

**Appendix 1: University of Leeds activities and initiatives to address the themes of the Technician Commitment**

<b>Our Values: Integrity, Inclusiveness, Community, Professionalism, Academic Excellence</b>				
<b>Work stream</b>	<b>6-12 months</b>	<b>1 to 2 years</b>	<b>2 to 5 years</b>	<b>Success Measures</b>
<b>ALL</b>	University-wide Technicians conference			Involvement and attendance from 60% of technicians community
<b>Visibility</b>	<p>Expand Technicians' Network to include more members, and encourage greater internal and external networking opportunities</p> <p>Introduction of Technician Champions and development of their role within the University</p> <p>University web pages/intranet developed to act as a central location for technicians to access information about opportunities, professional development, promotions, etc.</p> <p>Increase visibility of technical managers by building a network of technical managers across the University</p> <p>Identify who our Technician community is and understand</p>	<p>Survey current technician representation on committees and increase their representation/contributions (e.g. Athena Swan, school / faculty research / teaching committees)</p> <p>Encourage technicians to complete <i>outward facing</i> profile web pages – showcasing areas of expertise</p>	<p>Identify and communicate / showcase how Technicians are contributing to the 2021 REF submission. Post 2021 identify exemplars where Technician input was vital to REF success</p> <p>Identify and communicate / showcase how Technicians are contributing to the TEF submission/NSS results.</p> <p>Identify and communicate how a variety of Technician roles contribute and support our 2020 – 2025 strategy</p>	<p>Greater proactive involvement, engagement and representation from the technicians community <i>and</i> those they report into</p> <p>Technicians roles and expertise visible outside of the University</p> <p>Technicians representing UoL, contributing and presenting at external events</p> <p>Visibility (and recognition) of how Technicians and their roles impact UoL REF, and contribute to the wider strategy</p> <p>All Technical Services staff to be clear on skills, knowledge</p>

	what they do. Continue to develop the technician skills matrix in Faculties of Medicine & Health , Engineering and Biological Sciences	Develop the technicians skills matrix for the Faculties of AHC, Environment and MaPS		requirements for each level of role
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<b>Recognition</b>	<p>Wider recognition and celebrate those that achieve their professional registration</p> <p>Continue to promote reward and recognition scheme widely in the University, including the new reward portal</p> <p>Case study career pathways / talking heads on dedicated web page</p>	<p>Communicate the potential / contributions to the University's external and international profile</p> <p>Development of an internal award / recognition scheme for Technicians</p>	<p>Technicians invited to show case their expertise during Open Days and Student Induction</p> <p>Inclusion of Technicians at student graduation ceremonies</p> <p>Students have an increased awareness and appreciation of the roles and contributions Technicians make.</p>	<p>Faculty/school level celebration of technician professional registration and other achievements</p> <p>Managers/academic staff actively promoting and presenting technicians for recognition schemes</p> <p>Technical staff recognised as an integral part of the research community, student experience, and achievement/contribution to the success of organisational goals.</p>

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<b><i>Career Development</i></b>	<p>Realign/refocus technical structures in faculties which promote clear, transparent career pathways. FBS and Engineering have achieved this.</p> <p>Wider communication for all Technical Staff to gain their professional registration.</p> <p>Investigate ways for technicians to explore their skill sets. (e.g. job crafting)</p> <p>Case studies of career pathways / 'talking heads' on dedicated web page</p> <p>Attendance and participation in NE &amp; Yorkshire Universities group meetings – to explore how we can work together to share good practice and expand training opportunities</p>	<p>AHC, MaPS and Environment to have fully implemented a re-aligned/refocused structure</p> <p>Developed clear standardised job descriptions for all technical roles embedding the Leadership Behaviours</p> <p>Actively encourage Technicians to become mentors to other Technicians and assessors</p> <p>Include professional registration as desirable on Technician job adverts.</p> <p>Focused SRDS support for the technician community to ensure focused career development conversations take place, including appropriate CPD.</p>	<p>Medicine and Health to have fully implemented a realigned/refocused structure</p> <p>Clear promotion structure for Technicians with clear job roles and opportunities for progression/cross-faculty/school movement</p> <p>Provide the opportunity for Technical Staff to obtain their associateship/fellowship with other recognised professional bodies (e.g. HEA)</p> <p>Transparent training/development budgets in each faculty with clear information about how to get access to these.</p> <p>Cross faculty mentoring, job shadowing, job exchange, and coaching opportunities for technicians</p>	<p>All academic faculties have structures with a clearly defined career pathway</p> <p>School/faculty support and provide funding for Technicians development</p> <p>Technical staff can work across faculties, and have a wider/diverse skill set</p> <p>Evidence of career progression across the university</p> <p>Skilled internal coaching/mentoring community</p>

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<b><i>Sustainability</i></b>	<p>Follow up on technician survey to monitor actions taken / progress since last survey</p> <p>Ensure that we work with Athena Swan at all stages to avoid repetition of work</p> <p>Enhance and maintain opportunities for Technicians to network, engage and build relationships with other national bodies / HEI's to increase knowledge sharing and development opportunities</p>	<p>Establish routes to allow technical staff to apply for funding to attend appropriate conferences to both develop and knowledge-share their expertise</p> <p>Fully utilise the apprenticeship levy</p>	<p>Work towards building a sustainable talent pipeline for attracting (and maintaining) Technicians to the University</p> <p>Identify equality and diversity priority areas within Technical Services and ensure we contribute/are incorporated into our Equality and Inclusion strategies</p> <p>Each Faculty to have between 1-5 apprentices dependant on the size of the faculty</p>	<p>A diverse and (skill/knowledge-based) sustainable Technician's community is recognisable</p> <p>Increase in job applications / apprenticeship applications</p>