

Evaluating Impact through Self Assessment & Future Action Planning

Organisation: University of Hertfordshire

Name of Institutional Lead: Dr Rodney Day & Christopher Ivie (to 31/7/20)

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Please provide an overview of technical staff structures in your organisation.

At the time of publication the University employs a total of approximately 280 technical staff, with 128 in Academic Schools and 152 in professional Strategic Business Units (SBUs). The Academic Schools include Creative Arts; Education; Physics, Engineering and Computer Science; Health and Social Work, and Life and Medical Sciences. The academic Schools all share a similar structure for technical staff and their progress, adopting a Technical Officers, Senior Technical Officers and Principal Technical Officers structure, led by a Technical Manager, for each discipline. In 2018 one School introduced an Apprentice Technical Officer career route within Engineering. Technicians are also employed in the professional SBUs of Library and Computing Services and the Office of the Vice-Chancellor. We have technicians working for the University of Hertfordshire within research projects inside companies such as GlaxoSmithKline and off-site locations such as the Bayfordbury Observatory.

Please tell us about your institution's approach to the Technician Commitment since becoming a signatory. Comments on governance and reporting lines, resources and wider community engagement are welcomed.

Since becoming a founding signatory of the Technician Commitment in May 2017 it was clear that we needed dedicated staff focus to deliver our action plan. In early 2018 a member of our technical staff was seconded into a project leadership role to ensure our Technician Commitment work and 2-year action plan was progressed. This 12 month secondment was extended by a further year to provide continuity of leadership for the project at a time when we were developing our institutional 2020-2025 strategic plan and formulating the next 3-year technician commitment action plan. In 2019 the Project Sponsor moved to a new University, and executive Project Champion retired. Both roles have been replaced to ensure ongoing institutional sponsorship and advocacy for the technician commitment at executive level, as well as a clear structure for driving the project forward. In 2020 it was agreed that we would embed technical leadership for this project as a leadership development route for our senior technical staff within SBUs, and locate the project within our HR Organisation and Leadership Development Team. Wider participation has been encouraged and technical staff involvement in the steering group has increased, raising the visibility of technicians, and providing a clearer voice in the creation of documentation that go through the steering group for review. This is reflected in our ongoing work on a technical career development framework and personal, professional and development framework for technical staff. Although Covid-19 has constrained the regular meetings of the steering group, the intention is to re-establish regular meetings as we begin our work on the new 3-year action plan in 2021.

Please provide a RAG analysis on your institutional 24-month action plan indicating which activities you have undertaken and completed (green), which are in progress (amber) and which are still to be carried out (red). Please provide an explanation for those categorised as red.

This may be detailed here or attached to this document as an appendix.

See appendix A 'RAG Analysis 2018-2020 Institution Action Plan'

Please tell us how you evidence that your action plan has had/is having impact?

There is clear evidence that the previous action plan has made a positive impact on the technical community, but there is a great deal of further work to be completed. UH has continued with supporting and sponsoring the Technical Staff Project. We extended the role of project leader for and have worked to embed a technical lead role from within our SBUs with technical staff. The project has also been located institutionally within the Organisational and Leadership Development Team in Human Resources to ensure the development needs of technical staff can be better supported across the institution and linked to the University 2020-2025 Strategic Plan. The University has an allocation of a minimum of 10 Continued Professional Development (CPD) days for staff and the project has engaged with technical staff to encourage take up of this. The project had allocated a 'SkillUp!' development fund, which is a scheme aimed at supporting the personal, professional and career development of technical staff. This allowed small grants of up to £500 to be awarded to technical staff, which was directly connected to any or all of the four themes of the Technician Commitment, and had a positive outcomes for individual technical staff, the wider student community and the University. This allocation of funding was fully utilised and encouraging feedback was received from those who participated, which had a strong focus on 'lost skills' such as metal forging and leather-work.

The University created a new category for our Vice-Chancellor Awards (VCAs) entitled 'Technician of the Year' and received 88 nominations; both staff and students were able to vote for a technician in this category - "*Awarded to a Technician who has demonstrated outstanding and inspirational support for students and colleagues. They will have enhanced the student learning experience in learning spaces, labs, workshops, studios or LRCs, or has supported academic and research staff in their work with students. ...*". Through the work on the Technical Staff Project our Project Lead was able to contribute to the necessary conversations and sponsorship to allow the creation of the Times Higher Education Awards new award category of 'Outstanding Technician of the Year' and was subsequently invited to sit on the judging panel for this new award. Technical staff have engaged with the email grouping created to be a central communication route for the Technical Staff Project and this is something we will continue to provide as a means of communication between the University and technical staff. We have run a showcase event to highlight the contribution of technical staff and are planning a poster display of technical contributions to the University in 2021. All Equality, Diversity and Inclusion Teams have technical staff participation where appropriate and this is recognised in our Athena Swan submissions. Technical Staff are represented on the People Board and in the Health and Safety Consultative Committee. Looking forward to 2021 we will be working to include technical staff in a more systematic way at local level in the business planning cycle, something that technical staff have fed back to the University via the project steering group.

Please provide details of any additional initiatives/programmes/activities aligned to your Technician Commitment that are not covered in your original action plan.

The university has supported the appointment of two Apprentice Technical Officers within the School of Physics, Engineering and Computer Science and there are plans to expand this initiative

over coming years. This is part of our desire to create a new long-term talent pipeline directly into academic Schools, and support the development of highly skilled technical staff. We have continued to support technical staff well-being, provided Covid-19 Q&A sessions targeted at technical staff, and in 2021 will be further focusing on EDI and well-being, addressing issues raised in the recent Technician Commitment and UH staff surveys. We have given greater priority to this category in our next 3-year action plan highlighting the overarching importance we give to EDI, mental health and well-being arising from the people strand in our institutional strategic plan 2020-2025. The Technical Staff project is engaging with the co-author of our current Teaching Excellence Framework (TEF) submission to encourage contributions from technical staff to be explicitly mentioned and celebrated, in line with the Technician Commitment strands of Visibility and Recognition. A great deal of work has been completed on a personal, professional and career development framework for technical staff as well as a new technical career pathway, creating a clear and aspirational route for technical staff progression and development at all levels, from apprentice entry positions, into specialist technical roles, technical management, but also routes into academic posts and research where appropriate. This work should be more formalised in 2021.

Please provide a 36-month action plan; detailing plans to ensure your organisation continues to address 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). Please evidence how the 'technician voice' was present in the development and formation of the 36-month action plan.

Feedback was sought from technical staff when the 2-year action plan was coming to an end. Members of the Project Steering Group were invited to make suggestions, to review the action plan, identify achievements and consider actions for the future. This feedback was interpreted by the Technical Project Lead and led to the first iteration of a new 3-year action plan. This first version was subsequently commented on in detail by the Project Steering Group, circulated to the Steering Group to discuss with their fellow technical colleagues for any recommended changes in layout and content, and then finalised in discussion with the Project Sponsor, Director of HR, Assistant Director of HR and finally approved at the Chief Executive's Group meeting in December 2020, before publication. In 2021 we will be promoting our 3-year action plan and our ongoing commitment to the technician commitment with a flier / brochure as part of a focussed communications initiative to raise the profile of technical staff in the University.

Please confirm that your Technician Commitment status and 3-year action plan is published on your organisation's website and provide the relevant URL here:

<https://www.herts.ac.uk/about-us/governance/technical-staff>

Signed.....(Technician Commitment Nominated Institutional Lead) Date:

Signed.....(Technician Commitment Nominated Sponsor) Date:

Signed.....(Technician Commitment Signatory – Leader of Institution) Date:

Appendix A: RAG Analysis 2018-2020 Institution Action Plan

PROGRESS / RAG REPORT	
Project:	Technical Staff Project
Author:	Christopher Ivie, Project Leader, & Rodney Day, Project Champion
Date:	7 December 2020

Period Covering	April 2018	To:	Present
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Overall Project Status	Ongoing
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Milestone Description	RAG rating	Comments
Ongoing Actions		
Confirm future project sponsorship and governance beyond phase 2 (June 2019 onwards)		Chris McIntyre (Project Champion 2017-2019) met with Sue Grant (Line Manager) and Ian Campbell (Project Sponsor) to resolve future champion before retirement date. His successor has been appointed and Dr Rodney Day, Dean of Physics, Engineering and Computer Science, has taken post from 01/04/19. The Technical Staff Project has moved into the Human Resources department and is being managed centrally. The Project Leader role (one day a week) was extended until end of July 2020.
Complete biennial Self-Assessment and 24-month Action Plan for Science Council / Technician Commitment		The approved and published versions of the current action plan and self-assessment can be found here: https://www.herts.ac.uk/about-us/governance/technical-staff The next 3-year action plan and self-assessment is due in December 2020 and will be in line with our new strategic plan, project and departmental objectives, alongside our commitment to technical staff through the Technician Commitment signed in May 2017. This is to be reviewed by our Chief Executives Group before publication and initiation in December 2020.
Collating and publishing nationally recognised development opportunities.		These development opportunities are the opportunities we publish currently, which included options to go on placement to the Royal Institution to work as a runner on their Christmas programming when they are filmed, working with their scientific props team, opportunities to attend the Royal Society of Chemistry's conference for technical staff and the Technician Commitment conferences and events, held at locations such as the Tower of London and the University of Birmingham. In addition to this, promotion towards the biennial Papin awards, which celebrate technical staff across all Higher Education and is a set of awards exclusively for technical staff. We envisage continuing to support such development and networking opportunities. We have also promoted HEaTED's development programmes and workshops applicable to our technical staff.
Promote good practice at local level to enhance visibility of technical staff within area		Whilst work had been progressive towards a technical staff category within the Vice-Chancellors Awards, this had not been included in the 2018/19 academic year. Work continued to pursue this for the next academic year and the Project Leader liaised with various key stakeholders and users in this regard. This has now been successfully implemented in the 2020 awards and we have had over 50 nominations so far for 'Technician of the Year'. The project has also made great progress in the Visibility of technical staff, this has been within the internal magazine we publish alongside the creation of a0 posters of technical staff for a 'technical takeover' this year. In addition to this,

		<p>technical staff have been included within the creation of the 3-year action plan in a much deeper way through the steering group and will also be included in the publication of this, via a brochure format with their photos being included in the document created.</p> <p>Additionally, technical staff have access to a wide range of development at UH, ranging from Health and Safety, GDPR compliance, appraisal training, and Transition to leadership (TTL), as well as specialist training in their Departments.</p>
Building and enhancing technical networks and enabling relationships/mentoring within the technical community		For over 12 months, we ran a monthly drop-in session for technical staff to meet other like-minded individuals across all the technical disciplines. Attendance at these were encouraged but not mandatory and numbers were low. This initiative was discontinued, and other avenues of technical networks are currently being identified. This is currently looking to be in way of the technical showcase events and other internal events that technical staff are encouraged to attend.
Evaluating the impact of technical staff and their influence on the Student Experience		<p>We have been unable to gain a detailed understanding of technical staff impact on the student experience and journey. We need greater visibility of technical staff to student ratios and teaching hours, alongside Recognition of their contribution to curriculum planning, student feedback, tutor sessions and fully led demonstrations within the laboratory environment.</p> <p>With a view to be included within HESA, MFQs and the National Student Survey, these will not be changed within the time frame initially specified but are still high on the agenda of items we wish to influence, as student experience and impact is at the forefront of what we offer as a University.</p> <p>The project is making positive progress in many areas to this regard, including contacting the NSS in inclusion of a section dedicated to addressing the impact technical staff have, we are also creating a survey to address many questions to the technical staff body, one of which is the impact the technical staff make on teaching, learning and research and how best to make this known internally and externally.</p>
Encouragement of technical staff to engage with project objectives		<p>Whilst our original goal was to have technical staff increase their uptake on professional registrations with a view at gaining the Science Council's 'Employer Champion' status, with our development review it would not be possible at the time to enable us to create workshops dedicated to a minimum of six champion technical staff, evidencing and interviewing with an aim of achieving said professional registrations. This is something that we wish to continue promoting and will continue to accordingly. In addition, it is not possible, without asking the individuals themselves as to whether they have achieved a professional registration without our knowledge, as this is a personal achievement and retained should they no longer work at the organisation. We are looking to engage with the technical staff to tally which technical staff are professionally registered.</p> <p>We have had engagement from twelve members of technical staff for additional development, of which bids of up to £500 were applicable with a total of £3000. Of those twelve, four were resolved without the need for additional funding by internally available resolutions. Seven were accepted and one was rejected as it did not meet the appropriate criteria and the funding was fully utilised. The feedback from this available resource was very well received and we hope to continue with this initiative or something similar over the coming years.</p> <p>Additionally, we have had an uptake of technical staff involved within the project steering group meetings, project documentation and many more individuals have been involved with the creation and input for a new career pathways framework.</p>
Visibility		
Marketing and Communications strategy for the development of supporting internally and externally facing websites and publications		We have been successful in creating an area on our external website, content on HertsHub (our Intranet), contributions to the FACES e-newsletter and technical contributions to the magazine. We have created our own technical staff newsletter Connect-Tech but have decided to discontinue this method of communication. We have also increased

		participation at technician led internal events such as HertsTech. The Project Leader has written an article for the Technician Commitment and this has been published.
Establishing local communication activities for the Technical staff community		<p>With increased participation in HertsTech, our technical staff led networking event; and a science led Café Scientifique with a similar theme albeit Science oriented, it is imperative we continue to provide such networking opportunities for technical staff in the coming years and aim to increase and promote attendance to such events. Whilst we have discontinued the HertsTech drop in sessions, technical staff are still meeting regularly at different events which contributes towards our Technician Commitment initiative.</p> <p>Members of the steering group represent various areas of the University and have spread the word and promoted activity locally; alongside working collaboratively with technical staff to them a 'voice' in the creation of documents such as the action plan.</p>
Establish links and affiliations with partnership institutes and local FE/HE Colleges		Though not something addressed so far, we wish to address the suitability of involving local FE/HE Colleges and partnerships with local and national institutes to better understand the needs of the organisation and whether collaboration is the best approach to a talent pipeline, in line with the development of a new career pathway and development framework for technical staff.
Introduce a biennial Technical Staff Conference from 2019/20		This is something we have started work towards and we have many members of staff interested in helping arrange an event. The project leader has created a breakdown of estimated costs alongside a recommendation for duration and time of the year for the next conference and a member of the project steering group is leading on organising the event over the course of 2020.
Identify all Technical Staff employed by UH		From original HRIS reporting, a survey to all heads of departments and deans of school, a request from the technical staff themselves and further filtering and liaising with HR, we now have a full list of all current technical staff. There is works in the background to make sure those that leave are marked and equally any new starters with a technical aspect are marked we are made aware of their employment. The project leader now has access to leavers and joiners with roles tagged as technical, and works are in progress to create a custom field within the HR system to mark someone as technical in addition to their other employment tags.
Recognition		
Promote Professional Registration with support from CEG		<p>It has been agreed at senior management level that departments are able to budget for individuals for the first year of study for professional registration according to requests from individual technicians.</p> <p>We are also applying the same logic for technical staff considering applying for Fellowships, we envisage a similar process of application and workshops of evidencing and interview skills and will continue to promote both accordingly.</p>
To increase submissions by technical staff for a range of national and international awards and publications		We had over fifteen nominations for the Papin Awards, a nationally recognised award dedicated to technical staff for a variety of categories and 1 colleague shortlisted as a finalist at the Higher Education Technicians Summit recently held in June 2019 at the University of Birmingham. We have also secured future sponsorship through the Science Council of a technician only category for the Times Higher Education. The Project Leader was also invited to sit on the board for shortlisting with THE for the future category due to his work in securing the category for higher education and was personally thanked by Times Higher Education, the Science Council and the Technician Commitment for his work acting as go-between to secure this category for the future; he was also nominated on behalf of the organisation within the category. We will continue to support and promote this category to applicable staff when nominations are open.
Evidencing the role of technical staff in Teaching and Learning		Due to not being able to include the technical staff within the HESA return fully we have been unable to fully evidence the role of technical staff in teaching and learning any further than opinion currently. This is an area on which we wish to directly engage with students and technical staff to measure their current level of understanding and impact, to directly influence and measure the success of the project over future changes implemented throughout the year. A paper has been published through the Technician Commitment surrounding the mental health and well-being support that technical staff provide to students, and we have recommendations to consider implementing at an SBU level at which the Project Leader is also managing; these areas are addressed in the new action plan and steps are being taken to look into the technical staff and their impact on the student experience on the whole.

To explore the development and approval of a new hybrid role of Technician/Lecturer, with appropriate review of grading		The job description and person specification has been approved in principal, and we are looking at evaluating the role and creating a resource for departments to allocate these roles to those technical staff involved in the teaching and learning within departments. They will be an available resource to their schools for teaching and learning responsibilities, this is with a view at saving money over time with the Visiting Lecturers and Casuals alongside recognition and development for the technical staff. This will be in conjunction with starting the review of technical staff career pathways and their associated pay and gradings, which is one of the main goals of the new action plan.
Aim to introduce a category specific to technical staff for the VC Awards		Whilst work had been progressive towards a technical staff category within the Vice-Chancellors Awards, this had not been included in the 2018/19 academic year. Work continued to pursue this for the next academic year and the Project Leader liaised with various key stakeholders and users to this regard. This has now been successfully implemented in the 2020/2021 awards and we have had over 50 nominations so far for 'Technician of the Year'.
To commence application for Employer Champion Status		Whilst becoming members of the Technician Commitment, UH has only had one additional member of technical staff become officially professional registered through the Science Council directly that we are aware of. There is a minimum of six before we are able to apply for the Champion Status. We currently have another technical manager starting their application process, of which is ongoing. We will continue to support this; we will not commence application for Employer Champion Status until these conditions have been met.
To gain commitment for a review of pay and grading including progression criteria for technical staff to ensure fairness and transparency across SBU's		This process was originally started in 2019 but the scope of the project dictated that "reviewing the organisational structure of technical staff" was out of scope. The scope has now been altered slightly in that the career pathways of all technical staff in schools is to be main point of focus, with a view of creating an aspirational career pathway and associated development framework. This in turn will create clear routes for all technical staff and may lead to a consideration for a review of pay and grading.
Career Development		
To support the development of technical career pathways through publishing examples of discipline specific case studies		This is now a priority for the next action plan, and we have a first draft iteration for a clear career pathway and associated development framework for technical staff within our schools. This development is supported by our senior management team and will be progressing over the course of the next year.
To support the development of opportunities for technical staff through avenues such as: Apprenticeships; mentoring, coaching and shadowing etc.		Whilst the development offering is under review and continually changing, the university is offering technical colleagues, in line with professional staff an appropriate course of development opportunities and these offerings are regularly communicated to the technical community. This is demonstrated by the allocation of up to ten CPD days of which the individual is empowered to discover various internal courses, digital learning or appropriate courses. This is alongside the shadowing scheme, coaching, mentoring, apprenticeships and leadership programmes available.
To make available and promote a pool of resources that provide career planning toolkits		Initially anticipated to be possible via a SharePoint area, we have not been able to start this process; this will now be included as part of the career pathways and associated framework that is currently under development.
Maintain and evolve membership of Higher Education and Technicians Education Development (HEaTED)		Renewed membership to HEaTED was considered, with increased participation at regional network events and we had agreed in principal to host a regional event for the organisation, as we have previously. We have not currently renewed our subscription to HEaTED and they have also now merged with the National Technician Development Centre (NTDC); we have enquired into the costs and benefits of joining as a 'Partner Affiliate' to this new joint venture but are yet to hear back as to the new cost bands.
Sustainability		
To identify areas of concern regarding balancing time constraints with development activities e.g. off the job training		The project aims to produce a paper of recommendations as to inter-departmental changes and continuations to bring about a better balance between time constraints, e.g. rotas, and development activities. It is an area in which there is concern over rota management and people management that we wish to be able to address and we have made positive changes to those who have had difficulty in cover for their role and the opportunities available to them. Additionally, the paper will also allow us to highlight good working practices and will include the provision for mental health and well-being support for technical staff and to students in line with recent recommendations from the papers published by the Technician Commitment and the Project Leader will be working on this paper for circulation when available.

To identify means of delivering succession planning to support the future business needs of specialist roles		We have looked in small detail at the opportunities within the areas of STEM and there is potential to plan for successors within certain areas. There is also potential to include apprentices as part of these potential changes. This is an area that will be addressed within the career pathways and development framework which is currently in development and part of our 3-year action plan.
To develop strategy to enable professional registration, apprenticeships, etc.		This is something we have addressed at a departmental level and has been agreed that individuals may request development in these areas. We have had a large uptake of apprentices within the technical staff and envisage this to rise further; we have had great support from managers in nominees for apprenticeships and envisage this to continue.
Evidencing the impact of technical staff on the student experience		This is an area we have addressed in minor detail and works are ongoing to accurately and responsibly measure the impact of technical staff on the student experience throughout all departments. This is an area we will be continuing to work on and are intending on surveying the technical staff as a starting point.
Collaborate with local education authorities to promote technical careers and work experience opportunities		This is not an item in which we have had time to pursue at great length, but considerations will be made as part of the career pathways which is in development within the new action plan.
Increase student work experience placements by creating guidance and resources for managers		This is not an item in which we have had time to pursue at great length, but considerations will be made as part of the career pathways which is in development within the new action plan.
Complete Self-Assessment annually to remain compliant towards Employer Champion Status to reiterate the University's commitment towards the Technical Staff community		This is something we have achieved and will continue to maintain throughout the year in anticipation of the next required submission.
To meet criteria for UH to become an Employer Champion		We have been unable to secure a pilot group within the departments but will continue to look into the possibility of this. This is still an achievable goal and we wish to pursue with a pilot group within each department applicable. We wish to create an application process within each department for nominees to come forward for the process and this is in progress within the new action plan.
Technical Staff Wellbeing		
To make available and promote a pool of wellbeing resources tailored specifically to meet the needs to Technical staff		Links to our Employee Assistance Programme, Mindfulness, Counselling, Mentoring, coaching etc. – These were collated and published accordingly through internal communications and we will continue to support and encourage such wellbeing resources going forward. Additionally, through the reports published by the Technician Commitment addressing technical staff and support of students and themselves with regard to mental health and well-being; the project will continue to work with the Director of Health, Safety and Sustainability and the department of Health and Safety, and Well-Being to ensure all recommendations can be covered and communicated to the technical staff going forward.
To identify areas of concern regarding work-life balance		We will engage with departments and Health and Safety, and Well-Being with a view to tackling any issues that may arise from this area amongst others; positive steps have been made to address concerns raised and UH prides itself on its family friendly policies and flexibility when it comes to areas of concern regarding work-life balance; we will continue to do so within the new action plan.

Appendix B: 2021-2023 Institution Action Plan

Work substantially completed / ongoing priority	Work initiated but not completed	Work yet to be started
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Ongoing Actions	Action Focus in Year		
	2021	2022	2023
• Drive progress in our Technical Commitment through executive sponsorship and governance.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Refresh our Self-Assessment and monitor our Action Plan for completion through dedicated resources.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Establish an process for collating and publishing nationally recognised development opportunities.	<input checked="" type="checkbox"/>		
• Ensure good practice is shared widely to promote the contributions of technical staff to the University, the wider community, teaching, enterprise and research.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Monitor and track actions to recognise achievement and maintain progress.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Staff Well-being			
• Ensure equality gaps, health and wellbeing objectives are prioritised.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• Recognise the significant ‘essential worker’ contribution made by technical staff in supporting the UH community during the Covid-19 pandemic.	<input checked="" type="checkbox"/>		
• Promote a healthy lifestyle in collaboration with Hertfordshire Sports Village / Active Staff and local wellbeing plans.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• Record working arrangements giving consideration to supporting staff to work flexibly.	<input checked="" type="checkbox"/>		
Visibility			
• Ensure technical staff are included in local and institution-wide planning at operational and business level.	<input checked="" type="checkbox"/>		
• Create a dedicated technical staff communication channel.	<input checked="" type="checkbox"/>		
• Record all UH employed technical staff, and provide links to teaching, learning and research development activities.	<input checked="" type="checkbox"/>		
• Continue to hold internal showcases, events and conferences for technical staff.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Continue to recognise the contribution of technical staff through University communications.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recognition			
• Be proactive in seeking external recognition for technical staff through awards and publications.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

• Define and implement a process for the ongoing promotion of professional registrations by linking to CPD allocations.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Showcase the role and contribution of technical staff in Teaching and Learning.	<input checked="" type="checkbox"/>		
• Further develop the hybrid role of technician / tutor / lecturer for implementation within career pathways.		<input checked="" type="checkbox"/>	
• Submit application for Employer Champion status following confirmation of 6 successful professional registrations with Science Council.		<input checked="" type="checkbox"/>	
• Continue to ensure technical staff are eligible for recognition within the VC Awards scheme.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Career Development			
• Develop a career development framework for technical staff.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• Develop a set of job families, alongside a clear career pathway model, for technical staff at the University.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• Promote informal and formal development opportunities for technical staff (success criteria - apprenticeships; mentoring, coaching and shadowing etc.)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Maintain and evolve membership of relevant organisations that champion and promote technical staff expertise and contributions within HE.		<input checked="" type="checkbox"/>	
• Review the technical development SkillUp! programme	<input checked="" type="checkbox"/>		
Sustainability			
• Meet the challenges of time constraints with development activities such as off the job training e.g. LinkedIn Learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Identify means of delivering succession planning to support the future business needs of specialist roles within career pathways: map out how technical staff can move within the University both in other areas in technical roles and other job families		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Develop strategy for staff retention within specialist areas, as well as develop a talent pipeline from apprenticeship level upward.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>