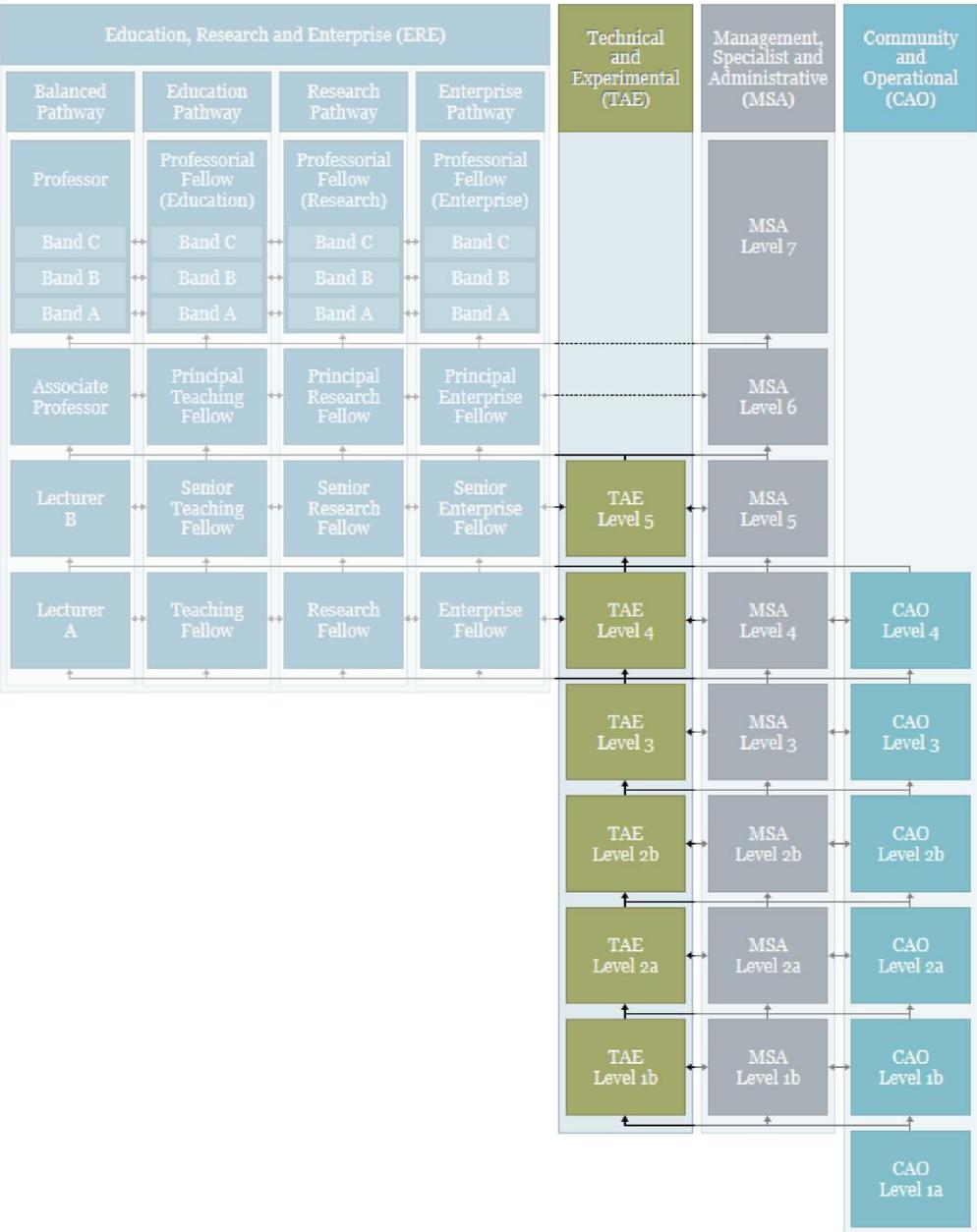


Figure 2: University of Southampton Career Pathways map, with the TAE pathway highlighted. We note that some specialist staff in the MSA and CAO pathways also identify as Technicians as defined herein

Research support is provided to academic staff, postgraduate students and to enterprise and consultancy staff. Support encompasses everything from maintaining laboratory infrastructure, setting up and operating equipment and teaching others in it use, running analyses and tests through to running facilities and workshops. Additionally, some technical staff support teaching and research almost exclusively through specialist software and computing support, as well as through providing technical design services and technical advice on outcomes. Technicians develop new approaches to implementing technology and developing methodologies to address research questions, which at the highest levels can involve highly specialised technical activities, advice and management responsibility for substantial technical services or groups.

Technical staff are instrumental in helping to develop and support educational activities and teaching programmes: preparing practical’s, field activities and facilitating projects for undergraduate and postgraduate teaching; preparing meetings, lectures and seminars; setting up and operating equipment and training students in its proper use.

The University also recognises those staff with a significant technical or specialist element of their role in Professional Services, for example some in IT (known as iSolutions at UoS) and a number in estates and facilities support. These staff provide specialist internal advice and support or carry out project management and support, requiring an understanding of the University’s systems and processes.

The majority of technical staff based in our Faculties (Fig. 1) are in the Technical and Experimental (TAE) Job Family (Fig. 2), whilst staff in Professional Services are more likely to be in the Management, Specialist and Administrative (MSA) Job Family (for example in iSolutions; Fig. 2) or the Community and Operational (CAO) Job Family (for example in Estates and Facilities; Fig. 2).

3. How many technicians are there in your organisation? Please provide some information on where they are based and/or how they are structured (in terms of subject/discipline/department):

The University of Southampton recognises technical staff in each faculty and in professional services, who are based across all six of our [Southampton and Winchester sites](#). For the purposes of the Technician’s Commitment, we have identified 688 technical staff (Table 1; snapshot data taken 1 December 2018).

*Table 1: Breakdown of number of technical staff in each faculty and in professional services. Refer to Fig. 1 for structure. \*Numbers for professional services include only TAE pathway iSolutions staff, along with Estates and Facilities for the purposes of this exercise.*

Faculty or Directorate	Total
Arts and Humanities	20
Medicine	126
Environmental and Life Sciences	77
Engineering and Physical Sciences	162
Social Sciences	2
Professional Services	93*
<b>Total</b>	<b>480</b>

Most technical staff in the Faculty of Arts and Humanities are located at [Winchester School of Art](#) (18). There are two members of staff in the School of [Humanities](#), based at [Avenue Campus](#).

The technical staff in the [Faculty of Medicine](#) are predominantly based at [University Hospital Southampton](#), including those specialising in Cancer Sciences (55), Clinical and Experimental Sciences (46) and Human Development and Health (21).

The [Faculty of Environmental and Life Sciences](#) includes the School of Ocean and Earth Science (37), whose technical staff are located at the [Waterfront Campus](#) based at the National Oceanography Centre Southampton (NOCS). The majority of the remaining staff are based at our

main [Highfield Campus](#) and specialise in Geography and Environmental Science (12), Biological Sciences (21), Health Sciences (4) and Psychology.

The [Faculty of Engineering and Physical Sciences](#) hosts the largest number of technical staff, in one faculty and they are located either at Highfield Campus or the [Boldrewood Innovation Campus](#). These staff are skilled in the areas of Chemistry (21), Electronics and Computer Science (25), Engineering (69), Physics and Astronomy (14) and Optoelectronics Research, based in the Zepler Institute for Photonics and Nanoelectronics (31).

The Faculty of Social Sciences have two technical staff based in the Southampton Education School at Highfield campus.

The majority of technical staff in Professional Services are in [Estates and Facilities](#) (85) and are based at Highfield, delivering technical services to all our campuses and buildings. Some are based in [Solutions](#) (8) and are located at either Highfield campus or Guildhall Square, in the city centre.

4. Please provide details of initiatives/programmes/activities that were already in place for the technical community within your organisation prior to becoming a signatory of the Technician Commitment:

The University of Southampton values technicians as an important part of the broader university staff community. As such, they have access to the full range of support and services that staff benefit from and some of these are outlined below. Alongside this, various initiatives that are technician specific have also been instigated with demonstrable success (see below). In undertaking the detailed assessment process for the Technician Commitment, a recurring theme that has been identified is that some excellent activities and practices are localised and therefore not all technical staff benefit from them. Below, we breakdown the existing technician community practices and activities into the four key Technician Commitment pillars, highlighting the good practice that has been in place, both at a University level and locally, prior to us signing the Technician Commitment.

#### **VISIBILITY:**

Visibility initiatives at a University level tend to be aimed at *all* staff regardless of role or job family. These include:

- The University of Southampton externally facing website ([www.southampton.ac.uk](http://www.southampton.ac.uk)) and job vacancy site ([www.jobs.soton.ac.uk](http://www.jobs.soton.ac.uk)).
- Internal communications, such as the intranet site (known as SUSSED) and associated announcements and the 'Staff Matters' monthly magazine.
- An exception is the Senior Technical Forum - This forum is optional for Senior Technical Staff in the Technical and Experimental Pathway (TAE) at levels 4 and 5, from across all faculties. It also includes members of the Maths and Science Learning Centre (MSLC) who facilitate the institution HEaTED subscription and associated training and networking events. The aim is to share best practice, training, and consider matters of importance to technical staff.

Other initiatives enhancing the visibility of technical staff have largely been undertaken at a department, service or school level, and include the following:

- Some faculty-based technical staff have an online profile page. This is less prevalent amongst Professional Services Staff.

- In some areas, faculty-based technical staff are named as co-authors on research papers, although this practice is more common in specialist research-focused roles and less so for laboratory technicians.
- Some senior technical staff are members of Senior Management and Leadership Teams, although this is variable across the University.
- Some technical staff have a voice through the Athena Swan committees at School and University level (internal/external visibility).
- School or faculty strategy documentation sometimes covers technicians (internal visibility).
- Technical staff are sometimes introduced as part of the induction process for new starters/students (internal visibility)

## RECOGNITION:

Herein we consider recognition to cover two key areas in relation to technical staff; firstly external professional registration as recognition of the specialist skills that technicians possess and secondly internal recognition of excellence in undertaking their technical role within the University.

Professional Registration: There is currently no University wide mechanism for encouraging or supporting professional registration. Rather, this is instigated at a local level and appears to be variable. Some (mainly) STEM schools have staff with professional registration or staff who are currently applying. Additionally, some departments organised around specific trades encourage staff to take further qualifications including NVQs, degrees and apprenticeships, something that can help staff who aspire to be regraded or promoted. Across the University as a whole, the uptake of professional registration by technical staff is relatively low. We attribute this to a number of reasons, including; a lack of dedicated time to complete applications; the perception that an individual is 'too late in their career' for it to be worthwhile and finally for some staff there is a lack of interest around the idea of becoming professionally registered.

Recognition of Personal Excellence: Technical staff can (and have been) recognised through the University's internal award schemes, including:

- [The Vice-Chancellors Awards](#). There are 12 award categories and Technical staff are nominated predominantly in the areas of Collegiality, Student Experience and Support and Service to the University across all university staff.
- [Staff Achievement Awards](#) are a monetary award for outstanding achievements from staff across all levels and type of role.
- There are also a variety of more localised recognition awards including the Dean's Awards, Faculty/School Teaching Awards, Global Partnership Awards, Shine a Light Awards, Employee of the Month Awards.

## CAREER DEVELOPMENT:

Career pathways: Technical staff are recognised in one of the following career pathways; Technical and Experimental (TAE) pathway; Management, Specialist and Administrative pathway (MSA); or Community and Operational pathway (CAO). The majority of technical staff are in the TAE pathway which includes staff at levels 1b to level 5. For Level 1-3 staff, expectations of the pathway and grade are set out in the Career Pathways website, for Levels 4 and above this includes a *contribution matrix* which outlines the skills and capabilities expected in each pathway and grade. As with all staff, technicians have a job description, outlining their job purpose, key accountability, responsibilities and a person specification. Job descriptions for vacant roles are available via our jobs site. There is an internal generic job description library, which holds an exemplar description

for each grade and each job family to support University processes such as appraisal, Personal Performance and Development Reviews (PPDRs; see below), recruitment and career development conversations. The expectations of technical staff are set out on an internal *Career Pathways* website.

Technical roles are evaluated using Hay Job Evaluation methodology. Career progression is achieved via an application for a new or vacant role at a higher level or through the re-grading of an existing role, when the size and scope of a role increases. Roles at Level 4 and above typically have an element of management responsibility and/or highly specialist technical expertise. For staff on the TAE pathway, it is expected roles beyond level 5 will have either a significant amount of management responsibility, in which case the role would most likely be considered on the MSA pathway. Alternatively, individuals who extend their focus and development in the area of research and education may apply for roles on the Education, Research and Enterprise pathway.

Training: The University's training offering includes; Leadership and Management training (19% of technical staff have engaged with available internal training courses), discounted training courses through HEaTED membership, CLEAPSS courses for secondary school and college technicians, IT and systems training, LinkedIn learning and Health and Safety eLearning. Specialist and bespoke technical training is offered internally by technicians or academic staff or booked through external training providers. Technicians also attend conferences and trade shows if required as a part of their role. Funding for training is localised in department, school and directorate budgets and access to financial support is varied across the University.

Appraisal and Personal Performance and Development Review (PPDR): All technical staff are expected to have an annual appraisal (levels 4 and above) or PPDR (Levels 1-3). This provides an opportunity for staff to discuss their career development and aspirations with their line manager and may also inform a decision about recognition. Some technical staff are appraised by Education, Research and Enterprise (ERE) staff and knowledge of the TAE Pathway can be variable. Line managers and appraisers should always have attended appraisal and PPDR training.

## **SUSTAINABILITY:**

The sustainability of a technical role or service has been variable across the University when defined by the terms below. There are a number of reasons for this, but a primary control is the size of a technical team or support service. Teams can vary from a sole technician to those that consist of tens of staff supporting large facilities. In the latter case it is clearly a possibility to identify points of failure and plan succession, whereas for a service reliant on a single technician this potentially becomes more difficult without a view across the broader University and cognate staff.

Recruitment and Apprenticeships: Recruitment to technical roles follows a standard university procedure, whereby the role and job description are identified and appropriately graded and then advertised via the jobs website. On occasion, apprentices have been sought with a view to training them in preparation for roles where there is a known succession challenge or a need to develop talent pools of appropriately qualified and skilled employees. The University apprenticeship policy states that there must be a role available on completion of the apprenticeship (as per the process outlined above). Comprehensive online resources to help guide line-managers through the apprenticeship recruitment process are available on the University website.

Skills retention and succession planning: Some schools have developed skills matrices to identify single points of failure in technical support, with some success. Some roles require highly specialised skills developed over years and these gaps are not easily bridged, particularly when staff retire or leave the University. There is increased pressure on technical teams while roles are vacant for extended periods.

Technical staff in the IT department (iSolutions) have demonstrated good practice in succession planning by providing [Excel internship](#) opportunities, student gap year placements and informal secondment programmes. This is possible because of the size (see Table 1) and varied skillset of the pool of technical staff who reside in this professional service.

Apprenticeships: The School of Engineering (SOE) have employed three apprentices since 2013, the School of Ocean and Earth Science (SOES) have employed three apprentices since 2014, and the School of Physics and Astronomy (P&A) have employed one apprentice since 2015. All have secured permanent contracts upon completion of their apprenticeships. Estates and Facilities are also actively encouraged to employ apprentices in their work area having employed one apprentice since 2016. Success in applications for apprentices is variable across the University with none employed in technical roles in the period post levy (1<sup>st</sup> May 2017) and prior to becoming a signatory (30<sup>th</sup> October 2018), however please see section 5 for more recent initiatives and success.

5. The Technician Commitment aims to ensure visibility, recognition, career development and sustainability for technical staff across higher education and research. Please tell us of any initiatives your organisation has put in place to address these themes since becoming a signatory of the Technician Commitment:

The formation of a dedicated steering group (see 7. below for details of this) upon becoming a signatory to the Technicians Commitment has allowed us to identify opportunities and to begin to make progress on various initiatives that benefit our technical community. Further, some of these have actively helped us to shape our action plan. Specifically, within the four key areas we have made progress thus:

**VISIBILITY:**

The steering committee includes representation from the University central communications team, in recognition of the important role that they have been able to play in supporting an improvement in both internal and external visibility through the following communication channels:

- We have a new corporate webpage which is currently used as the [University of Southampton Technician Commitment](#) landing page, linking to relevant information and relaying progress that is being made.
- A SUSSED (intranet) article has been published, outlining the work done so far on the Technician Commitment.
- A series of articles about technicians and their work have been published in the 'Staff Matters' e-magazine. [[Technician 125-year milestone](#)]

A HEaTED event was held at Southampton in July 2019, which attracted over eighty participants from Southampton and other HEIs, representing a significant opportunity to raise the internal and external visibility of our technical staff. The event was used to introduce the Technician Commitment and explain the progress the University is making in its Self-Assessment and Action Plan. Furthermore, a presentation was given on routes to, and benefits of, professional registration of technical staff as Registered Scientists.

**RECOGNITION:**

Data has been collected relating to technical staff membership of professional societies and professional registration. Overall the number of technical staff with professional membership is

low but there are encouraging signs that this is increasing. The number of technical staff with professional registration is low, but again there are signs that staff are preparing for professional registration through society membership. In some Schools professional membership and registration are encouraged and financially supported.

ISolutions staff have initiated a quarterly thank you scheme where staff can nominate a colleague for a job well done.

### **CAREER DEVELOPMENT:**

Career Pathways: The career pathways website will be transitioned to the new Office 365 platform to improve the visual layout and accessibility of the site. For Level 1-3 staff, expectations of the pathway will be mapped onto a *contribution matrix*, similar to that already available for staff at Levels 4 and above, which will outline the skills and capabilities expected in each pathway and grade.

An analysis of post titles, career pathway, grade and Activity Standard Occupation Classification (SOC) codes has identified generic role titles, across all pathways and grades and will inform the expansion of a generic job description library. This will provide support line managers and employees in writing job descriptions for the purposes of recruitment, re-grades and appraisal. This analysis, undertaken by HR Systems will inform the expansion of a generic job description library for technical roles and is featured in the University's action plan.

The HR website has been updated and the guidance for [Job Evaluation](#) improved. There is additional information about how the [Hay Evaluation](#) process works and further information about [Grading and Career Development](#). The section on grading and Career Development also includes information about [job descriptions](#); with links at the bottom of the page to guides on how to; create a [job description](#) and [organogram/structure chart](#). The next phase of this work will be the development of the job description library.

Training: "Appraising with Confidence" is a face-to-face training workshops have been developed, to support the Personal Performance and Development Review (PPDR) process for Level 1 to 3 staff on the Technical and Experimental pathway.

The Mathematics and Science Learning Centre (MSLC) in the Education School, has scoped the feasibility of hosting external professional development in Southampton, primarily through HeATED, and internally developed provision is being explored. Funding will be required for external provision (either centrally or through Faculties) and for development and delivery of internal training, and we are planning a draft programme and will submit associated costs. We are also reviewing partnerships with other institutions on the South coast with a view to collaboration. MSLC staff liaised with technician colleagues in the University to run the recent high-profile HeATED network event (see above).

### **SUSTAINABILITY:**

Senior technicians are independently seeking links between Schools to facilitate technical knowledge exchange and retention of skills. We have a self-managed Senior Technical Forum that meets quarterly to facilitate these links.

Since signing becoming a signatory of the Technician Commitment (and indeed post apprenticeship levy) there have been two apprentices employed in technical areas, one in the School of Engineering (SoE) and one in the Print Centre within ISolutions. There is an approval within the Faculty of Engineering and Physical Sciences (FEPS) to recruit two technician apprentices a year (for several years rolling) on a four year apprenticeship program to "higher level", the focus being on mechanical workshops in the first year, from 2020.

6. Please provide a 24-month action plan, detailing future plans to ensure your organisations addresses the themes of the Technician Commitment and details of how impact will be evidenced: (this may be detailed here or attached to this document as an appendix):

See attached document: Appendix 1: Action Plan.

7. Please evidence how the “technician voice” was present in the development and formation of the institutional action plan.

The University’s Technician Commitment self-assessment and action plan was initially developed by the steering committee, with representation from across the University (see table 2. Below). The draft documents were shared via email with all technical staff, with the opportunity to provide written feedback or to attend various engagements sessions, organised by a technical lead for each area, who was also a member of the steering committee. The documents were also shared and approved by the Professional Services Leadership Team (PSL) and the University Executive Board (UEB).

*Table 2. Technician Commitment Steering Group*

Name	Title
Professor Bashir Al-Hashimi	Dean of Engineering and Physical Sciences (FEPS) and Chair of the Technician Commitment Steering Group
Professor James Wilkinson	Professor of Electronics, Faculty of Engineering and Physical Sciences
Professor Aymen Al-Shamkhani	Professor of Immunology, Faculty of Medicine
Dr Julian Leyland	Associate Professor of Physical Geography, Faculty of Natural and Environmental Sciences
Professor Janice Griffiths	Professorial Fellow (Education), Faculty of Social Sciences
Jake Dovey	Incidence Response Team Manager, Incident Response, iSolutions
Daniel Cole	Mechanical Operations Manager, Estates and Facilities
Andrew Brook	Senior Technical Services Officer, Faculty of Arts and Humanities
Melissa Doherty	Molecular Laboratory Manager, Faculty of Medicine
Richard Reid	Technician, Faculty of Medicine
Nic Pratt	Senior Marine Biology Technician, Faculty of Natural and Environmental Sciences
Rachel Fitzearle	Senior Technical Manager, Faculty of Natural and Environmental Sciences
Gareth Savage	Resource Manager, Faculty of Engineering and Physical Sciences
Andy Giles	Faculty Technical Manager, Faculty of Engineering and Physical Sciences
Kevin Smith	Production Facilities Manager, Faculty of Engineering and Physical Sciences
Lesley Taunton	Internal Communications Officer, Engagement and Advancement
Karen Payso	HR Business Partner, Human Resources
Samantha McLaughlin	Reward and Recognition Adviser, Human Resources

8. Please confirm that your Technician Commitment status and action plan is published on your organisation's website and provide the relevant URL here:

<https://www.southampton.ac.uk/about/our-people/technical-staff.page>

Signed B.M. AL-Hashimi  
(Technician Commitment Nominated Institutional Lead)  
Date: 26 November 2019

Signed Mah E. Zaid.....(Technician Commitment Signatory – Leader of Institution)  
Date: 2/12/19

## Appendix 1: Action Plan

No	Action	Activities	Expectations, Measures of Success, By when? (Year 1 2020; Year 2 2021)	Owner. Resource?	Visibility	Recognition	Career Development	Sustainability
1	Technical Lead Role(s)	Technical Lead Role; to have strategic oversight of technical skills across the University; lead on the implementation of the University’s Technician Commitment and represent technical staff at management and University committees where appropriate. (3/4 x 0.2FTE roles FEPS/FMED/FELS/E&F. 2-year tenure with possible extension).	In post by Q2/3 Year 1	Dean/Director Up to 0.8FTE from across faculty/ directorate budgets.	X	X	X	X
2	Governance- Technician Commitment Steering Committee (TCSC) and Working Group (s)	The TCSC will ensure the effective delivery of the University’s Technician Commitment, to be chaired by a member of the University Executive Board.  The TCSC will have oversight of themed working groups, chaired by the Technical Lead, to implement, monitor and evaluate actions. These groups will report directly to the TCSC. Suggested themes will align to actions below e.g. professional registration, communications, apprenticeships etc.)	Terms of Reference for committees to be established in Q1, Year 1.	UEB member to Chair TSC.  Faculty Technical Lead(s), Technical staff, HR and Comms.	X	X	X	X
3	UoS website (External Communications)	A dedicated, externally facing, webpage to support the University’s Technician Commitment. <ul style="list-style-type: none"> <li>Enhance and improve externally facing web page content seen by prospective employees and new recruits.</li> <li>Improve how external audiences find technical staff and expertise through improved staff profiles.</li> </ul>	Year 1 and Year 2	Resource from Oneweb (tbc).	X			

4	Professional Registration	<p>Create a supportive environment where Professional Registration (PR) for technical skills is recognised, supported and valued;</p> <ul style="list-style-type: none"> <li>• Requests for funding and time allocation to be considered at a local level (Faculty/Directorate).</li> <li>• Annual programme of events to support PR.</li> <li>• Hold a central database to track, monitor and recognise those who have achieved professional registration.</li> <li>• Continue HEaTED Subscription.</li> </ul>	<p>Year 1 - ongoing Year 1 - ongoing Year 2</p>	<p>Dean/ Director to approve PR funding MSLC to develop annual programme of events. TSC to track and monitor PR.  CHEP</p>	<p>X X X</p>
5	Apprenticeship Policy	<p>Grow the number of staff on apprenticeships in areas where there are known succession challenges.</p> <ul style="list-style-type: none"> <li>• Evaluate the apprenticeship scheme in FEPS for consideration by other faculties/directorates.</li> <li>• Review the University policy to support sustainable skills and the potential for continuing professional development, as well as new entrants.</li> </ul>	<p>Succession planning for integral technical roles.  Year 1 and 2 Year 2</p>	<p>Local arrangements, TSC working group, Technical Lead(s).</p>	<p>X X X</p>
6	Resources to support Career Development	<p>Review, enhance and make available resources to support the career development of Technical Staff;</p> <ul style="list-style-type: none"> <li>• Update the career pathways website for all staff (Office 365).</li> <li>• Publish contribution matrices for Level 1-3 staff.</li> <li>• Develop a comprehensive job description library for TAE roles from Level 1b to Level 5.</li> <li>• Develop two new E-Learning modules; i) The Job Evaluation process and ii) How to write a good job description.</li> <li>• Regular workshops to support Professional Registration.</li> <li>• Training and Development courses delivered through the Mathematics Science Learning Centre to develop technical skills and support career development</li> </ul>	<p>Year 1 and 2</p>	<p>HR, TC working groups.</p>	<p>X X X</p>

7	Technician Network (Internal Communications)	<p>Create a <i>Teams site</i> for all technical staff to:</p> <ul style="list-style-type: none"> <li>• Share news and stories</li> <li>• Recognise and celebrate technical achievements</li> <li>• share best practice to promote consistency</li> <li>• Advertise events, workshops and training etc.</li> <li>• A dedicated mailbox for technical staff enquiries</li> <li>• Facilitate opportunities for development - mentoring, coaching, sharing best practice, work shadowing, secondments, succession planning, off-site visits with other Universities etc.</li> <li>• Annual Technician event/conference with links to the University strategy and TC key themes.</li> </ul>	Sharepoint site available Year 1	Technical Leads, TSC, minimal support from Internal Comms/iSolutions.	X	X	X	X
8	Technical Representation for University-wide initiatives	<p>Technical representation at appropriate committees, meetings, forums, networks, for example:</p> <ul style="list-style-type: none"> <li>• Faculty/Directorate meetings (Boards/Committees)</li> <li>• University Technical Network/Faculty Forums</li> </ul> <p>Athena Swan, Concordat, Race Equality Charter (REC), Harassment Contacts etc.</p>	(Year 1 and 2)	Technical Lead or Technical Staff. SMT to release staff to be able contribute	X	X	X	X
9	Recognition through Internal and External awards	<p>Staff, colleagues and students to be encouraged to nominate technical staff for awards, where appropriate: <b>Internal Awards</b> for example; Vice-Chancellors Awards, Deans Awards, Faculty Teaching Awards, Staff Achievement Awards, Global Partnership Award Projects, Student Awards and <b>External Awards</b> for example; THE Award, Papin Prizes, HE Bioscience Technician of the Year, IOP Technician Award, Higher Education Teaching Excellence Award,</p>	Regular stories of achievements from technical staff Year 1 - ongoing	Any staff can nominate. Awareness to be raised through the technician network.	X	X		
10	Technical Staff contributions to Research and Education Publication Policy (Fair Attribution)	<p>Technical staff will contribute to the development of a Publication Policy to recognise contributions to research.</p> <p>Consider how contributions to teaching outputs are recognised; explore recognition through the Higher Education Academy (HEA).</p>	Publication Policy Year 1 Education contributions Year 2	Library, RIS, HR, Technical Staff.	X	X	X	X

11	Engagement – Technical Staff and the staff survey.	Staff Survey reporting to include a breakdown of responses specifically from TAE staff to understand any themes, or issues being raised.	Year 2	HR	X	X		
12	Appraisals and PPDRs for all Technical staff	<p>All technical staff to engage in the annual appraisal or Personal Performance and Development Review.</p> <ul style="list-style-type: none"> <li>• Consider options for reviewing TAE staff as a single cohort across faculties to ensure fairness and consistency.</li> <li>• Promote appraisal/PPDR training for all TAE line managers.</li> <li>• Develop a framework for expectations of technical staff to support appraisal conversations.</li> </ul>	Year 2	All staff, HR, Unions	X	X	X	X