UNIVERSITY OF
Southampton

Technician Commitment

2021 Self-Assessment and 36 month Action Plan

Technician Commitment

Guidance for Completing the Self-Assessment & Action Plan

Please note: This guidance and template is for institutions who have already submitted their Stage One Self-Assessment & Action Plan, 12-13 months after becoming an official signatory of the Technician Commitment. This guidance and template refers to the second stage of self-assessment and action planning to be submitted 2 years after the submission of the original submission.

The Technician Commitment aims to ensure visibility, recognition, career development and sustainability for technicians working in higher education and research, across all disciplines.

The second stage of self-assessment and action planning process asks for reflection on past action plans, progress and engagement and a further 36 month action plan. The self-assessment includes a 'RAG' analysis of previous action plans - a 'Red, Amber & Green' status report.

The Technician Commitment Steering Board does not seek to dictate how organisations promote a positive culture for the technician community. This is a matter for autonomous institutions and the technician, research and academic community to agree. It is expected that as a minimum, signatories publicly state their Technician Commitment signatory status and institutional action plans on a dedicated and discoverable webpage, along with their named point of contact. The Steering Board asks signatories to evidence that the 'technician voice' is present in the development and formation of institutional action plans. The Technician Commitment is a collaborative endeavour and the Steering Board will support and facilitate the establishment and sharing of best practice demonstrated in the self-assessments and action plans. A vibrant community of Institutional Leads tasked with implementing the Technician Commitment has developed since the Commitment's inception and the Steering Board aims to ensure a range of forums are available to enable peers to share expertise, good practice and experiences.

To continue to support institutional action planning, please see Appendix A for examples of activities and initiatives that have been successfully implemented in a range of universities and research institutes. Additional details are available on the Technician Commitment's dedicated online resource, available at http://technicians.org.uk/techniciancommitment/. Cross referencing to other sector institutional reviews relevant to technicians is welcomed; for example, the Steering Board are keen to learn how signatories are advancing equality, diversity and inclusion for the technical community and institutions may wish to reference Athena SWAN and Race Equality Charter submissions. The Steering Board are also keen to learn of Teaching Excellence Framework (TEF) submissions and Research Excellence Framework (REF) environment statements where technicians have been explicitly mentioned.

Please note that finalised Action Plans should be signed off at an institutional leadership level (e.g. Vice-Chancellor/President/Director level).

For any additional queries, please contact k.vere@sciencecouncil.org

Please note that finalised 3-year Action Plans should be signed off at an institutional leadership level (e.g. Vice-Chancellor/President/Director level).

Technician Commitment

Evaluating Impact through Self-Assessment & Future Action Planning

Organisation: **University of Southampton**

Name of Institutional Lead: **Professor Michael Butler, Dean of Engineering & Physical Sciences**

E-mail: feps-dean@soton.ac.uk

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

The University of Southampton is organised into 5 faculties and 17 professional support services, supporting a diverse community of over 6,500 staff and over 24,000 students from around 150 different nations. 356 technical staff are embedded within each faculty and in professional services (Tab. 1; snapshot data taken 1 December 2020), working across all six of our Southampton and Winchester sites. For the purposes of the Technician Commitment, technical staff are recognised on the University's Technical and Experimental (TAE) career pathway (Fig. 1). Whilst many staff in Professional Services might have technical and specialist expertise, most sit within the Management, Specialist and Administrative (MSA) Job Family (for example in iSolutions, Estates and Facilities and Health, Safety and Risk) or the Community and Operational (CAO) Job Family (for example in Estates and Facilities; Fig. 1).

*Table 1: Breakdown of number of technical staff in each faculty and in professional services. Refer to Fig. 1 for structure. *Numbers for professional services staff include only technical staff on the TAE pathway.*

Faculty or Directorate	Total
Faculty of Arts & Humanities	**20**
Faculty of Engineering & Physical Sciences	**160**
Faculty of Environmental & Life Sciences	**71**
Faculty of Medicine	**103**
Faculty of Social Sciences	**1**
Professional Services*	**1**
TOTAL	**356**

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

The technical staff in the Faculty of Medicine are predominantly based at University Hospital Southampton, including those specialising in Cancer Sciences (51), Clinical and Experimental Sciences (32) and Human Development and Health (16). An additional four technical staff are based in Primary Care, Population Sciences & Medical Education.

The Faculty of Environmental and Life Sciences includes the School of Ocean and Earth Science (34), whose technical staff are located at the Waterfront Campus based at the National Oceanography Centre Southampton (NOCS). The majority of the remaining staff are based at our main Highfield Campus and specialise in Geography and Environmental Science (11), Biological Sciences (21), Health Sciences (2) and Psychology (3).

The Faculty of Engineering and Physical Sciences hosts the largest number of technical staff in one faculty and they are located either at Highfield Campus or the Boldrewood Innovation Campus. These staff are skilled in the areas of Chemistry (20), Electronics and Computer Science (23), Engineering (60), Physics and Astronomy (15) and Optoelectronics Research, based in the Zepler Institute for Photonics and Nanoelectronics (33).

The Faculty of Social Sciences have one member of technical staff based in the Southampton Education School at Highfield campus.
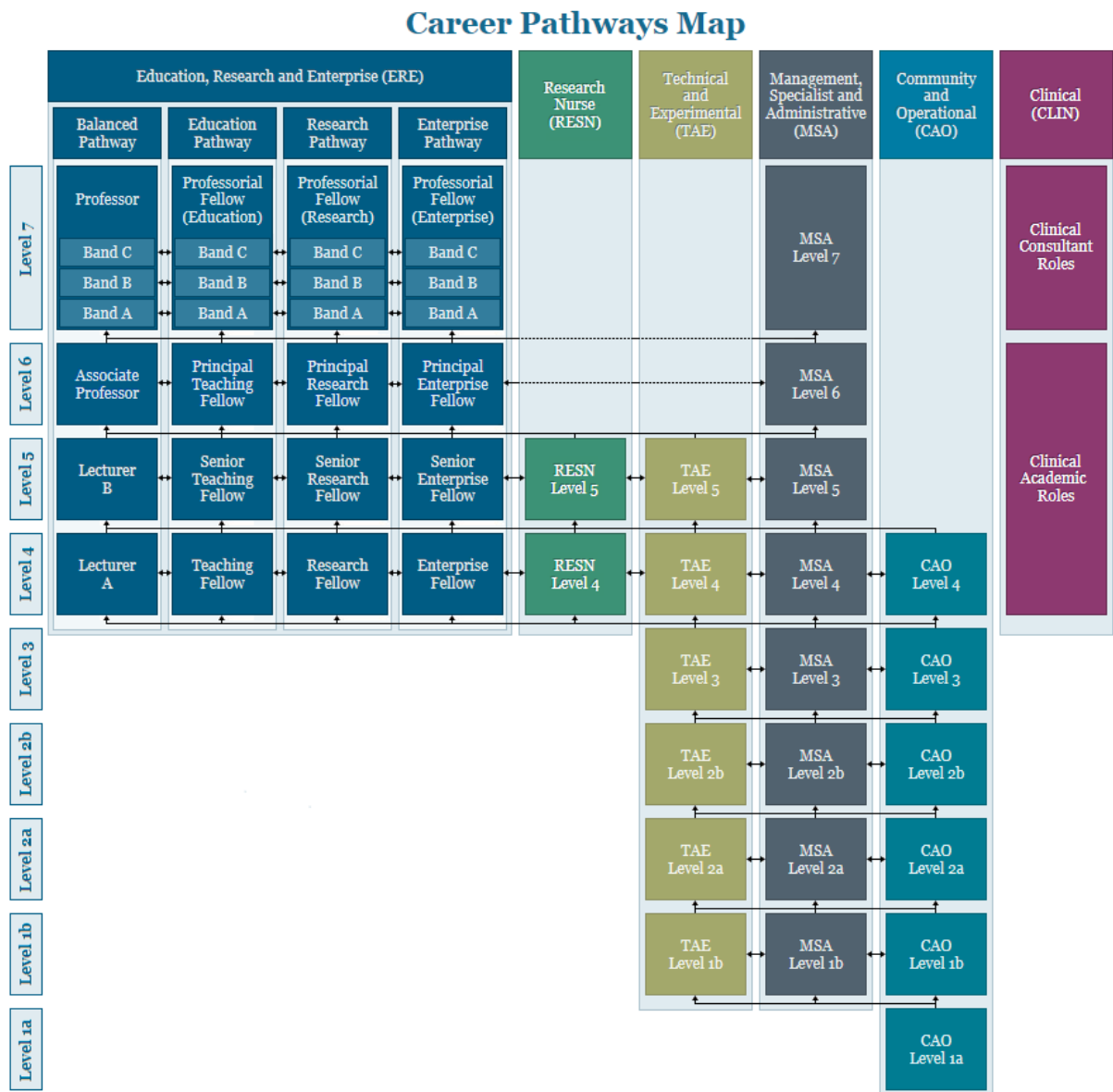
Career Pathways Map

Level	Education, Research and Enterprise (ERE)				Research Nurse (RESN)	Technical and Experimental (TAE)	Management, Specialist and Administrative (MSA)	Community and Operational (CAO)	Clinical (CLIN)
	Balanced Pathway	Education Pathway	Research Pathway	Enterprise Pathway					
Level 7	Professor	Professorial Fellow (Education)	Professorial Fellow (Research)	Professorial Fellow (Enterprise)			MSA Level 7		Clinical Consultant Roles
	Band C	Band C	Band C	Band C					
	Band B	Band B	Band B	Band B					
	Band A	Band A	Band A	Band A					
Level 6	Associate Professor	Principal Teaching Fellow	Principal Research Fellow	Principal Enterprise Fellow			MSA Level 6		
Level 5	Lecturer B	Senior Teaching Fellow	Senior Research Fellow	Senior Enterprise Fellow	RESN Level 5	TAE Level 5	MSA Level 5		Clinical Academic Roles
Level 4	Lecturer A	Teaching Fellow	Research Fellow	Enterprise Fellow	RESN Level 4	TAE Level 4	MSA Level 4	CAO Level 4	
Level 3						TAE Level 3	MSA Level 3	CAO Level 3	
Level 2b						TAE Level 2b	MSA Level 2b	CAO Level 2b	
Level 2a						TAE Level 2a	MSA Level 2a	CAO Level 2a	
Level 1b						TAE Level 1b	MSA Level 1b	CAO Level 1b	
Level 1a								CAO Level 1a	

Figure 1: University of Southampton Career Pathways map

Southampton's technical staff provide technical, creative and/or scientific support to research, education and enterprise functions. Research support is provided to academic staff, postgraduate students and to enterprise and consultancy staff. Support encompasses everything from maintaining laboratory infrastructure, setting up and operating equipment and instructing others in it use, running analyses and tests, validating and assessing instrument data through to running facilities and workshops. Additionally, some technical staff support teaching and research almost exclusively through specialist software and computing support, as well as providing technical design services and

technical advice on outcomes. Technicians develop new approaches to implementing technology and develop methodologies to address research questions, which at the most senior levels can involve highly specialised technical activities, advice and management responsibility for substantial technical services or groups.

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

The University also recognises some roles within the MSA and CAO career pathway (Fig. 1) require staff with significant technical or specialist knowledge, experience and skills, for example those in IT (known as iSolutions at University of Southampton), Estates and Facilities support and within Health, Safety and Risk. These staff provide specialist internal advice and support or carry out project management and support, requiring an understanding of the University's systems and processes. They have been identified as key stakeholders for Southampton's Technician Commitment and engage in specific activities of significant interest, for example in advancing the sustainability of technical skills through development and use of the apprenticeship scheme.

2. **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 signatory of the Technician Commitment, the University formed a Steering Group and latterly a _Technician Commitment Implementation Group (TCIG)_ to ensure we deliver on our commitment and the action plan. The TCIG has 21 members and is chaired by a University Executive Board member, currently the Dean of Engineering and Physical Sciences, who also acts as the Executive Sponsor for the group. The TCIG consists of technical and academic representation from each faculty, along with HR representation, and sits within a _newly created governance structure_ (Fig. 2) covering all charters within the Equality, Diversity and Inclusion theme. This structure delivers additional project management resource to support all University charters and ensures synergy and alignment with all action plans. The structure has also enabled regular feedback to senior University stakeholders, to raise awareness of the work undertaken and to raise the profile of technicians. Of note, the TCIG received the full support of the University's Council, with an offer from its Chair to _champion_ this work and the decision by Senate that Technical members of staff should be represented on this body.

One of the very first actions of the TCIG was to secure broad support (including financial) at a faculty level via the _appointment of four Faculty Technical Leads_ (each at 0.2 FTE) in April 2020. The Faculty Technical Leads report to the TCIG and each leads a _working group_ aligned to one of the key themes of the Technician Commitment: _Visibility, Recognition, Career Development and Sustainability_. Each action on the original action plan was allocated to either the TCIG or one of the working groups to progress and implement.

We have _invited our technical staff to engage with the Technician Commitment_ through the joining of one of the working groups, which provides an opportunity for more technical staff to work closely on specific activities of particular interest to them. The working groups vary in size from 5-10 members depending on the specific activities being progressed and follow a similar structure to that of the TCIG. Each group is led by a Faculty Technical Lead with support from an Academic Lead and includes technical representation from across the faculties. In addition, at the beginning of the 21/22 academic

term and in preparation for our submission the TCIG _sought feedback from all technical staff_, on our progress to date and input for the future. There were several channels through which technical staff could raise their voice; two open sessions were offered for staff to _drop_ in via Teams, a staff survey specifically related to the action plan was sent to all technical staff or directly via the Technical Leads and working groups.
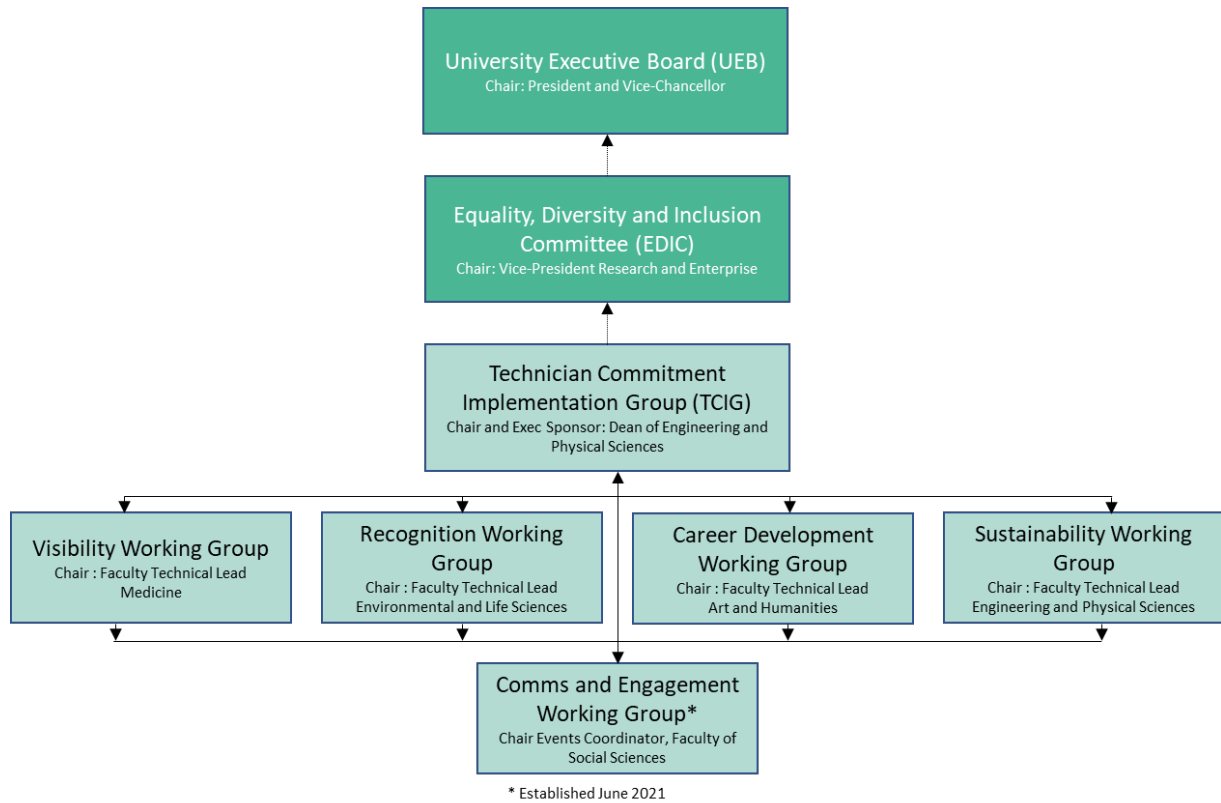

Figure 2: Southampton Technician Commitment Governance Structure

Each TCIG working group meets monthly under the leadership of a Faculty Technical Lead (Fig. 2), a brief overview of the scope, activity, and achievements (see **Appendix A** for full breakdown of success against 2019-2021 action plan) of each working group is provided below:

Visibility Working Group

The visibility working group has two main responsibilities; raising awareness of technicians and the work they carry out to support university colleagues and beyond and raising awareness amongst our technical community of the work that all TCIG working groups have been undertaking. The group has a broad mix of members, including a Faculty Technical Lead as chair, four other technicians from around the university, a member from professional services and an academic colleague. The group has worked hard to better foster a 'technical community' within Southampton, through initiatives such as a virtual _Technician Commitment launch event_, _development of a Technician Hub_ (internal SharePoint resource for all technician and technical related information) and plans for a _flagship Technician Conference_ in March 2022. A regular campaign of stories about technicians and their work in the 'Staff Matters' University magazine and via other outlets helps to continue to _raise the profile of technical staff and their contributions_.

Recognition Working Group

The Recognition Working Group has worked very closely with colleagues from many different parts of the University, including the Library, HR, the Centre for Higher Education Practice, Academic colleagues and senior management, and other Technicians. Together, the group have been able to deliver a _fair attribution policy for technicians_, in line with the University's Authorship, Contribution and Publishing Policy (June 2021) which will promote a positive research culture of integrity, honesty, transparency and responsibility of one's own work. This specific guidance for technicians has been promoted to all technical staff to highlight their role in supporting research and publications and ensuring that they are appropriately attributed. The development of a _Professional Recognition of Educator Practice (PREP)_ briefing workshop and continuous _promotion of professional registration_ has drawn technicians' attention to the development and career progression opportunities. In addition, this working group was instrumental in making the case for _representation of the technician community on the University of Southampton Senate_ via an elected member, one of the few universities recognising the important input our technical community can provide for this body.

Career Development Working Group

The Career Development Working Group focuses on training, professional development, appraisals and the job description library. The group aims to improve opportunities for continuing professional development for technical staff, and for equity of opportunity across the job families. Chaired by a Faculty Technical Lead from Arts and Humanities, and with group members from across the three main faculties that have large technical cohorts, together with support and input from professional services, this working group has a diverse membership which is vital to understanding the institutional technician voice in relation to career development. Key achievements to date have focused on extensive work to _update career pathways_ and provide _contribution matrices for TAE staff on levels 1-3_, alongside a raft of opportunities to _engage with professional bodies_ such as the Higher Education and Technical Educational Development (_HEaTED_) network, National Technician Development Centre (_NTDC_) as well as via our internal Maths and Science Learning Centre (_MSLC_) professional development group.

Sustainability Working Group

The Sustainability Working Group's primary focus has been on _implementation of the apprenticeship scheme within the University_, operating within the bounds of an existing policy. The group includes members from HR, Recruitment, Estates and Facilities, and the NIHR Evaluation Trials and Studies Coordinating Centre (NETSCC) in addition to representatives from faculties employing technicians. The broad make-up of the membership of the working group has enabled _promotion of the apprenticeship scheme_, resulting in a resurgence in apprenticeships being offered across the university in both technical and non-technical roles. The group has been collating the experiences of those involved and reviewing the procedures with a view to _improving the whole apprenticeship recruitment process_ in the future.

3. **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.**

Appendix A details our RAG analysis of the 2019-2021 (24 month) action plan. All but one of our 12 actions are categorised as Green and have been completed with a single action point (no. 12) rated Amber and categorised as in progress.

Below we provide short commentaries in relation to the outstanding amber action point (no. 12), in addition to three action points (nos. 3, 6 and 11) which whilst they have been achieved and/or exceeded, have been flagged as requiring further attention in the 2022-2025 action plan to ensure further development and delivery.

Action 12. Appraisals and PPDRs for all Technical Staff (Rated: Amber)
This action was focussed on i) the moderation process for appraisals (Levels 4+), ensuring a fairer and more consistent approach across the technician community and ii) promoting appraisal training for both staff and line managers (all levels). The University currently operates two appraisal systems: an electronic appraisal for staff at Levels 4 and above and a paper-based Personal Performance Development Review (PPDR) for staff at Levels 1-3. During this self-assessment period the University has been conducting a review and consultation with staff on the appraisal and PPDR processes and this action has now been superseded by centralised initiatives to improve the process for all staff. These changes include bringing all staff (Levels 1-7) into one consistent process and timeline for appraisal; replacing appraisal ratings with descriptors; and replacing moderation with a second line reviewer "consistency check" to ensure equity amongst staff. These centralised changes result in a need to update and change this action and is referenced as [action 4] in our 2022-2025 action plan.

Action 3. UoS website - External Communications (Rated: Green)
This two-part action was achieved, with an up to date external website developed. However, our Technician Survey (see section 4, below) highlighted a relatively low 20% of TAE staff with an externally facing staff profile page. We have therefore extended this action into the 2022-2025 plan [action 11.2], with an intention of undertaking a major push for TAE individual staff profile pages to enhance technician visibility.

Action 6. Resources to support career development (Rated: Green)
This action was achieved and exceeded in some aspects, with an updated career pathways website, published contribution matrices, regular workshops to support professional registration and training and development courses delivered according to plan. In addition, a large proportion of the TCIG budget was allocated to (1) becoming partner affiliate members of the National Technician Development Centre (NTDC), which secures access to their extensive resources in training and CPD and (2) in order to undertake the NTDC Skills Survey of the technical workforce across the University. This is on schedule to take place in Dec 2021 and is referenced in [actions 7.1, 7.2] of the 2022-2025 action plan. Regarding the job description library, this has been rescheduled into our 2022-2025 action plan. [action 5.1]

Action 11. Engagement – Technical Staff and the Staff Survey (Rated: Green)
This action was developed to look at the breakdown of data from the University Staff Survey. This became difficult to monitor due to institutional changes in the surveys and the replacement of the staff survey by a COVID focused pulse survey. In place of this lack of information, we have adapted our approach to comprise of an annual data snapshot of TAE staff, to capture demographics and quantitative information around equality and diversity, recruitment and career progression, and to identify any disparities/differences between faculties and locations. In addition, in October 2021, we ran our first Technician Survey (see section 4 for selected data) to gather qualitative feedback on each of the Technician Commitment themes of visibility, recognition, career development, and sustainability and accompanied this with open feedback sessions. This will become an annual survey to help us monitor our impact and increase future engagement with the Technician community. [actions 1.1, 1.2, 1.3 in the 2022-2025 action plan]

4. Please tell us how you evidence that your action plan has had/is having an impact? (Below we provide evidence of impact and relate it to the 2019-2021 Action Plan item, denoted **AP no. X** in relation to those listed in *Appendix A*)

The Technician Commitment and the 2019-2021 Action Plan has continued to bring about a positive culture change with senior management and the technicians voice now stands equally important alongside other University of Southampton national and sector wide charter commitments* all of which share information and equal opportunity for funding initiatives while reporting progress to the University Executive Board and the ED&I Committee. Technicians are now better recognised as a distinct section of staff rather than being absorbed into the predominantly academic staff bracket of the often-used phrase "staff, students and Professional Services." This change in culture can most recently be evidenced by the "unanimous" support from Senate to the request to include technical representation in its number, something which in the past would have been questioned due to a lack of understanding of the motivations of technical staff and the absence of "one voice" from the technical community (**AP no. 8**).

Athena Swan, Concordat for the development of Researchers, Disability Confident, Mental Health Charter, Race Equality Charter, Tackling Harassment.

Investment

The University has supported the Technician Commitment and the 2019-2021 action plan via direct investment in staff time and through dedicated funding. Alongside the appointment of 4 x 0.2 FTE Faculty Technical Leads (**AP no. 1**), the institution invested £6.5K in a dedicated events administrator and co-ordinator to support the TCIG, £2.5K in becoming a NTDC affiliate partner, £3.4K in professional registration events and membership and £3K in the forthcoming Technician Conference. This is in addition to the in-kind contribution of staff time ranging from the UEB executive sponsor (Dean of FEPS) through to the professional services, TAE and academic colleagues who together make up the TCIG and four Working Groups (**AP no. 2**).

The 'Technician's Voice' Survey

In September 2021 we conducted our first dedicated survey of TAE staff (**AP no. 11**), with the intention of capturing a snapshot of current progress against the 2019-2021 action plan and also to establish a baseline for ongoing monitoring. 28% of the TAE cohort of 356 staff responded to the survey request.
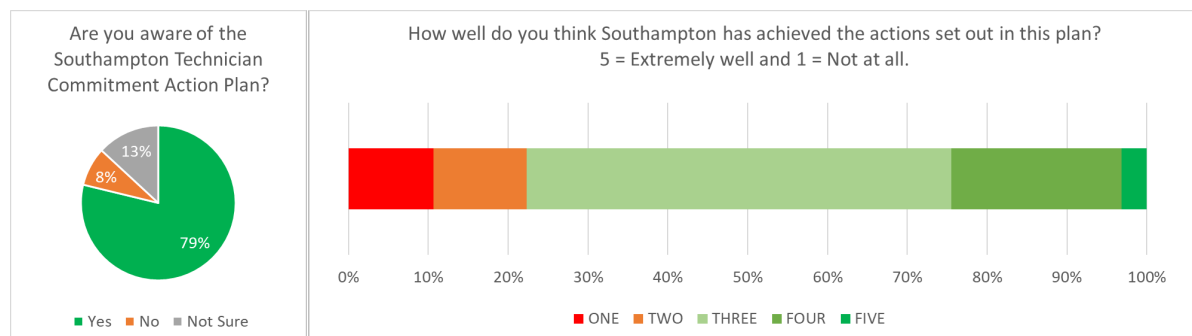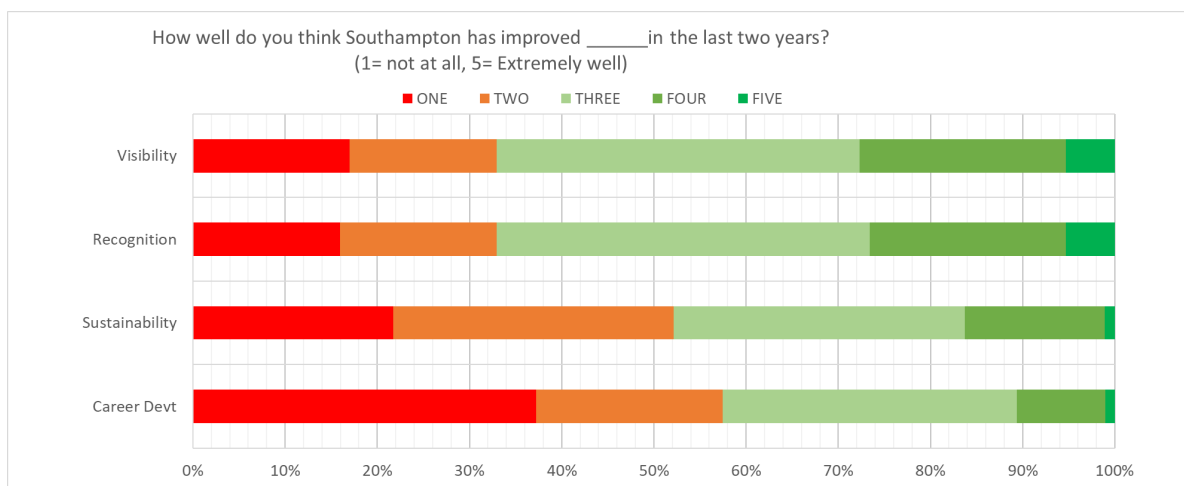
Figure 3: Southampton Technician's Voice Survey results in relation to perceptions of achievements around our Action plan (2019-2021) and general improvements in relation to Technician Commitment themes.

Highlights from the survey included nearly 80% of respondents being aware of the University's Technician Commitment Action Plan (as distinct from simply the Technician Commitment) and >75% indicating that Southampton has done quite well or better in achieving the actions (Fig. 3). In contrast, detail around improvements generally in relation to the different themes of the Technician Commitment shows that for Career Development there is still some way to go until TAE colleagues consider we are addressing their concerns (Fig. 3).

Improving visibility and communication

Updates to the existing Technicians at Southampton web pages (**AP no. 3**) have driven an increase in traffic and development of a new dedicated site external site continues. In relation to improving TAE staff profiles (**AP no. 3**), the Technician's Voice survey revealed that 72% of colleagues do not currently have an externally facing staff profile page. Investigation revealed that this is a faculty and school level decision, made in relation to the administrative load associated with creating and maintaining many new profiles. Addressing an improvement in the percentage of TAE colleagues with web profiles will form a part of our 2022-2025 action plan.

Creation of a dedicated 'Technician Hub' (**AP no. 7**) on the internal SharePoint platform resulted in a central resource for technical colleagues to find out more about each other's services and facilities and the technician commitment, and through which awards (**AP no. 9**) and news items can be advertised to the community. Across the 30 days since launch, the number of times the site was accessed nearly doubled to 387. Furthermore, the Technician's Voice survey asked technicians if they were aware of the hub, with 69% reporting that they were. Whilst this shows that initial promotion of the site has been effective, it demonstrates an opportunity to engage further with the technical community by identifying additional resources and information to be added to the hub, as well as further publicising the site. Creation of a generic Technicians@soton.ac.uk email account (**AP no. 7**), has led to additional positive engagement with the technical community, with staff routinely asking for more information about the internal hub/site and professional registration.

Recognition and awards

Whilst making up just under 6% of the University population, the percentage of Staff Achievement Awards (a one-off financial award recognising excellent performance in a discrete piece of work) being awarded to a TAE staff member rose from 3.8% to 14% August 2017 to July 2021 (**AP no. 9**). With

regards to gender representation, 62% of technicians are male and 38% are female. Staff achievement awards to TAE female staff have increased year on year from 0% in 2017 to 33% in 2021.

The Visibility working group established a list of available awards and have encouraged staff to nominate technicians (**AP nos. 7, 9**), using email distribution lists to advise targeted groups when nomination periods are open. TAE staff have been *shortlisted* for 3 prestigious Papin prizes as a result of this campaign, with additional staff nominated for this and other high-profile awards. Since 2019, TAE staff receiving internal Dean's awards (individually or part of a team) have risen from 5, to 12 in 2020 and 24 in 2021, evidencing the impact of our drive to encourage nomination of technical colleagues. Similarly, 7 TAE colleagues (from 52 nominations) won the prestigious Vice Chancellors awards in 2021, up from 0 winners from 12 nominations in 2020.

Career and Professional Development

Extensive work on the TAE career pathway website (internal SharePoint site) and contribution matrices (**AP no. 6**) is complete and is being well used by staff to underpin annual appraisal and PPDR conversations (**AP no. 12**). The Technician's Voice survey in 2021 (Fig. 4) revealed a variable response in relation to the overall number of staff who are regularly receiving an appraisal of PPDR (67%), likely skewed by a proportion of fixed-term technical staff working on research projects. Our 2022-2025 action plan will target these staff and their line managers in trying to improve the overall numbers of TAE staff who are engaged with the annual appraisal or PPDR process.
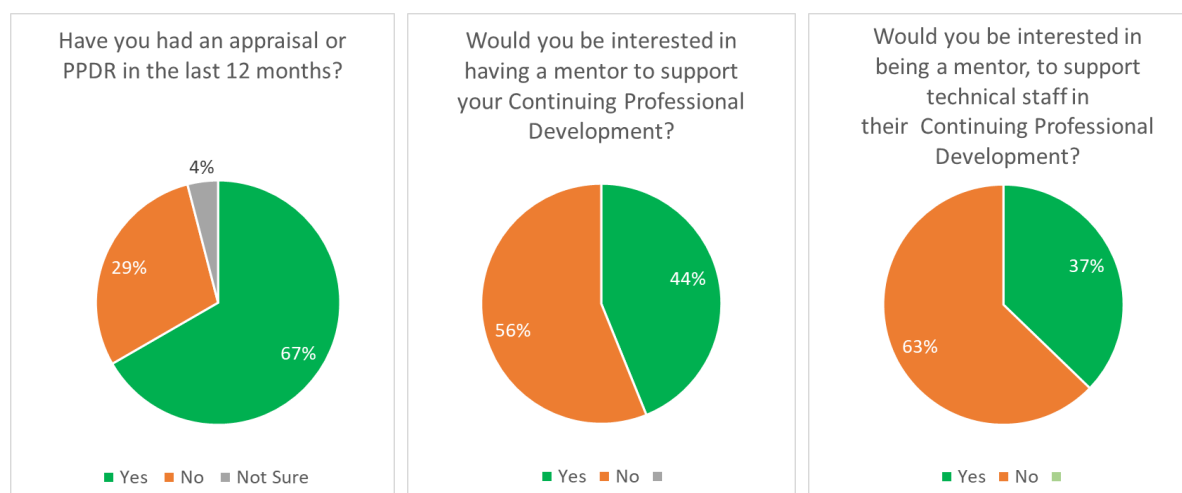

Figure 4: Southampton Technician's Voice Survey results in relation to career development and professional development.

Southampton are members of the Higher Education and Technical Educational Development (HEaTED) organisation and have good engagement with a wide variety of technical and soft skills courses they provide (**AP no. 4**). Examples of areas which are utilising this and have dedicated budget to support this include; *Biological Sciences (17 technicians)*, where a skills matrix has been developed to monitor training needs and technical staff can apply for training funding from a departmental budget; other areas which have a similar approach are *Ocean and Earth Sciences (23 technicians) and Physics and Astronomy (15 technicians)*. During the pandemic staff at Southampton utilised 8% of HEaTED's free resources, with 43 individual engagements. There were 32 technical staff who attended networking events; representing 6% of all HEaTED's bookings and 12 technical staff have engaged with specific courses. Results from the Technician's Voice survey (Fig. 4) reveal some interest in mentorship as a tool for enabling continued professional development (**AP no. 4**), further work will explore mechanisms for enabling this and encouraging broader uptake across the TAE community.

Apprenticeships

The Faculty of Engineering and Physical Sciences (FEPS) and the Faculty of Environment and Life Sciences (FELS) have implemented schemes to recruit two Apprentice Mechanical Workshop Technicians and four Apprentice Laboratory Technicians respectively in 2021 (**AP no. 5**). In addition, since becoming a signatory in 2018, FEPS has started Four Apprentice Mechanical Workshop Technicians, one of which was an existing employee (feeding to apprenticeships as CPD). The experience gained from the FEPS scheme fed into the FELS scheme as well as, predominantly through the sustainability working group, schemes in Estates and Facilities and co-ordination and dialogue with others employing apprentices in non-technical roles in the university (**AP no. 5**). It is clear from these experiences that many process and policy improvements can be made. With the economies of scale that have resulted from the recruitment levels seen in September 2021, many more members of the university now have a keen interest in improvements to quality, efficiency and ease of use when recruiting to apprenticeship positions.

5. **Please provide details of any additional initiatives/programmes/activities aligned to your Technician commitment that are not covered in your original action plan.** *(Suggestion; include particular activities not mentioned in the action plan, by theme/working group)*

The TCIG successfully requested funding to support its activities in the 2020-2021 business planning round. This financial support has provided additional resource to support various activities including; a Communications and Engagement Coordinator on a fractional contract (20% Full-time equivalent); Partner Affiliate status with the National Technician Development Centre (NTDC); an inaugural technician conference (albeit via Teams due to circumstances at the time) and the development of *banners*, to visibly raise the profile of technical staff around campus. The TCIG will continue to track and monitor its financial requirements, ensuring these are budgeted either through its own budget or as part of the Faculty Business Planning round, where appropriate.

In addition to the activities explicitly listed in our action plan (***Appendix A***), the following list outlines some of the other key achievements that have been delivered during the 2019-2021 period as part of the ongoing work around the Technician Commitment:

- Organisation of a virtual launch event to announce the technician commitment to the community and outline the work that had been carried out and action plans for the future, including a welcome from the Vice Chancellor.
- Agreement for, and election of, technical Representation on Senate (2021).
- Engagement with the Science Council's [Employers Champion Programme](#).
- Individual engagement with the Deans of each Faculty to discuss TAE staff engagement with Appraisals and PPDRs.
- Members of the TCIG engaged in the Appraisal Review Focus Groups facilitated by the Leadership and Management Development Team.
- Became a [Partner Affiliate of the NTDC](#) and initiated an associated Technical Skills Audit.
- Produced a special feature in our in-house magazine "Staff Matters" for national apprenticeship week.
- Engaged with the [Changemaker programme](#) for technicians.

6. **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.

Appendix B details our action plan for 2022-2025, arranged by theme. The "Technician's Voice survey", accompanying open workshops and the broad invitation to TAE colleagues to join TCIG Working Groups, has given all TAE staff multiple opportunities to provide input into the 2022-2025 action plan. We are pleased to note that many action points found in Appendix B originated from TAE staff not directly involved in the TCIG, either through the aforementioned feedback mechanisms or via TAE representation on the TCIG. The Technician's Voice survey results provide clear feedback that whilst we have made positive steps with regards to the Visibility and Recognition of our technicians, there is still a need to improve in terms of the career development theme, in i) communicating the current opportunities available to staff, ii) our plans for the future and iii) identifying and communicating where change is needed. The survey will be repeated annually to monitor this further and inform our focus areas. Interestingly, those staff who were aware of the Technician Hub site scored more positively across all themes, suggesting that engaging the community more proactively can improve the lived experience of our technical staff, something that we are fully committed to across the 2022-2025 action plan delivery period.

7. **Please confirm that your Technician Commitment status and 3 year action plan is published on your organisations website and provide the relevant URL here:**

We confirm that our current Technician Commitment status, self-assessment documents and 36 month action plan are published on the University of Southampton Technicians page (https://www.southampton.ac.uk/about/our-people/technical-staff.page).

The direct link to the 36 month action plan is:
https://www.southampton.ac.uk/~assets/doc/technicians/UoS_TC_36_month_action_plan_2022-25.pdf

Signed: *Michael Butler*   Date: 1 December 2021

Professor Michael Butler
Dean of Physical Sciences and Engineering,
Technician Commitment Nominated Institutional Lead

Signed: *Mark E. Smith*   Date: 1 December 2021

Professor Mark E Smith
President and Vice-Chancellor
Technician Commitment Signatory – Leader of Institution

Appendix A – RAG review of Action plan 2019-2021

No	Theme	Activities	Visibility	Recognition	Career Dev.	Sustainability	SELF ASSESSMENT 2021 RAG STATUS
1	Technical Lead Role(s)	Technical Lead Role; to have strategic oversight of technical skills across the University; lead on the implementation of the University's Technician Commitment and represent technical staff at management and University committees where appropriate. (3/4 x 0.2 FTE roles FEPS/FMED/FELS/E&F, 2-year tenure with possible extension).	X	X	X	X	GREEN 4x Technical Leads and 1x Events Coordinator
2	Governance-TCSC and Working Group (s)	The Technician Commitment Steering Committee will ensure the effective delivery of the University's Technician Commitment, to be chaired by a member of the University Executive Board. The TCSC will have oversight of themed working groups, chaired by the Technical Lead, to implement, monitor and evaluate actions. These groups will report directly to the TCSC. Suggested themes will align to actions below e.g. professional registration, communications, apprenticeships etc.)	X	X	X	X	GREEN Note: TCSC was renamed TCIG in 2020, and is sponsored and chaired by a member of UEB. Working Groups are established
3	UoS website (External Communications)	A dedicated, externally facing, webpage to support the University's Technician Commitment. - Enhance and improve externally facing web page content seen by prospective employees and new recruits. - Improve how external audiences find technical staff and expertise through improved staff profiles.	X				GREEN External webpage is up to date, but engagement with staff profiles still needs further improvement. [action 11.2] in next phase action plan
4	Professional Registration	Create a supportive environment where Professional Registration (PR) for technical skills is recognised, supported and valued: - Requests for funding and time allocation to be considered at a local level (Faculty/Directorate). - Annual programme of events to support PR. - Hold a central database to track, monitor and recognise those who have achieved professional registration. - Continue HEaTED Subscription.		X	X	X	GREEN Note central database action is under review to ensure compliance with GDPR

No	Theme	Activities	Visibility	Recognition	Career Dev.	Sustainability	SELF ASSESSMENT 2021 RAG STATUS
5	Apprenticeship Policy	Grow the number of staff on apprenticeships in areas where there are known succession challenges: - Evaluate the apprenticeship scheme in FEPS for consideration by other faculties/directorates. - Review the University policy to support sustainable skills and the potential for continuing professional development, as well as new entrants.		X	X	X	FEPS scheme employed 6 apprentice technicians to 2021. FELS Scheme 4 apprentice technicians 2021 E&F Scheme 3 apprentices (Carpentry/Electrician/Mech&HVAC) 2021
6	Resources to support Career Development	Review, enhance and make available resources to support the career development of Technical Staff: -Update the career pathways website for all staff (Office 365). -Publish contribution matrices for Levels 1-3. -Develop a comprehensive job description library for TAE roles from Level 1b to Level 5. -Develop two new E-Learning modules; i) The Job Evaluation process and ii) How to write a good job description. -Regular workshops to support Professional Registration. -Training & Development courses delivered through the MSLC to develop technical skills and support career development		X	X	X	Work ongoing Level 1-3 contribution matrices published. Workshops ongoing. Training info added to TC hub. Became Partner Affiliate of NTDC Identified as area for development [action 5 in next phase action plan]

No	Theme	Activities	Visibility	Recognition	Career Dev.	Sustainability	SELF ASSESSMENT 2021 RAG STATUS
7	Technician Network (Internal Communications)	Create a *Teams site* for all technical staff to: -Share news and stories -Recognise and celebrate technical achievements -share best practice to promote consistency -Advertise events, workshops and training etc. -A dedicated mailbox for technical staff enquiries -Facilitate opportunities for development - mentoring, coaching, sharing best practice, work shadowing, secondments, succession planning, off-site visits with other Universities etc. -Annual Technician event/conference with links to the University strategy and TC key themes.	X	X	X	X	Internal site is active and in use. A review of the site will be carried out in the future to identify improvements and additional content that might be required. Best practice is currently communicated through the internal site, giving examples of professional registration success stories. A set of managers briefings are planned (action 4.2 in next phase action plan), advising line managers of Technicians on best practice when setting objectives and reviewing the previous year during appraisals as well as the need to recognise technicians though internal and external awards. Technician Commitment Launch event was converted to online and attended by ~75 technicians. Physical conference pushed to 2022 due to COVID restrictions. action 10.2 in next phase action plan
8	Technical Representation for University-wide initiatives	Technical representation at appropriate committees, meetings, forums, networks, for example: • Faculty/Directorate meetings (Boards/Committees) • University Technical Network/Faculty Forums Athena Swan, Concordat, Race Equality Charter (REC), Harassment Contacts etc.	X	X	X	X	membership in Senate and H&S Faculty Committee has been secured. action 14.3 in next phase action plan for closer ties with other committees
9	Recognition through Internal and External awards	Staff, colleagues and students to be encouraged to nominate technical staff for awards, where appropriate: **Internal Awards** for example; Vice-Chancellors Awards, Deans Awards, Faculty Teaching Awards, Staff Achievement Awards, Global Partnership Award Projects, Student Awards and **External Awards** for example; THE Award, Papin Prizes, HE Bioscience Technician of the Year, IOP Technician Award, Higher Education Teaching Excellence Award	X	X			GREEN Mailing lists and the internal site have been used to advertise. A strategy to further encourage nominations is needed action 13.1 in next phase action plan External awards have been significantly reduced in 2021 due to COVID cutbacks and restrictions, however good progress was seen with TAE staff being shortlisted for 3 prestigious Papin prizes, and in 2021 receiving 24 Deans Awards, and 7 Vice Chancellors awards

No	Theme	Activities	Visibility	Recognition	Career Dev.	Sustainability	SELF ASSESSMENT 2021 RAG STATUS
10	Technical Staff contributions to Research and Education Publication Policy (Fair Attribution)	Technical staff will contribute to the development of a Publication Policy to recognise contributions to research. Consider how contributions to teaching outputs are recognised; explore recognition through the Higher Education Academy (HEA).	X	**X**	X	X	GREEN PREP Framework Briefing for TAE ran by on CHEP 23.02. Each interested TAE staff member was provided with an explanation of how to apply for the HEA fellowship and Q&A time.
11	Engagement – Technical Staff and the staff survey.	Staff Survey reporting to include a breakdown of responses specifically from TAE staff to understand any themes, or issues being raised.	X	X	**X**		Staff Survey superseded by Pulse Survey. Technician specific survey launched in September 2021 and will be run annually. action 1.1 in next phase action plan to ensure improved TAE feedback
12	Appraisals and PPDRs for all Technical staff	All technical staff to engage in the annual appraisal or Personal Performance and Development Review. - Consider options for reviewing TAE staff as a single cohort across faculties to ensure fairness and consistency. - Promote appraisal/PPDR training for all TAE line managers. - Develop a framework for expectations of technical staff to support appraisal conversations.	X	X	**X**	X	AMBER Centralised changes to PPDR and appraisals negate the need for moderation as a single cohort. Further promotion and support for appraisals is planned for the next phase action plan actions 4.1, 4.2

Appendix B: Action plan for 2022-2025

Engagement and Understanding

Actions related to the function and governance of the Technician Commitment Implementation Group and monitoring impact.

Ref#	Theme	Action	Measure	Action owner	Start	Finish
1.1	Keep track of the impact of Technician Commitment and progress	Annual survey for TAE staff - "Voice of the Technician" to capture impact, qualitative feedback (start of each new academic year) including feedback on each of the Technician Commitment themes and supported with open feedback sessions.	% take-up of survey improvement year on year 2022 target >30% 2024 target > 40%	TCIG	Oct 2021	Annual
1.2		Annual data analysis snapshot of technical community to capture; demographics and quantitative information around equality and diversity, recruitment and career progression, and identify any disparities/differences between faculties and locations.	Annual Databook review and workshop, with recommendations collected and fed into university committees as appropriate	TCIG ED&I	Jan 2022	Annual
1.3		University staff Survey - engagement by TCIG with outputs from staff/pulse surveys, relating specifically to TAE job family; to interpret and support activity relating to key themes and issues raised and feedback to the tech community	% take-up of TAE staff with the UoS survey improves year on year	TCIG HR	University led	Annual
2.1	Review governance structures and strategic links to support delivery of action plan	Annual review of Terms of Reference for Technician Commitment Implementation Group (TCIG) and Working Groups; including review of membership to ensure appropriate representation and confidentiality statements returned.	Version control on ToR and membership lists	TCIG	Jan 2022	Annual
2.2		Resource provided by TC role holders reviewed; Faculty Technical Leads (FEPS/FELS/FMED/FAH) (0.2FTE) and Event Coordinator (0.2FTE)	Roles reviewed at appropriate end of term of office	TCIG	Jan 2022	Annual
2.3		Project Management provided by Equality, Diversity and Inclusion Team to support ongoing links between TCIG and other Charter Marks. Ensure technical staff are represented in each of the other Charter Marks; Athena Swan, Race Equality Charter, Concordat, Disability Confident and Widening Participation.	Project management support is provided TAE representation at each Charter Mark Committee	TCIG	Jan 2022	Annual

Career Development

Our Technician feedback exercises in September 2021 highlighted a need to focus more on Career Development and particularly the career pathways for our technical staff. This breaks down into several key actions, including a comprehensive benchmarking exercise and review of our current organisational structure, and the building of a business case to support the introduction of a Level 6 Technical and Experimental role. In addition, we want to improve the transparency of our current pathway and assist staff in their progression through raising awareness and signposting of e.g. mentoring initiatives, training programmes, and induction and appraisal processes.

Ref#	Theme	Action	Measure	Action owner	Start	Finish
3.1	Ensure new technical staff are welcomed and brought up to speed with our commitment	Recruitment - Promote UoS as a signatory of the TC in recruitment campaigns. Develop standard text for job advertisements (in the body of text) and ensure Technician Commitment logo is visible	TC visible on all advertisements for TAE staff	CDWG Recruiting Managers	Feb 2022	Mar 2022
3.2		Induction - Welcome communications from Technicians@soton to new starters, signposting useful info specifically related to TAE staff. New starters identified monthly with support from HR Leadership & Management.	Emails sent from technicians@soton.ac.uk to a monthly circulation list provided by HR	VWG	Mar 2022	monthly
3.3		Induction for new starters - University level ensure staff engage with induction programme offered via "Staffbook". Faculty Induction - develop local induction (Faculty/School/Department), track and monitor completion (also linked to Athena Swan action). Student Introduction - Develop custom and practice of technical staff being introduced to students at the start of all programmes/courses. Consider unique identifier for technical staff working in laboratories, for example coloured collars/lab coats.	October TC survey to contain a section for new starters from the previous year to receive qualitative feedback and scores. First data to be collected in 2022, with Year on Year increases in positive feedback. Lab coat consultation with Technician community and gauge take-up ahead of any implementation	VWG	Oct 2022	Dec 2024
4.1	Enabling clear career progression, through the provision of regular appraisal conversations with line managers	Support HR in delivering appraisals for all staff: 2021/22 preparations to align Level 1-3 TAE staff appraisals with new system and timeline. 2022/23 - Level 1-3 staff recording first objectives in appraisal system completion rate of >60%. 2023/24 - Level 1-3 first year appraisal completion rate >70%. L4-5 >90% 2024/25 completion rate of >90% for all TAE staff Continue to monitor PPDR reviews and how they are used.	Track and monitor engagement of appraisal and PPDR. > 90% completion rate for all TAE staff by 2024/25	CDWG HR	Nov 2022	Dec 2024
4.2		Engage and support Line Managers of Technical staff in the appraisal process and promote a better understanding of the technical pathway and career progression	Manager briefings, communications and engagement plan	CDWG	Dec 2022	Dec 2024

Ref#	Theme	Action	Measure	Action owner	Start	Finish
4.3	Improve guidance and awareness around job evaluations	Increase awareness and transparency around job evaluation process; Develop an e-learning course on job evaluation; Invite Technical leads/Line Manager to attend job evaluation panels as an observer.	All line managers completed the e-learning course. A decrease in % of staff responding negatively in the survey questions around Career Devt (from 34% to <20%)	CDWG / HR	Jan 2022	Dec 2024
5.1	Improve guidance and awareness around TAE career progression	Update generic job description library for TAE roles from Level 1b to Level 5. create library of pre-evaluated roles for reference.	Job Description library complete and easily accessible to staff	HR	Feb 2022	Dec 2024
5.2		Guidance to support career development and movement between different career pathways at Southampton; For technicians this will include greater clarity on how a career at Southampton may move between the Technical and Experimental (TAE) pathway, the Education, Research and Enterprise (ERE) pathway and the Management, Specialist and Administrative (MSA) pathway.	A decrease in % of staff responding negatively in the survey questions around Career Devt (from 34% to <20%) and an increase in # of Technical staff visibly moving pathways	HR	Jul 2022	Jul 2023
5.3	Review / develop the TAE career pathway	Career progression - Consider organisational structure and develop a business case to support the introduction of a Level 6 Technical and Experimental role.	A suitable level 6 TAE role is appointed at the University	HR	Jul 2022	Jul 2024
5.4	Improve job security and talent retention by reducing the % of TAE staff on Fixed Term Contracts (FTC) and transferring them onto Open Ended Contracts (OEC)	Work in collaboration with the Researcher Concordat working group and Athena Swan teams to build an evidence base and comprehensive understanding of current practice to support next steps. Support with policy reviews and governance updates related to FTC to OEC conversion processes Review all TAE staff currently employed on FTCs with >4 years' service, with a view to offering those eligible an OEC. We aspire to extend this provision further, contingent on wider university initiatives and policy being implemented. (note wider target deadlines are in 2026)	Any staff with >4 yrs service to have been offered an OEC. A reduction in % of TAE FTC staff is required to successfully complete this action.	TCIG HR	Mar 2022	Dec 2024

Ref#	Theme	Action	Measure	Action owner	Start	Finish
6.1	Supporting Continuing Professional Development through mentoring	Develop, support and encourage mentoring for technical staff; identify those willing to mentor technical staff and those seeking a mentor; at all levels and across the university	A database of technical mentors and mentees. success tracked and monitored through responses to "Voice of Technician Survey".	VWG	Jan 2022	Dec 2022
6.2		Work together with the wider university initiatives to ensure that mentoring opportunities for TAE staff are available, visible and promoted by line managers/colleagues.	Technical mentoring accessible via the Technician's Hub. Technical Mentoring resources are signposted from the university mentoring guidance pages. Technical mentoring included in 2 or more good practice examples on the university page.	VWG	Jul 2022	Jul 2024
7.1	Ensuring gaps in technical skills are clearly recorded	Southampton Skills survey – leverage our NTDC partnership to conduct a skills survey	survey launched. Strong engagement >80% per faculty; data analysis complete, new actions created for year 3 and beyond	Skills Audit Team	Dec 2021	Jan 2022
7.2	Promote available training and increase awareness	Review our provision of training for technical staff following the outcome of the Southampton skills survey; technical training, soft skills training, HEaTED, MSLC, leadership and management training.

Increase awareness of what is already available and increase visibility of training on the Technician Hub | Year on year increases in % of TAE staff attending training courses | Skills Audit Team | Mar 2022 | Dec 2023 |
7.3		Raise awareness of internal training courses; Appraisal, PPDR, Maximising Contribution, Managing Underperformance, effective communications, LMD programme, mental health awareness training.	Year on year increases in % of TAE staff attending training courses	Skills Audit Team	Mar 2022	Dec 2023
7.4	Reduce barriers to entry for training courses	improve access to training (by faculty) - clear funding routes and guidance on how to join up for courses.	Year on year increases in % of TAE staff attending training courses	CDWG	Jun 2022	Jul 2023
7.5	Redeployment opportunities to improve retention of expertise	Positively promote recently strengthened redeployment policy and associated guidance, with the aim of improving recruiting managers' perceptions of appointing redeployees.	Increase in # of staff successfully redeploying at the end of FTC	CDWG	Jan 2022	Dec 2024

Sustainability

Feedback from our technician community revealed a lack of visibility and/or progress in terms of the sustainability actions. Focus for 2022-2025 will be around having a greater impact on apprenticeship schemes and placements, through development of a business case for amending the current apprenticeship policies and generating faculty-specific targets for increased numbers of active apprenticeships.

Ref#	Theme	Action	Measure	Action owner	Start	Finish
8.1	Enhancing the apprenticeship process and guidelines	To support the recruitment process; map University grades with apprenticeship levels, National Qualification Framework (NQF) levels and Standard Occupation Codes (SOC) and update career pathways guidance accordingly. Ensure all apprenticeship Job Descriptions are located centrally and available to hiring managers.	Improved recruitment experience for hiring managers. Guidelines which adapt to changes in the sector; allowing for better leverage of the apprenticeship levy and incentive payments.	CDWG	Jan 2022	Oct 2022
8.2		Update e-recruit system to support current practice; Hiring managers able to raise OSRF at start of process, advertisement on jobs@soton website with links to training provider (for selection process); ensure UoS compliance (UoS recruitment policy, data protection, disability confident etc.); ability to create apprenticeship contract from e-recruit.	Reduction in time taken to recruit apprentice, recruitment campaigns aligned with HE timeframes to attract suitable applicants/students into work	HR	Oct 2021	Feb 2022
8.3	Ensuring apprenticeship policy is reflective of current practice and supports CPD for staff	Develop a business case for consideration at University level to amend/change the current apprenticeship policy. Engage with key stakeholders and users of the policy to better understand the challenges and opportunities presented by apprenticeships and clarify the additional resources required to support this work. Consider the impact of the policy for existing staff and include proposals to support the continuing professional development of staff in this review.	-A positive decision to review and update the apprenticeship policy which supports sustainability of technical skills through recruitment and continuing professional development. -Increased knowledge amongst hiring managers and HR colleagues - no single point of failure in the process -Improve morale and opportunities for staff development, particularly for those at lower grades (Levels 1-3 = 55% of TAE staff)	SWG	Jun 2022	Sep 2024
8.4	Sustainability of technical skills for the future (28% of TAE staff are over 50 years, compared to 24% under 30 years; average age 41.7 years)	Faculties (FEPS, FELS, Medicine) to develop annual target for new apprenticeship starters (Gov public sector target 2.3% 2021-2022, although Universities exempt). leverage apprenticeship levy for CPD of current staff	To be financially sustainable should include both apprenticeships from recruitment and CPD. Sustainability working group to track, monitor and analyse impact of apprenticeships at Southampton	Deans SWG	Feb 2022	Jul 2022

Ref#	Theme	Action	Measure	Action owner	Start	Finish
8.5	Engage with National Apprenticeship Scheme, Higher Education and allied partners in apprenticeships for sustainable skills	Engagement with trailblazer schemes and development of apprenticeship standards.	Improved visibility of UoS technical staff externally and at a national level.	SWG	Feb 2022	Dec 2024
9.1	Support internal secondments and/or external placement schemes and increase opportunities for CPD	Increase number of secondment opportunities available to all technical community; greater transparency when funding is available to backfill long term absence (ill-health/maternity) or when short-term assignments are availed new responsibilities become available	Increase number of technicians able to engage in short-medium term secondments across faculties	SWG	Mar 2022	Oct 2022
9.2		Develop guidance to support externally funded placements, including long term review of career break policy. Build on uptake of schemes akin to the "Changemaker programme" and utilise schemes such as https://careers.smartrecruiters.com/CERN/tte.	increase number of technicians able to engage with external placements	SWG HR	Jun 2022	Dec 2024

Visibility

Following the Technician's Voice survey, 67% of respondents agreed that Southampton had improved TAE staff visibility in the last two years. Respondents who were aware of the Technician Hub internal SharePoint gave higher scores to all themes, demonstrating a positive impact, however 31% of technical staff were still not aware of the hub, demonstrating that further promotion and enhancement of the hub could have a strong positive impact on improving the experience of our staff. Actions for 2022-2025 will further enhance engagement with the hub, in addition to delivering a technician conference on campus, enhancing our external website, and continuing our work to promote and celebrate award nominations.

Ref#	Theme	Action	Measure	Action owner	Start	Finish
10.1	Raise the Visibility and Recognition of Technicians and their work across the University	Deliver Manager Briefing documents on how to best recognise the contribution of technicians and improve their visibility, and how to enhance career development and sustainability for the technical community.	Increased nomination numbers for internal and external awards, and improved engagement with appraisal/PPDR process. Monitor on annual basis	VWG	Oct-21	Annual
10.2		Plan and run an annual technician's conference, host a "poster and exhibit" session and invite wider University and students to browse	conference event + recorded attendance figures. Monitor on annual basis	VWG	Mar-22	Annual
10.3		Staff a stall at various annual events (freshers fair, Science and Technology week)	Visibility at University events. Monitor on annual basis	VWG	Oct-22	Annual
11.1	Raise the Visibility of Technicians and their work across the University through use of an internal website / Technicians Hub	Increase internal traffic to the Technician's Hub - maintain and improve content, including information about Technician's Commitment, partnership activities (NTDC), training and Development, events, technician stories - who we are and what we do; SUSSED articles, Staff Matters	Increased traffic to internal site, use google analytics to monitor site usage Annual review of data	VWG	Jun-22	Annual
11.2		Run workshops and a campaign to encourage technicians to complete a staff profile, (including link to technician commitment and logo, and updated guidance)	Increased numbers of technicians with staff profiles from ~19% to >33% in year 1. ongoing work to encourage new staff to set up profiles and existing staff to maintain and update profile.	VWG	Mar-22	Annual
11.3		Develop and update internal website to further showcase technicians within the University.	Use Google analytics to monitor site usage and which pages are visited the longest. Aim for 25 unique visits per month, raising to 100 by the end of the action plan due to campaign to raise awareness.	VWG	Oct-22	Annual

Ref#	Theme	Action	Measure	Action owner	Start	Finish
12.1	Raise the Visibility of Technicians and their work across the University and beyond	Develop and update external website to further showcase technicians and their work to the wider community.	Increased traffic to external site	VWG	Feb-22	Annual
12.2		Increase external visibility of technicians at Southampton through social media; e.g. LinkedIn, Twitter.	increased visibility of technicians by individuals and internal/ext. comms	VWG	Jan-22	Annual
12.3		Begin contacting local/South Coast universities to start developing a technical network, improving peer to peer visibility of technicians. Continue to support the South-East Technician Forum.	Increase in numbers of universities sending representatives to network events, development of a branded network. Potential successful funding bids and HEaTED networking day.	VWG	Jul-22	Jan-25
13.1	Raise the Visibility of Technicians and their work across the University through awards and public recognition	Utilise the Technician Hub and comms channels for encouraging external awards and honours nominations; by way of examples; Honorary degrees, Royal Honors System (MBE); British Empire Medal; WISE - new category for technical women; Times Higher Education (THE) Awards - Outstanding technician of the year award; UK Higher Education Technician Summit (HETS Award); Papin prizes (MI Talent), HE Bioscience Technician of the Year, IOP Technician Award, Higher Education Teaching Excellence Award etc.	Ensure that we consistently recognise our staff and track and monitor # of nominations and awards and identify potential nominees in advance of nomination windows. celebrate successes of technical staff	VWG	Oct -21	Jan-25
13.2		Utilise Technician Hub and comms channels for encouraging internal awards; by way of examples and technician stories; UoS technician of the year award; VC awards; Deans awards; staff achievement awards; technical successes	increase # of nominations, increase number of articles published about technical staff on SUSSED, Staff Matters, Technician Hub. Consider and support internal award-winners with nominations for external awards.	VWG	Jan-22	Jan-25
13.3		Develop new "UoS Technician of the year award" and recognise all technical staff who have received an award at annual event	staff engaged in nomination process for technician award and annual event	VWG	Mar-22	Annual

Recognition

A significant success for the recognition group was achieving the presence of a technical representative on the senate. Focus for the next action plan will be around improving representation across the wider forums and committees and promoting professional registration.

Ref#	Theme	Action	Measure	Action owner	Start	Finish
14.1	Technical roles support the University strategic plans for Education, Research, Enterprise.	(Research) Fair Attribution Policy and Guidance developed and published on Technician Hub to support the recognition of contributions made to research by technical staff.	6-monthly report from PURE (publications repository) - Increase number of technicians included in publications	RWG	Jan-21	6-monthly
14.2		(Education) - Promote the Professional Recognition of Educator Practice (PREP) framework for teaching laboratory roles and those who contribute to the teaching agenda, through workshops, technician stories, appraisal process, technician hub.	Increase number of HEA Fellowships amongst technicians	RWG	Oct-2021	Annual
14.3		(University wide) - Ensure technical staff are represented at appropriate forums; Athena Swan, Concordat, Race Equality Charter, Staff Engagement Champions and appropriate faculty forums, e.g. Health & Safety committee.	Technical representation on other University Charters and Committees (see also action 2.3)	RWG	Jan-2022	Dec-2022
15.1	To recognise the technical skills of staff through professional registration	Faculty funding to be made available, through annual business planning round, for technical staff to pursue professional registration. Development need identified and time resource, required to be agreed by line manager.	Training budget for professional development included in faculty business plan	RWG/ Deans	Apr-2022	Annual
15.2		Host an annual event on professional registration with Science Council, Engineering Council, and Creative Industries Council, org. writing workshop and/or mentoring event	Attendance at event and ongoing increase in the number of technical staff pursing professional registration	RWG	Oct-2021	Annual
15.3		Participation in Employer Champion Programme (Science Council)	Establish a group who will organise regular workshops supporting professional registration and mentoring (see action 6); increase the number of assessors and staff actively pursuing professional registration		Mar-2022	Annual
15.4		Identify, track and monitor those pursing and having achieved professional registration; celebrate and recognise these achievements, make them visible on staff profiles (see also action 11.2).	Increase in the number of technical staff pursing professional registration; share success stories; share best practice; encourage those registered to become mentors for others.		Nov-2021	Annual

Note: for tasks that repeat (e.g. annually), the deadline for completion is the "start date", after which actions will be reviewed/renewed at the stated frequency.