

De Montfort University Technician Commitment 36-month Action Plan 2021-2024 (v. July 2023)

Status Column: **Red (R) = Major delay or problem**, **Amber (A) = not yet started, OR some delays or problems**, **Green (G) = on track, no problems** **Blue (B) = action complete**

Recommendation reference	TALENT Recommendation	Action reference	Tasks	Status	The Empowering University Strategy
R1.	Employers of technical staff, funders, and government departments (e.g., BEIS, DfE) should employ a strategic approach to ensure sustainability and appropriateness of technical skills and careers, at both a local and national level.	1.1	Ensure Team Leaders and Managers are aware and align University, Faculty and Departmental strategy with the skillset of Technicians through workforce planning. Utilising tools such as Power BI to identify potential gaps within skillsets and to proactively implement procedures to avoid losing these skills, e.g., shadowing opportunities, mentoring/ coaching etc.	A	Empowering People/ Learning for Life
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.	2.1	Seek academic representatives to support the value of Technicians within Teaching & Learning (T&L) and to increase opportunities e.g., inviting Technicians to attend T&L conferences and Committees.	A	Empowering People
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.	3.1	Utilise tools such as Power BI to analyse technical workforce. Maintain records and statistics of technical involvement within Teaching & Learning, e.g., Technical Demonstrators, Technical Instructors, number of teaching hours etc. Engage with the registered practitioners process and Creative and promote professional membership, e.g., IST, Creative UK etc., to enable a sector-level understanding of technical roles.	A	Learning for Life
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.	4.1	Analyse data and recognise gaps within workforce, including skillset. Engage with outreach programmes to promote technical roles. Continue to develop Athena Swan within CEM and HLS; ensure representation of Technicians at Faculty EDI Committees.	A	Empowering People
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.	5.1	Encourage and support Technicians to apply for external funding streams e.g., research councils etc. Also, encourage technical staff to contribute to EIG.	G	Knowledge Creation
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.	6.1	Promote Technicians as STEM and Creative UK Ambassadors and devise new opportunities to engage with the public and young people, e.g., British Science Festival (BSF), work experience/ placements/ taster courses etc. Enabling technicians to visit local colleges to promote DMU programmes. Annual attendance at TechxFest, Derby to promote technical visibility and careers.	G	Partnerships with Purpose

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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.	7.1	Involvement with Academic and Organisational Development to promote Fellowship applications, apprenticeships and internal courses. Promote wider opportunities, such as the Herschel and Aurora Programmes, and membership for HEI.	G	Knowledge Creation
R8.	Employers of technical staff should ensure inclusion of technical expertise within end-to-end recruitment processes when hiring for technical roles.	8.1	Continue to develop the Panel Pool for recruitment, ensure external members on panels for technical posts are from technical teams across the institution to promote equality and collaboration.	G	Empowering People
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.	9.1	Nurture Technical staff and create opportunities to develop their skillset ready for applying to senior posts when available e.g., Senior/ Chief Technician, Team Leader. Work with academic representatives to open pathways within Teaching & Learning e.g., PhD Supervision, marking etc.	G	Empowering People
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.	10.1	Engagement with Organisational Development to provide access to development opportunities, e.g., utilising LinkedIn Learning and exploring tailored development courses for technical staff.	G	Knowledge Creation
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.	11.1	Continue to update the display work, information and photos of Technicians in prominent locations across campus and link into showcase events; updating as necessary. Develop the DMU Technician Commitment website to ensure information is accurate and promote success stories.	G	Empowering People/ Digital Transformation
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.	12.1	Technical representation within university wide and Faculty Committees e.g., EDI Committees and Work and Wellbeing Groups etc.	G	Empowering People/ Equality for All
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.	13.1	Empower Technicians by allocating a set of training days per year per Technician to promote ownership over their own development and learning. Technical representation at local and national conferences, events e.g., Technology Show etc.	A	Empowering People
R14.	Government policymakers should ensure the inclusion of technical staff in consultations on sector-level policy, for example through invitations to roundtables and consultations.	14.1	Ensure as an institution, we horizon scan and look for opportunities to influence national policy where we can and to take opportunities locally as and when they may arise. Utilise DMU's commitment to the Sustainable Development Goals (SDGs), such as SDG 16, to maximise these opportunities.	A	Empowering People/ Sustainability & the Sustainable Development Goals

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R15.	Technical staff should engage positively with current and future opportunities that are available to them.	15.1	Calendar of events throughout the year detailing collaboration, training opportunities, Health & Safety and wellbeing workshops. Continue our partnerships with NTDC, CHEAD and HEaTED to promote sector activities and opportunities.	G	Partnerships with Purpose
		15.2	Technical representation at the University central induction event, e.g., hosting a stall and drop-in for all new starters as part of the event. Attendance of technical staff at localised induction events such as Library & Learning Services induction etc.	G	Empowering People
		15.3	Devise a mentoring programme for all Technicians ensuring all new starters have a mentor assigned.	A	Knowledge Creation
		15.4	Establish representation within the Commitment from Estates Technical colleagues and other teams in ITMS.	A	Empowering People
		15.5	Technical staff to lead on activities for DMU Local and DMU Global.	G	Partnerships with Purpose/ Sustainability & the Sustainable Development Goals
		15.6	Continue off-site visits to other HEIs and industry to support networking opportunities.	G	Partnerships with Purpose
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.	16.1	Ensure as an institution, we horizon scan and look for opportunities to influence where we can and to take opportunities locally as and when they may arise. Ensure that we are part/ or collaborate with the UK Institute for Technical Skills & Strategy (or equivalent), once formed.	A	Partnerships with Purpose