

## Technician Commitment: Stage Two Self-Assessment & Action Plan Guidance

*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.verre@sciencecouncil.org](mailto:k.verre@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).

## Evaluating Impact through Self-Assessment & Future Action Planning

|  |  |
|--|--|
| <b>Organisation:</b>                         | <b>De Montfort University</b>              |
| <b>Name of Nominated Institutional Lead:</b> | <b>Ben Browne, Chief Operating Officer</b> |
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**Please provide an overview of technical staff structures in your organisation.**

### Technical staff structures at DMU

The Technician Commitment at De Montfort University (DMU) currently covers technical staff in the following areas: the Faculty of Arts, Design & Humanities (ADH), the Faculty of Computing, Engineering & Media (CEM) and the Faculty of Health & Life Sciences (HLS), as well as two teams from the Information, Technology & Media Services (ITMS) Directorate. The teams in ITMS are Performance & Events and Desktop & Audio Visual Services.

It should be noted that technicians in both the faculties and ITMS do not operate in isolation. They are very much active in the wider faculty/ITMS Professional Services teams, participating in wider faculty/directorate activities, they have access to communications in their relevant areas and are able to contribute to university and local initiatives. This might include, for example, student experience and engagement working groups and EDI initiatives and they also work together on facilities and infrastructure planning. The DFO in CEM is also the Chair of the AV Loans (ITMS) Annual Refresh Project Board which involves collaboration between academics and technicians which demonstrates cross-departmental working at all levels.

### Faculties

In the three faculties, technicians are classed as Professional Services staff and are managed centrally via the Director of Faculty Operations rather than attached to schools or managed by individual academics. This allows for greater consistency in the application of policies, appraisals, fairness in accessing opportunities, workforce planning, releasing staff for training and development, engagement with the Technician Commitment etc.

Faculty staff mainly straddle across five role profiles as shown in Figure 1:

**Figure 1 Roles providing technical support in faculties**

**Student Support (Technical)**

| Grade | Role Profile               | Code |
|-------|----------------------------|------|
| G     | Technical Services Manager | SSG1 |
| F     | Principal Technician       | SSF3 |
| E     | Technical Instructor       | SSE3 |
|       | Senior Technician          | SSE4 |
| D     | Technician II              | SSD3 |
|       | AV Technician II           | SSD4 |
| C     | Laboratory Assistant       | SSC3 |
|       | Technician I               | SSC4 |
|       | AV Technician I            | SSC5 |

The structures vary across the faculties; reviews are undertaken in faculties when necessary to ensure that structures, skills and capacity levels are fit for purpose and that resources are deployed appropriately to meet the changing needs of the academic portfolio and research activities. A workforce planning tool kit is used to support this and we also use EDI data and management information to look at, for example, spans of control and succession planning.

In response to increased demand for access to technical facilities ADH consulted with their technical team, HR and Unison to investigate the possibility of asking staff to work one evening per week during term time to provide supervisory services to students. An agreement was reached and since 2018 staff have been providing technical instruction during the daytime as part of their substantive roles, then working as Zone Supervisors during the evenings so students can continue safe independent study in technical areas.

The following organisation charts outline the structures in each faculty.

Figure 2 Faculty of Arts, Design & Humanities

HC = Head count

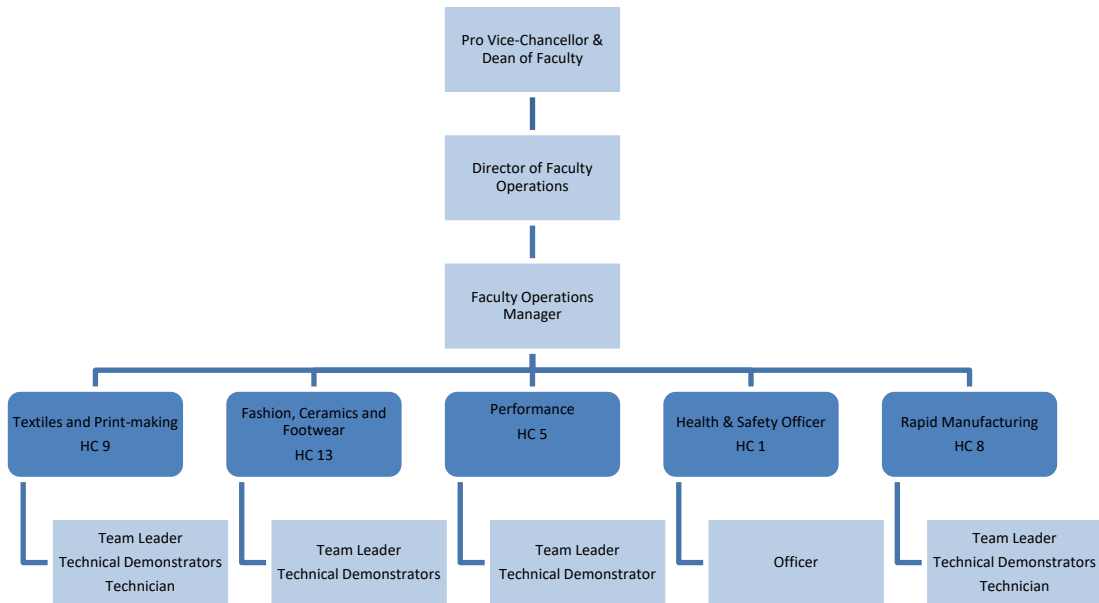


Figure 3: Faculty of Computing, Engineering & Media

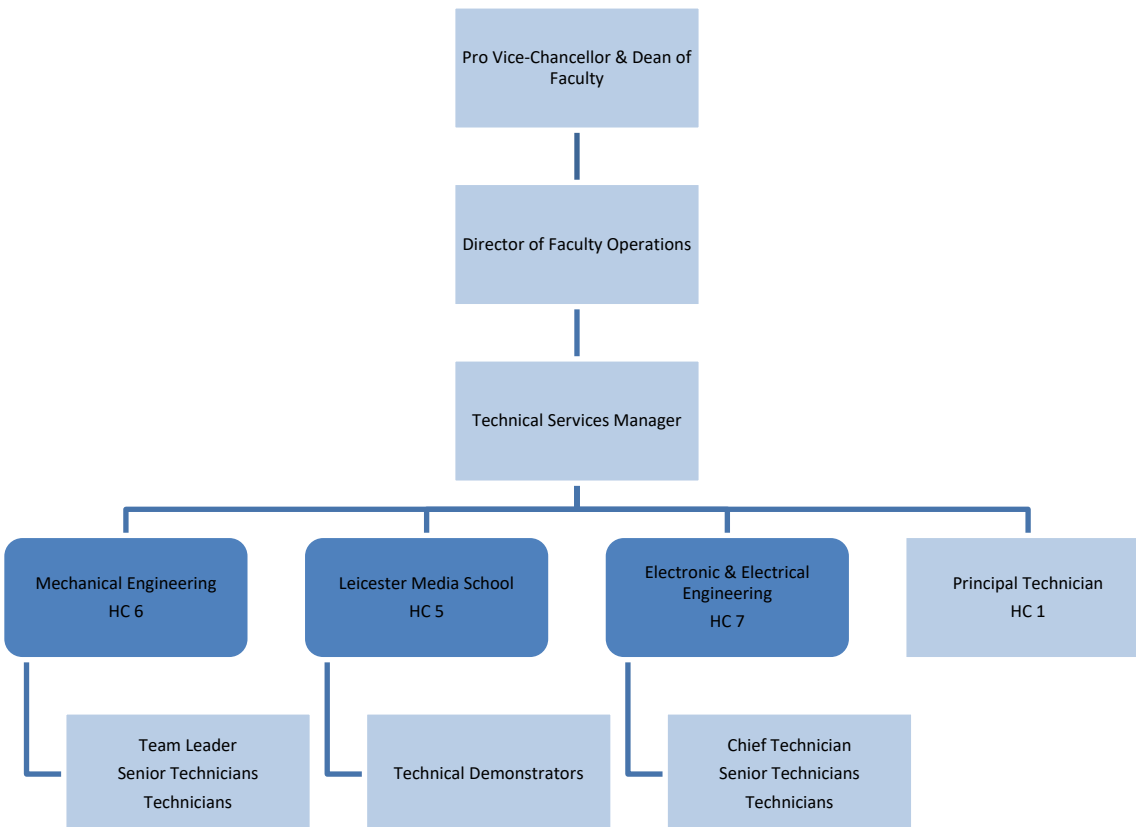
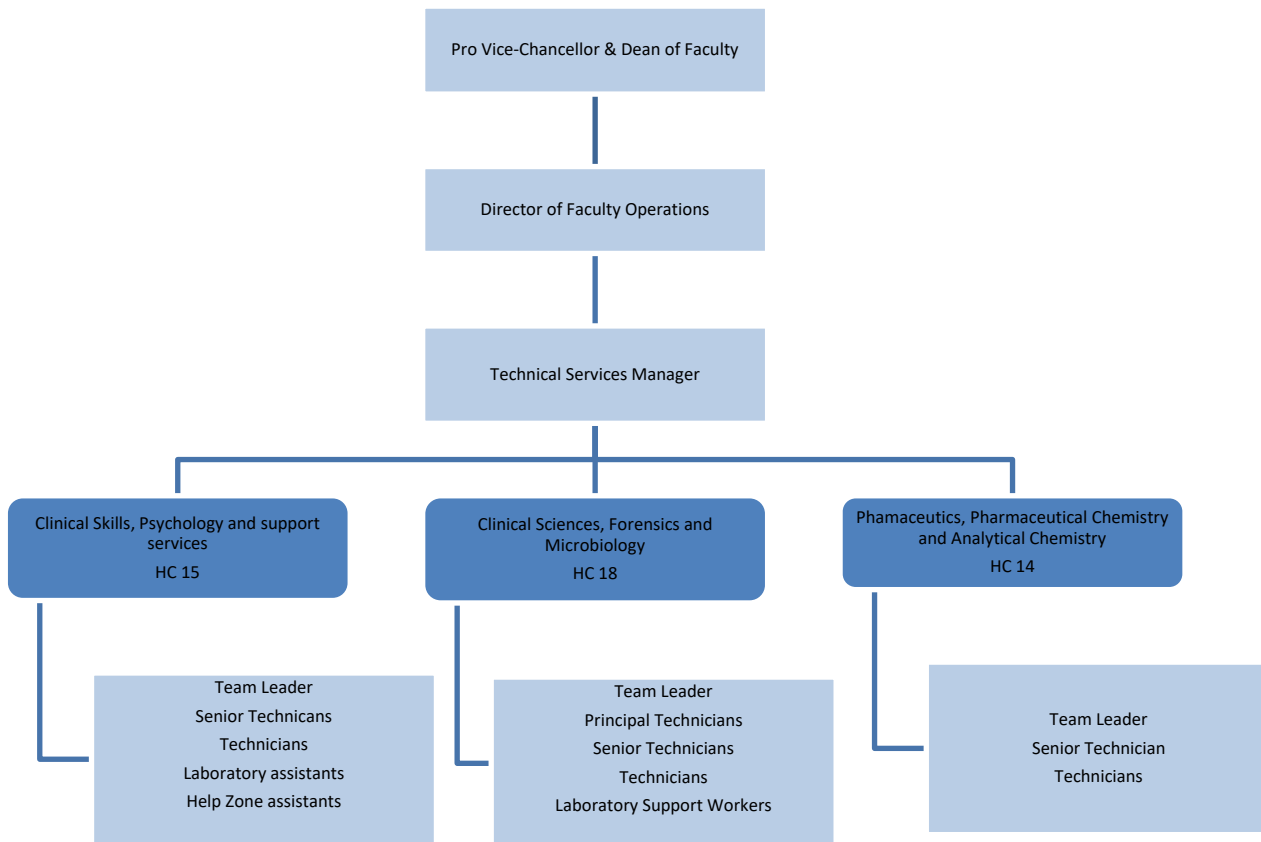


Figure 4: Faculty of Health & Life Sciences



## Information Technology and Media Services

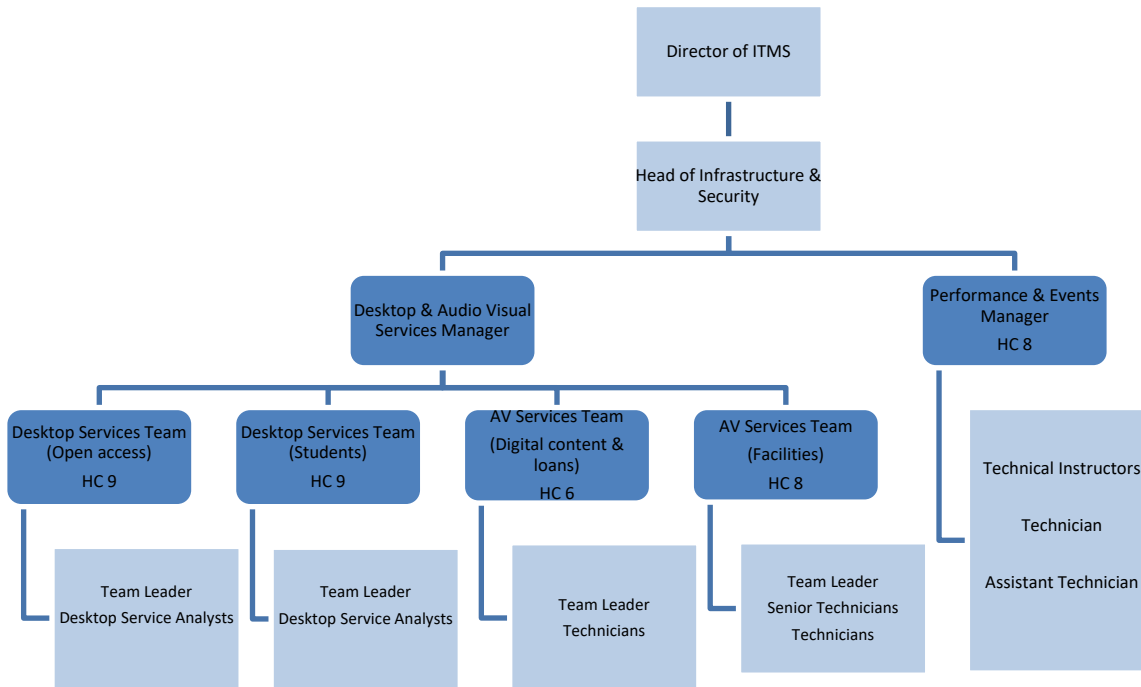
In the ITMS Directorate, the staff are also classed as Professional Services staff, across six role profiles:

### Technology Support

| Grade | Role Profile   | Code         |
|-------|--|--------------|
| H     | Team Leader System Engineer                                | TSH1         |
| G     | Senior IT Systems Engineer                                 | TSG1         |
| F     | IT Applications Advisor<br>User & Systems Support Engineer | TSF1<br>TSF2 |
| E     | Senior IT Support Officer<br>Systems Engineer              | TSE1<br>TSE2 |
| D     | IT Support Officer<br>Assistant IT Systems Engineer        | TSD1<br>TSD2 |
| C     | Assistant IT Support Officer                               | TSC1         |
| B     | IT Support Assistant                                       | TSB1         |

ITMS technicians are managed centrally via the Directorate, but they still have a connection with faculty Schools and work closely with academics. The following organisation chart outline the structure in ITMS.

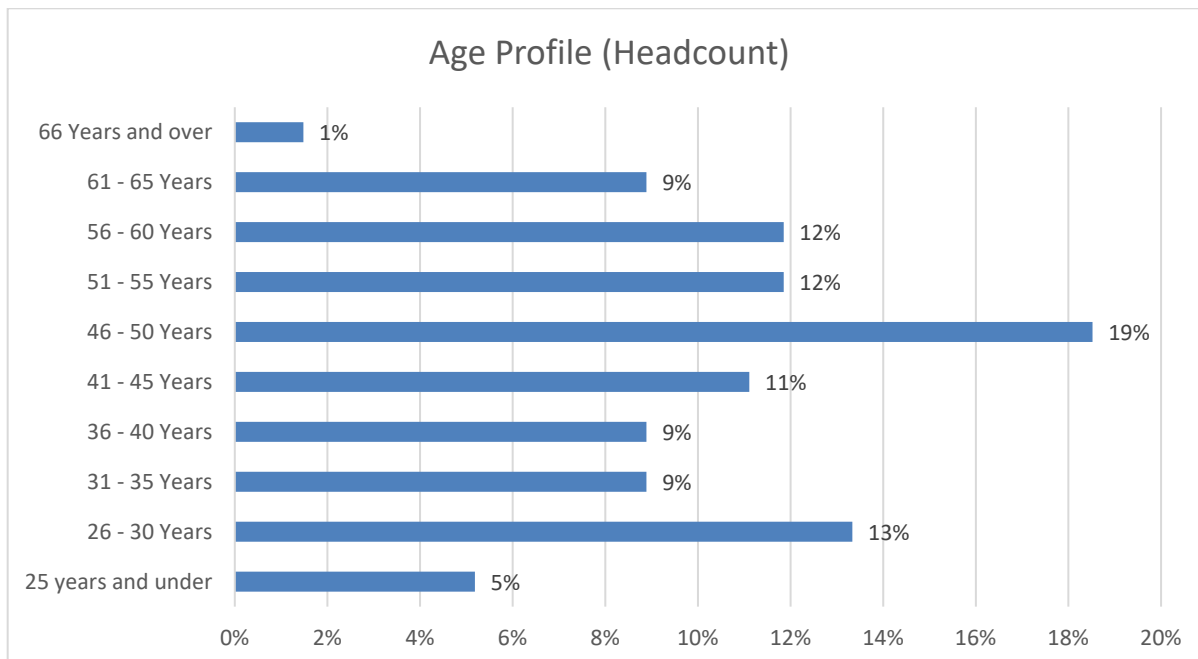
**Figure 5: Desktop & Audio Visual Services and Performance & Events teams**



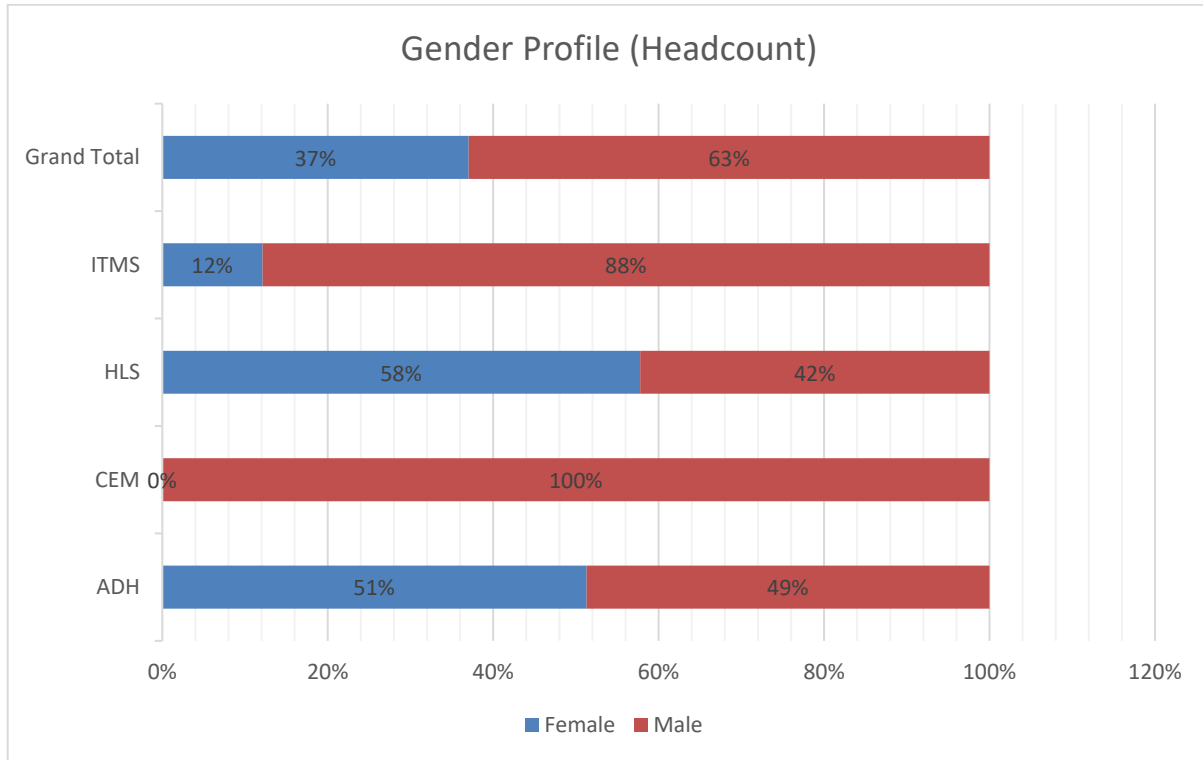
## Workforce profile

The following graphs present an overview of the profile of the technical workforce across the faculties and ITMS.

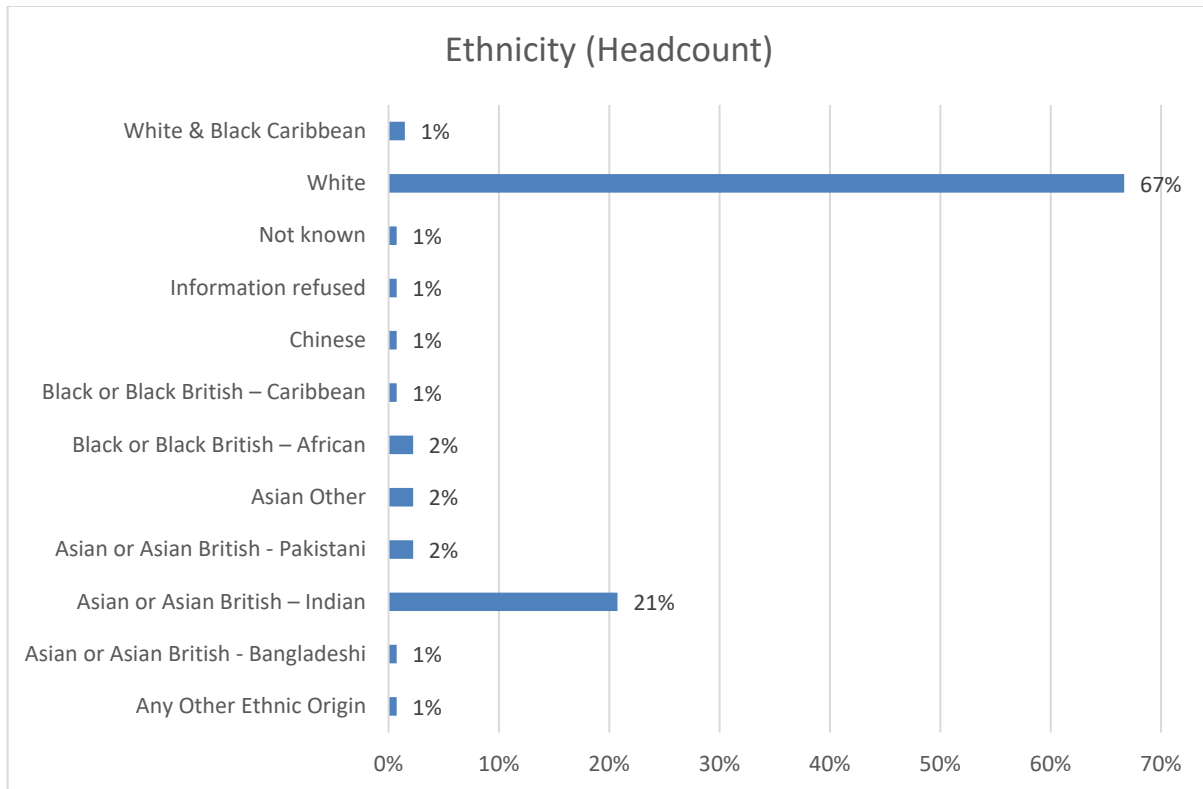
**Figure 6: Age**

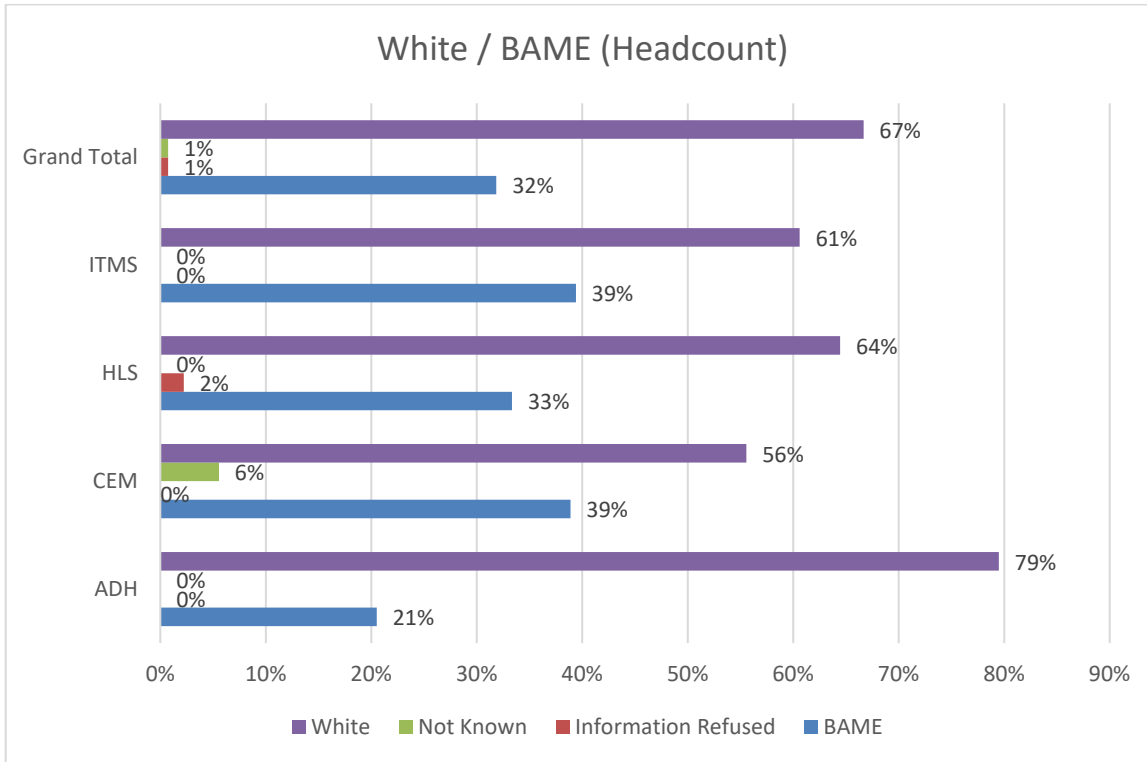


**Figure 7: Gender**

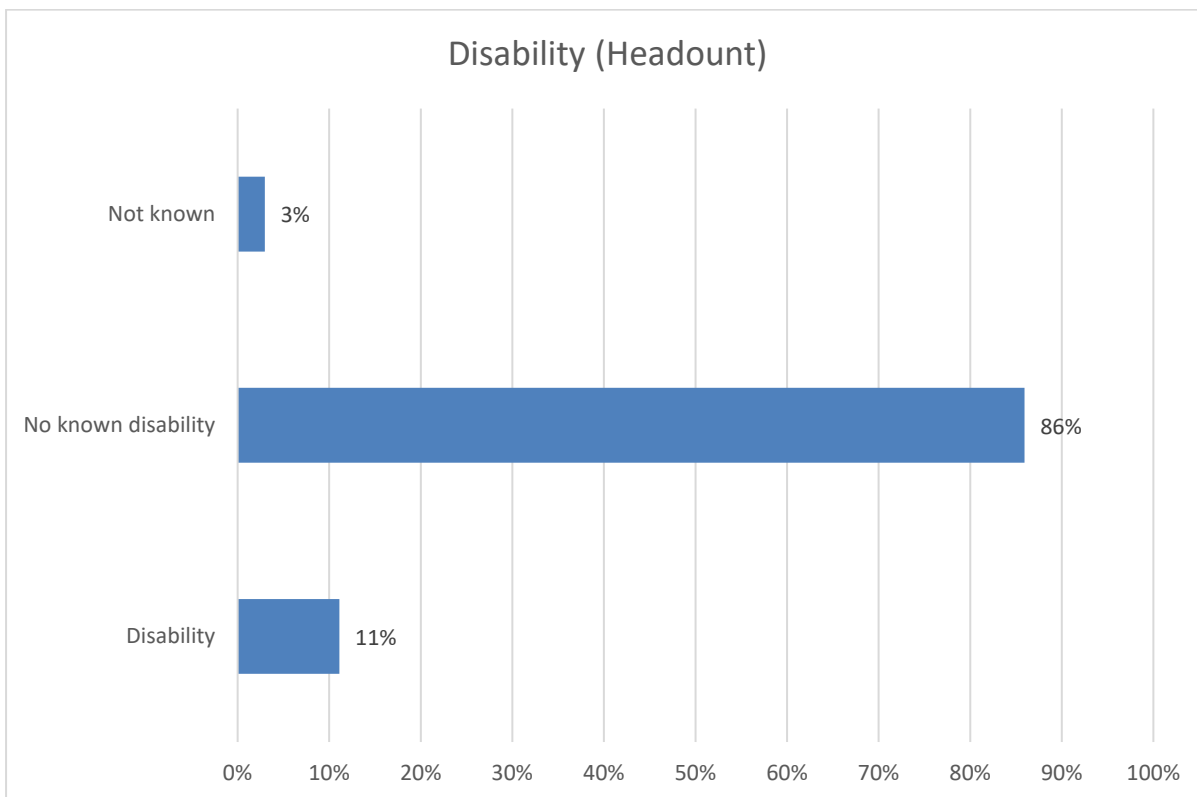


**Figure 8: Ethnicity**





**Figure 9: Disability**





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.

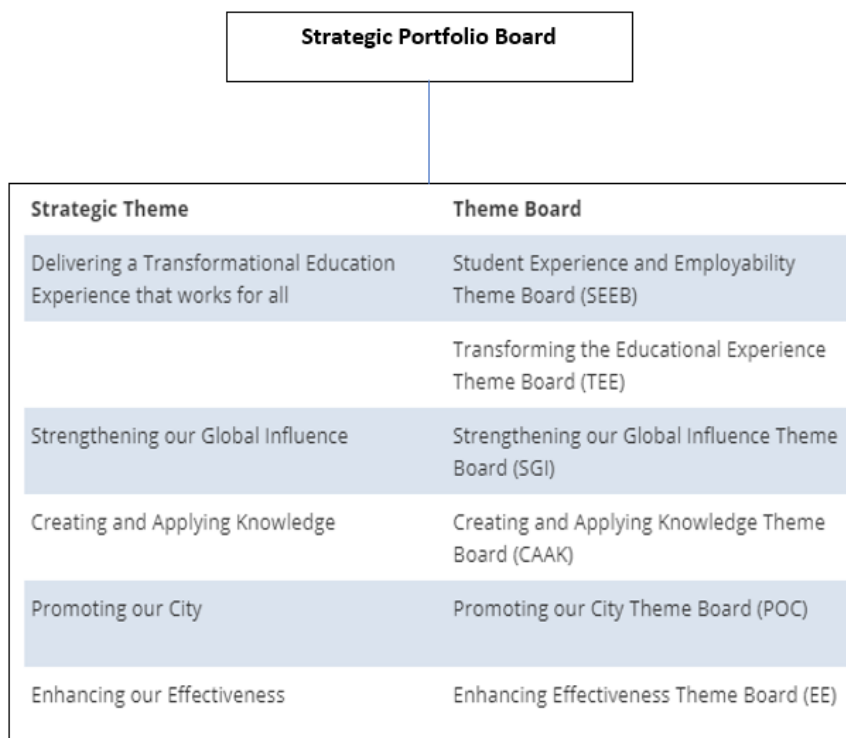
## Governance and reporting lines

The general approach to the Technician Commitment at DMU has been driven by the people ‘on the ground’ up, ensuring that the technicians are involved all the way through from governance, to strategy, to implementation while at the same time ensuring that there is commitment to and support for the Commitment at the highest level in the university. This sets the context for where the Commitment sits in the organisation and our commitment to facilitation of many of the activities by the technicians themselves, while ensuring that resource is made available and sufficiently senior staff can lend influence where needed in order to ensure momentum of change is carried through. As such, the Technician Commitment work sits within the existing project management structure in the university.

At the time of becoming a signatory of the Technician Commitment, DMU took a Programme and Project management approach to the governance of high profile, highly complex activities across the university to deliver business change and improvements which would help us achieve of our university strategy.

There are six main themes that sit beneath the university’s current strategy. All Programmes and Projects that facilitated the objectives of a particular theme were managed by a “Theme Board,” each chaired by a University Executive Board member or other Director. The Theme Boards reported into the over-arching “Strategic Portfolio Board”, chaired by the Chief Operating Officer. The Corporate Portfolio Management Office (CPMO), which is based in People & Organisational Development directorate (POD), supported the management of the portfolio governance.

The strategic themes and associated Theme Boards are outlined below:



In terms of the governance of a Programme or Project under a Theme Board, a Senior Responsible Owner (SRO) is responsible for keeping activity on track in terms of milestones, deliverables, benefits, stakeholder engagement,

communications and risks and is supported by a Project Director and/or Project Manager who runs the associated Project Board and operational activities.

After signing up to the Technician Commitment in 2018, the Directors of Faculty Operations in ADH, CEM and HLS proposed to establish a Steering Group and a Project Board to oversee the operationalisation of the Technician Commitment. The *Technician Development and Advancement at DMU (TDA)* project was approved and accepted into the strategic governance framework of DMU and sat under the umbrella of the “Enhancing Effectiveness” Theme Board. This theme’s aims included to “...develop and empower leaders at all levels, to raise university performance and enable delivery of our strategic ambitions, and to improve the student experience and employability...” and “Through strengthened leadership we will enable effective change, decision making, and support the delivery of excellent teaching, learning and research. We will also develop first-line managers...[and] offer a range of development opportunities for all staff to build capability and sustainable organisation-wide improvement.”

The Steering Group oversees the strategic direction of the Technician Commitment and the implementation of the Action Plan. This Steering Group is not part of the formal university governance of Programmes and Project and in fact it was established for the specific purpose of guiding the Technician Commitment.

In accordance with the Terms of Reference of the Steering Group, it has full delegated authority from the university’s Operational Leadership Group (OLG) to deliver the Action Plan. OLG reports into the University Leadership Board and is a key decision-making and influencing group, chaired by the Chief Operating Officer and whose members include Deputy Deans, all Directors, and the Associate Pro Vice-Chancellor (Academic). Via this forum, the profile of technicians is raised and senior academic and professional services leaders have the opportunity to offer support to the work of the Technician Commitment.

The Technician Commitment Steering Group membership comprises:

- Chair – Pro Vice-Chancellor Research & Enterprise
- Deputy Chair – Deputy Director of People and Organisational Development
- Director of ITMS or their representative
- Director of Faculty Operations CEM (and SRO)
- Director of Faculty Operations HLS
- Senior Academic representatives (ADH, CEM, HLS)
- Technical Services Manager ADH (and PM)
- Technical Services Manager CEM
- Technical Services Manager HLS
- Technician ADH
- Technician CEM
- Technician HLS
- Technical Manager ITMS (Performance & Events)
- Technical Manager ITMS (Desktop & AV)
- OD Project Board representative

The TDA Project Board membership includes:

- Senior Responsible Owner – Director of Faculty Operations, CEM
- Project Manager – Faculty Operations Manager (including Technical Services), ADH
- Director of Faculty Operations, HLS
- Senior Technician, ADH

- Technical Services Manager, CEM
- Technical Services Manager, HLS
- Desktop & Audio Visual Services Manager, ITMS
- Performance & Events Manager, ITMS
- Academic Learning & OD Consultant, POD

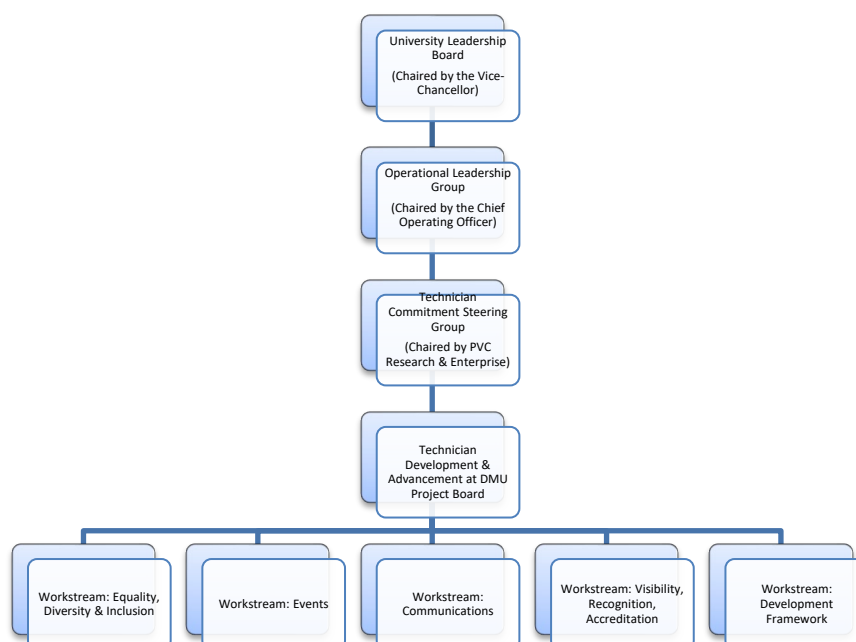
The TDA Board has responsibility for operationalising activities ‘on the ground’ and has organised this via a number of work streams which implement the actions in the Action Plan which in turn link to the pillars of the Technician Commitment. Board members each have their own area of responsibility in relation to the Project, whether that be coordinating work stream activity, specific discrete events, or coordinating staff in their own areas to lead on initiatives.

After institutional strategic portfolio governance changes in December 2020, the Theme Boards were disbanded. However, to ensure continuity in support of the Technician Commitment, the TDA maintains the same function and structure as previous albeit now autonomously reporting into to the Steering Group. The SRO of the TDA Project Board is a member of the aforementioned Operational Leadership Group (OLG) and reports on a quarterly basis to OLG, the papers and minutes of which are reported up to the University Leadership Board.

We are confident therefore that although the previous programme/project structure no longer exists in its former guise, the work supporting the Technician Commitment continues to strengthen and gain momentum. The TDA continues to meet on a monthly basis and the Steering Group quarterly, and by continuing to report to OLG we retain senior leadership involvement in all activities.

With the development and implementation of the new 36-month action plan, this structure will continue for the foreseeable future; we may seek to re-refresh the membership of the Board and Steering Group as other business needs dictate and to introduce new ideas. We will certainly *expand* both the Board and Steering Group membership since welcoming a larger team into the Commitment. The governance structure is shown in , including the workstreams.

**Figure 10 Technician Commitment governance structure**



The activities of the workstreams are largely overseen by TDA Project Board members and also a number of Senior Technicians, a group of which meets regularly as convened by the TDA Project Manager. However, the general running of the work stream activity is managed by technicians from all areas and at all levels. Workstreams are made up of members from across the faculties and ITMS and have therefore facilitated cross-institutional networking, sharing of good practice and collaboration. The workstreams are empowered to generate ideas about what activities they want to pursue and how to promote them, with workstream leads ensuring they underpin the pillars of the Commitment and implementation of the Action Plan.

## **Community engagement and resourcing**

Within the technical community, local events take place varying from shared training (e.g. gas safety), the sharing of skills and knowledge, and “Cake Fridays” where technical staff share food and chat (the latter has been done virtually over the last 12+ months). These events have and will continue to have a theme around building the community and sharing information. However more needs to be done to make them interdepartmental and more collaborative and this features in our new 36-month action plans. Indeed, greater steps have been made already using MS Teams with wider team coffee mornings diarised from May 2021. The Events Committee (or work stream) is responsible for managing these. Other community events have seen the involvement of POD for example, including the expansion of health monitoring for technical staff to include skin absorption sampling to ensure staff are not being exposed to chemical effects through their skin.

A senior team of technicians attended an event hosted by technical staff and managers at Imperial College to share information and create new partnerships and a MS Teams group chat now established between DMU and Nottingham Trent University. The Project Board Manager has shared the MS Teams link to “Techs Connect,” a virtual coffee morning each Friday so all staff can attend create contacts with HEI’s across the country.

As demonstrated via the governance structure, we have formal engagement with and support from a broad range of areas within the DMU organisation. DMU prides itself on being a supportive ‘community’ whereby an excellent experience for our staff and students is pivotal to our ethos and culture. We had full support from ITMS in late 2018 with the establishment of a virtual platform for technicians connecting with each other on-line; in fact, this was the first group to pilot the use of MS Teams at DMU. The Marketing & Communications Directorate (MarComms) helped to set up the “Our Technicians” pages on the DMU website. They have supported our work with promoting news stories and very recently have refreshed the weekly staff newsletter which will soon include a regular ‘spotlight’ on technicians.

Technicians are becoming more involved in supporting EDI activities including contributing to Athena SWAN submissions (HLS – Pharmacy; CEM – Computer Science and Informatics – under development), and are key members of local EDI teams and committees.

During work undertaken for the TEF, engagement took place with the Pro Vice-Chancellor Academic and the four faculty Associate Deans (Academic) to seek their support in ensuring technicians were represented in any university submissions to demonstrate their integral support in the delivery of teaching and learning. Similarly, during preparations for the REF, conversations took place with the Pro Vice-Chancellor Research & Enterprise and the four faculty Associate Deans (Research). (The section on evidencing the impact of the Action Plan provides further detail on the work with the university’s research and enterprise agenda.)

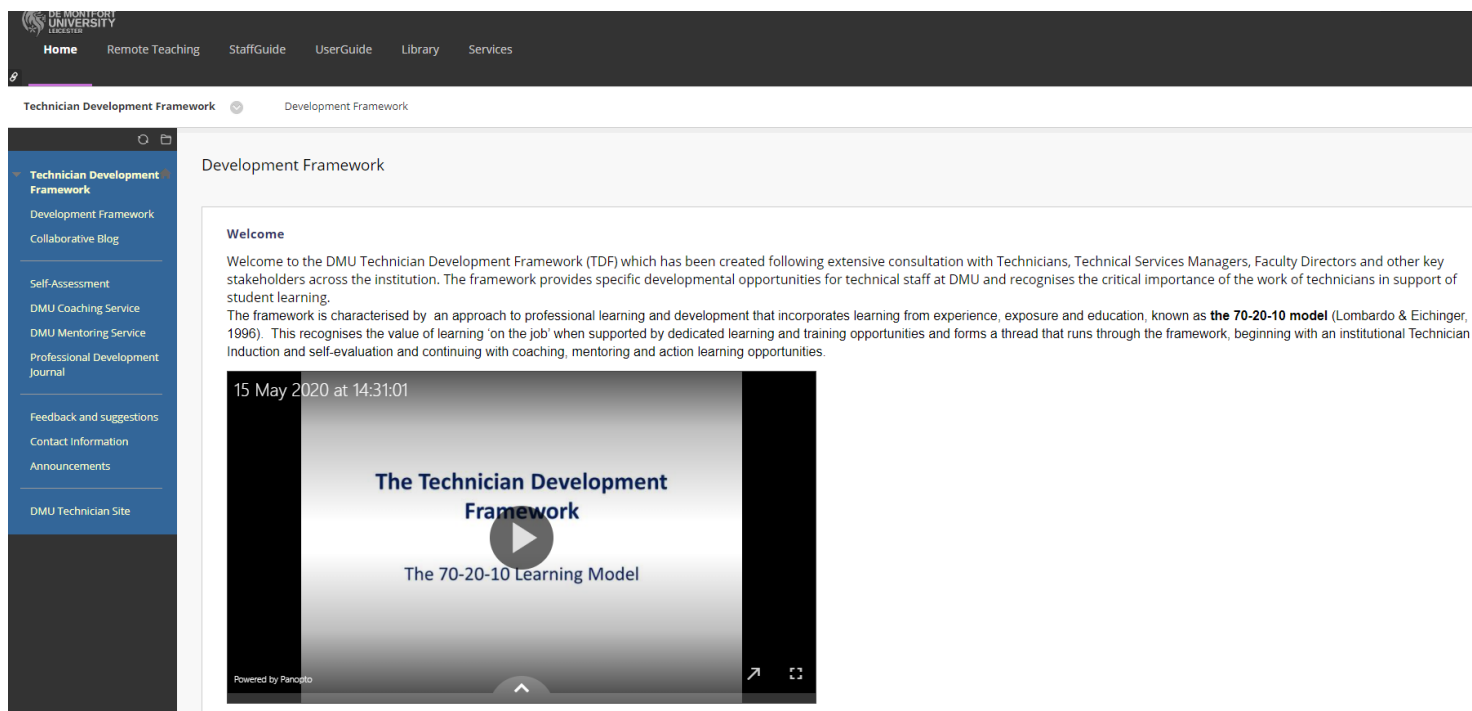
The People and Organisational Development Directorate has closely supported the Technician Commitment from the time we became a signatory. We have strong links with an OD consultant who is involved in our project work and who sits on the Project Board and Steering Group, and he also supported our initiative to introduce an induction session for new starters which we piloted in 2019.

Importantly our OD colleague has been instrumental in the design and delivery of the Technician Development

Framework (TDF). The TDF, now in its second year of full operation is one of DMU's suite of learning and development frameworks that includes, for example, the Programme Leader Development Framework and the Module Leader Development Framework. The TDF supports and develops technicians in six areas of critical importance to the successful execution of their role: Professional Practice, the Associate Teacher Programme, Leadership & Management, Apprenticeships, Personal Effectiveness and Organisation Development Consulting.

The TDF is underpinned by a self-assessment tool that is mapped to the framework and that can be used during the appraisal process to identify development needs. This supports wider institutional drivers in respect of training and development including maintenance of currency in technical skills, achievement of HEA recognition and options to gain leadership, management and team working skills. The framework also provides specific links and information about Apprenticeships relevant to Technicians and provides a key gateway to information and support for staff wishing to access this route to development. The framework has been rolled out to technicians via workshops at conferences and tailored induction events for new starters. A screen shot of the framework can be seen at Figure 11.

**Figure 11 The Development Framework landing page on BlackBoard**



# Technician Commitment

The TDF includes an interactive catalogue of development opportunities, a professional development journal, a community site and a self-assessment from which you can establish goals to guide your own development process.

The TDF includes a range of development opportunities, a professional development journal, a community site and a self-assessment from which you can establish goals to guide your own development process. **Please feel free to explore further by clicking on any of the sections of the framework where you will find further information about the opportunities available to you.**



Students have also been key stakeholders. We engaged with students across a range of disciplines and levels (undergraduate, postgraduate taught and postgraduate research) when we were preparing our 24-month action plan, the intention being to seek their understanding of the role of a technician and the profile of them as a work group. Technicians participate fully in Student Voice Committees (programme-level staff/student consultation meetings that are used to address any issues and share good practice and ideas) and feedback from organisation-led module and programme level surveys as well as the National Students Survey is a key opportunity for students to let us know about how we are all meeting their expectations. In the recent Technician Awards Ceremony, all staff and students were invited to nominate technicians for various awards and we had a significant number of responses from students.

Profile-raising and providing opportunities for technicians is becoming more prevalent with areas such as the Marketing & Communications Directorate (MarComms) approaching staff directly for stories, the University Events team offering to support our first Technician Awards ceremony and the Estates & Commercial Services Directorate directly involving technicians in space planning and facilities management.

Technicians have increasingly been involved in outreach activity, recruitment events and activities such as clearing and graduations. And even before we became a signatory, they were beginning to get involved in projects that supported our local community and international ambitions. With the support of the Technician Commitment however this has seen an increase and at least activities are being more widely promoted which in turn then encourages others to pursue something in addition to the 'day job'. Some technicians have been involved in arranging and leading #DMUGlobal trips overseas, whilst others have worked with our Social Impact and Engagement Directorate supporting local community projects.

The pandemic has not paused or hindered any progress with the Commitment; indeed, technicians have been pivotal to supporting/contributing to the institution's response in terms of H&S, teaching, research and supporting the university and local communities. Examples include Covid-19 research, arranging donations of PPE to the NHS and care homes, and printing face shields. Some technicians were also involved in the DMU volunteering program in the community, for instance collecting medicines and groceries for people who were shielding, and transporting individuals to medical appointments.

We involved our university Unison branch when we embarked on the NTDC Skills Survey activity to ensure that they understood what we were intending to do with the outputs, and to provide assurance to members that we had undertaken due diligence with respect to how their information would be kept and used at the same time as promoting the benefits of the exercise.



# Technician Commitment

All technicians are encouraged to actively participate in the work streams and other activities, as well as being encouraged to come forward with suggestions and ideas to raise their profile, promote their work, source development opportunities. Some colleagues do find it difficult to commit to engaging in specific activities, however senior technicians do continue to encourage their teams. At the Steering Group in January 2021, the concern regarding technicians finding time to support the Commitment particularly in terms of self-development was discussed. As a solution to addressing this, it was proposed that the university provide technicians with personal development time and it was recommended that one hour per week or an average time allocation across the year was allocated. Consideration would have to be given on an individual basis, as not all technicians are involved in the project/work stream activities, but it was agreed that staff having time for this would encourage more to take part and staff not involved in work streams could use this time to work on personal development.

A Scholarship & Innovation Allocation (SIA) can be applied for by research-active academic staff. The Steering Group recommended that this should be opened up to technicians (as well as other areas of university staff) and this will be progressed as an action in the new plan with an appropriate costing model being put in place.

We also receive support from other areas as previously mentioned for example Events and MarComms. POD have been crucial to the success of the Technician Commitment, with an OD consultant being a permanent member of the TDA Project Board (including the support for the Development Framework) and the Deputy Director of POD being Deputy Chair of the Steering Group. And ITMS spent a good amount of resource supporting setting up the pilot networking site.

In terms of financial support, when TDA was part of the formal Programme and Project management structure, we were able to apply for funding from the CPMO to support activities. We were successful in a bid to support the NTDC survey as well as a number of individual registrations. The funding via CPMO is no longer available however the faculties and ITMS have committed to supporting individual registrations in the future as well as sharing the costs to maintain our affiliation with organisations such as the NTDC, IST and HEaTED. We have also been funding, and will continue to support all-staff events for example external speakers, catering, and for materials such as 'Technicians Make it Happen' lanyards, promotional collateral etc.

**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.**

Please see Appendix 1. Please note that DMU utilises a different RAG system – BRAG – whereby Blue indicates complete; Green on track with no problems; Amber not yet started, or underway but some issues to address; Red indicating delays or risks identified.

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

Our Action Plan was generated in consultation with the whole technical team. The 32 main actions of the plan were focussed around the four pillars of the Technician Commitment with a slightly higher proportion of actions being specific to improving recognition of staff contribution to teaching and research and the visibility of the staff profiles within the organisation. Under the leadership and direction of the Steering Group and Project Board, we have made very good progress with delivering the plan and all actions are at a point they can close. We do envisage we will carry over a few of the points and continue working and developing them further. Some of the key highlights are outlined below.

We are really proud of the work we have completed on recognising the contribution technical staff make to teaching and

learning at DMU. For example, prior to the Commitment we had no system in place to quantify what impact technical staff have on our REF submission or how they contribute to wider enterprise projects. Through our Commitment workstreams we have written a document which sets out the levels at which technical staff will be involved in developing bids, their contribution to undertaking research and their acknowledgements in publications. This document has been endorsed at the University Research & Innovation Committee and is now part of all submissions.

As part of our work to increase the profile of technical staff, we partnered with the National Technician Development Centre (NTDC) (with whom we are formally affiliated) to undertake a full skills survey of the 120 staff involved in the Commitment. (NB. The number involved in the Commitment increased by around 35 members of staff after the skills survey took place, when we welcome the Desktop and Audio Visual Services team.)

The survey went live in January 2021 and we achieved an 85% completion rate. The survey included questions on staff qualifications, past employment and professional accreditation and memberships. Having this data will help us quantify and acknowledge the ranges of skills and abilities we have as a resource and will allow us to target specific development opportunities for staff for future career progression and workforce planning. The survey will also support much of the work we are doing through our Equality, Diversity & Inclusion workstream to ensure we are providing all staff the opportunities they need to succeed in the future. An in-depth analysis of the survey responses will be a major action in the next Action Plan.

We have created a one-stop portal for all technical staff development and opportunities called the Development Framework. The framework was created in partnership with our Organisational Development Department and the Development Framework workstream which, like all workstreams, is made up of technical staff from across the institution. The link to the framework is on our staff portal landing page and includes information on all internal and external development on offer; it also includes links to our external partners and their offerings. We have also integrated our annual appraisal system into the Development Framework so staff can agree objectives and select opportunities from the framework with their line manager, and it also includes a self-assessment tool which is used as a discussion point at the beginning, mid-point and end of the year.

A significant amount of effort has gone into promoting Apprenticeship opportunities internally to technicians and we have had one member of staff successfully completing their End Point Assessment early this year. We recognise however that there is more work to do in this area and, in liaison with POD, we will seek the feasibility of introducing a more varied range of apprenticeships available to staff internally. The lack of access to relevant apprenticeships has been commented on via the self-evaluation survey.

In terms of promotions within and/or between departments, DMU has a relatively low turnover of staff so opportunities for internal promotion can be limited. However, we do actively support staff if there is the requirement to reevaluate a role, or if someone wants to pursue pay progression. A new 'tool kit' to support workforce planning is being rolled out across the university from the summer 2021 which will help the different areas to galvanise the work already started to address key issues such as succession planning. This will be reinforced by the outputs of the skills survey and self-evaluation survey, and will also be very much guided by faculty business plans that have recently been developed to demonstrate our local strategy and business aims for the next three to five years as we begin to refocus following the pandemic.

A number of technicians have received grants including from the RSC and HEIF. Several are also involved in grant applications and enterprise activities, but at the moment we do not have the tools or systems to measure this which is something we will be addressing in the 36-month action plan, linked to the recent successful introduction of a formal university policy to recognise the contribution of technicians to research and enterprise.

Several members of staff have taken up development opportunities which complement their role for example being fully trained to use spectroscopy kit and other analytical equipment, flight simulator, and CNC milling machines so that they can hone their skills to enable them to better support staff and students. In the earlier period of lockdown, staff who had to work at home had time to fully immerse themselves in the many on-line opportunities that were available. Changes in the way we have delivered teaching has also been beneficial in terms of learning new and innovative ways of instructing and demonstrating to students. A small minority of staff already had, or are engaging in, postgraduate qualifications and



HEA accreditation but the interest in this has been growing and departments will be working on supporting this further, with HEA Fellowships already high on the agenda.

Prior to DMU joining the Technician Commitment we knew we had very few opportunities for Technical staff to work collaboratively despite working on a single and relatively self-contained campus. This was also raised by technical staff when we started holding whole team consultation events in 2018. To promote shared-working, we established two additional workstreams, Events and Communications. As with the other workstreams they are made up of technical staff from across all departments and it is their roles to create and promote the activities and projects staff get involved in. These can be informal cake meetings or organising our own annual Technician staff awards.

Technicians have normally been involved in representing their areas and providing input to various working group, committees etc however this is much more routine now. For example, Student Voice Committees, Student Experience & Engagement working groups, representing faculty Professional Services on EDI Committees and Athena SWAN Self-Assessment Teams. In addition, technicians have been the go-to people throughout the pandemic working closely with Estates to ensure our spaces are Covid-secure and they have worked on campus throughout the entire pandemic apart from the early months of the first lockdown in March 2020. DMU is also very consultative around a variety of issues (e.g. strategies such as Decolonising DMU, and recent listening sessions with the Vice-Chancellor) and we strongly encourage all staff to engage in these opportunities and particularly technicians who may have thought that previously, consultation was directed at academic colleagues only.

In March 2021 we ran a survey of technicians as part of the self-evaluation activity to ask staff to reflect on what has/had not been achieved over the past 24 months, and provide information on what they would like to see looking forward. The 'looking forward' responses have fed into our new 36-month action plan.

The survey questions and the outputs of the survey itself can be found in Appendix 2. A large number of free text comments were also collected. Thirty per cent of technicians completed the survey during the window that it was available which was a lower proportion than we had hoped for. However, it should be noted that it was rolled out in March 2021 which has been a particularly busy time for technicians supporting the delivery of teaching and learning in a challenging term. The Skills Survey had also been piloted in November 2020 then rolled out more widely in January 2021, as well as other activities at university level that required staff engagement, so we were concerned that staff would become 'survey-fatigued.' As a result, we did not push the self-evaluation too much but nonetheless, we have got some helpful information and a good template that we can adapt for future use. It should be noted also that the most recent group to engage in Technician Commitment activities had not experienced enough to be able to respond.

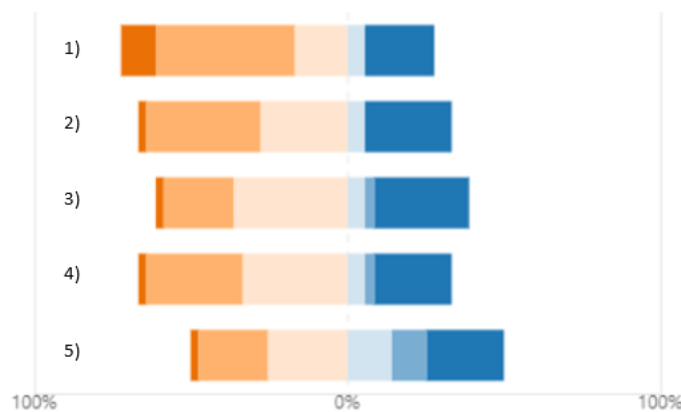
Looking at the responses to four specific questions and from a review of the free text comments, we can identify some areas of good practice and improvements that have been received well. There are other areas where it is clear we need to do more to varying degrees to demonstrate our commitment as the excerpt below outlines (Figure 12); this shows the responses to the question: **"To what extent do you agree with the following statements in relation to the five categories in the Technician Commitment Action plan."**

**Figure 12: Summary of responses to statements about the 24-month action plan**

9. To what extent do you agree with the following statements in relation to the five categories in the Technician Commitment Action plan?

1. Visibility, Recognition, Accreditation or Profile of Technician has improved due to the Technician Commitment
2. Communication between Technicians and sharing of ideas and information from different Faculties/Directorates has improved due to the Technician Commitment
3. Equality, Diversity and Inclusivity amongst Technicians has improved due to the Technician Commitment
4. Outreach opportunities and Technician specific events has improved
5. Career development for Technicians has improved due to the Technician Commitment

■ Strongly agree 
 ■ Agree 
 ■ Neither agree nor disagree 
 ■ Disagree 
 ■ Strongly disagree 
 ■ Don't know



Responses around visibility and recognition show significant improvement, with the “strongly agree” and “agree” options receiving the most counts in this question out of the five. There is evidently more work to do across all five areas where people have indicated “neither agree nor disagree” and in particular “don’t know” which suggests a requirement to further analyse any gaps in communication and people’s understanding of the work being undertaken. Outreach opportunities/events, EDI and career development have the most “disagree” or “strongly disagree” responses, career development in particular and these will certainly have a focus in the 36-month action plan.

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

Our original action plan was broad in what it wanted to achieve and the direction of travel DMU was to try and take. The pandemic started approximately 10 months after the action plan was launched (May 2019) however whilst this has not necessarily hindered progress over-all, it has meant that inevitably some actions may have taken longer to achieve or we have been unable to fulfil them to the degree we originally wanted (e.g. off-site visits to other institutions). Having said that, and as per the previous section, most actions are either complete, or are now business as usual, or will be on-going/further enhanced.

What we have managed to accomplish that was not part of the plan is outlined below.

NTDC Skills Survey – we were already aware of the technical resources tool kit, but not the opportunity to partner with NTDC to devise and deliver a Skills Survey which has been a really positive exercise to undertake.

Engagement of technicians university-wide in the university’s Covid response. Whilst clearly a pandemic was not

anticipated, as a consequence, technicians in all areas have learnt new skills, developed innovative ways to instruct and demonstrate to students remotely or face-to-face and developed on-line tools and platforms to support students remotely.

In addition, they have put their skills towards supporting the community by volunteering, creating and disseminating PPE, and participating in Covid research.

**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.**

The 36-month action plan can be found at Appendix 3.

One of the key ways the technician voice was present in the development of the plan is via the self-evaluation survey (itself developed by technicians) which included both reflection but also questions on 'looking forward'.

The work streams, led by technicians, have fed into the Project Board throughout the last 24 months and this has included observations and requests for the university to look at particular actions going forward.

Engagement in local groups has happened at departmental level.

Feedback from appraisals and one-to-ones

Comments and feedback from the anniversary event in November 2019, the awards ceremony in March 2021 and other faculty and ITMS local events.


Some items will be carried over from the 24-month action plan (devised by technicians) and further enhanced.

It should be noted that the new Vice-Chancellor has started a university-wide consultation to inform the new university strategy. This has entailed listening sessions and workshops as well as departmental level conversations. The action plan may see the introduction of further or adapted actions over the next 36 month-period.

# Technician **Commitment**

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

<http://dmu.ac.uk/technicians>

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

**Ben Browne, Chief Operating Officer**

Date: 19 May 2021

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

**Professor Katie Normington, Chief Executive & Vice-Chancellor**

Date: 19 May 2021

## Appendix A: Examples of activities and initiatives to address the themes of the Technician Commitment

Please note that this is not an exhaustive list, it intends to demonstrate example activities to support institutions in action planning

| Theme  | Example Activities  |
|--|---|
| <p><b>Visibility</b></p> <p>Ensure that technicians within the organisation are identifiable and that the contribution of technicians is visible within and beyond the institution</p> | <ul style="list-style-type: none"> <li>Organisations can identify how many technicians they employ</li> <li>Technician roles have clear job descriptions</li> <li>Technicians to feature in organisation prospectuses and marketing materials</li> <li>Technicians present on decision making committees where appropriate</li> <li>Technicians visible in costing mechanisms for research grants</li> <li>There is a mechanism for celebrating technician achievements across the organisation</li> <li>Organisation strategy documents include technicians where appropriate</li> <li>A vibrant and active 'Technician Network'</li> <li>Films/images showcasing technicians (see examples on the Technician Commitment website)</li> <li>Technicians present and active in careers, outreach and widening participation activities</li> <li>Technicians visible on institutional social media channels</li> <li>Technician exhibition/poster events showcasing skills, talent and research</li> <li>Technician 'Open Lab/Workshop/Studio' events</li> <li>Technical roles and skills showcased at external events: for example: New Scientist live, The Royal Society Summer Exhibition, WorldSkills UK Live etc.</li> </ul> |
| <p><b>Recognition</b></p> <p>Support technicians to gain recognition through professional registration</p>   | <ul style="list-style-type: none"> <li>Organisation communicates the opportunity to become professionally registered to technical staff (Science Council, Engineering Council, BCS). Conferment of the organisational level Science Council Employer Champion award in recognition of the support given to technical staff to gain professional registration and engage in continued professional development</li> <li>Recognition and support of the teaching aspect of many technician roles through the accreditation of teaching practice through Advance HE (Higher Education Academy).</li> <li>Internal award schemes recognise the contribution of technical staff</li> <li>Nominations to external award schemes that recognise the contribution of technical staff</li> <li>An institutional policy that ensures that technicians have recognition on research outputs</li> </ul>   |
| <p><b>Career Development</b></p> <p>Enable career progression opportunities for technicians through the provision of clear, documented career pathways</p>                             | <ul style="list-style-type: none"> <li>Technician specific professional career paths/frameworks which clearly document progression opportunities</li> <li>Professional development opportunities, signposted to technicians and aligned to career pathways</li> <li>A dedicated webpage showcasing case studies of technician careers</li> <li>Expansion of technician specific job families in recognition of high level technical specialisms</li> <li>Career development and professional registration workshops</li> <li>Dedicated technical training provision</li> </ul>  |
| <p><b>Sustainability</b></p> <p>Ensure the future sustainability of technical skills across the organisation and that technical expertise is fully utilised</p>                        | <ul style="list-style-type: none"> <li>Appropriate succession planning for technical roles including the analysis of technician profiles to ensure future sustainability of skills within the organisation</li> <li>Secondment/placement programmes for technical staff to develop new skills</li> <li>A technician trainee/apprenticeship programme</li> <li>Utilisation of the Apprenticeship Levy to train and upskill existing staff</li> </ul>   |


**De Montfort University Technician Commitment 24-month Action Plan 2019-2021**    Developed in May 2019; final update 7<sup>th</sup> May 2021

Column C: V = Visibility, R = Recognition, CD = Career Development, S = Sustainability

Column E: Indicates who will launch action. Technicians will be involved in all activities.

Column F: 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

| A. | B. Action taken / to be taken  | C. Key Area                                       | D. When   | E. Who | F. Status | G. Evidence / comments <sup>1</sup>  |
|----|--|---|-----------|--------|-----------|--|
| 1. | Recognition of technicians at Uni level e.g. website, DMU intranet, newsletters (Cascade), internal comms, social media etc. | Visibility, Recognition, Accreditation & Profiles | Immediate |        | B         | DFOs, TSMs and Deans to ensure the work of their teams is highlighted with MarComms and other media.<br><br><i>MarComms to provide regular slot in internal comms and have an archive on the technician DMU website page to demonstrate on-going successes, good news stories etc.</i>   |
| 2. | Introduce visible recognition where appropriate e.g. lab coats with ID   | Visibility, Recognition, Accreditation & Profiles | Year 1    |        | B         | ITMS already have 'uniform'. Some faculty staff have branded lab coats. Extension of this; TSMs progress through procurement; discuss design and branding with MarComms and teams.<br><br><i>Individual departments have decided to provide appropriate branded workwear where there is a request or need. This project has delivered branded lanyards and a logo for departments to include on to workwear.</i> |
| 3. | Extension of the ITMS Oscars to all technicians  | Visibility, Recognition, Accreditation & Profiles | Year 1    |        | B         | TSMs work with ITMS and consider categories; plan with teams for an annual event.<br><br><i>Awards ceremony took place on 5<sup>th</sup> March 2021. Well received and good attendance; lots of support from ULT members and others. Lessons learned for future events.</i>  |

<sup>1</sup> Key in column G – DFO = Directors of Faculty Operations; TSM = Technical Services Manager (encompassing managers in faculties and ITMS); EB = Executive Board; OLG = Operational Leadership Group; MarComms = Marketing and Communications Directorate; OD = Organisational Development



|    |   |   |            |  |   |  |
|----|---|---|------------|--|---|--|
| 4. | Preparation of at least one nomination per year for external awards e.g. THELMAs, Guardian University awards  | Visibility, Recognition, Accreditation & Profiles | Immediate  |  | B | DFOs and TSMs to pursue with support from MarComms. THE nomination submitted May 2019.<br><br><i>Latest nominations have been for the THE 2021.</i>  |
| 5. | Provide support for technicians that want to be HEA accredited  | Visibility, Recognition, Accreditation & Profiles | Year 1 - 2 |  | B | Link into work with OD and T&D provision. Workshops to provide advice, guidance and support to line managers and technicians who wish to be HEA accredited. Include support from those who have already done it.<br><br><i>Staff who have already completed the process within departments have agreed to become ambassadors for the next cohort/s. Targets to be set. See 36-month action plan.</i>   |
| 6. | Professional Registration: deliver workshop/s for both STEM and creative arts and take a proposal to the Steering Group   | Visibility, Recognition, Accreditation & Profiles | Year 1 - 2 |  | B | Presentation in Feb 2019 which has sparked interest. Need to keep up the momentum but DFOs and OD need to discuss i.e. proposed a scheme and seek funding.<br><br><i>May 2021. A small number have been supported on requested. To be reviewed next year (21/22); faculties/ITMS to fund requests in the meantime if appropriate.</i>  |
| 7. | Establish how the contribution of technicians is recognised in publications and impact submissions for REF, acknowledgements in enterprise and the learning experience for TEF. | Visibility, Recognition, Accreditation & Profiles | Year 1     |  | B | PVC Research & PVC Academic are engaged. DFOs, TSMs and Deans to ensure the work of their teams is highlighted and recognised appropriately by academic colleagues; implement a process for this to be actioned consistently. Some academics already buy-out staff but acknowledgement is not consistent. Involve Research Services and Enterprise Services. A DFO to lead.<br><br><i>Policy approved at University Research &amp; Innovation Committee in Feb 2021. Processes to ensure this is being rolled-out and recharges progressed will be carried over to the next action plan.</i> |
| 8. | Identify and promote relevant opportunities for staff to participate in faculty/directorate and uni-level committees and project boards   | Visibility, Recognition, Accreditation & Profiles | Immediate  |  | B | Awareness raising amongst technical teams, faculty/ITMS leads and OD. Technicians are exposed to many activities/stakeholders and are a valuable asset and contributors to our business. Start nominating staff  |



|     |  |   |           |  |   |  |
|-----|--|---|-----------|--|---|--|
|     |  |   |           |  |   | <p>immediately e.g. #HealthyDMU, Health and Well-being network, overseas travel 'shop window'</p> <p><i>Technical staff are now serving members on many departmental committees and involved in a full range of business activity DMU Local, DMU Global, Healthy DMU, Trade Union representatives, campus and space development. To be further enhanced. See 36-month action plan.</i></p> |
| 9.  | Technicians 'showcase' at research and enterprise events   | Visibility, Recognition, Accreditation & Profiles | Immediate |  | B | <p>TSMs, DFOs, Deans to identify opportunities for technicians to be present. Support from MarComms (or event organisers) for collateral.</p> <p><i>Invites and opportunities now sent and managed through the Comms team using DMU TECHS mailing list.</i></p>  |
| 10. | Profiles of colleagues to be published (voluntarily) on DMU website  | Visibility, Recognition, Accreditation & Profiles | Immediate |  | B | <p>MarComms to support the development of an on-line directory of staff.</p> <p><i>All have the information and support to upload profiles onto DMU web pages some already having done so. To be enhanced with MarComms from 2021 onwards.</i></p>   |
| 11. | Technician area to be developed on DMU website, to include technician activity, publication of DMU's Technician Commitment, action plan and steering group information | Communication & Profiles                          | Immediate |  | B | <p>MarComms engaged and have provided URL. The site will be further enhanced as more material is produced. Technicians to manage content.</p> <p><i>Complete. Further enhancements due.</i></p>  |
| 12. | On-line technician's community/forum   | Communication & Profiles                          | Year 1    |  | B | <p>In development. Awaiting MSO365 implementation. Project work stream led by technicians. It will include a skills data base, good practice sharing.</p> <p><i>MS teams now available to all staff, being used as a method of work through the WFH period.</i></p>  |
| 13. | Two-way communications up and down   | Communication & Profiles                          | Immediate |  | B | <p>On-line community and email list to be used meaningfully; staff to participate in comms sessions; review comms strategies in local areas.</p>   |





|     |  |                            |           |                |   |  |
|-----|--|----------------------------|-----------|----------------|---|--|
|     |  |                            |           |                |   | Complete   |
| 14. | Technicians to be involved in formal stakeholder engagement and communications   | Communication & Profiles   | Immediate |                | B | Stakeholder engagement and communications will be undertaken at all opportunities. Technicians to be involved in providing and delivering any messaging as appropriate.<br><br><i>Senior Technicians working group now meeting monthly which feeds directly into work streams, Project Board and Steering Group.</i>   |
| 15. | Develop technicians 'professional services' standards and charter  | Communications and profile | Year 1- 2 |                | B | Technicians to develop their own charter which would link into the TC themes, faculty and ITMS local expectations and service level expectations.<br><br><i>Meeting took place between OD and representatives from technical body to create a set of value statements which will communicate and promote team ethics. Now that we have a new team from ITMS engaged (see action 18), these will be re-visited; see 36-month action plan.</i> |
| 16. | Athena Swan and Race Equality plans  | Inclusivity                | Immediate |                | G | Technicians to participate and contribute to local action plans e.g. provide case studies of under-represented groups; provide mentoring for other staff and for students.<br><br><i>March 2021. EDI workstream now in receipt of data from HR plus data available from NTDC Skills Survey. 36-month action plan to progress.</i>  |
| 17. | Introduce imagery of technicians in line with other imagery enhancements; include focus on women in STEM and BAME; AND also on noticeboards of staff lists in faculties. | Inclusivity                | Year 1    |                | G | Add into the other imagery enhancement work that we are doing in faculties to support e.g. Race Equality Charter Mark, Athena Swan, staff and student profile-raising.<br><br><i>Images now displayed in some areas of the campus however there is more work to do.</i>  |
| 18. | Consideration to be given to broadening scope to include IT and Estates Technical colleagues   | Inclusivity                | Year 2    | Steering Group | B | Steering Group to consider the scope of the activities and Technician Commitment and make proposal to OLG and EB accordingly.  |



|     |  |                   |           |  |   |  |
|-----|--|-------------------|-----------|--|---|--|
|     |  |                   |           |  |   | <i>Feb 2021. Another team from ITMS of 35+ members has joined (desktop and AV support) so complete at this stage. Carry over to next action plan to broaden scope further.</i>   |
| 19. | Technician Commitment launch 1-year anniversary event  | Outreach & Events | Year 1    |  | B | <p>Invite all faculty and ITMS staff, EB, OLG. Celebrate on year in to the TC pledge. Funding required. Technicians to arrange and run.</p> <p><i>Event was held in November 2019 and attended by around 60% of the cohort. The event was a big success and feedback from the staff was very positive.</i></p> |
| 20. | Bi-annual all-technician community network events  | Outreach & Events | Year 1    |  | B | <p>Technician community to consult, select themes and topics and design their own events</p> <p><i>Events committee now established to lead and design future technical events including deciding and booking speakers, venues, themes etc. BAU.</i></p>   |
| 21. | Regular technician-specific H&S and well-being events  | Outreach & Events | Immediate |  | B | <p>Regular events for technicians with specific topics and themes chosen by staff and which will support them in their role. Additional to existing faculty and uni activities already in place.</p> <p><i>Events committee / work stream manage this. To be enhanced via 36-month action plan.</i></p>        |
| 22. | Develop and arrange networking opportunities for technicians at other HEIs   | Outreach & Events | Immediate |  | B | <p>DFOs and TSMs to facilitate Engagement group to use the contacts formed through regional events and meetings. Already commenced.</p> <p><i>This now BAU as social media accounts, DMU Techs website and MS teams are operational platforms where staff can converse with other HEIs.</i></p>                |
| 23. | Involve staff in consultation on, for example, new lab spaces, new modules, purchasing new equipment. Technicians to lead on projects. | Outreach & Events | Immediate |  | B | <p>Already happening in some areas; staff to share knowledge, best practice, experience and contacts. They also need to be involved so that new labs, new kit etc. works for them and is appropriate for the proposed activity.</p> <p><i>Senior Technical staff and Operation's Managers are now</i></p>      |



|     |  |                       |            |  |   |   |
|-----|--|-----------------------|------------|--|---|---|
|     |  |                       |            |  |   | <i>part of a DMU working group which sets out structures of communication and best practice when funding is being allocated to designing new spaces around campus.</i>  |
| 24. | Technician network to expand upon existing activities e.g. cake monthly, visit different areas monthly e.g. crime house, and adopt ADH's WOW Wednesdays                          | Outreach & Events     | Immediate  |  | G | <p>TSMs hand over arrangements to team members for them to lead and deliver own activities; use the on-line community to connect</p> <p><i>These events have and will continue to have a theme around building the community and sharing information. Complete at this stage but more needs to be done to make them interdepartmental and collaborative as well as involve the new ITMS staff.</i></p>  |
| 25. | Explore how technicians could further contribute and enhance #DMUlocal and #DMUglobal activities   | Outreach & Events     | Year 1-2   |  | B | <p>Deans, Deputy Deans, DFOs, Technical Managers to identify opportunities. Technicians already involved but we need to increase the opportunities. A call for prof services to undertake scoping trips for #DMUglobal was recently announced; we need more of this.</p> <p><i>Technical staff now supporting students on DMU Global trips in addition to volunteering and making equipment for DMU local hospitals and care facilities in support of the Covid -19 crisis.</i></p>   |
| 26. | Workforce planning: Workforce profile; review job descriptions and role profiles; skills gap analyses; succession planning; talent management; career progression opportunities. | Development Framework | Year 1 - 2 |  | G | <p>Standard technical job titles agreed through National Framework. HR Business Partners and OD to support. Consider shadowing, buddy schemes, mentoring programme. Dialogue with NTDC regarding use of the HEI Technical Resources Toolkit. Address workforce profile gaps, disparities and imbalances as part of the wider analysis.</p> <p><i>March 2021. NTDC Skills Survey rolled out in Jan 2021, now closed and had 85% engagement/completion. Reports still incoming; review of all data and outcomes to take place; 36-moth action plan.</i></p> |
| 27. | Review of training and development needs identified in MyAppraisal and propose activities that can take a 'joined-up' approach.  | Development Framework | Year 1 - 2 |  | B | <p>TSMs to combine efforts in identifying T&amp;D requirements and arrange activity with support from OD. Various review points. Identify and promote existing relevant training</p>  |



|     |   |                       |            |  |   |   |
|-----|---|-----------------------|------------|--|---|---|
|     |   |                       |            |  |   | <p>opportunities for the technical community.</p> <p><i>A Technician Development Framework work stream (with representation from OD) has been established to constantly review the content of the Development Framework and keep it relevant to the needs of the group. Further enhancements in 36-month action plan including LinkedIn Learning.</i></p> |
| 28. | Nominate a Technical colleague to take part in the Aurora Programme | Development Framework | Year 1     |  | B | <p>TSMs to identify training and development requirements; links to MyAppraisal etc. Funding required or nominate as part of OD offering. DFOs check with POD.</p> <p><i>All technical staff were encouraged to apply in previous cycles and offered support in completing an application.</i></p>  |
| 29. | Technical staff-specific induction                                  | Development Framework | Immediate  |  | G | <p>Piloting in May 2019. DFOs, TSMs and OD. Introducing new staff to Higher Education, context of DMU, DMU culture and values, student journey.</p> <p><i>March 2021. Already piloted. New sessions to be diarised and to include new team from ITMS; some delay due to current activities and response to Covid. 36-month action plan.</i></p>           |
| 30. | Pursue Technical Apprenticeships with staff                         | Development Framework | Year 1 - 2 |  | B | <p>OD to open dialogue with TSMs to discuss this further. Need to better promote to staff and encourage engagement.</p> <p><i>Apprenticeship opportunities now part of OD offering and signposted on the Development Framework.</i></p>   |
| 31. | Arrange at least two HEatED training events per academic year       | Development Framework | Immediate  |  | B | <p>TSMs to identify with support from OD. Underway.</p> <p><i>December 2020 to review latest T&amp;D opportunities. Project Board and OD to consider offering. Continue to review offering.</i></p>   |



|     |   |                       |            |                |   |   |
|-----|---|-----------------------|------------|----------------|---|---|
| 32. | Strengthen interactions with students via better support/training | Development Framework | Year 1     |                | B | <p>Consultation with students in April/May 2019; build on findings of student feedback and facilitate enhancements. Work with academics to analyse any perceived shortfalls or opportunities. Put in place for UG teaching for 19/20.</p> <p><i>Complete at this stage however this will be enhanced going forward; 36-month action plan.</i></p> |
| 33. | Evaluation of action plan   | V, R, CD, S           | Year 1 - 2 | Steering Group | B | <p>Steering Group to review progress of action plan quarterly and report progress to Executive Board and Operational Leadership Group bi-annually.</p> <p><i>Operational Leadership Group and Steering Group signed off evaluation in April and May 2021.</i></p>   |

## DMU Stage 2 Self-Assessment: Appendix 2 – DMU Self-evaluation survey

### Technician Commitment Survey

\* Required

\* This form will record your name, please fill your name.

1. Name: \*

2. Job Title: \*

3. Email address: \*

4. Faculty/Directorate: \*

5. Please summaries your involvement in the Universities Technical commitment; for example, do you attend meetings, working groups, have you been to any events etc? \*

6. Please identify the key actives DMU has already delivered since sign up to the Technician Commitment. Select all that apply:

- Improved Visibility, recognition and Profile of Technicians and their work
- Supported Technicians to become accredited (HEA)
- Promoted Technicians to be recognised in publications and impact submissions to REF, acknowledgements in enterprise and the learning experience for TEF.
- Identified opportunities and Promoted Technicians to participate in faculty/directorate and uni-level committees and project boards
- Established an on-line Technician's community/forum
- Improved two-way communication (up and down and or inter-faculty/Directorate)
- Introduced measures to improve insight and awareness of Equality, Diversity and Inclusivity across the technical community
- Introduced regular technician-specific H&S and well-being events
- Arranged networking opportunities for Technicians at other HEIs
- Promoted access to existing activities, examples of these being cake monthly, Wow Wednesdays
- Explored how technicians could further contribute and enhance outreach initiatives, for example #DMUlocal and #DMUglobal
- Developed career pathways and progression for Technicians

7. Which activities do you believe to be the most critical to the work of the Technician Commitment? Select up to three:

- Improved Visibility, recognition and Profile of Technicians and their work
- Supported Technicians to become accredited (HEA)
- Promoted Technicians to be recognised in publications and impact submissions to REF, acknowledgements in enterprise and the learning experience for TEF.
- Identified opportunities and Promoted Technicians to participate in faculty/directorate and uni-level committees and project boards
- Established an on-line Technician's community/forum
- Improved two-way communication (up and down and or inter-faculty/Directorate)
- Introduced measures to Improve insight and awareness of Equality, Diversity and Inclusivity across the technical community
- Introduced regular technician-specific H&S and well-being events
- Arranged networking opportunities for Technicians at other HEIs
- Promoted access to existing activities, examples of these being cake monthly, Wow Wednesdays
- Explored how technicians could further contribute and enhance outreach initiatives, for example #DMUlocal and #DMUglobal
- Developed career pathways and progression for Technicians

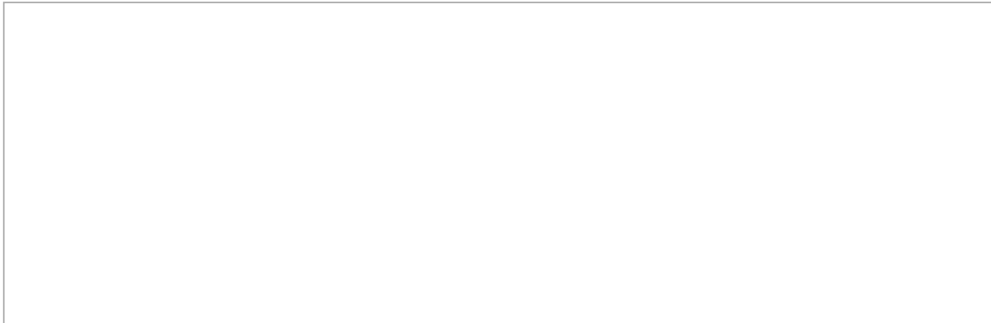


8. Please identify key activities your faculty/directorate is planning to deliver in the future  
Select all that apply:

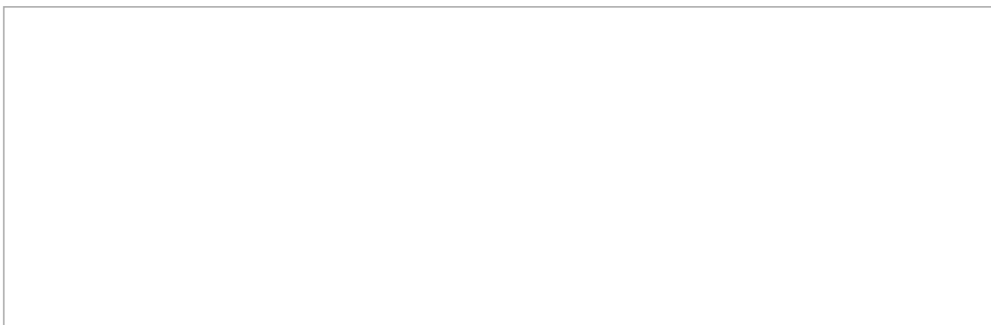
- Improved Visibility, recognition and Profile of Technicians and their work
- Supported Technicians to become accredited (HEA)
- Promoted Technicians to be recognised in publications and impact submissions to REF, acknowledgements in enterprise and the learning experience for TEF.
- Identified opportunities and Promoted Technicians to participate in faculty/directorate and uni-level committees and project boards
- Established an on-line Technician's community/forum
- Improved two-way communication (up and down and or inter-faculty/Directorate)
- Introduced measures to improve insight and awareness of Equality, Diversity and Inclusivity across the technical community
- Introduced regular technician-specific H&S and well-being events
- Arranged networking opportunities for Technicians at other HEIs
- Promoted access to existing activities, examples of these being cake monthly, Wow Wednesdays
- Explored how technicians could further contribute and enhance outreach initiatives, for example #DMUlocal and #DMUglobal
- Developed career pathways and progression for Technicians



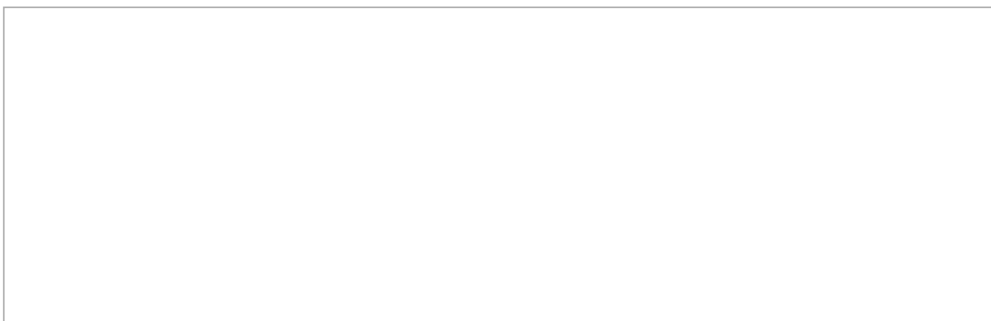
10. Please outline in what ways visibility, recognition, accreditation or profile of Technicians has improved: \*



11. Please outline in what ways communication between Technicians and sharing of ideas and information from different Faculties/Directorates has improved: \*



12. Please outline in what ways equality, diversity and inclusivity amongst Technicians has improved: \*



13. Please outline in what ways outreach opportunities and Technician specific events has improved: \*

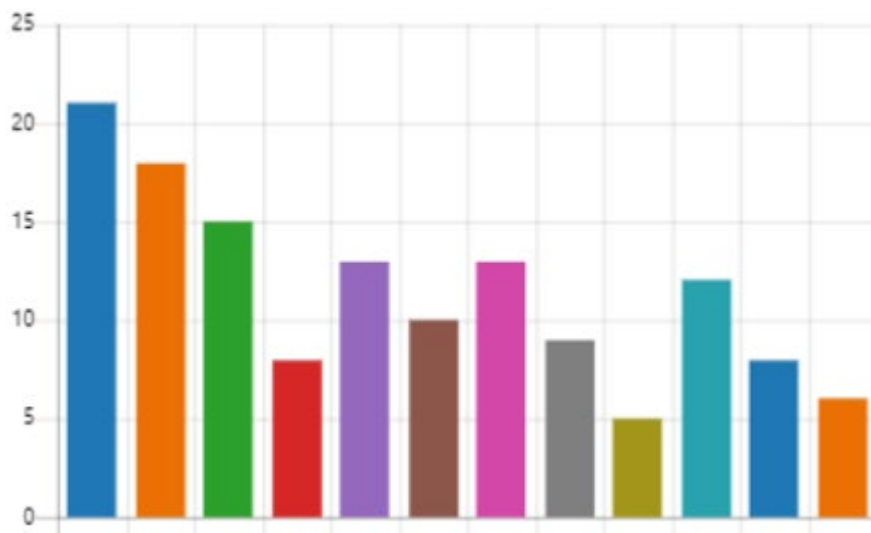
14. Please outline in what ways career development for Technicians has improved: \*













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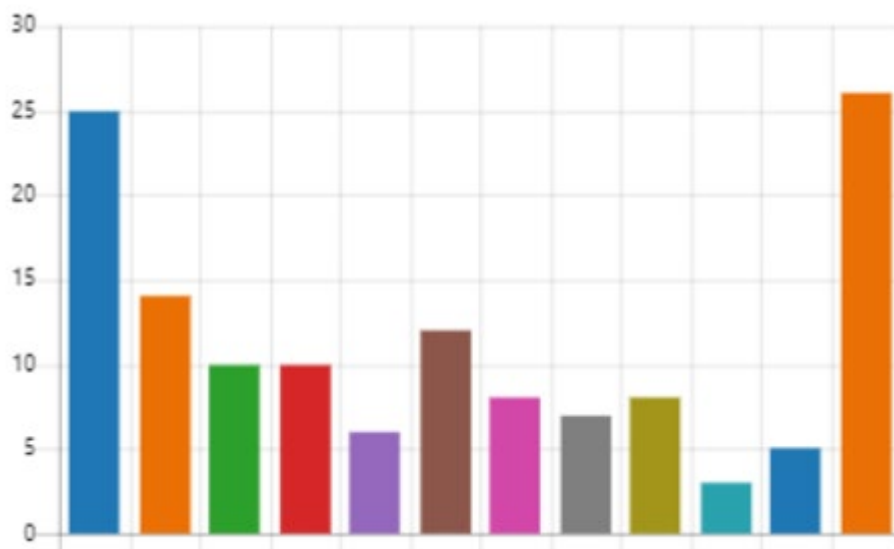
## Self-evaluation survey responses to Questions 6 to 9

6. Please identify the key actives DMU has already delivered since sign up to the Technician Commitment. Select all that apply:



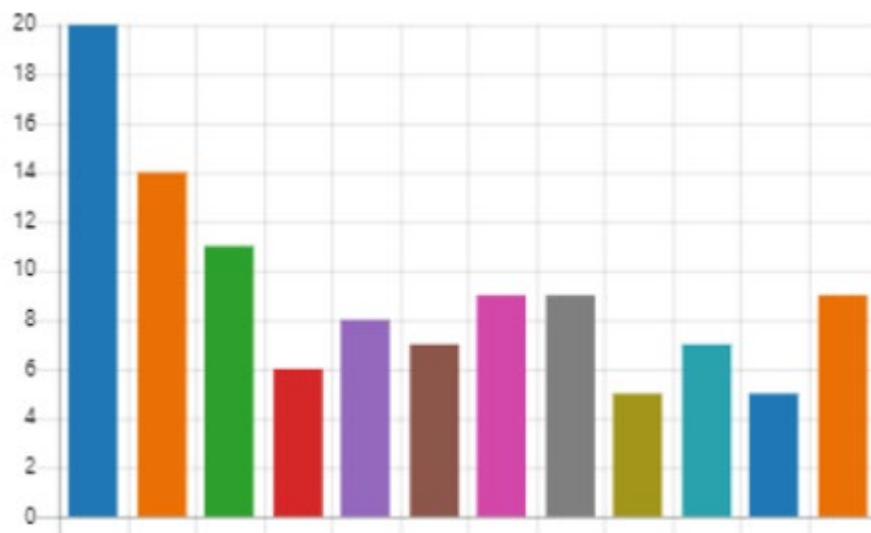
|   |  |    |
|---|--|----|
|    | Improved Visibility, recognition and Profile of Technicians and their work   | 21 |
|  | Supported Technicians to become accredited (HEA)   | 18 |
|  | Promoted Technicians to be recognised in publications and impact submissions to REF, acknowledgements in enterprise and the learning experience for TEF. | 15 |
|  | Identified opportunities and Promoted Technicians to participate in faculty/directorate and uni-level committees and project boards                      | 8  |
|  | Established an on-line Technician's community/forum  | 13 |
|  | Improved two-way communication (up and down and or inter-faculty/Directorate)  | 10 |
|  | Introduced measures to improve insight and awareness of Equality, Diversity and Inclusivity across the technical community                               | 13 |
|  | Introduced regular technician-specific H&S and well-being events   | 9  |
|  | Arranged networking opportunities for Technicians at other HEIs  | 5  |
|  | Promoted access to existing activities, examples of these being cake monthly, Wow Wednesdays   | 12 |
|  | Explored how technicians could further contribute and enhance outreach initiatives, for example #DMUlocal and #DMUglobal                                 | 8  |
|  | Developed career pathways and progression for Technicians  | 6  |









**7. Which activities do you believe to be the most critical to the work of the Technician Commitment? Select up to three:**



|  |  |    |
|--|--|----|
|  | Improved Visibility, recognition and Profile of Technicians and their work   | 25 |
|  | Supported Technicians to become accredited (HEA)   | 14 |
|  | Promoted Technicians to be recognised in publications and impact submissions to REF, acknowledgements in enterprise and the learning experience for TEF. | 10 |
|  | Identified opportunities and Promoted Technicians to participate in faculty/directorate and uni-level committees and project boards                      | 10 |
|  | Established an on-line Technician's community/forum  | 6  |
|  | Improved two-way communication (up and down and or inter-faculty/Directorate)  | 12 |
|  | Introduced measures to Improve insight and awareness of Equality, Diversity and Inclusivity across the technical community                               | 8  |
|  | Introduced regular technician-specific H&S and well-being events   | 7  |
|  | Arranged networking opportunities for Technicians at other HEIs  | 8  |
|  | Promoted access to existing activities, examples of these being cake monthly, Wow Wednesdays   | 3  |
|  | Explored how technicians could further contribute and enhance outreach initiatives, for example #DMUlocal and #DMUglobal                                 | 5  |
|  | Developed career pathways and progression for Technicians  | 26 |

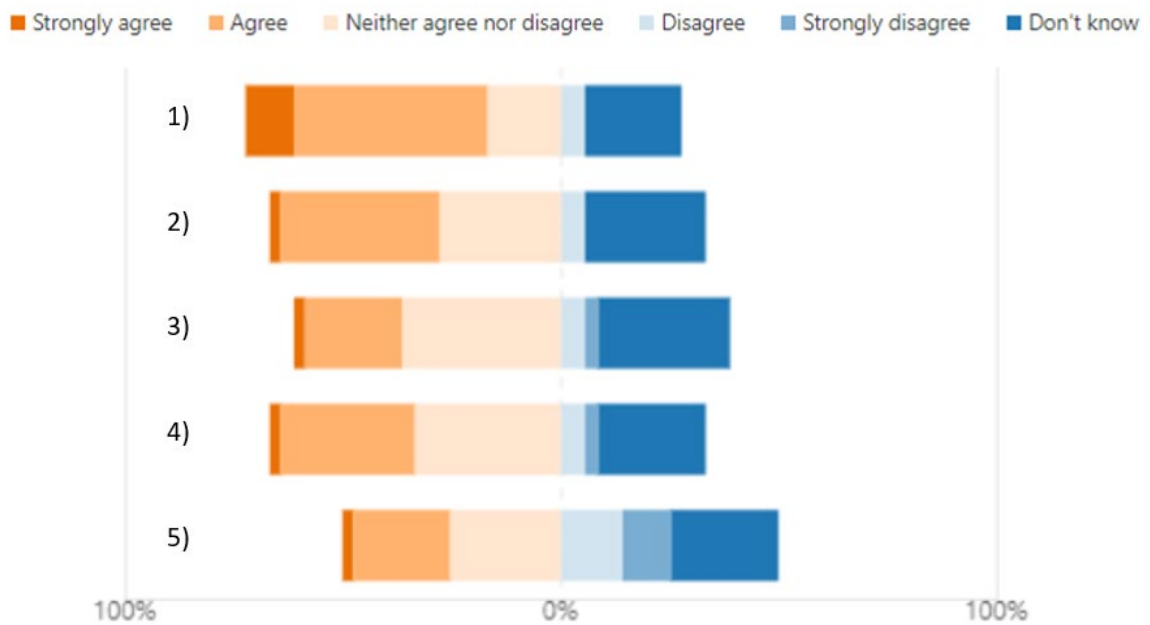
**8. Please identify key activities your faculty/directorate is planning to deliver in the future. Select all that apply:**



|   |  |    |
|---|--|----|
|   | Improved Visibility, recognition and Profile of Technicians and their work   | 20 |
|  | Supported Technicians to become accredited (HEA)   | 14 |
|  | Promoted Technicians to be recognised in publications and impact submissions to REF, acknowledgements in enterprise and the learning experience for TEF. | 11 |
|  | Identified opportunities and Promoted Technicians to participate in faculty/directorate and uni-level committees and project boards                      | 6  |
|  | Established an on-line Technician's community/forum  | 8  |
|  | Improved two-way communication (up and down and or inter-faculty/Directorate)  | 7  |
|  | Introduced measures to Improve insight and awareness of Equality, Diversity and Inclusivity across the technical community                               | 9  |
|  | Introduced regular technician-specific H&S and well-being events   | 9  |
|  | Arranged networking opportunities for Technicians at other HEIs  | 5  |
|  | Promoted access to existing activities, examples of these being cake monthly, Wow Wednesdays   | 7  |
|  | Explored how technicians could further contribute and enhance outreach initiatives, for example #DMUlocal and #DMUglobal                                 | 5  |
|  | Developed career pathways and progression for Technicians  | 9  |

**9. To what extent do you agree with the following statements in relation to the five categories in the Technician Commitment Action plan?**

1. Visibility, Recognition, Accreditation or Profile of Technician has improved due to the Technician Commitment
2. Communication between Technicians and sharing of ideas and information from different Faculties/Directorates has improved due to the Technician Commitment
3. Equality, Diversity and Inclusivity amongst Technicians has improved due to the Technician Commitment
4. Outreach opportunities and Technician specific events has improved
5. Career development for Technicians has improved due to the Technician Commitment






**De Montfort University Technician Commitment 36-month Action Plan 2021-2024** Version 1.2 7<sup>th</sup> May 2021

Column E: 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

Key to roles/work streams: Comms = Communications work stream; DF = Development Framework work stream; DFO = Directors of Faculty Operations; EDI = EDI work stream; MarComms = Marketing and Communications Directorate; OD = Organisational Development; OLG = Operational Leadership Group; SRO = Senior Responsible Owner; TCSG = Technician Commitment Steering Group; TM = Technical Manager (faculties and ITMS); ULB = University Leadership Board; V&R = Visibility & Recognition work stream

| A.                                  | B. Action   | C. When           | D. Who<br>(workstream<br>or role) | E. Status | F. Evidence / comments   |
|-------------------------------------|---|-------------------|-----------------------------------|-----------|--|
| <b>Visibility &amp; Recognition</b> |   |                   |                                   |           |  |
| 1.                                  | Annual Technician awards event to recognise and celebrate the achievements of Technicians.                              | November annually | Events V&R                        | A         | Following the success of the first event in November 2020 refine the nomination categories and criteria.   |
| 2.                                  | Encourage collaboration of Technicians across DMU to provide visibility of the work Technicians work on.                | On-going          | V&R                               | A         |  |
| 3.                                  | Display work, info and photos of Technicians in prominent locations across campus and link into showcase events.        | October 2021      | V&R                               | A         | Re-fresh on regular basis  |
| 4.                                  | Provide opportunity for Technicians to demonstrate their work and skills at University Open Days.                       | On-going          | V&R                               | G         | 'On campus' open days held c.8 times/year; use digital events on on-going basis as well as inclusion at Taster Days/Sessions.  |
| 5.                                  | Technician recognition in research and enterprise costing model.  | Autumn 2021       | V&R                               | A         | Following the recent approval of the new policy, facilitate policy roll-out and put in place a checklist for academics and others to use to ensure buy-out is effectively applied and monitored. |
| 6.                                  | Continue to broaden networking and the scope of the Commitment to Estates Technical colleagues and other teams in ITMS. | September 2021    | SRO                               | A         | Scoping session with stakeholders to take place in the first instance  |



|  |   |                                    |                  |   |   |
|--|---|------------------------------------|------------------|---|---|
| 7.   | Technicians and stakeholder engagement.   | November 2021                      | V&R              | A | Engagement with students to be enhanced and with academic course teams to facilitate excellent staff and student experience.  |
| <b>Communication</b>                       |   |                                    |                  |   |   |
| 8.   | Continue to develop the DMU Technicians Commitment website, source additional support for the communications working group. | On-going                           | Comms            | A | Regular "Spotlight on Technicians" in staff newsletter. Develop a target of frequency with MarComms.  |
| 9.   | 'Value statements' for areas which will represent Technicians @ DMU and promote them.                                       | December 2021                      | Comms            | A | Departments have requested specific statements which are aligned to their activities, these can be created in small working groups with the support of OD.                      |
| 10.  | Produce additional promotional materials and collateral for use at Technicians Commitment events and Open Days.             | July 2022                          | Comms            | A | Part of wider comms to promote technical contribution to teaching and learning, promote technical roles on open days and to give identity to the Technicians Commitment at DMU. |
| <b>Equality, Diversity &amp; Inclusion</b> |   |                                    |                  |   |   |
| 11.  | Charter mark developments based on workstream activity.   | July 2023                          | DFO<br>TM        | A | Review at faculty EDI committees. Athena SWAN in HLS and CEM.   |
| 12.  | Analysis of data to support workforce planning and key areas of focus e.g. profile imbalances.                              | April annually                     | EDI<br>DFO<br>TM | A | On-going activity with review point in April to support resource planning for next academic year.   |
| 13.  | Produce a report to demonstrate DMU values and EDI profile of technician workforce.   | December 2022                      | EDI              | A |   |
| 14.  | Improving Outcomes Assessment for the research policy – review.   | September 2021 (annual thereafter) | EDI              | G | Review on regular basis as determined by university EDI team.   |



| Outreach opportunities and events |  |                        |            |   |  |
|-----------------------------------|--|------------------------|------------|---|--|
| 15.                               | Technician Commitment celebration of first three years and launch of new action plan.  | September 2021         | Events     | A |  |
| 16.                               | Continue our partnerships with NTDC and HEaTED to promote sector activities and opportunities.   | On-going               | Events V&R | G |  |
| 17.                               | Technical staff to lead on activities for DMU Local and DMU Global.  | ASAP in 21/22          | V&R        | A | Technical staff were leading some of the trips and attending to offer support and advice to students. DMU Global opportunities |
| 18.                               | Re-start off-site visits to support networking opportunities.  | ASAP in 21/22          | V&R        | A |  |
| Career development                |  |                        |            |   |  |
| 19.                               | In-depth analysis of NTDC skills survey and link into appraisals, apprenticeship opportunities, training and development activities etc. | Autumn 2021            | TMs OD     | A | Ensure corresponds appropriately to the DMU Development Framework supports workforce planning.                                 |
| 20.                               | HEA Fellowships. Faculties/ITMS to develop targets and put support in place for staff to register with relevant schemes.                 | From July 2021         | DFO TMs    | A | DMU Professional Recognition Scheme, the DMU Teacher Fellow Scheme and the National Teacher Fellow Scheme.                     |
| 21.                               | Accreditation and professional registration. Develop rationale/criteria for application in order to support/fund.                        | December 2021          | DF         | A | Further sessions from internals/externals regarding application process and making it simple, sell the benefits.               |
| 22.                               | Tailored appraisal sessions for appraisers and appraisees to enhance value and effectiveness of appraisals.                              | September-October 2021 | DF         | A | Support from HR/OD.  |



|              |  |               |            |   |   |
|--------------|--|---------------|------------|---|---|
| 23.          | Review of role types. Work with colleagues in HR to scope out role types / role profiles.  | Autumn 2021   | DFO TMs    | A | TCSG to sponsor recommendations as appropriate.   |
| 24.          | Continued enhancement of the Development Framework including the utilisation of LinkedIn Learning.   | December 2021 | DF         | A |   |
| <b>Other</b> |  |               |            |   |   |
| 25.          | Calendar of events with focus on key activities.   | December 2021 | Events V&R | A | Develop a new calendar of events responding to any new requirements, changes in the workplace and changes to methods of delivery. E.g. Health, Safety and Well-being; updates of any projects around campus from estates; IT new updates from ITMS. |
| 26.          | Opportunities for Technicians to take part in activities run across the university to enhance their skills and interests.                      | On-going      | V&R TM     | A | E.g. workshop run by electronic engineering team to share skills with AV Loans team to learn about kit maintenance and repair.  |
| 27.          | Technicians to lead on projects supporting developments/re-design of the workplace/space and changes in the delivery of teaching and learning. | Summer 2022   | DFO TM     | A | NWOW and Education 2030   |
| 28.          | Monitoring and evaluation of action plan.  | December 2023 | TCSG       | A | Monitoring at regular intervals via stakeholder engagement and feedback from technicians, academic staff and students.  |