

Appendix J

New Technician Commitment Action Plan 2024-2027

Alignment	Action	How will we achieve this?	What does success look like? (Use metrics where possible or identify potential outcomes)	Timeframe	Group/ Person Responsible (Identify key contact)	Link to Technician Commitment, TALENT Recommendation, or University Values
N8 Response 1						
We will address equality, diversity and inclusivity considerations for technical workforces through implementation of targeted technician-specific initiatives and by ensuring inclusion within wider all-staff initiatives (e.g. those linked to Athena Swan and the Race Equality Charter). We support an inclusive approach to recognition and reward.						
N8-1a	Identify, nominate and proactively support applications for external awards.	PSO/TLTC to circulate information about internal and external awards via Teams (Technician Network) and email to TSMSs. PSO to include timelines in Technicians Network intranet calendar.	Ask TSMS to record nominations. PSO to maintain log. Celebrate success through University comms.	Ongoing	PSO; TLTC; Comms;	Visibility; Recognition; R4; Inclusivity
N8-1b	Review internal University awards - ensuring categories for technical staff are included, or introduce a separate Technician Award Ceremony.	Internal University awards are being reviewed centrally; proposal for Technician Awards has been forwarded to the review group.	Increased number of technicians being nominated and receiving internal awards.	Ongoing	TCSG	Visibility; Recognition; R4; Inclusivity
N8-1c	Promote an inclusive approach to recognition and reward. Work at Faculty level to ensure that all technicians are considered through the annual reward and recognition schemes. Ensure line managers receive training to support applications.	HR to provide training/ guidance for all managers at faculty level (not just technical managers) to ensure they understand the reward and recognition options and what information is required in terms of preparing/ writing a case. Utilise a Faculty wide approach through the line manager network to ensure every member of technical staff is considered.	Every technician feels that their case has been fairly and transparently considered and that the system is fairly and consistently implemented.	For the next round of reward and recognition (Autumn 2024).	HR to provide the training. TSMSs to oversee roll out at Faculty level.	Recognition; Inclusivity
N8 Response 2						
We will enable opportunities for technical staff to be considered as co-investigators, co-supervisors, for grants or projects and provide transparent guidelines for how technical staff can be costed into proposals. Where appropriate we will encourage technical staff to be PIs on proposals, with the same levels of support for writing and navigating processes as available to researchers. We will encourage appropriate inclusion of technical staff as authors, co-authors, or contributors on published papers and presentations, providing clear guidance for appropriate inclusion at relevant stages.						
N8-2a	Identify and circulate opportunities for technicians wishing to be Principal Investigator, Co-Investigator, or co-supervisor.	Work with Research and Innovation Service to ensure that when opportunities arise for technicians to be a Principal-Investigator, or Co-Investigator the information is circulated, discussed with line manager, and if appropriate, support is provided in terms of the grant submission.	Increased number of technicians applying or included as Principal Investigator or Co-Investigators on grants and projects. Increased number of technicians as co-supervisors of UG, Masters and research students.	Ongoing	RIS; FRICs; FTSECS	Career Development; R2; R5; Collaboration
N8-2b	Produce transparent guidelines as to how to cost technical staff into grant proposals.	Clear guidance will be developed in association with Research and Innovation Service and training put in place to support those wishing to make applications.	Guidelines embedded at Faculty level.	Mar-25	RIS	Career development; R5
N8-2c	Embed the Fair Attribution policy at all levels to ensure inclusion of technical and specialist staff as authors, co-authors or acknowledgement as appropriate.	Fair Attribution to be promoted at all levels with reminders circulated on a regular basis.	Increase in number of technicians included on publications. To be assessed at next NTDC survey.	Ongoing	FRICs	Recognition; Visibility; R11; Integrity; Inclusivity
N8 Response 3						
We will encourage and support events for visibility, outreach and public engagement specifically for and/or including technical staff.						
N8-3d	Dedicated Communications resource for Technician Commitment to ensure a strategically aligned approach to communications with key stakeholders.	Work with Communications and Engagement team to develop a plan for disseminating and publicising Technician Commitment activities.	Communications plan for Technician Commitment activities in place.	Ongoing	Comms	Visibility
N8-3e	Create visual identity for Technician Commitment in line with University branding	Designed Canva templates for Technician Commitment activities	Templates provided to TCWG	Dec-24	Production Designers	Visibility

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N8-3f	Promote outreach opportunities (to include activities such as work experience, participation in events aimed at school children such as Be Curious? and Summer Schools).	Regular provision of work experience opportunities for year 10 to year 12s. Work experience is usually a one week programme in April, July and October and provides young people with an experience of university life and the work that technicians do. Involvement and promotion of technical work and careers at 'Be Curious' (This is a University open day for the whole family). Promote technician participation in summer schools aimed at widening participation.	Increase in the amount of work experience opportunities across the University. The promotion of work experience in local Schools and the development of relationships with schools and colleges. Engagement with school aged children at events and through summer schools. Record participation through annual pulse survey.	Ongoing	TSMs; FODs	Visibility; Recognition; R6; Inclusivity; Collaboration
N8-3g	Technician participation in open days and student induction.	Technical staff to be involved with, and actively lead, on open days across Faculties. To engage the talents and skills of technical staff during undergraduate and post graduate student inductions.	Technical staff are involved with both open days and inductions in a number of Faculties. Record participation via annual pulse survey.	Ongoing	TSMs; FODs	Visibility; Recognition; R6; Inclusivity; Collaboration
N8-3h	Continue to develop web and intranet content highlighting technicians and their contribution to teaching and research.	Publish more technical case studies. Create a highlights video of TechExchange event and other relevant activities. Work with the TCWG to consult technicians about opportunities for the intranet pages and what information would be most helpful. Work with stakeholders to populate the pages and signpost to other information as appropriate.	Minimum 4 case studies or articles profiling technicians per year. Video published. Positive feedback from technician network. Record engagement statistics for intranet pages.	Ongoing	TCWG; Comms	Visibility; Recognition; Inclusivity; Collaboration
N8-3i	Ensure senior leader visibility to the technician community.	Senior leaders attending Technicians Network and TechExchange events. Create opportunities for technicians to meet senior leaders, such as Q&A sessions and back to the floor initiatives.	Executive sponsor representation at one event per year. Increased attendance at TechExchange from Faculty leadership teams.	Ongoing	TCWG Executive Officers	Visibility; Recognition; Inclusivity; Collaboration

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N8 Response 4						
We will ensure the collection, reporting, tracking and analysis of data on our technical workforces. This might include, for example, submitting technical staff records to HESA.						
N8-4b	Identify the technical workforce for reporting data. Establish what data is currently collected, what data it may be useful to collect and where, and to whom, this should be reported.	Working with HR and TSMs identify the technical workforce (this may be determined through Career Pathway activities). Ensure there are appropriate mechanisms to capture this data through the replacement for SAP (Success Factors within Corporate Process and Systems - due to launch May-25). Meet with BIDA to determine what data is currently captured by the University and how, and to whom, this is reported. Look at mechanisms used by other universities to track data. Examples of data collection could include technical staff lists, anonymised EDI data, recruitment data, leavers data, promotions, staff movement and progression. Determine clear ways to report this data such as use of Power BI. If, where, appropriate report data to HESA.	A mechanism to identify who sits within the technical workforce, without asking people on the ground to provide lists every time information is required. A clear understanding of what data it would be helpful to collect and ensure this is collected and used where appropriate within the boundaries of GDPR.	To fit within the Career Pathways/SAP replacement timeframe. Start discussions with BIDA within 3 months (Oct-24).	HR; TSMs; BIDA; under remit of TLTC	Visibility; Career Development; Sustainability; R3; Inclusivity
N8-4c	Repeat NTDC skills survey.	Set up a task group to plan and run the survey for a second time (2026). Secure funding required for survey and communications. Compare data to that obtained in 2023.	Increased participation in survey (at least 80%). Data to show where changes that have been implemented from 2023 survey have made a difference e.g. increased access to training, increased number of technicians with Advance HE Fellowship, increased number of apprenticeships.	Planning from Jan-26 Survey run in Sept-26	TLTC; TCWG	Visibility; Career Development; Sustainability; R3; Integrity
N8 response 5						
We will take a strategic approach to the sustainability of technical skills and careers and appropriate succession planning through horizon scanning and identifying current and potential future skills gaps. All of our universities will look into the appointment of a designated and resourced institutional strategic lead.						
N8-5c	Develop and implement a strategic approach to identifying skills gaps and succession planning using data from NTDC skills survey as a starting point.	TSMs to use NTDC reports to identify local skills gaps. Develop case for roles to address identified skills gaps and skills at risk. This could include apprenticeship or trained technician. Request funding on an annual basis at the IPE (Integrated Planning Exercise).	Rolling plan for the in-filling of roles at risk and skills shortage not identified as a risk at follow up NTDC survey.	Ongoing	TSMs	Sustainability; Career Development; R1; Inclusivity;
N8-5d	Appoint a Strategic Technical Lead with appropriate personnel support.	Continue to work with UEG to ensure role and funding is available for the appointment. Work with Chief Operating Officer to ensure the appropriate infrastructure is in place re additional personnel to support the role.	Appointment and resourcing of Strategic Technical Lead, Technician Lead for Technician Commitment and administrative support.	Mar-25	ALTC	Visibility; Career development; R1; Collaboration
N8 Response 6						
We will continue to expand entry routes to technical roles and careers within the N8 Research Partnership by encouraging applications from both vocational and academic pathways. We will invest in apprenticeships and trainee technical positions. We will ensure utilisation of the Apprenticeship Levy for training and developing technical colleagues.						
N8-6a	Invest in a University-wide approach to supporting technical apprenticeships and T-Level placements, including support with admin, pastoral care and links to colleges.	TSMs to work with Faculty Directors to identify funding opportunities for apprentices and T-levels students. The appointment of an Apprentice and T- Level Manager with a support team to facilitate a university wide approach to good practice.	Continuous cohort of T-level and apprentices across the university. The appointment of an Apprentice and T level manager.	26-Jul	UEG; P&C; FODs; TSMs	Career Development; Sustainability; R7; Inclusivity

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N8-6b	Identify and promote opportunities for the use of the apprenticeship levy for technicians already in role e.g. through Chartered Manager (Degree) Apprenticeships (CMDA) and Leeds Executive Leadership Apprenticeships (LELA). Monitor use of levy for technicians already in role.	Training of managers in the opportunities available, how to promote these and engage with the technicians.the support and development apprentices need and how to promote opportunities and engage technicians. TSMs to gather data concerning the current use of the levy for development opportunities for technicians currently in post.	The use of the Levy for CMDA and LELA within the technical community. Create a culture of continuous development ensuring discussions about apprenticeship opportunities take place during SRDS and throughout the year when appropriate.	Ongoing	TSMs; Line managers	Career development; Sustainability; R7; Inclusivity
N8-6c	Create an externally facing resource for people considering technical careers at the University of Leeds to communicate the career and professional development opportunities available to technicians, and apprentice and trainee technical positions.	Work with People & Culture to develop an online resource on careers and professional development aligned to the career pathways work.	An online resource externally available for applicants to technical roles. Positive feedback on the guide and its use.	TBC	P&C; TCWG	Visibility; R6
N8 Response 7	We will investigate the appropriateness of current opportunities for progression for technical staff. We will pilot and, if appropriate, implement alternatives if these are not fit for purpose. We will work towards ensuring Technical Career Pathways are clearly defined, which might also include competency based role descriptors which allow flexibility for specialism.					
N8-7a	Develop and articulate clear and transparent career pathways, which promote and recognise strategically aligned activity undertaken in line with the University values.	Engagement through focus groups with key stakeholders across the University and the technical community. Improved JD templates and guidance, identifying core duties and competencies. Identifying progression routes for technical staff outside of technical roles.	Attracting, developing and retaining talented individuals. A library of core, graded job descriptions covering all standard roles. Collect baseline data of technical staff promotions through different career pathways, to inform future career and progression development support.	Scoping: Dec-24, Implementation TBC	HR-SP; TCWG	Recognition; Career Development; Sustainability; R9; Inclusivity; Integrity
N8-7b	Review of progression mechanisms for technical staff to support the career pathways.	Ensure clear criteria and supporting guidance, recognising different types of activity. Engagement through focus groups with key stakeholders across the University and the technical community.	Attracting and retaining talented individuals. An embedded clear and transparent process for promotion aligned to career pathways. Collect baseline data of technical staff promotions through different career pathways, to inform future career and progression development support.	Scoping: Dec-24, Implementation TBC	HR-SP TCWG	Recognition; Career Development; Sustainability; R2; R9; Integrity
N8-7c	Produce a route map for technical careers. Identify and map entry routes and future career opportunities for technical staff providing guidance for line managers.	Generated from information collected during scoping for career pathways including focus groups.	A tool that technicians and technical managers can use to support career development discussions.	To follow on from career pathway work	TLTC	Career development; R2; R4; R7
N8-7d	Ensure involvement of technicians or staff with knowledge of technical roles in end-to-end decision making about recruitment to technical roles. This should include workforce planning, recruitment and selection and retention.	Increase number of technicians trained to support recruitment and promotions processes. Work with TSMs to ensure technician involvement in workforce planning, recruitment and selection and retention.	Technician participation in recruitment and promotions process training. Faculty Action Plans identify how they are involving technicians in the end-to-end decision making about recruiting to technical roles.	Jun-27	TSMs	Recognition; Career Development; Sustainability; R8; Integrity; Collaboration; Inclusion

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N8 Response 8						
Technical staff will be included as representatives on appropriate departmental, faculty and institutional committees whenever possible to ensure their voices are heard and inform decision making.						
N8-8a	Ensure a consistent approach to inclusion of technical representatives on committees using data from the NTDC survey to inform discussion at Faculty and University level.	Ensure there is a route for the technician voice to be present at FEC. TSMs to identify opportunities (School, Faculty, University and external) including, but not limited to, relevant teaching, research, health and safety, management and EDI opportunities. TSM Forum to discuss regularly whether approach is working and if further engagement with technical staff is required on relevant committees e.g. through case studies. TSM Forum to discuss regularly whether approach is working and whether further engagement with technical staff is required e.g. use of case studies.	Increase in technicians reporting involvement in key committees. Faculties have identified the key committees and how technicians are represented for their faculty through annual data collection (either through TSMs or annual pulse survey). Feeling of inclusion within the technical community.	Ongoing	Exec Deans; FODs; TSMs	Visibility; Career Development; R12; R15; Inclusivity; Integrity; Collaboration
N8 Response 9						
We will continue to form partnerships with organisations and initiatives that support our technical community.						
N8-9a	Strengthen links with the library, IT and FD technical communities, for example ensuring inclusion at events, and during policy and strategic discussions.	Ensure proactive participation and inclusion in events, policy and strategic discussions by inviting representatives of the community to key events and become members of committees.	Record number of technicians from IT, facilities directorate and library at events and serving as members of technical committees.	Ongoing	TCWG	Sustainability; R2; Collaboration; Inclusivity
N8-9b	Identify opportunities for staff going out to stakeholders or stakeholders coming onto campus. Scoping activity initially to identify stakeholders (then develop once have this info).	Initially undertake a scoping activity to identify opportunities for example with partners such as Opera North, industry, apprenticeships with Leeds City College. Set up visits to stakeholder to learn more about external facilities and/or arrange on campus visits to demonstrate breadth of opportunities on campus.	Visits by stakeholders onto campus to review facilities (record numbers of visits and visitors attending). Record number of visits to external stakeholders (record numbers of visits and visitors attending).	Dec-25	TCSG; TCWG	Visibility; R10; R13; Inclusivity; Collaboration
N8-9c	Undertake discussions with national/professional bodies to widen their membership.	Engage through proactive dialogue with professional bodies (e.g. the conversations ALTC is having with IChemE). Task existing members to raise and promote the value added of technicians being part of the membership.	The expansion of the membership of at least one professional body to include technicians as part of their membership. Promote the added value of membership of a professional body to the technical community where it is already possible.	Aug-25	Members of the technical community and TCSG who are members of professional bodies. ALTC to continue discussions with IChemE.	Visibility; Recognition; R12; Collaboration
N8 response 10						
We will be inclusive of technical staff and their considerations in conversations on sector-policy developments and support technical colleagues to contribute to and/or attend government events and initiatives related to policy.						
N8-10a	Continue to support technical colleagues to contribute and/or attend government events and initiatives related to policy.	Use TC budget to ensure representatives from Leeds can attend national events to contribute to conversations on sector-policy development and government events. Raise visibility of these events to ensure contribution from a wider group. Ensure participation in discussions relating to REF, TEF and KEF.	Record numbers attending events and include feedback and sharing of learning from these at TCWG feeding into other groups where appropriate. Include the technician voice in outputs from the University.	Ongoing	TLTC; TCWG; TCSG	Visibility; Career Development; R10; R14; Collaboration

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TALENT R10	Employers of technical staff, funders and sector bodies (e.g. professional associations and learned societies) should ensure provision and access to a range of professional development opportunities tailored to technical roles.					
TR-10a	Protect time for technicians to take part in career and professional development activities.	Ring fenced 10 days pro-rata per year for professional development. Work with TSMs to implement and embed technician development time in Faculties. Annual university wide events for technicians supported by faculties (e.g. Technicians Week, TechExchange, Technician Tours).	Ring fence 10 days pro-rata per year for professional development. This will typically comprise 70% from job-related experiences, 20% from interactions with others, and 10% from formal educational events. Faculty action plans identify the importance of professional development for technicians, how this will be communicated to technical managers, and how barriers to technicians participating in professional development will be identified and addressed (for example teaching technicians availability during term time, or the barriers some on grant funded projects face) Monitor engagement in technicians events, including both attendance and engagement in organising events by technicians from different areas of the university.	Jun-25	TCSG; TCWG; OD&PL; TSMs	Recognition; Career Development; R9; R10; Compassion; Inclusivity
TR-10b	Promote career development opportunities targeted at the technician workforce. This could include increased awareness of technical staff career development opportunities above grade 5, trialling the Boost Career Development Programme for technicians.	Create a resource for technical staff career development which clarifies the options available to technicians. Develop case studies of Technicians Career development to highlight success stories and how individuals have been able to progress and develop. Regular promotion of career development opportunities via the Technicians Network. Work with Researcher Development and Culture Team to run a cohort of the Boost Career Development Programme tailored for technicians.	Resource available to technicians. Positive feedback on the guide and its use. 4x Case Studies of technicians career development collected and published on the Technicians Network Intranet pages. Positive feedback on the case studies. User access metrics from website. Uptake of the technicians Boost programme. Positive feedback from technicians. Uptake by technicians for key career development opportunities, including researcher development programmes, support for Advance HE Fellowship, Grade 2-5 careers programme, coaching and mentoring.	Jun-25	OD&PL; TCWG	Recognition; Visibility; Career Development; R10; Compassion; Inclusivity
TR-10c	Enhance line manager training on supporting career and professional development.	Encourage uptake of leadership and line management development on developing teams and having effective career development conversations. Provide support and guidance for line managers on new career pathways and using career pathways as a tool for supporting constructive career development discussions.	Uptake of modules related to supporting career and professional development. Career Conversations Workshop introduced. Positive feedback from participants.	Jun-26	OD&PL;	Recognition; Sustainability; Career Development; Compassion; Inclusivity; Collaboration

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NTDC Survey recommendation 2	Provide guidance and training for line managers on effective career conversations including options for staff on fixed term contracts. Develop a transparent and consistent approach to reward and recognition, with guidance and training provided to line managers on using these processes effectively and consistently.					
NTDC SR-2a	Line Manager training - consistent approach; building up resource bank (e.g.private channel on teams); tips, tricks and practical hints.	Produce a technicians line manager toolkit including signposting to appropriate training, policy documents and where to seek guidance. TSMs to implement this at Faculty level and to put in place mechanisms for line managers to support each other ensuring consistent practice (peer to peer support).	A package of guidance documents, training and online resource for line managers. Line managers who feel supported to do their role and have confidence to ask others when facing challenging situations. Consistent SRDS discussions and career conversations that are tailored for teaching, research and infrastructure technicians.	26-Feb	HR to work with TSMs	Career development; Sustainability; R1; Inclusivity
NTDC SR-2b	Consistent on-boarding experience for all technical staff, and collection of exit data.	TSMs to implement this at a local level, and to share best practice through the TSMF to ensure consistent practice across the University.	All new starters to receive consistent experience- and for key information to be shared where appropriate e.g. ensuring staff are included on Faculty and University distribution lists and are included in relevant Teams e.g. Technicians Network. Collection of exit data to understand retention issues.	25-Jul	TSMF	Career Development; R3; R8
NTDC SR-2c	Trial reverse mentoring between technicians and line managers to build knowledge and awareness of technical roles and careers.	Work with TSMs to identify a trial area for reverse mentoring. Work with OD&PL to scope and design the pilot, including evaluation.	Pilot scheme with 10 partnerships between technicians and senior colleagues with responsibility for technicians. Pre- and Post evaluation survey to measure change in attitudes and/or behaviours among both mentors and mentees.	Dec-27	TCWG; TSMs	Recognition; Sustainability; Career Development; Compassion; Inclusivity; Collaboration; Integrity

Alignment	Action	Ongoing activity already embedded as business as usual. Annual review to ensure ongoing progress. Move individual actions back to main action plan if further input is required	Group/ Person Responsible (Identify key contact)
N8-3a	Events	Monitor/record attendance at internal events organised as part of Technician Commitment activities at Leeds; Monitor/record attendance at external events where supported by Technician Commitment funding at Leeds; Promotion of internal and external events via Technicians Network Team, intranet and mailing list; Quarterly Network meetings; Monthly Network coffee meetings; Annual TechExchange	PSO
N8-3b	Technician Voice	Support Champions in most effective communication routes with their teams; Monitor composition of and participation in TCWG; Target under represented areas of University for inclusion; Monitor who is a Champion and when Representation on Steering Group and associated task groups	Champions, PSO
N8-3c	Communication channels	Monitor membership and engagement on Technicians Network Team and constituent channels Monitor engagement with posts on Technicians Network intranet Maintain email distribution lists	PSO
N8-4a	Reporting (Action Plan)	Review of Action Plan to be standing item on TCSG agenda on 3 monthly cycle Progress to be recorded in annual report	PSO
N8-5a	Finance	Maintain appropriate records of spending in each financial year Budget plan is responsibility of TCWG Budget holder is member of TCWG Budget review is standing item on TCSG agenda with 3 monthly cycle	TC budget holder; TCWG
N8-5b	Governance	Review Terms of Reference for and membership of TCSG and TCWG annually	ALTC and TLTC

TALENT Report recommendations	
R1	Employers of technical staff, funders, and government departments (e.g. BEIS, DfE) should employ a strategic approach to ensure the sustainability and appropriateness of technical skills and careers, at both a local and national level.
	This includes succession planning in individual organisations, investment in a new pipeline of technical talent and horizon scanning new and emerging technologies and skills. Institutions should follow the good practice of institutions including King’s College London, the University of Bristol and the University of Nottingham, in appointing a strategic lead for technical staff and skills in the organisation to lead this agenda, in collaboration with technical managers. Funders should provide resource to ensure the development and training of technical professionals, boosting skills, knowledge, and career development; and building capability and capacity in the UK to meet future pipeline needs.
R2	Funders and employers of technical staff in higher education and research should recognise the blurring of boundaries between technical and academic roles. They should provide opportunities and mechanisms to move between career pathways and across sectors.
	This aligns with the Government’s Research and Development (R&D) People and Culture Strategy which will provide support for flexible, cross-sector training programmes to encourage more movement & collaboration between academia, industry and the third sector.
R3	Employers of technical staff should collect, report and analyse data on their technical workforce, with careful consideration of those roles at the interface with academic roles. To enable sector level understanding, a new, simple, and fit-for-purpose classification for technical roles should be developed.
	For example, this could be developed as part of the recently proposed BEIS annual R&D workforce survey. For HE institutions, we call on HESA and its regulators (OfS, HEFCW, DfENI, SFC) to ensure such data are mandated, collected, and made available for technical staff roles. This should include capture of numbers of technical staff delivering teaching and learning activities, as well as those delivering research.
R4	Employers of technical staff, funding bodies, and learned societies should undertake targeted and specific action to address the equality, diversity and inclusion (EDI) challenges facing the technical community.
	Along with the inclusion of technical staff in broader EDI initiatives, we strongly encourage interventions, at a sector and institutional level, to address the low numbers of technicians from Black, Asian and ethnic minority backgrounds, along with the lack of women in technical leadership roles. Specific interventions are also required to tackle discipline-specific EDI challenges. EDI charters (e.g. Athena Swan, and the Race Equality Charter), and the institutions that engage with them, should ensure inclusion of technical staff.
R5	Funders and employers of technical staff should provide clear and consistent guidance to ensure technical contributions are costed appropriately and eligibility requirements for existing funding opportunities should be reviewed to ensure inclusion of technical staff where appropriate.
	For example, funders of research and development should provide clear and transparent guidelines on how technical staff can be costed onto grants and guidance on the roles that technical staff can hold on grants should be considered. The review of Full Economic Costing, as recommended in the Government’s Research and Development (R&D) People and Culture Strategy, should ensure that the inclusion of technical staff on research grants is not disadvantaged relative to other staff roles in the research ecosystem.
R6	Employers of technical staff, funders, and sector bodies (e.g. professional associations and learned societies) should support outreach and public engagement activities regarding technical careers in local schools and colleges to increase visibility of technical career opportunities to young people.
	A good example of such activity is the Gatsby Charitable Foundation’s Technicians Make It Happen campaign, which highlights the varied technical career opportunities available across all sectors.
R7	Employers of technical staff should broaden access to technical careers in the sector by utilising and expanding entry routes to include both vocational and academic pathways.
	We urge employers to invest in apprenticeship and trainee technician programmes, and to host work placement schemes for technical qualifications where possible (e.g. T-level placements in England). We encourage funders to support and facilitate investment in new generations of technicians through the creation of funding opportunities to support technical traineeships. Funders should encourage applicants to include new apprenticeship positions on bids for major infrastructure investments. The Apprenticeship Levy should be better used to train technicians, and pooled Levy sharing across organisations should be explored.
R8	Employers of technical staff should ensure inclusion of technical expertise within end-to-end recruitment processes when hiring for technical roles.
	This should include utilising technical expertise when compiling role profiles, advice on where to advertise and technical input or representation on recruitment panels.
R9	Employers of technical staff should ensure visibility of clearly defined career pathways and progression routes, with accurate and standardised job descriptions for technical roles.
	Pilot activity should be considered by employers of technicians to explore new opportunities for progression routes akin to those available for academic roles.
R10	Employers of technical staff, funders, and sector bodies (e.g. professional associations and learned societies) should ensure provision and access to a range of professional development opportunities tailored to technical roles and careers.
	For example, technical role-specific training courses, mentor-mentee programmes, placements and shadowing opportunities. There should be support from employers and professional bodies to ensure that technical staff can gain professional registration in recognition of their skills and expertise (for example, through the Science Council and Engineering Council licensed bodies, or via accreditation through AdvanceHE fellowships). Equity with other staff groups is key: for example, the Researcher Development Concordat recommends a ringfenced 10 days’ pro rata per year for professional development. Funding bodies should ask in grant applications and post-hoc assessment exercises (e.g. REF and future equivalents) about the professional development opportunities for technicians employed on or supporting research projects.
R11	Employers of technical staff, publishers and other sector bodies (e.g. professional associations and learned societies) should ensure the contributions of technical staff are visible and recognised.

TALENT Report recommendations	
	Building on the principles of Contributor Roles Taxonomy (CRediT), publishers should include a required step in the submission process that specifically asks prospective authors to state how they have recognised the contributions of technical colleagues in their manuscript. Higher education institutions should ensure technical staff can be formally recognised as supervisors on student projects where appropriate and develop technical teaching career pathways for technical staff who are leading and developing teaching and learning. Institutions should create opportunities to raise the visibility of technical staff and their roles within the workplace, for example, through institutionwide showcase events. Learned societies and professional bodies should build engagement with the technical community by ensuring existing opportunities, conferences and events are inclusive and relevant to technicians and formally support the Technician Commitment. The Future Research Assessment Programme should consider all roles within the research and development ecosystem and explore how teams can be recognised and rewarded.
R12	Employers of technical staff, funders and sector bodies (e.g. professional associations and learned societies) should ensure technical staff sit on appropriate institution- and sector-level decision-making committees and boards to ensure these groups reflect the community they represent and to provide diversity of views and expertise.
	This should be through a seat where possible, or through a designated technical advocate where more appropriate. Employers of technicians should be inclusive of technical staff when discussing sector policy developments, both internally and externally. R13 Employers of technical staff should form partnerships with organisations and initiatives that provide technical and vocational training (e.g. Catapult Centres in the UK and Institutes of Technology in England) to ensure sharing of knowledge and skills, to facilitate the identification of skills needed to deploy emerging technologies, and to inform the development of suitable future training syllabi. Universities and research institutes should work together to deliver technical training on a regional or discipline-specific basis and to provide network opportunities for the sharing of technical expertise.
R13	Employers of technical staff should form partnerships with organisations and initiatives that provide technical and vocational training (e.g. Catapult Centres in the UK and Institutes of Technology in England) to ensure sharing of knowledge and skills, to facilitate the identification of skills needed to deploy emerging technologies, and to inform the development of suitable future training syllabi.
	Universities and research institutes should work together to deliver technical training on a regional or discipline-specific basis and to provide network opportunities for the sharing of technical expertise.
R14	Government policymakers should ensure the inclusion of technical staff in consultations on sector-level policy, for example through invitations to roundtables and consultations.
	This could be through inclusion on discussion panels or by reference in external conversations and consultative responses. Sector stakeholders should work with the wider Technician Commitment network of 100+ organisations (and/or the new entity proposed in R16) to provide a unified voice to government on key policy areas impacting technical skills, roles and careers. Professional bodies and learned societies should ensure policy discussions and consultative responses reflect the entirety of roles within their membership.
R15	Technical staff should engage positively with current and future opportunities that are available to them.
	Technical staff and those working with them should raise awareness of opportunities for the technical community. Managers of technical staff should inform and support their teams, encourage participation and celebrate successes.
R16	The TALENT Commission advises the creation of a new collaborative entity, provisionally to be called the UK Institute for Technical Skills & Strategy [working title] that builds on the multi-stakeholder approach of the Technician Commitment, to represent and provide a conduit to the technical community, advising government, sector initiatives, funding bodies and other organisations.
	We advise that the new entity works closely with the professional bodies and membership organisations to which technical staff belong to ensure connectivity, voice and visibility for the technical community.

N8 sign up	
N8-1	We will address equality, diversity and inclusivity considerations for technical workforces through implementation of targeted technician-specific initiatives and by ensuring inclusion within wider all-staff initiatives (e.g. those linked to Athena Swan and the Race Equality Charter). We support an inclusive approach to recognition and reward.
N8-2	We will enable opportunities for technical staff to be considered as co-investigators, co-supervisors, for grants or projects and provide transparent guidelines for how technical staff can be costed into proposals. Where appropriate we will encourage technical staff to be PIs on proposals, with the same levels of support for writing and navigating processes as available to researchers. We will encourage appropriate inclusion of technical staff as authors, co-authors, or contributors on published papers and presentations, providing clear guidance for appropriate inclusion at relevant stages.
N8-3	We will encourage and support events for visibility, outreach and public engagement specifically for and/or including technical staff.
N8-4	We will ensure the collection, reporting, tracking and analysis of data on our technical workforces. This might include, for example, submitting technical staff records to HESA.
N8-5	We will take a strategic approach to the sustainability of technical skills and careers and appropriate succession planning through horizon scanning and identifying current and potential future skills gaps. All of our universities will look into the appointment of a designated and resourced institutional strategic lead.
N8-6	We will continue to expand entry routes to technical roles and careers within the N8 Research Partnership by encouraging applications from both vocational and academic pathways. We will invest in apprenticeships and trainee technical positions. We will ensure utilisation of the Apprenticeship Levy for training and developing technical colleagues.
N8-7	We will investigate the appropriateness of current opportunities for progression for technical staff. We will pilot and, if appropriate, implement alternatives if these are not fit for purpose. We will work towards ensuring Technical Career Pathways are clearly defined, which might also include competency based role descriptors which allow flexibility for specialism.
N8-8	Technical staff will be included as representatives on appropriate departmental, faculty and institutional committees whenever possible to ensure their voices are heard and inform decision making'.
N8-9	We will continue to form partnerships with organisations and initiatives that support our technical community.
N8-10	We will be inclusive of technical staff and their considerations in conversations on sector-policy developments and support technical colleagues to contribute to and/or attend government events and initiatives related to policy.

TC pillars	
Visibility	Ensure all technicians within the organisation are identifiable and that the contribution of technicians is visible within and beyond the institution
Recognition	Support technicians to gain recognition through professional registration and external awards schemes
Career Development	Enable career progression opportunities for technicians through the provision of clear, documented career pathways
Sustainability	Ensure the future sustainability of technical skills across the organisation and that technical expertise is fully utilised

UoL Values	
Collaboration	We work together to achieve our goals and ambitions.
Compassion	We are caring and considerate in our words and actions.
Inclusivity	We are a community where everyone is welcome and belongs.
Integrity	We are open and honest in our words and actions.

Abbreviation	Description	Person or main contact	Comments
AHC	Faculty of Arts, Humanities & Cultures		Faculty with technical workforce
ALTC	Academic Lead for Technician Commitment	Elaine Martin	
BAU	Business as usual		
BIDA	Business Intelligence and Data Analytics team		
Comms	Communications and Engagement team	Megan Whittaker	
EPS	Faculty of Engineering & Physical Sciences		Faculty with technical workforce
Exec Deans	Executive Deans		One per faculty
FBS	Faculty of Biological Sciences		Faculty with technical workforce
FD	Facilities Directorate		
FEC	Faculty Executive Committee		
FOD	Faculty Operations Director		One per faculty
FoE	Faculty of Environment		Faculty with technical workforce
FRIC	Faculty Research & Innovation Committee		
FTSEC	Faculty Taught Student Education Committee		
HR	Human Resources	Kelly Lewis/Michelle Nettleton	
HR-SP	HR Strategic Programmes Team	Jenny Creagh/Stephanie Richardson	
IPE	Integrated Planning Exercise		
KEF	Knowledge Excellence Framework		
M&H	Faculty of Medicine & Health		Faculty with technical workforce
OD&PL	Organisational Development & Professional Learning	Maria Stopyra	
P&C	People and Culture Directorate		
PSO	Project Support Officer	Anoushka Kulikowski	
REF	Research Excellence Framework		
RIS	Research & Innovation Services		
TCSG	Technician Commitment Steering Group	Chair: ALTC	
TCWG	Technician Commitment Working Group	Chair: TLTC	
TEF	Teaching Excellence Framework		
TLTC	Technician Lead for Technician Commitment	Jennie Hibbard	
TSM	Technical Services Manager		One per faculty with technical workforce
TSMF	Technical Services Manager Forum		All TSMs
UEG	University Executive Group		University leadership