## Technician Commitment: Stage 3 Self-Assessment & Action Plan Guidance

*Please note: This guidance and template is for institutions who have already submitted their Stage One and Two Self-Assessments & Action Plans, 1 and 3 years after becoming an official signatory of the Technician Commitment. This guidance and template refers to the third stage of self-assessment and action planning to be submitted 6 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 third stage of self-assessment and action planning process asks for reflection on past action plans, evidence of 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.

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. The Steering Board are particularly keen to see activity and plans to enact the recommendations of the TALENT Commission embedded in Stage 3 self-assessments and action plans.

The Technician Commitment Steering Board, through the executive team, will choose a limited number of submissions for active review between the institution and the Technician Commitment.

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 [techscommit@gatsby.org.uk](mailto:techscommit@gatsby.org.uk)

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

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# 1   Section 1:  Overview

**Please provide an overview of technical staff structures in your organisation, along with details of any changes to these over the past 6 years in response to the Technician Commitment.**

## 1.1   Structures

De Montfort University (DMU) is proud to be a signatory of the Technician Commitment and delighted to be able to provide the Stage 3 submission.

The Technician Commitment at DMU encompasses technical staff in three of four faculties (Arts, Design and Humanities (ADH), Computing, Engineering and Media (CEM) and Health and Life Sciences (HLS)) and two student-facing groups in the university's central IT directorate, Information Technology and Media Services (ITMS).  (When referring to the technician population in this document, it is these groups that are being referred to.)

Common to others in the sector, DMU has been reviewing its infrastructure and staffing structures over the last few years, not least in response to sustainability and financial pressures following the pandemic and other challenges and opportunities in the sector, in particular blended learning and simulation.  DMU has adopted strong business sustainability measures to ensure effective student facing services and introduced recently a robust workforce planning approach.

In the last six years, the faculties and ITMS have maintained a thorough oversight of their technical structures ensuring that resources are in place to respond to a number of opportunities and challenges:

- any changes in taught programmes including growth or decline in subject areas due to student recruitment, and the development of new programmes;
- the methods of delivery of programmes recognising sector-wide adoption of blended learning;
- the introduction of new technology, including AI and simulation, but also as the university embraces its 'Digital Transformation' theme of the Empowering University strategy;
- in response to new areas of research, enterprise and knowledge exchange.

Since signing up to the Commitment there has been little change to the staffing resources and overall structures. Any vacancies that have arisen through either staff departures or introduction of new posts, have been addressed in accordance with skills and the shape required in the relevant unit. The unit structures are outlined below.
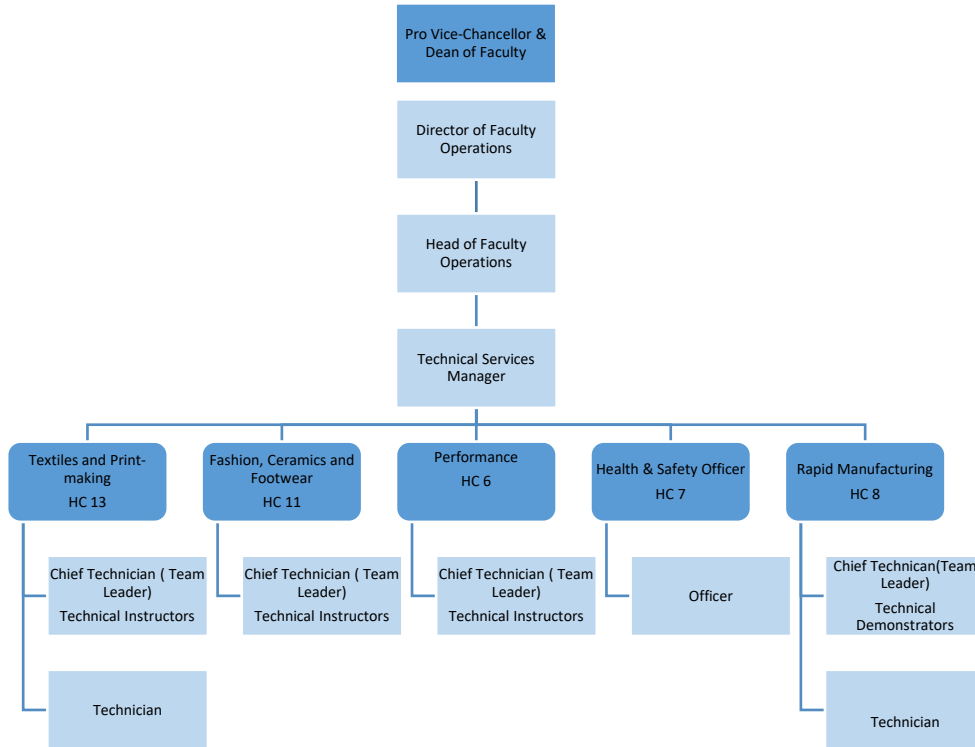
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                        Pro Vice-Chancellor &
                          Dean of Faculty
                               │
                        Director of Faculty
                            Operations
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                         Head of Faculty
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                       Technical Services
                            Manager
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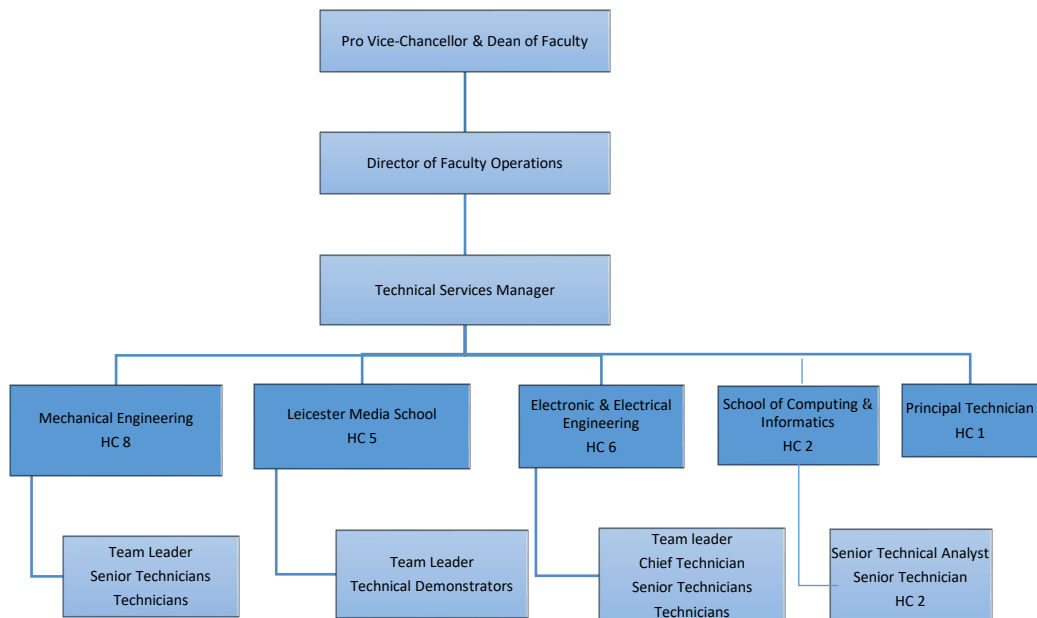
| Textiles and Print-making HC 13 | Fashion, Ceramics and Footwear HC 11 | Performance HC 6 | Health & Safety Officer HC 7 | Rapid Manufacturing HC 8 |
|---|---|---|---|---|
| Chief Technician ( Team Leader) Technical Instructors | Chief Technician ( Team Leader) Technical Instructors | Chief Technician ( Team Leader) Technical Instructors | Officer | Chief Technican(Team Leader) Technical Demonstrators |
| Technician | | | | Technician |

**Figure 1: Faculty of Arts, Design and Humanities (ADH)**

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              Pro Vice-Chancellor & Dean of Faculty
                               │
                  Director of Faculty Operations
                               │
                   Technical Services Manager
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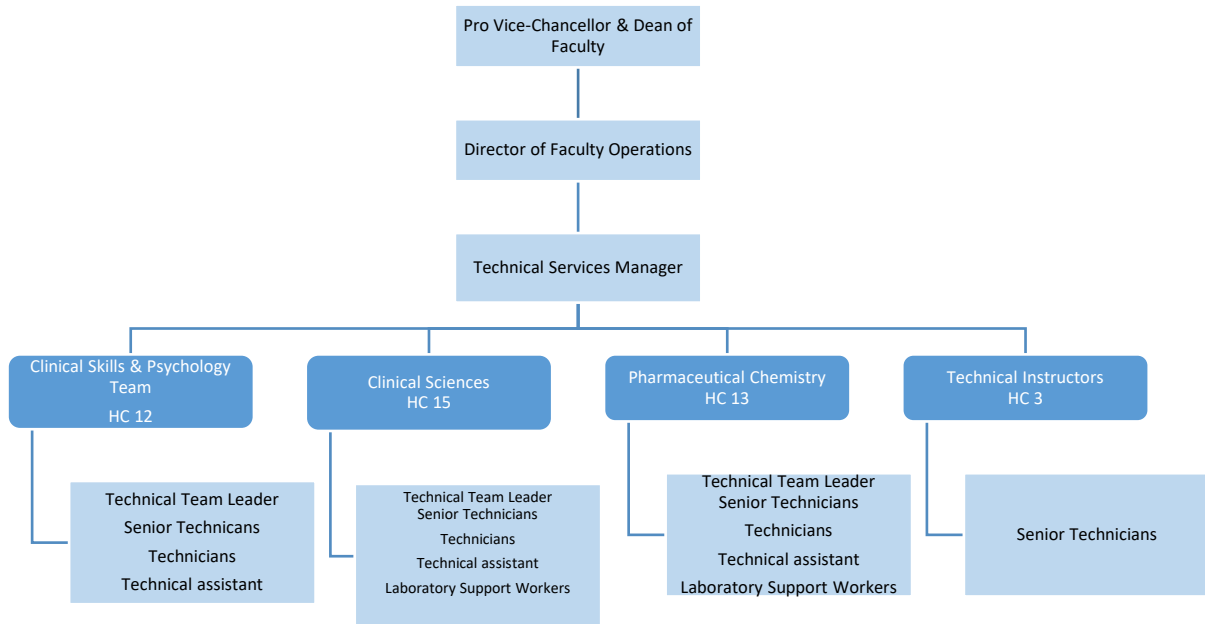| Mechanical Engineering HC 8 | Leicester Media School HC 5 | Electronic & Electrical Engineering HC 6 | School of Computing & Informatics HC 2 | Principal Technician HC 1 |
|---|---|---|---|---|
| Team Leader Senior Technicians Technicians | Team Leader Technical Demonstrators | Team leader Chief Technician Senior Technicians Technicians | Senior Technical Analyst Senior Technician HC 2 | |

**Figure 2: Faculty of Computing, Engineering and Media (CEM)**

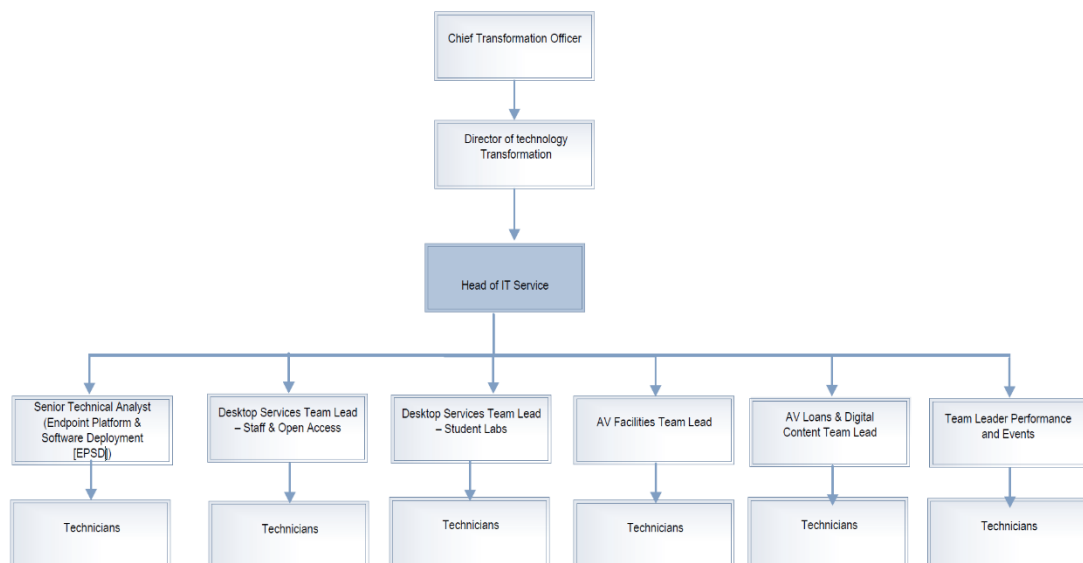**Figure 3: Faculty of Health and Life Sciences (HLS)**



**Figure 4: Desktop, Audio-Visual Services, and Performance & Events teams (ITMS)**

### 1.2   Workforce profile

'Empowering People' and 'Equality for all' are central themes of the University's Empowering University strategy.  We support all students and staff in reaching their full potential in an environment where difference is accepted, valued, celebrated and supported.  When reviewing our structures and addressing vacancies, diversity is key to our workforce profile and planning.

Comparisons are presented here using data that was included in the Stage 2 Self-assessment in May 2021 and the most recent data in June 2024.  The information is sourced from our Workforce Data and Insight Analysts in the People Services directorate. The datasets include: sex, ethnicity, disability and age.  Also included are 'Mode of employment' and 'Terms of employment' which are new data sets for 2024 so there is no comparison to 2021.

Data in 2024 is presented for the whole DMU technician population covered by the Commitment, and by individual 'unit' (i.e. a 'unit' being one of the faculties or ITMS).  It is important to note that in smaller teams, just one or two changes in staff can impact the figures.  Much of the data was only available for the whole population in 2021, rather than by unit.

The data is presented in graphical form at Appendix 1 page 27.

#### 1.2.1   Sex:

As of 1st June 2024, 64% of technicians are male compared to 63% in 2021.  This may be driven by an increase of male technicians in ADH (+5%), whereas the percentage has remained the same in ITMS (12% female and 88% male), but in CEM and HLS there has been an increase of female staff with +9% and +2% respectively.

#### 1.2.2   Ethnicity:

There are now 13 ethnicity categories in 2024 compared to 10 in 2021 (not including 'Not known'/'Prefer not to share').  There are therefore more options for staff to select when disclosing their information.  This makes it difficult to accurately compare ethnicity between 2021 and 2024 though we can see that the number of white staff across the whole group has increased by 2%.  Increases are also seen in all areas (ADH +6%, CEM +8%, ITMS +10%) with the exception of HLS (-6%).

#### 1.2.3   Disability:

Disability data was available and used in 2021 however it grouped the whole technician population. The data showed 86% of staff had 'No known disability,' 11% declared as having a disability, and 3% 'Not known.'  In 2024 this is presented for the whole population and is also now broken down for each of the four units but does not include 'Not known'/'Prefer not to say' option.

| Unit | Disability | No known disability |
|------|-----------|---------------------|
| All  | 8%        | 92%                 |
| ADH  | 13%       | 87%                 |
| CEM  | 5%        | 95%                 |
| HLS  | 4%        | 96%                 |
| ITMS | 9%        | 91%                 |

Without the breakdown by unit in 2021 it is difficult to ascertain any movement within the units however we can see that the number of staff declaring a disability across the whole population has decreased by 3% – 8% in 2024 vs 11% in 2021.

### 1.2.4    Age:

Age is presented for the whole population and by individual unit for 2024 compared to only the whole population in 2021.  We can see that overall, there has been an increase in four of the age groups (31-35 years +5%, 41-45 years +2%, 51-55 years +7%, 61-65 years +3%); 36-40 years has remained the same (9% of the population); there are decreases in four groups (25 years and under -2%, 26-30 years -3%, 46-50 years -9%, 56-60 years -2%).  There is 0% in the 66 years and over group compared to 1% in 2021.

| Age group: | ALL STAFF | ADH | CEM | HLS | ITMS |
|---|---|---|---|---|---|
| 25 years and under | 3% | 5% | 0% | 4% | 0% |
| 26-30 years | 10% | 10% | 9% | 16% | 3% |
| 31-35 years | 14% | 10% | 9% | 18% | 18% |
| 36-40 years | 9% | 5% | 5% | 16% | 6% |
| 41-45 years | 13% | 8% | 5% | 9% | 29% |
| 46-50 years | 10% | 8% | 9% | 11% | 12% |
| 51-55 years | 19% | 36% | 14% | 11% | 15% |
| 56-60 years | 10% | 10% | 14% | 11% | 6% |
| 61-65 years | 12% | 8% | 36% | 4% | 12% |

### 1.2.5    Mode of employment:

This is a new data set for 2024 and has been made available for the whole population and by unit.  Across the whole population, 82% of staff are employed on a full-time basis with 18% being part-time.  Across the four units the mode of employment varies: ADH 62% full-time, 38% part-time; CEM 100% full-time; HLS 84% full-time, 16% part-time; ITMS 91% full-time, 9% part-time.  These figures demonstrate the variations in diversity across areas and disciplines, and there may be some correlation with other diversity categories for example more female staff may be part-time because they are carers.

### 1.2.6    Terms of employment:

Terms of employment is another new data set available in 2024.  For the whole population, 1% of staff are fixed-term with 99% being permanent.  Again, looking across the units, we can see some variation but quite minor:  ADH and CEM both have 100% of staff on permanent terms of employment, whereas HLS and ITMS have staff on fixed term contracts, 2% and 3% respectively.  These minor variations are linked to staff who are temporarily back-filling secondments and covering vacancies.

## 1.3    Workforce planning and sustainability:

Based on the data available to us thus far, we can identify where we have seen some improvements for example the increase in female staff in CEM and the increase in staff from black and ethnically minoritised backgrounds in HLS.  We also know there are areas where we need to carefully observe over time, for example the percentage of staff in certain age groups and the possible implications

on, for example, succession planning.  Overall, we know we have much work to undertake in order to reassure ourselves that we are making every possible effort to effect improvements in the workforce profile, and we need to seek more, and make better use of, available resources.

The activities of the workstream overseeing equality, diversity and inclusion stalled in 2022/23 due to staff turnover and data availability.   This will be resurrected during the course of the next action plan and we will need support and capacity to undertake activities such as analysing and benchmarking data for example against those institutions in the sector that have more in common with DMU.  We also need to consider DMU's key performance indicators which include the reduction of the Mean Gender Pay Gap to 0, the reduction of the Mean Ethnicity Pay Gap to 0 and to be in the top three universities in the sector for the diversity of its staff body (BAME/White).

We require more in-depth data sets including all protected characteristics groups, plus information on staff recruitment, staff retention, staff pay, staff progression etc. to enable a more robust detailed analysis of our workforce, so we can identify where we need to focus or implement support or specific actions.  With digital transformation being an enabler for our Empowering University we are anticipating to be able to address this during the course of the next three years.

We also have actions in our Athena Swan and Race Equality Charter action plans that focus on our technicians.  See section 2.4 Equality, diversity and inclusion, on page 13.  Our new approach to workforce planning at DMU will support our ambitions to improve diversity.  The new approach is more sophisticated than has been previously used.  It will allow us to continue to monitor our efficiency and effectiveness as an institution, at the same time as we look for new opportunities for education and research, where and how to use our technical staff skills and expertise, improve the diversity of our technical workforce and ensure sustainability.

# 2   Section 2: Governance, Resourcing, Awareness, Community

**Please provide an overview of the governance, leadership and reporting lines of the Technician Commitment at your institution, along with details on how it is resourced, and information on how your organisation has engaged with the wider community within and beyond your institution. How has this developed since you became a signatory?**

## 2.1   Governance, leadership and reporting lines

Technician Commitment Steering Group (TCSG)

The Steering Group continues to provide strategic direction to the work undertaken in support of our pledge to our technical community. It meets termly and membership consists of a University Leadership Board (ULB) member, senior academics, and technical staff from all areas.

Membership in the period 2021/22 to 2023/24 is as follows:

> Deputy Vice-Chancellor, Chair
> Deputy Director of People Services, Deputy Chair
> Director of Faculty Operations CEM and Senior Responsible Officer (SRO) for the Technician Commitment
> Director of Faculty Operations HLS
> Technical Services Manager ADH
> Technical Instructor ADH
> Technical Services Manager CEM
> Team Leader/Senior Technician CEM
> Technical Services Manager HLS
> Research Technician HLS
> Academic representative ADH
> Academic representative CEM
> Academic representative HLS
> ITMS Services Manager
> Deputy Multi-Media Services Manager ITMS
> Technical Instructor ITMS
> Associate Director of Talent & Organisational Development
> PA to Director of Faculty Operations (CEM), Secretary and Servicing Officer
> Invited guests include:
> MarComms representative
> Events representative
> People Partner

> *Due to the recent departure of the Deputy Vice-Chancellor, the Steering Group will be Chaired by DMU Pro Vice-Chancellor and Dean of the Faculty of Computing, Engineering and Media from 2024/25.

Technician Commitment Project Board

The Project Board operationalises activity 'on the ground' within the units involved directly with technical staff.  The substantive membership is shown below.  The Board meets monthly and directs the work of the Senior Technicians' group.

Technical Services Manager HLS, Project Manager and Chair
Director of Faculty Operations CEM
Technical Services Manager ADH
Technical Services Manager CEM
ITMS Services Manager
Deputy Multi-Media Services Manager ITMS
Learning and Development/OD consultant
* At the time of authoring this report the membership is under review with the aim of widening membership.

<u>Senior Technicians' Group</u>
The Senior Technicians' Group meets monthly and undertakes tasks and actions as directed by the Steering Group and Project Board as well as managing other initiatives and activities developed by the technical community. Membership consists of all Technical Services Managers, technical team leaders and managers/technicians from ITMS. Managers will seek contributions and input from their teams as required.

<u>Reporting lines</u>
Changes in governance structure have provided the opportunity for better visibility on the Technician Commitment.  From 2024/25 moving forward, it has been agreed by ULB that the Steering Group will prepare and present a report to the People and Culture Committee which is a sub-committee of the DMU's Governing Body.  This is a positive step and means that the technical community will have exposure at Board of Governors level.

## 2.2    Resourcing

For the last six years, the Commitment has been financially supported from contributions by the units with technical staff.   For example, affiliation/membership of the National Technician Development Centre (NTDC) and the Higher Education and Technician Education Development (HEaTED) are shared between the faculties and ITMS, as are university-wide events.  Individual unit activities are supported by the local leadership, whether through budgets, or through engagement with university initiatives.   The university has a wide range of staff development including apprenticeships, PhD support and access to wider tools such as LinkedIn Learning.  In addition, the reward and recognition schemes of the university enable access to funding to thank teams, and to visibly promote 'thank you' messages across the university.

The university has supported elements of the commitment with the NTDC skills survey that was undertaken being centrally funding by the university at the time.  Conversations continue to take place to plan future opportunities for use of central university funding.  This funding can be arranged through an investment bid, which is available via the university's annual planning round. Recognising that local units will continue to ring-fence funds for core activities.

In addition to the staff already referred to in Section 2.1 on page 10 Governance, leadership and reporting lines, technicians lead on and implement the Commitment activities. Engagement with the commitment is encouraged, and staff are supported through line managers to dedicate time to the range of initiatives running that promote the Commitment.

The Technician Commitment is also widely supported from other areas of the university as required such as People Services including the Organisational Development (OD), Learning and Development (L&D), and Talent Development Management teams; Marketing and Communications who support events, communications, website; Research and Business Innovation.

## 2.3 Community engagement and awareness

Awareness of the Technician Commitment and the work of our technical community in general has increased many-fold since becoming a signatory. There are multiple reasons for this including, for example: the profile-raising activities that have been undertaken; involvement of technicians in activities and working groups and committees within and beyond local units; extended networking outside of DMU through attending (either on-line or in person) events (e.g. HEaTED, ITSS, NTDC), other HEIs; new starters introducing new contacts.  Technicians also run and/or are ever-present at pivotal events including WP events, open days, conversion events, work experience, school visits, graduations and Clearing.

Specific reference must be made to DMU's reframing of its academic offer; the majority of undergraduate and postgraduate courses are now delivered by block teaching. This was rolled out in the academic year 2022/23 and in the preceding 12 months there was an overhaul of delivery mechanisms for those programmes that were to be delivered by block.  The university programme board plus local teams overseeing the transformation ensured this major initiative benefitted from the insight and expertise of technicians in terms of: what would be practical and achievable in the new delivery approach; opportunities for introducing new methods of teaching and instructing; reviewing and developing IT and AV (Audio Visual) in classrooms, studios, and labs.  One of the ITMS teams involved in the Commitment, the AV Loans service, also has had to be fleet-footed in terms of how their service would be impacted; for example, with block delivery there needs to be careful management of loan equipment during assessment periods which could have become more concentrated at certain times of the year compared to previous.  Throughout this transformational change, technicians have been at the centre of activities and have received plaudits for their work and contributions.

Technical staff have been approached both internally and externally to lead on and run activities above and beyond their usual engagement in recruitment and Outreach activities.  More detail is provided in Section 4 starting from page 17 which provides examples of what technicians have been involved in/approached to do; this demonstrates not only the recognition of the breadth of their skills and expertise but the importance of their contributions to our community and beyond.

As a group of staff, technicians may feel more empowered and more comfortable in putting themselves forward for example approximately 9% of the technician population are involved in DMU staff networks including DisAbility and Wellbeing Network (DAWN), DMUWomen, Race Equality Network, LGBTQ network.

DMU is a member of the Midlands Enterprise Universities (MEU) network which is also chaired by DMU's Director of Research & Business Innovation. This has been beneficial for DMU forging close links with MEU members.  For example, DMU has been working with Coventry University to set up a network for technicians at MEU institutions.  DMU has also engaged in activity with colleagues at Coventry to share good practice, and we are also planning to develop activities with Leicester University in the new academic year.

The regular communications from ITSS and other organisations are shared with the technician community which exposes colleagues to opportunities outside of DMU; at the same time, this raises awareness within the entire DMU community of what the Commitment is doing for technicians. This in turn means the visibility of technicians has proliferated. Directly resulting from this, five members of the University wide technical team have successfully completed the Herschel Programme for Women in Technical leadership and this last academic year we have a member of staff undertaking the Vivienne Thomas Technical Leadership Programme. Recently we have also received news of a

member of the team successfully securing funding for the Technician Knowledge Exchange Programme. The programme and funding offered by the UK Institute for Technical Skills and Strategy, which enables technical staff to learn new specialist skills from leading experts, share and consolidate the best practice across institutes, and network with fellow technicians, all gets noticed and serves to raise awareness of technicians in the community.

DMU's new (2023) *'My Progress'* development process (replaced the previous appraisal system) now aligns well with visibility, recognition and career-development themes in the Commitment. It encourages and allows for clear and agile goals that may be job-, development- or career-related. Goals can be changed and added to during the year and which will allow technicians to flexibly engage in the Commitment according to their goals.

## 2.4    Equality, diversity and inclusion (EDI)

The University champions the diversity of all of its staff and students, and this is one of the key elements of our empowering university strategy. The recent announcement of Stonewall's 'Top 100 Employers 2024' list sees DMU ranked 2nd in the UK out of 246 submissions which includes submissions from 33 educational institutions. Equality, diversity and inclusivity is also one area where there is growing focus on support for our technicians in our community.

As well as the work that the project board has commenced around EDI (although temporarily stalled as referenced in section 1.3), the university more widely is cognisant of the aims of the Commitment and what we are trying to achieve for our technicians. One faculty has recently created a 0.2fte opportunity for a technician to drive forward the EDI agenda in that team. Another faculty has a member of the technical team sitting on the faculty EDI committee representing professional services staff, and also project officer who supports the EDI agenda. There are specific areas that need addressing in the workforce locally, e.g. gender imbalance in CEM with 9% of the technical team being female (compared to 30.8% in science and engineering more generally according to [government data provided by WISE](#)).

At the university level, the institution's Athena Swan Self-Assessment Team (SAT) approached the group for input and information to support our technical community. An update on the Technician Commitment was also provided to the SAT at its meeting in March 2024 in preparation for the Athena Swan bronze renewal submission in early summer 2024. Consequently, there are two actions in the "Staff actions" section of our Athena Swan action plan 2024-2029:

> *1: Develop systems enabling us to better understand our technical services staff population and respective gaps;*

> *2: Undertake targeted and specific action to address the equality, diversity and inclusion (EDI)challenges facing the technical community.*

DMU was an early adopter of the Race Equality Charter, participating in the pilot in 2015. Since this, we successfully renewed our bronze award in 2018, and in 2023 we were the first university to be awarded silver. The submission includes narrative on the Commitment in the Professional Services staff section:

> *"Technicians Commitment:*

> *In 2018, DMU became signatory to the Technician Commitment. EDI is a core element of this and a key area in the action plans. An EDI workstream has been established to ensure equality features strongly in the work of the group. Through this, we will:*

•	Establish the EDI profile within our Technical community and consider specific interventions to address gaps.

•	Identify actions to encourage and recognise the commitment to advancing the careers of all members of the community.

•	Identify actions to encourage the removal of obstacles faced by colleagues in participating in opportunities for advancement and development.

 We actively promote development opportunities through the Technician Commitment, for example, Aurora, HEA accreditation, PGCE/HE and the Herschel programme. Further, we have partnered with the National Technicians Development Centre and HEaTED to provide further development opportunities.

 Action 6.b.2 (PTR): We will explicitly support and engage with REN [DMU Race Equality Network] and CFG [a DMU staff Critical Friends Group created in 2022] to develop training, support and development that supports the progression of Black, Asian, and ethnically minoritised professional services staff."

# 3    Section 3: 36-month action plan 2021-24

**Please provide a RAG analysis on your institutional 36-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.**

The 36-month action plan 2021-24 is attached at Appendix 2 page 40 and is published on our website.

The action plan was revised in 2023 such that it was reorganised to better align to the recommendations of the TALENT report as well as the strategic pillars and cross-cutting themes of university's Empowering University strategy.  (This revision was reported to the ITSS.)  At DMU we seek to maintain the 'golden thread' of our empowering strategy throughout all that we do and therefore it was important that we can illustrate our action plan in alignment with this, at the same time as linking closely to the TALENT recommendations.

There are no 'red' categories. Some 'amber' actions will be amalgamated into the new plan 2024-2027 for example the next stage of technical career pathways development to now be aligned to the NTDC's HETT framework.

The Senior Technicians' Group is responsible for maintaining the action plan and uses a 'tracker' to monitor activity. The 2021-24 tracker has also divided actions into themes so that they could be addressed discretely, that is by a short task and finish approach for example. The following screen shots illustrate the tracking mechanisms in use during 2021-24.

De Montfort University
Technician Commitment
Action Plan Project Tracker 2023-2024

| DMU STRATEGY | ACTION REF. | ACTION PLAN TASK | PROJECT LEAD | PROJECT GROUP | MAIN TASKS | RAG | ACHIEVEMENTS TO DATE |
|---|---|---|---|---|---|---|---|
| | 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. | Will Baker (ADH) | | | | |
| | 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. | | Ketan Ruparelia (HLS) Rob Leary (ADH) Alistair Duffy (CEM) Nick Rowan (ADH) | Look at opportunities for DMU to host Knowledge exchange placements (Knowledge Exchange Placement Programme) | | Technical staff achieved Student Choice Awards ( Daniel Cowlam ADH) |
| | 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 | | Michaela Hawes (ADH) Ashok Karavadra (CEM) | | | |
| Empowering People | 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. | | | Cross faculty collaboration for recruitment of technical staff | | CEM Technicians have been on the panel for HLS Technician recruitment several times over the past year |
| | 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 | | | Encourage staff to enrol onto programmes promoting personal development such as the Viviene Thomas and Herschel programmes | | Several staff members from HLS have completed the Herschel programme and Viviene Thomas programmes. |
| | 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. | Will Baker (ADH) | David Hughes (ITMS) Craig Appleby (ITMS) Dan Cowlam | Encourage technical staff to engage with MyProgress and identify own training needs. | | CEM- One week work experience for Secondary Level Students. Stem Subjects with a female participant focus. TechExFest Attendance.  HLS host weeks disadvantaged students training in labs. |
| | 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 | Katherine Taylor (HLS) Michaela Hawes (ADH) | Ketan Ruparelia (HLS) Paul Taylor (CEM) | · Gather list of dates from OD team of upcoming central staff induction events. · Devise a rota between Faculties and ITMS for hosting a stall. · Continue to review and evaluate. · Monitor budget for stall supplies; lanyards, badges | | · Attendance at June (HLS), August (CEM), September (ADH) 2023 and Jan (HLS) 2024 central staff induction events. |

| ACTION REF. | THEME | ACTION PLAN TASK | MAIN TASKS | PROJECT LEAD |
|---|---|---|---|---|
| 1.1 | Staff Development | Ensure Team Leaders and Managers are aware and align University, Faculty and Departmental strategy with the skillset of Technicians through workforce planning. | · Explore how we can capture skillset information of our current Technicians; databases etc.<br>· Explore a way to set up work shadowing opportunities.<br>· Promote existing DMU coaching networks/ opportunities to Technicians.<br>·Explore mentoring opportunities with People Services/ Organisational Development. | |
| 1.1/ 4.1 | | 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. | | |
| 3.1 | | Utilise tools such as Power BI to analyse technical workforce. | | |
| 2.1 | Teaching & Learning | 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. | | |
| 3.1 | | Maintain records and statistics of technical involvement within Teaching & Learning, e.g., Technical Demonstrators, Technical Instructors, number of teaching hours etc. | | |
| 4.1 | EDI and Outreach | Engage with outreach programmes to promote technical roles. | · STEM Ambassador opportunities | |
| 4.1 | | Continue to develop Athena Swan within CEM and HLS; ensure representation of Technicians at Faculty EDI Committees. | | |

# 4 Section 4: Impact

**Please provide evidence that your previous action plans are having impact. (For example, you may wish to provide links to initiatives, websites, testimonials, articles/blogs).**

We seek to demonstrate the impact of our plans using data, feedback, tangible outcomes and self-evaluation.

## 4.1 Data analysis

We currently mostly implement manual systems and processes to capture information and data related to technicians in order to demonstrate impact, for example keeping a record of what activities have been promoted to staff and how many have engaged. We can also see how many and who has taken part in university events and training for example, as well as committees and recruitment panels. We do not have enough data to make comparisons from action plan to action plan, or year to year. But we do hope to improve this in the future and develop a more sophisticated repository for such information, one where we have one source of the truth, and where we can analyse the data for trends, comparisons, evaluation, benefits and impact. The following sections are much better able to demonstrate impact currently.

## 4.2 Stakeholder feedback / testimonials

Our technicians are well-respected members of our community. They receive many accolades and plaudits and this is just a snapshot of testimonials and feedback from a range of contributors.

One of our research technicians who has had many years of significant achievements was, in 2023, recognised by a nomination for Outstanding Technician Award for the Times Higher Education (THE) Awards for which he was shortlisted.

It is always positive when senior academics recognise the contributions of technical staff:

> *I just wanted to highlight this fabulous fabulous WQE media school day where they rotated between our new virtual production studio, radio studio and TV studio to give 50 16-19 year olds a taste of the media offer here at LMS…A GINORMOUS amount of gratitude to our techs who assisted us all morning…I am so so grateful for your dedication and passion that allows us to do the cherry and sprinkles on the bread and butter. You're all stars!*

And:

> *A big thank you for your support in organising the science visit for Moat Community College. Additionally, a massive thank you to all the technicians who ran sessions. They did a fab job. The students had a really great day.*

Students are also important stakeholders and their feedback is invaluable.  Below are some extracts from the free text commentary of the NSS in 2023 and 2024:

> *There are some lecturers and technicians that go above and beyond, which is awesome, and I'd really like to thank them for it, because it makes all the difference.*

> *Staff have always been very supportive of extracurricular projects and have shown genuine enthusiasm in supporting students to pursue their academic interests and help where they can.*

> *The AV Loans part of the university has helped me complete coursework to the best of my ability.*

> *Everyone's ambitions can be realised with the help of the technicians, and every individual is catered to in this unique way*

> *The technical help from technicians is invaluable.*

> *Certain staff but especially all the technical instructors are incredibly helpful in pushing and furthering students' creative ideas and goals while maintaining a fun and positive environment*

> *the technicians are nothing short of excellent*

> *The support from staff such as technicians and lecturers has been amazing with helping me when I need some extra support.*

> *The support from technicians. Always smiling and finding ways to help me succeed.*

> *Technicians are very helpful, and try to engage with the students by understanding their models/projects and what they want to achieve and advise them with that.*

> *Equipment accessible through AV Loans was excellent and was very helpful in creating good bits of coursework.*

The CEM faculty technical team was approached by a local academy to host a week-long series of career activities related to engineering.  The School careers team fed back very positively and also asked the team to support future events.  The feedback is below:

> *"Dear …*

> *We are writing to express our sincere thanks to you and your team for providing an amazing work experience for  \*\* scholars during the week commencing 22 April.  We know that it is a huge undertaking and commitment of your time and resources to accommodate work experience, but I am sure that you have witnessed first-hand the incredibly positive effect that this opportunity has on young people. We are so proud of our year 10 scholars for fully embracing this opportunity to develop an understanding of the work environment and expectations of employers; to explore possible career options and to increase their confidence and independence.  The experience also helped scholars to develop and improve key transferable employability skills such as communication, time management and teamwork.*

> *We have started to evaluate and wanted to share just a couple of comments with you.*

**Quotes from year 10 scholars**
- "I learnt many new skills by being taken me out of my comfort zone and trying new things. Also, I met many new people which built my confidence up even more."
- "This was definitely a positive and useful experience that helped to learn more about the world of work."
- "Best week of my life!"

**Quotes from year 10 families**
- "My child gained independence and confidence. He gained valuable experience of being in the workplace."
- "Was the best possible work experience! Given lots of hands-on experience, welcomed like one of their own staff!  Gave her the opportunity to discuss educational routes with other employees and research different pathways she could choose in the next stage of her journey beyond CMA."
- "Gave him a good sense of responsibility and time keeping, along with a great experience!"

*We look forward to the possibility of working with again next year on Work Experience 2025 through LEBC.  As a school, we also run a number of careers events throughout the year, such as fairs, talks, and workshops.  If you would be interested in possibly supporting us with any additional opportunities, please let us know and we can keep you informed.*

*The work that we do in school to inspire and equip scholars with the knowledge, skills, and experiences to make informed decisions throughout their career journeys, would not be as effective without opportunities such as work experience – so genuinely a huge thank you once again!"*

## 4.3    Tangible outcomes

Technicians really do make it happen!  Here is a sample of some of the amazing things the technicians have been involved in over the last three years.

Teaching and learning

As mentioned in Section 2.3, technicians have been pivotal to the development of our new academic offering with all taught programmes now being delivered by block.

Graduate success

A DMU student who undertook a year-long placement with our Mechanical Engineering team before graduating and working in industry has returned having been successfully appointed to a technician post in CEM.  He is also a 'Scrutineer' for the Institute of Mechanical Engineering's (IMechE) global Formula Student competition.

Staff networks and community

Technicians are engaging more in community activities such as our staff networks; approximately 9% of the technicians are members of DisAbility and Wellbeing Network (DAWN), DMUWomen, Race Equality Network, LGBTQ network.

Technicians also now have a stand at DMU's corporate staff induction events which is a great opportunity to raise awareness of the Technician Commitment and of our technicians as key members of the community.

<u>OfS Digital Hub</u>

Technicians in CEM have been greatly involved in the development of the <u>Office for Students capital-funded Digital Hub</u>.  They have helped design some of the new spaces including the layout and technological requirements to introduce innovative and advanced teaching techniques.  Some of the media facilities are now complete and a series of You Tube videos are available to view.  All of the Leicester Media School technical instructors were actively included in the videos and the team leader also presents the Audio facilities.  MarComms are now ensuring technical team members are embedded within all of our promotional media.  Links to the videos can be found below:

Digital Technology Learning Hub | De Montfort University

https://youtu.be/y_juKs6PPls

VFX Lab (Green Screen Studio) | De Montfort University

https://youtu.be/kqJsl-EMTck

VFX Lab (Motion Capture Studio) | De Montfort University

https://youtu.be/97Pdcbkocog

TV Studio | De Montfort University

https://youtu.be/mOrGbcjTPXY

Virtual Production Studio | De Montfort University

https://youtu.be/Wns6A5bu5gg

Creative Technologies Studios (Audio and Radio) | De Montfort University

https://youtu.be/rBOXdOocVVw


<u>British Science Festival</u>

Technicians from all faculties and ITMS were heavily involved in the organisation and delivery of the annual British Science Festival hosted by DMU in 2022 in Leicester.  The British Science Festival is one of Europe's largest science festivals and regularly attracts hundreds of the UK's top scientists and speakers to discuss the latest developments in science with the public. The event delivered over 100 specially curated events, with approximately 15,000 visitors attending the talks, workshops, performances and activities.  The work of technical staff was promoted; one particular example included an activity increasing the awareness and knowledge of diabetes in the community.

<u>Graduate Champions</u>

Technical staff have been supporting the university's internal placement scheme for graduates enabling students to receive first-hand experience of the Technical Instructor role and providing relevant career experience.

Frontrunner Programme

Technical staff also support the University's paid internship initiative. The staff undergo recruitment training to enable them to lead the selection of students for roles in departmental projects they have initiated.

Student projects, clubs and extracurricular activity

Technicians are pivotal to a number of student activities, and provide technical support and mentoring to students involved in, for example, IMechE's Formula Student and the UAS Challenge. Supervised and mentored by technicians, the team in the UAS Challenge this year won the Advancement Award for the most improved aircraft and team.  The Electronics Club is also well attended by students (and some staff) from all faculties.

Nuffield Research Placements

Along with Academics, Technical staff in HLS support annually the placement of school students in experiencing STEM based research opportunities.  Positive comments are received at the celebration events from students, Nuffield and STEM ambassadors on the quality of the student reports and placements.

Other activities demonstrating technicians' skills and our facilities to third parties and externals

Technical staff have run simulation events including mannikins for local Health Trusts with positive feedback on the organisation, facilities and running of such events.

We host the midwifery team from the University Hospitals Leicester approximately twice a month to hold a 'saving babies lives' training event, providing the technical equipment and physical spaces to run these sessions.

Supporting the lifeguards of the University's Sports Centre, and the local Fire Service in running simulation days and events recreating drowning victims and traffic accidents.

ADH Technical Staff have led CPD days for local Design Technology Teachers and supported CEM when the CEM faculty hosted engineering workshops for the Education Development Trust (EDT) alongside the university's Outreach team.

Members of the Senior Team in ADH attended the inaugural CHEAD (the association of educational institutions with degree or postgraduate provision in art and design) and hosted a visit from Nottingham University staff to show case facilities and share best practice.

Technicians are approached by external parties regularly.  This maybe as a consequence of contacts, word-of-mouth or open days, for example, and are asked for their input and support to projects and initiatives.  One such initiative is a coding club for 7–11-year-old children at a local council-run community centre.  Technicians volunteer to attend during school term time to help the children.

## 4.4    Self-evaluation survey

A self-evaluation survey was conducted in the Spring of 2024.  The aim of this was to ascertain the perception, by technicians, of how DMU is enacting and delivering the aims of the Technician Commitment.   Technicians developed the survey, analysed the results and produced recommendations and these can be found at Appendix 3 on page 47.

# 5    Section 5: TALENT Commission Recommendations

**Please provide details of how your institution is enacting the recommendations of the TALENT Commission (https://www.mitalent.ac.uk/theTALENTcommission).**

The TALENT report was first presented to the Steering Group at its meeting in the Spring of 2022. Members endorsed the proposal to adopt the recommendations at DMU. In the summer it was then proposed that DMU host an event for MEU members and subscribers to launch the report more widely however although this was supported by the TCSG and DMU senior leadership, traction was not gained elsewhere.

In 2023 the 36-month action plan 2021-24 was revised to better align it to both the university's new strategy (the Empowering University Strategy) as well as the recommendations of the TALENT report. (This is not to say that the recommendations were not considered or referenced until this time even if not formally documented.)

This has allowed us to focus more clearly on the recommendations in a more manageable way, at the same time as ensuring we are aligning to DMU strategic 'pillars' and cross-cutting themes, the 'golden thread' of the university strategy. It has meant we can also encapsulate the four core values of the university (the four C's) including collaboration, creativity, community-mindedness, and compassion. We are continuing this approach for the action plan 2024-2027.

There are specific areas where we wish to focus on more diligently where work was already underway but significantly, TALENT has provided the platform to garner more support from DMU to facilitate progress. In addition, reports such as *The Economic Benefits of Implementing the Talent Commission Recommendations* by Frontier Economics are useful for our developments and progress.

Examples include the recognition of technical staff in research and enterprise activity. A policy was drafted and approved by the university's research and innovation committee at that time however we wish to enhance this to ensure Knowledge Exchange/Transfer activities are fully incorporated. In addition, our Pro Vice-Chancellor for Research and Business Innovation who was appointed in July 2023 has introduced Research and Innovation Institutes and changed research and innovation workload planning as part of the alignment to the 'Knowledge Creation' pillar of the university's strategy. We will revisit the policy for technicians in the next period in addition to the roll-out of a robust costing mechanism.

We have a large cohort of creative technicians at DMU and the TALENT recommendations, in particular no. 10 "ensure provision and access to a range of professional development opportunities tailored to technical roles and careers" will make certain that development requirements and opportunities for all our disciplines will be addressed.  Colleagues in these areas have observed that historically there have been fewer opportunities available for such disciplines and it is positive to see that there is a growth now and DMU intends to engage as much as possible (e.g., HEaTED Creative Practitioners Network).

Technician career development pathways will be one of the key priorities in the next three years and this theme runs throughout the TALENT recommendations. Colleagues at DMU have engaged in recent months in workshops and seminars and we also have OD and L&D experts assigned to support our work on this.  We will also engage with NTDC's HETT framework.  DMU has also recently

put itself forward to join the new ITSS Career Pathways Lab working group and we eagerly await the outcome of our application.

Importantly, by aligning our action plan to the TALENT recommendations, this empowers our technicians to monitor how the university is faring as well as providing a reference for them, either as a group or as an individual, to where they may be able to engage with the Commitment and activities at DMU and elsewhere.

# 6 Section 6: 36-month action plan 2024-27

**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, and initiatives resourced: (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.**

## 6.1 Format of the plan

The new 36-month action plan is attached at Appendix 4 (page 55).

The plan is presented as per the revised 2021-24 approach and aligns to the TALENT report recommendations and DMU's strategy. The actions are more meaningful/SMART compared to previous so that we can better evidence them. At the time of authoring, some action owners are yet to be allocated; this will be done before the start of the new academic year when we have had an opportunity to canvass volunteers and refresh our theme groups. Staff will also be undertaking goal-setting from August onwards (as part of the aforementioned 'MyProgress' process) and this will be an opportunity for individuals to come forward and volunteer as part of their development.

The four themes of the Technician Commitment are indicated throughout the plan. It is noticeable that due to the way the plan is structured (i.e. aligning to the TALENT recommendations), that actions may link to more than one theme.

In our plan we have included new columns where we can document more clearly the anticipated and actual outcome/impact, and when during the three-year period activity will be undertaken/completed.

The structure of the tracking report utilised by the Senior Technicians' Group will also be calibrated to ensure impact can be more clearly demonstrated and owners will be accountable for facilitating and updating their actions

| | | | | IMPACT | | | | | | | | | Aug-24 | Sep-24 | Oct-24 | Nov-24 | Dec-24 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **De Montfort University** <br> **Technician Commitment** <br> **Action Plan Project Tracker 2024-2027** | | | | | | | | | | | | | | | | | | |
| ACTION REF. | THEME | ACTION | MAIN TASKS | DATA ANALYSIS | STAKEHOLDER FEEDBACK | TANGIBLE OUTCOMES | COMPARATIVE ANALYSIS | PROJECT LEAD | PROJECT GROUP | RAG | START | END | | | | | | |
| | | | | | | | | | | | | | | | | | | |

Resourcing of the plan financially will be as per 2021-24 including local budgets plus we anticipate a small budget from MEU to support the launch of the proposed network. As referenced in Section 2.2 on page 11, we will consider submitting an investment bid for DMU-wide activities and this will be led by the Steering Group when appropriate.

In terms of human resources, we anticipate the same approach as in 2021-24, with the monthly project board and Senior Technicians' meetings, and the quarterly Steering Group. This will be complemented by other activity as usual across the teams. Plus, by using our plan effectively we can commission support from other areas of the university appropriately. We will endeavour to involve our academic colleagues more to ensure further embedding of the Commitment.

## 6.2    The technician voice

The 'technician voice' that has been fed into the action plan comes via feedback from 1-2-1 interactions, team meetings, Senior Technicians' Group activity, MyProgress, the university's Pulse surveys (annual), and the self-evaluation survey conducted in early 2024. The self-evaluation survey received a response rate of 28%.  The questions and results are at Appendix 3 and has resulted in recommendations including:

1. **Enhance Communication:**
   o   Ensure all technicians receive relevant emails and information.
   o   Utilise preferred communication channels effectively (Email, MS Teams).
2. **Increase Engagement and Incentives:**
   o   Introduce incentives for active participation in the Technician Commitment project.
   o   Offer flexible engagement opportunities to accommodate technicians' schedules.
3. **Improve Career Development:**
   o   Develop clear career pathways and support mechanisms.
   o   Provide more proactive and structured career development activities.
4. **Boost Visibility and Recognition:**
   o   Highlight and celebrate technician achievements more prominently.
   o   Increase efforts to promote technicians' roles and contributions within the university.
5. **Facilitate Networking and Collaboration:**
   o   Organise regular networking events to foster communication and idea sharing among faculties.
   o   Create more accessible outreach opportunities for technicians to engage externally.

By addressing these areas overtly, the Technician Commitment project can better support technicians' development, enhance their visibility, and improve overall satisfaction and engagement within the university community.

Members of the TCSG were also invited to feed into the action plan which includes the technical staff members, with the expectation that all members would gather input in addition to the feedback mechanisms mentioned above.

# 7 Section 7: Web-site details

**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:**

All information relating to the Technician Commitment at DMU is available on our website. This includes our self-assessments and actions plans (past and present), governance structure, and 'useful links' to, for example, the ITSS, TALENT Commission and NTDC.

https://www.dmu.ac.uk/technicians/index.aspx

Signed……………………………………………………………………………………

(Technician Commitment Nominated Institutional Lead)

Professor Shushma Patel, Pro Vice-Chancellor and Dean of Faculty

Date:  29/07/24

Signed……………………………………………………………………………………

(Technician Commitment Signatory – Leader of Institution)

Professor Katie Normington, Vice-Chancellor
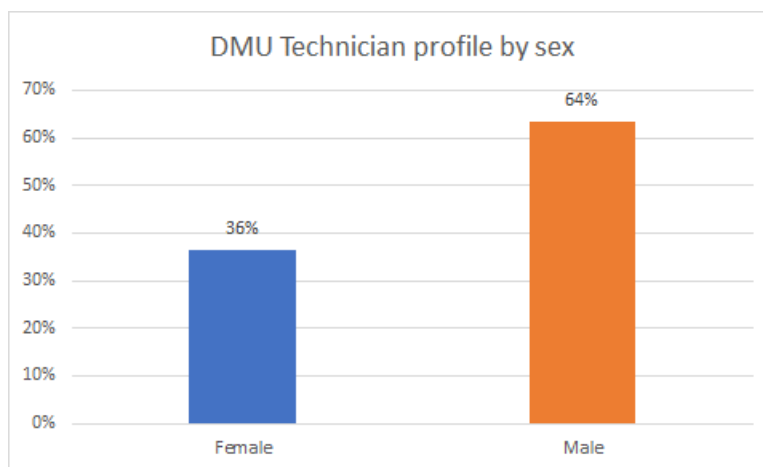
Date:  29/07/24

# 8 Appendices

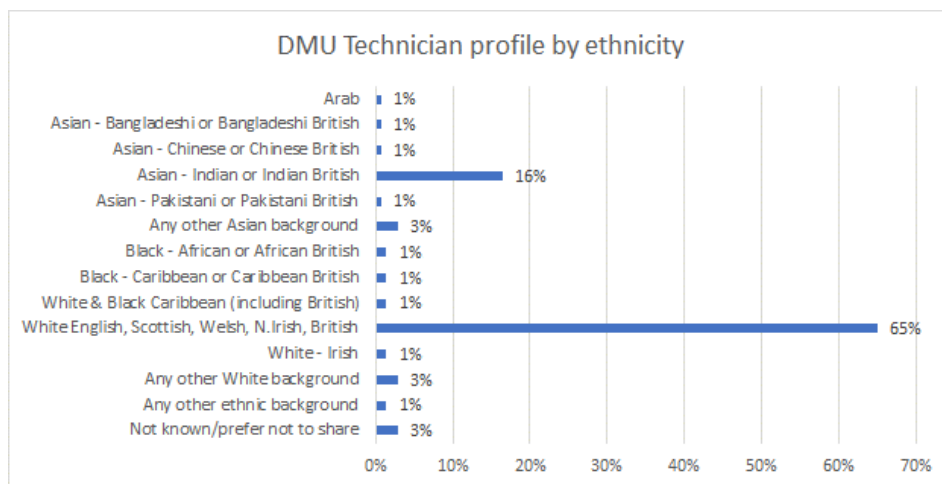## 8.1 Appendix 1: Workforce profiles

The workforce profiles are shown grouped by 'All' as well as by individual unit – ADH, CEM, HLS, ITMS.
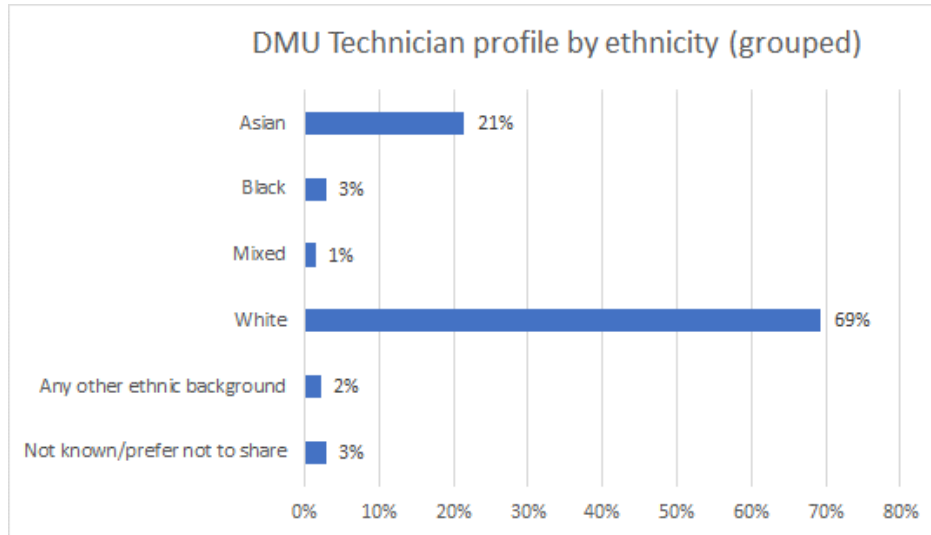
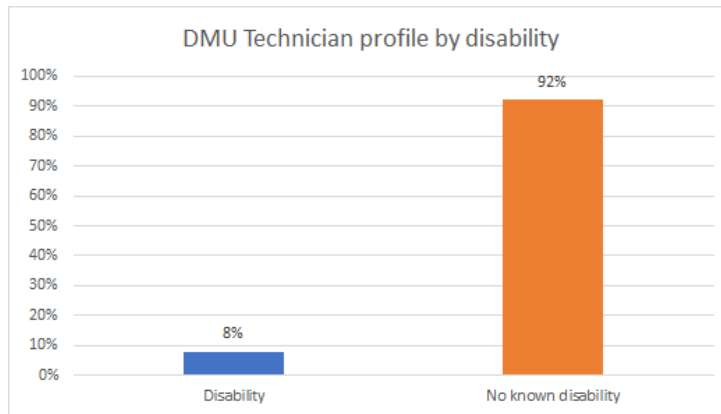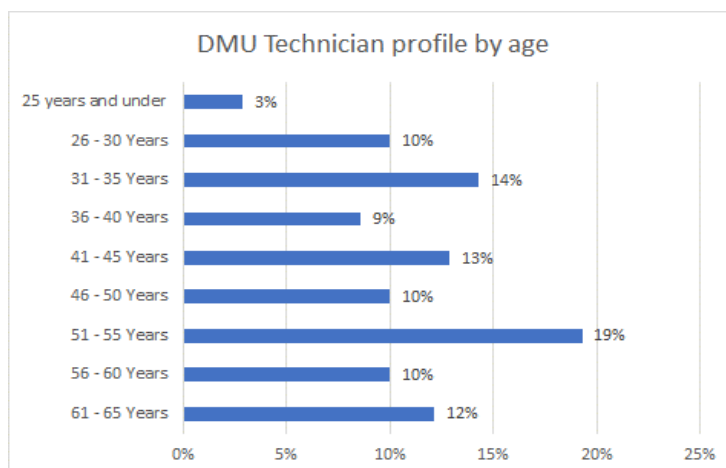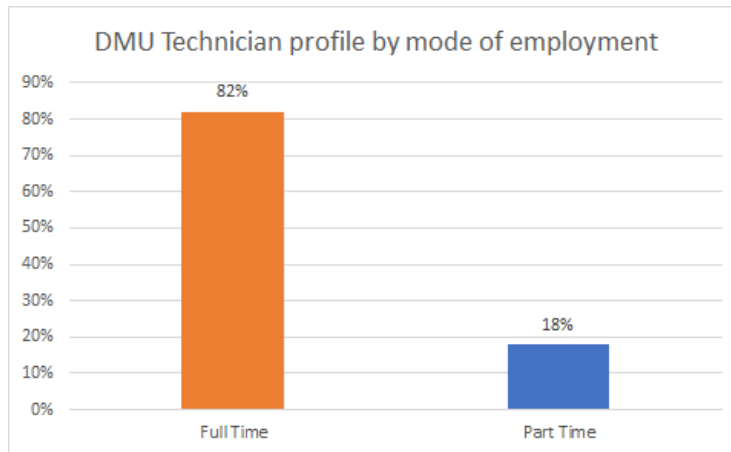### 8.1.1 DMU Technician Profile (All) – June 2024

Sex



Ethnicity

**DMU Technician profile by ethnicity (grouped)**

- Asian: 21%
- Black: 3%
- Mixed: 1%
- White: 69%
- Any other ethnic background: 2%
- Not known/prefer not to share: 3%

Disability



**DMU Technician profile by disability**

- Disability: 8%
- No known disability: 92%

Age



**DMU Technician profile by age**

- 25 years and under: 3%
- 26 - 30 Years: 10%
- 31 - 35 Years: 14%
- 36 - 40 Years: 9%
- 41 - 45 Years: 13%
- 46 - 50 Years: 10%
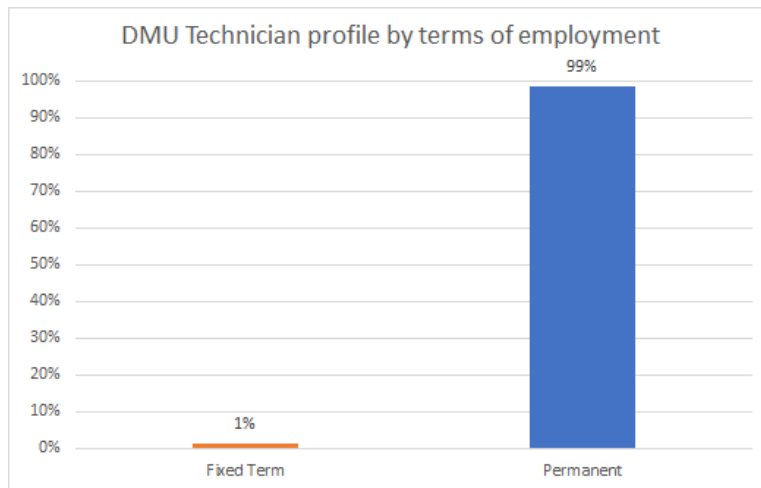- 51 - 55 Years: 19%
- 56 - 60 Years: 10%
- 61 - 65 Years: 12%
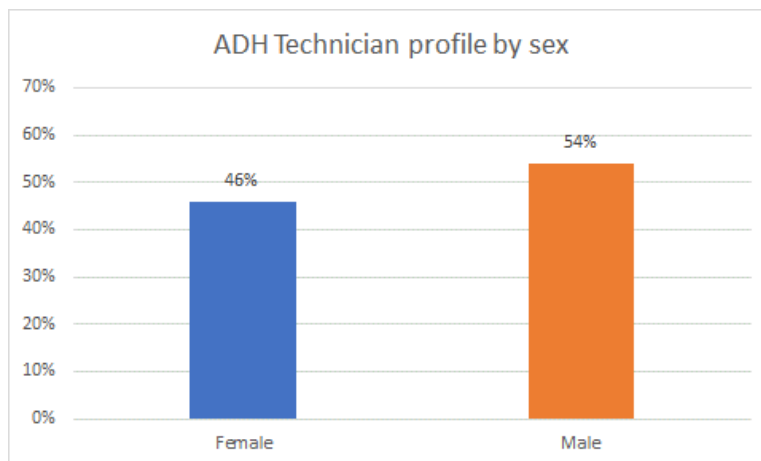
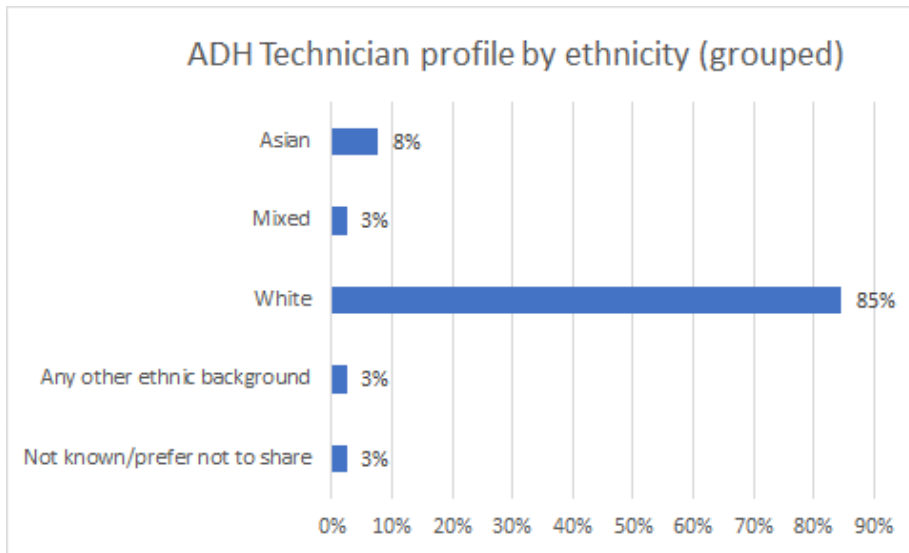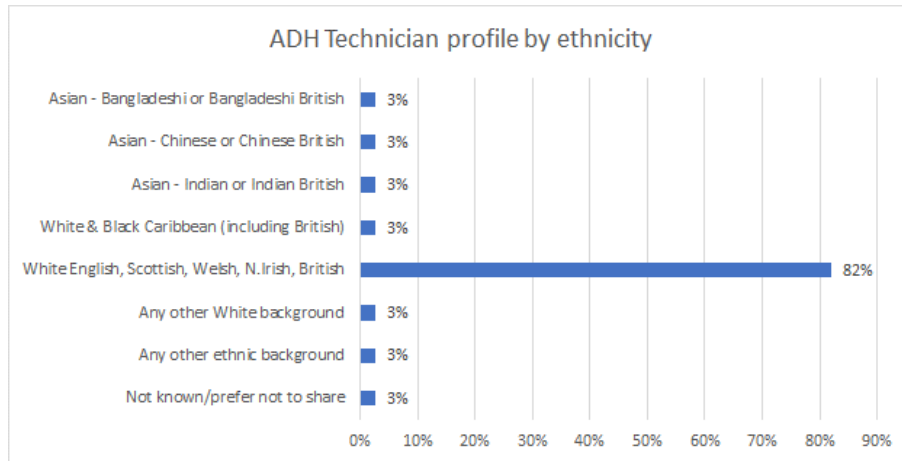Mode of employment



Terms of employment



**8.1.2    Faculty of Arts, Design and Humanities Technician Profile – June 2024**

Sex

Ethnicity



ADH Technician profile by ethnicity

| | |
|---|---|
| Asian - Bangladeshi or Bangladeshi British | 3% |
| Asian - Chinese or Chinese British | 3% |
| Asian - Indian or Indian British | 3% |
| White & Black Caribbean (including British) | 3% |
| White English, Scottish, Welsh, N.Irish, British | 82% |
| Any other White background | 3% |
| Any other ethnic background | 3% |
| Not known/prefer not to share | 3% |



ADH Technician profile by ethnicity (grouped)

| | |
|---|---|
| Asian | 8% |
| Mixed | 3% |
| White | 85% |
| Any other ethnic background | 3% |
| Not known/prefer not to share | 3% |

Disability



ADH Technician profile by disability

| Disability | No known disability |
|---|---|
| 13% | 87% |

Age

ADH Technician profile by age

| Age | Percentage |
|---|---|
| 25 years and under | 5% |
| 26 - 30 Years | 10% |
| 31 - 35 Years | 10% |
| 36 - 40 Years | 5% |
| 41 - 45 Years | 8% |
| 46 - 50 Years | 8% |
| 51 - 55 Years | 36% |
| 56 - 60 Years | 10% |
| 61 - 65 Years | 8% |

Mode of employment

ADH Technician profile by mode of employment

| Mode | Percentage |
|---|---|
| Full Time | 62% |
| Part Time | 38% |

Terms of employment

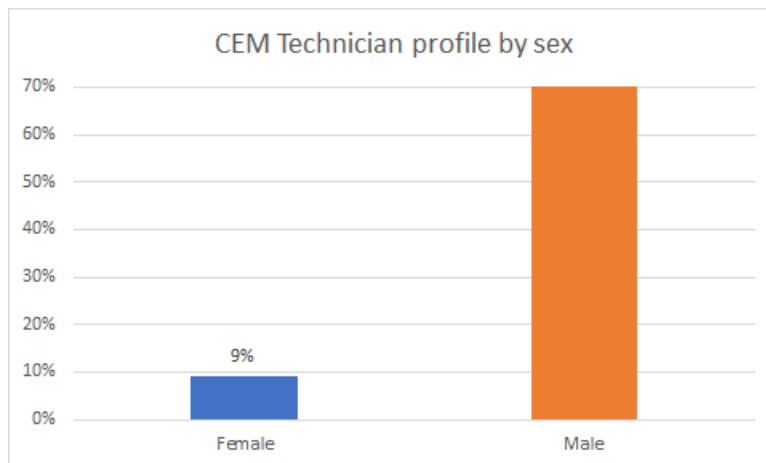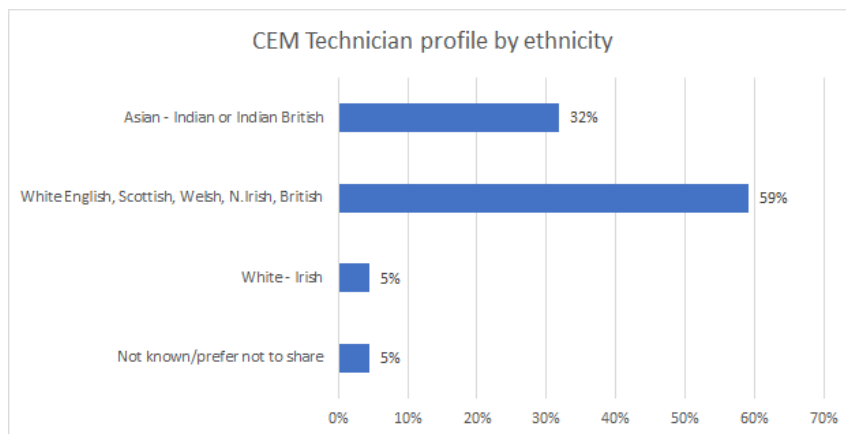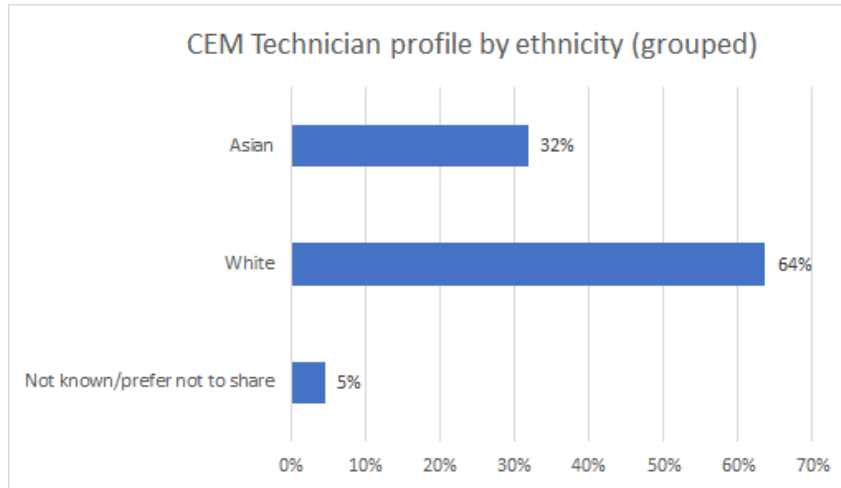

**ADH Technician profile by terms of employment**

**8.1.3    Faculty of Computing, Engineering and Media Technician Profile – June 2024**

Sex



**CEM Technician profile by sex**

Ethnicity



**CEM Technician profile by ethnicity**

**CEM Technician profile by ethnicity (grouped)**

| Ethnicity | Percentage |
|-----------|-----------|
| Asian | 32% |
| White | 64% |
| Not known/prefer not to share | 5% |

Disability

**CEM Technician profile by disability**

| Category | Percentage |
|----------|-----------|
| Disability | 5% |
| No known disability | 95% |

Age

**CEM Technician profile by age**

| Age | Percentage |
|-----|-----------|
| 26 - 30 Years | 9% |
| 31 - 35 Years | 9% |
| 36 - 40 Years | 5% |
| 41 - 45 Years | 5% |
| 46 - 50 Years | 9% |
| 51 - 55 Years | 14% |
| 56 - 60 Years | 14% |
| 61 - 65 Years | 36% |

Mode of employment



CEM Technician profile by mode of employment

Terms of employment



CEM Technician profile by terms of employment

**8.1.4    Faculty of Health and Life Sciences Technician Profile – June 2024**
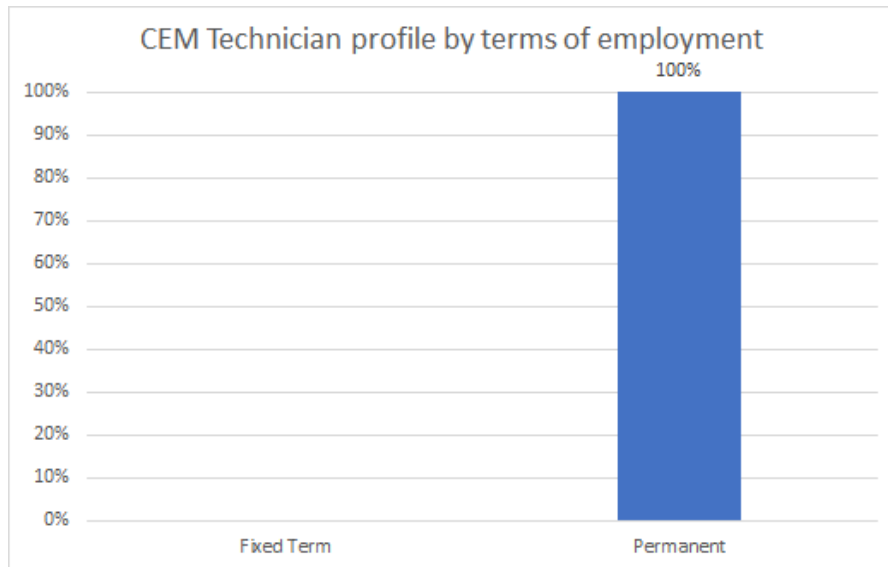
Sex



Ethnicity

**Disability**



HLS Technician profile by disability

- Disability: 4%
- No known disability: 96%

**Age**



HLS Technician profile by age

- 25 years and under: 4%
- 26 - 30 Years: 16%
- 31 - 35 Years: 18%
- 36 - 40 Years: 16%
- 41 - 45 Years: 9%
- 46 - 50 Years: 11%
- 51 - 55 Years: 11%
- 56 - 60 Years: 11%
- 61 - 65 Years: 4%

**Mode of employment**



HLS Technician profile by mode of employment

- Full Time: 84%
- Part Time: 16%

Terms of employment



**HLS Technician profile by terms of employment**

**8.1.5 ITMS Directorate Technician Profile – June 2024**

Sex



**Directorate Technician profile by sex**

Ethnicity



**Directorate Technician profile by ethnicity**

Directorate profile by ethnicity (grouped)

| Ethnicity | Percentage |
|-----------|-----------|
| Asian | 24% |
| Black | 6% |
| White | 71% |

Disability



Directorate Technician profile by disability

| | Percentage |
|-----------|-----------|
| Disability | 9% |
| No known disability | 91% |

Age



Directorate Technician profile by age

| Age | Percentage |
|-----|-----------|
| 26 - 30 Years | 3% |
| 31 - 35 Years | 18% |
| 36 - 40 Years | 6% |
| 41 - 45 Years | 29% |
| 46 - 50 Years | 12% |
| 51 - 55 Years | 15% |
| 56 - 60 Years | 6% |
| 61 - 65 Years | 12% |

Mode of employment



Directorate Technician profile by mode of employment

Full Time: 91%
Part Time: 9%

Terms of employment



Directorate Technician profile by terms of employment

Fixed Term: 3%
Permanent: 97%

# UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

# Technician Commitment

**8.2    Appendix 2: 36-month action plan 2021-24**

## De Montfort University Technician Commitment 36-month Action Plan 2021-**2024**

<u>Status Column</u>: **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. TALENT reference | B. TALENT Recommendation | C. Action reference | D. Tasks/Action | E. Status | F. The Empowering University Strategy | G. Findings/Evidence |
|---|---|---|---|---|---|---|
| **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. | G | Empowering People/ Learning for Life | Examples include: ADH-Shadowing chief technician University approach for mentoring HLS-Creating deputies CEM- Understanding other job roles<br><br>Will be amalgamated into the new plan. |
| **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 | KTP- Technical staff named as 2nd Supervisor P/T- teaching roles (emergency cover etc) Career pathway membership (Research England)<br><br>Will be amalgamated into the new plan. |

| A. TALENT reference | B. TALENT Recommendation | C. Action reference | D. Tasks/Action | E. Status | F. The Empowering University Strategy | G. Findings/Evidence |
|---|---|---|---|---|---|---|
| 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.**<br><br>**To enable sector level understanding, a new, simple, and fit-for-purpose classification for technical roles should be developed.** | 3.1 | Maintain records and statistics of technical involvement within Teaching & Learning, e.g., Technical Demonstrators, Technical Instructors, number of teaching hours etc.<br><br>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. | G | Learning for Life | DMU-Workforce planning Pulse survey DMU-Faculty Technician survey Job descriptions @DMU have been reviewed all generic – this will be carried forward Support from senior academics e.g. promoting professional register for creative technicians Evidence provided to House of parliament<br><br>Will be amalgamated into the new plan. |
| 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 | Waiting for data to be *formally* analysed Actions in Athena Swan and REC submissions DMU-Events held @venue the future fair, Techfest, DMU welcome induction for staff, school visits, work experience school kids, coding club etc. New job adverts have been adjusted to attract diverse workforce. Adverts going in various media e.g., NTDC, Web, Heated Will be amalgamated into the new plan. |

| A. TALENT reference | B. TALENT Recommendation | C. Action reference | D. Tasks/Action | E. Status | F. The Empowering University Strategy | G. Findings/Evidence |
|---|---|---|---|---|---|---|
| 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. | **B** | Knowledge Creation, Partnerships with Purpose | Innovate UK funding (iCURE).(HLS) ISST funding (ADH) ITMS-Taking part in supporting events at the Venue Now business as usual (BAU) |
| 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.<br><br>Enabling technicians to visit local colleges to promote DMU programmes. | **B** | Partnerships with Purpose, Empowering People | Coding Club, EDT, Outreach Annual attendance at TechxFest, Derby, EDT event & DMU Futures fair to promote technical visibility and careers. Now BAU. |
| 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. | **B** | Knowledge Creation | Some uptake prorgrammes This is an on-going activity, and managers will continue to promote to their teams and also apply for opportunities for themselves as relevant Now BAU. |

| A. TALENT reference | B. TALENT Recommendation | C. Action reference | D. Tasks/Action | E. Status | F. The Empowering University Strategy | G. Findings/Evidence |
|---|---|---|---|---|---|---|
| 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. | B | Empowering People | Technicians are more involved in recruitment activities. We will scale this up in the next period so we can provide more opportunities to a wider range of people. Now BAU. |
| 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.<br><br>Work with academic representatives to open pathways within Teaching & Learning e.g., PhD Supervision, marking etc. | G | Empowering People | Some progress though some constraints. Career pathways and progression will be a major priority/focus in the next 3 years. |
| 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 | Empowering People Knowledge Creation | As above |
| 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. | B | Empowering People/ Digital Transformation | Progress in this area. This is now BAU but we will not be complacent and will continue to enhance and improve this. |

| A. TALENT reference | B. TALENT Recommendation | C. Action reference | D. Tasks/Action | E. Status | F. The Empowering University Strategy | G. Findings/Evidence |
|---|---|---|---|---|---|---|
| | | | Develop the DMU Technician Commitment website to ensure information is accurate and promote success stories. | | | |
| 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. | B | Empowering People/ Equality for All | Progress in this area.  This is now BAU but there is more work to be done to extend opportunities as widely as possible. |
| 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.<br><br>Technical representation at local and national conferences, events e.g., Technology Show etc. | G | Empowering People | Progress in this area.  This is now an on-going BAU activity however being able to dedicate/allocate time uniformly has been challenging in particular whilst we have been running block and non-block delivery.  In time, and once time-tabling requirements are less constrained there should be more options to formally carve out time for training days rather than it being more ad hoc. We always promote opportunities to staff for knowledge and skills sharing and will be doing more of this in the next 3 years. |

| A. TALENT reference | B. TALENT Recommendation | C. Action reference | D. Tasks/Action | E. Status | F. The Empowering University Strategy | G. Findings/Evidence |
|---|---|---|---|---|---|---|
| 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 | Continue to 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.<br><br>Utilise DMU's commitment to the Sustainable Development Goals (SDGs), such as SDG 16, to maximise these opportunities where relevant. | B | Empowering People/ Sustainability & the Sustainable Development Goals | E.g. Any new teaching module development has SDG input associated.<br><br>IESD in CEM works closely with city council to develop smart cities etc.<br><br>BAU |
| 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.<br><br>Continue our partnerships with NTDC, CHEAD and HEaTED to promote sector activities and opportunities. | B | Partnerships with Purpose | BAU |
| | | 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. | B | Empowering People | BAU |
| | | 15.3 | Devise a mentoring programme for all Technicians ensuring all new starters have a mentor assigned. | G | Knowledge Creation | This does takes place but will be formalised |

| A. TALENT reference | B. TALENT Recommendation | C. Action reference | D. Tasks/Action | E. Status | F. The Empowering University Strategy | G. Findings/Evidence |
|---|---|---|---|---|---|---|
| | | 15.4 | Establish representation within the Commitment from Estates Technical colleagues and other teams in ITMS. | A | Empowering People | Still to be formally discussed. Staff turnover during last two years of this plan have paused this. However, new Directors are keen for talks. |
| | | 15.5 | Technical staff to lead on activities for DMU Local and DMU Global. | B | Partnerships with Purpose/ Sustainability & the Sustainable Development Goals | BAU |
| | | 15.6 | Continue off-site visits to other HEIs and industry to support networking opportunities. | B | Partnerships with Purpose | BAU |
| 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 that we are part/ or collaborate with the UK Institute for Technical Skills & Strategy (or equivalent), once formed. | B | Partnerships with Purpose | DMU engages fully with ITSS and has also attended workshops, on-line activities, surveys etc. |

### 8.3    Appendix 3:  Self-evaluation survey

### 8.3.1    The survey

## DMU Technician Commitment Survey

**38** Responses    **26:41** Average time to complete    **Closed** Status

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1. Which Faculty or Directorate do you work in?

| | | |
|---|---|---|
| ● ADH | 17 | |
| ● CEM | 10 | |
| ● HLS | 5 | |
| ● ITMS | 4 | |
| ● Prefer not to say | 2 | |



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2. Are you aware of the Technician Commitment project? - techniciancommitment.org.uk

| | |
|---|---|
| ● Yes | 32 |
| ● No | 3 |
| ● Not Sure | 3 |



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3. If yes, which of the following Technician Commitment activity themes are you aware of?

| | |
|---|---|
| ● Improving Visibility, recognitio... | 24 |
| ● Supporting Technicians to bec... | 24 |
| ● Promoting Technicians to be r... | 15 |
| ● Identifying opportunities and ... | 8 |
| ● Establishing an on-line Techni... | 17 |
| ● Improving two-way communic... | 10 |
| ● Introducing measured to Impr... | 12 |
| ● Introducing regular technician... | 11 |
| ● Arranging networking opport... | 15 |
| ● Promoting access to existing a... | 13 |
| ● Exploring how technicians cou... | 10 |
| ● Developing career pathways a... | 15 |
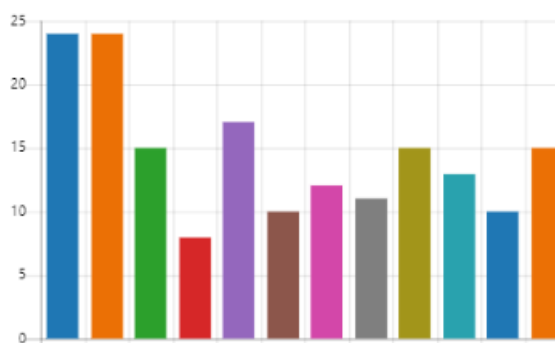
4. What changes (Positive or Negative) have you seen for DMU Technicians since 2021 (Covid)?

**28**
Responses

Latest Responses

*"Very little. "*

*"The introduction to HEA."*

*"More pro-active activities for technical staff"*

5. Which activities do you feel are the most critical to the work of the Technician Commitment. Select up to three :

- ● Improving Visibility, recognitio...  25
- ● Supporting Technicians to bec...  15
- ● Promoting Technicians to be r...  11
- ● Identifying opportunities and ...  9
- ● Establishing an on-line Techni...  7
- ● Improving two-way communic...  11
- ● Introducing measured to Impr...  3
- ● Introducing regular technician...  8
- ● Arranging networking opport...  6
- ● Promoting access to existing a...  2
- ● Exploring how technicians cou...  10
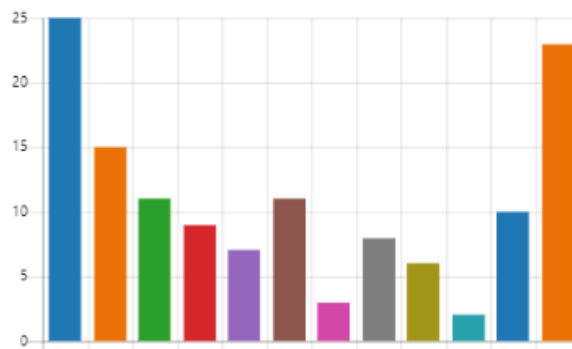- ● Developing career pathways a...  23

6. Visibility, Recognition, Accreditation or Profile of DMU Technicians have improved since 2021

- ● Strongly agree  1
- ● Agree  13
- ● Neutral  16
- ● Disagree  5
- ● Strongly disagree  3

7. Please explain your answer if you are able?

**19**
Responses

Latest Responses

*"I have seen no changes, in the language used to describe technicians ...*

8. Communication between Technicians and sharing of ideas and information from different Faculties/Directorates have improved since 2021.

| | | |
|---|---|---|
| 🔵 Strongly agree | 5 | |
| 🟠 Agree | 9 | |
| 🟢 Neutral | 17 | |
| 🔴 Disagree | 5 | |
| 🟣 Strongly disagree | 2 | |

9. Please explain your answer if you are able?

**15**
Responses

Latest Responses

*"I have seen less sharing of ideas and info between faculties and direc...*

10. Outreach opportunities and Technician specific events have become more accessible since 2021?

| | | |
|---|---|---|
| 🔵 Strongly agree | 1 | |
| 🟠 Agree | 4 | |
| 🟢 Neutral | 25 | |
| 🔴 Disagree | 5 | |
| 🟣 Strongly disagree | 3 | |

11. Please explain your answer if you are able?

**14**
Responses

Latest Responses

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12. Career development for Technicians has improved since 2021.

- Strongly agree     0
- Agree     7
- Neutral     14
- Disagree     10
- Strongly disagree     7

---

13. Please explain your answer if you are able?

**19**
Responses

Latest Responses

*"I have been part of ADH HEA Scheme to get technicians recognized, I...*

*"there are more opportunities available to enhance your role"*

---

14. Have you attended any external Technician outreach or networking events on behalf of DMU?

- Yes     8
- No     30

---

15. If yes, please provide further details?

**7**
Responses

Latest Responses

*"Unable to attend due to student commitments"*

16. How do you feel career development for Technicians at can DMU be improved?

**24**
Responses

Latest Responses

"*Allowing technical instructors to assess student submissions where d...*"

"*incentives to progress with financial commitments*"

17. Have you encountered any obstacles preventing you from engaging with the Technician Commitment project?

- ● Yes — 10
- ● No — 21
- ● Not Sure — 7



18. Please explain your answer if you are able?

**9**
Responses

Latest Responses

"*Time* "

"*I don't get the emails that are sent through.*"

19. What would encourage you to become actively involved in the Technician Commitment project?

**23**
Responses

Latest Responses

"*I would like to raise the discussion of Technicians not only being accr...*"

"*Receiving the emails would help greatly.*"

"*If there are incentives to improve my role and progress*"

20. Do you feel your individual skills or expertise in any of the following areas could be used to support the Technician Commitment project? Select as many as apply:

If you would like to get involved, please contact your Line Manager.

| | |
|---|---|
| ● Mentoring, coaching or peer s... | 10 |
| ● Networking and collaboration | 5 |
| ● Data Analysis/ Power BI | 2 |
| ● Outreach - Schools and colleg... | 12 |
| ● Event Planning | 8 |
| ● Digital Skills - e.g. SharePoint, ... | 6 |
| ● Social Media - e.g. Instagram | 2 |
| ● Professional Recognition e.g. ... | 6 |
| ● External Funding Opportunities | 4 |
| ● Other | 2 |
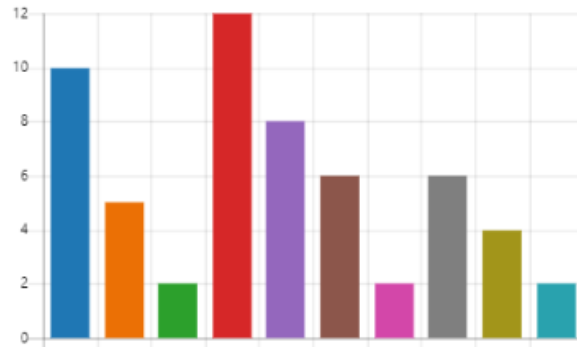
21. What would be your preferred method of communication to receive information regarding the Technician Commitment? Select up to three:

| | |
|---|---|
| ● Email | 32 |
| ● MS Teams | 12 |
| ● DMU Connect/Sharepoint | 7 |
| ● WhatsApp | 4 |
| ● Instagram | 4 |

22. Is there anything else you would like to share with the Technician Commitment project team?

6
Responses

Latest Responses

### 8.3.2 Summary of 2024 DMU Technician Commitment Survey Results

**Participation and Awareness**

- The survey received 38 responses, with participants from various faculties: ADH (17), CEM (10), HLS (5), ITMS (4), and 2 preferring not to disclose.
- A high level of awareness about the Technician Commitment project was noted: Yes (32), No (3), Not Sure (3).

**Key Themes Awareness and Critical Activities**

- Most respondents were aware of key activities such as improving visibility and recognition (24), supporting career development (24), and establishing online technician networks (17).
- The most critical activities identified were improving visibility and recognition (25), developing career pathways (23), and supporting career development (15).

**Changes Since 2021**

- Responses on changes since 2021 were mixed:
  - Visibility, recognition, accreditation: Mostly neutral to positive (1 Strongly agree, 13 Agree, 16 Neutral, 5 Disagree, 3 Strongly disagree).
  - Communication improvement: Predominantly neutral (1 Strongly agree, 4 Agree, 25 Neutral, 5 Disagree, 3 Strongly disagree).
  - Outreach and event accessibility: Largely neutral (5 Strongly agree, 9 Agree, 17 Neutral, 5 Disagree, 2 Strongly disagree).
  - Career development: Mostly negative to neutral (0 Strongly agree, 7 Agree, 14 Neutral, 10 Disagree, 7 Strongly disagree).

**Engagement and Obstacles**

- A significant portion of respondents have not attended external events (Yes: 8, No: 30).
- Obstacles to engagement included time constraints and lack of communication (emails not received).
- Preferred communication methods: Email (32), MS Teams (12), DMU Connect/SharePoint (7).

**Feedback and Suggestions**

- Improved communication and visibility.
- Increased incentives for participation.
- More proactive career development opportunities.

- Better access to information and events.
- Addressing time constraints and providing more flexible engagement opportunities.

### 8.3.3 Sentiment Analysis

**Positive Sentiments:**

- Awareness and recognition of the Technician Commitment project are high.
- Some improvement in career development opportunities is acknowledged.
- Email is a highly preferred method for communication, indicating a clear channel for future engagement.

**Neutral Sentiments:**

- Many respondents remain neutral on the improvements since 2021, indicating neither significant positive nor negative changes have been perceived.
- Communication and sharing of ideas across faculties have shown little improvement.

**Negative Sentiments:**

- Career development and the visibility of changes since 2021 are areas of concern.
- Significant feedback points to obstacles like lack of time and inadequate communication.

### 8.3.4 Recommendations for Improvement

1. **Enhance Communication:**
   a. Ensure all technicians receive relevant emails and information.
   b. Utilize preferred communication channels effectively (Email, MS Teams).
2. **Increase Engagement and Incentives:**
   a. Introduce incentives for active participation in the Technician Commitment project.
   b. Offer flexible engagement opportunities to accommodate technicians' schedules.
3. **Improve Career Development:**
   a. Develop clear career pathways and support mechanisms.
   b. Provide more proactive and structured career development activities.
4. **Boost Visibility and Recognition:**
   a. Highlight and celebrate technician achievements more prominently.
   b. Increase efforts to promote technicians' roles and contributions within the university.
5. **Facilitate Networking and Collaboration:**
   o Organise regular networking events to foster communication and idea sharing among faculties.
   o Create more accessible outreach opportunities for technicians to engage externally.

By addressing these areas, the Technician Commitment project can better support technicians' development, enhance their visibility, and improve overall satisfaction and engagement within the university community.

### 8.4 Appendix 4: 36-month action plan 2024-27

## De Montfort University Technician Commitment 36-month Action Plan 2024-2027 (v 1.0 26.07.24)

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**

| A. TALENT reference | B. TALENT Recommendation | C. Action reference | D. Tasks/Action | E. Outcome/ Impact/Benefit | F. Year | G. Status | H. Owner | I. 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<br><br>1.2<br><br>1.3 | Implement strategic approach to planning technical staff at the university through coordinated workforce planning activity – all units to be engaged.  See also Action 9.1.<br><br>Implement single point of coordination and lead for the university by creating a Technical Lead role for the institution.  Steering Group to consider, pending funding to create dedicated role.  2025/26.<br><br>Increase visibility of the role and benefits of technical staff to our Governors through an Inaugural report to Board of Governors People & Culture Committee Autumn 2024. | Sustainable workforce including clear succession planning opportunities across all teams.<br><br>Strategic leadership to have oversight across technicians involved in teaching and income-generating activities to support sustainability.<br><br>Awareness raising of the role of technical staff<br><br><br>*Theme: Sustainability* | **1-2** |  | DFO/ DirTT<br><br><br>SRO<br><br><br>SRO | Empowering People<br><br>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<br><br>2.2<br><br>2.3 | As above, and Action 9.1 including review of role profiles.<br><br>Fully utilise internal appraisal system (MyProgress) to record development, including knowledge sharing, enabling better reporting and transparency of development.<br><br>Encourage and monitor movement between disciplines and units internally recording placements, secondments and promotions. Promote technical staff profiles to show career pathways and opportunities.  Devise mechanism to capture this; Jan 2025. | Improved clarity for technical staff for their role and responsibilities, plus clarity on pathways.<br><br>Encourage cross-skilling and development, sharing of good practice and knowledge.<br><br><br>Enhancing diversity and creativity.<br><br>*Theme: Career Development* | **1-2** |  | SRO<br><br>DFO/ DirTT<br><br><br>TSMs | Empowering People |

| A. TALENT reference | B. TALENT Recommendation | C. Action reference | D. Tasks/Action | E. Outcome/ Impact/Benefit | F. Year | G. Status | H. Owner | I. The Empowering University Strategy |
|---|---|---|---|---|---|---|---|---|
| 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.**<br><br>**To enable sector level understanding, a new, simple, and fit-for-purpose classification for technical roles should be developed.** | 3.1<br><br><br><br><br>3.2 | As above (2.1) plus maintain records of staff involvement in T&L, e.g., which roles, number of teaching hours etc.<br><br>Request for reporting dashboard to demonstrate ~~this~~ technical staff engaged in teaching in a consistent way.  Steering Group to support this request and have in place for Spring 2025.<br><br>Engagement in national discussions where appropriate e.g., NTDC discussion on HESA data. | Clarity for workforce planning, workload planning, SSRs, to aid leaders and managers with resource allocation and operational planning.<br><br>Fairer representation for technical and academic staff.<br><br>*Themes: Career Development, Sustainability, Recognition* | 1 | | tbc | 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 | Support the DMU institutional AS and REC action plans, ensuring actions are addressed according to institutional deadlines.<br><br>Develop local actions plans, where not in place, to address gaps and challenges e.g. gender imbalance in CEM; with formal plans in place by Dec. 2024. | Enhanced creativity and outputs as measured by staff and student feedback, income generation, staff recruitment and retention.   Improved pay gaps.<br><br>DMU attractive as an employer and DMU a 'great place to work' according to feedback.<br><br>Positive promotion to anyone interested in pursuing a technical career.<br><br>*Themes: Career Development, Visibility, Sustainability* | 1-3 | | SRO<br><br><br>DFOs/ DirTT | 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<br><br><br><br><br><br>5.2 | Update the DMU technician research and commercial recognition policy with greater emphasis on KTP.  Embed fully as BAU by end of Year 1.<br><br>Awareness raising with teams involved in costing projects (Project Finance and KTP teams) on technical contributions.  Ensuring support with proformas and software (Worktribe) as appropriate. | Better promotion of role of technicians and raise profile.<br>Working with KTPs raise profile of technicians and technical careers in region.<br><br>Improved financial position, and contribution of technical staff to projects<br><br>*Themes: Visibility, Recognition* | 1 | | SRO | Knowledge Creation<br><br>Partnerships with Purpose |

| A. TALENT reference | B. TALENT Recommendation | C. Action reference | D. Tasks/Action | E. Outcome/ Impact/Benefit | F. Year | G. Status | H. Owner | I. The Empowering University Strategy |
|---|---|---|---|---|---|---|---|---|
| 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<br><br>6.2<br><br>6.3<br><br>6.4 | Recruitment course talks to include technician section to promote technical careers. Winter 2024-25.<br><br>Technicians to play a lead role in TeenTech Festival Spring 2025.<br><br>Technicians to host an open day to promote technical careers Spring 2026.<br><br>Leicester and Leicestershire Enterprise Partnership (LLEP) workshops with SEND and Mainstream school learners to take place. | Follow-up survey with TeenTech and open day visitors to gauge opinion on visibility and their knowledge of/interest in technical careers before and after. Use as foundation for further activities.<br><br>*Themes: Visibility, Recognition, Sustainability* | 1-2 | | tbc | Partnerships with Purpose<br><br>Empowering People |
| 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<br><br><br><br><br>7.2 | Improve entry route and pipeline of interest in technical careers through the introduction of one apprenticeship per unit by Dec. 2025, pending funding.<br><br>(Faculties and ITMS to consider other routes according to their discipline.)<br><br>Research the 'Education Technician' (HE Assistant Technician and Simulation based) as route for DMU and prepare a report for Steering Group. Spring 2025. | Increase opportunities and diversity in the workplace. Impact on pay gaps. Improve staff recruitment and retention.<br><br>*Themes: Visibility, Recognition, Sustainability, Career Development* | 2 | | tbc | 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 | Review of pools of individuals for Recruitment Panels to ensure availability of technical staff. Rotate members on annual basis and promote the Pool to other areas of the university and share with People Services Recruitment team. Dec 2024.<br><br>Review recent recruitment panels to identify gaps in coverage, and proactively increase awareness of recruitment pools. | Recognition and profile-raising for technical staff. Increased opportunities for staff.<br><br>Recruitment processes benefit from insight and input from unique perspective.<br><br>*Themes: Career Development, Visibility* | 1 | | tbc | Empowering People |

| A. TALENT reference | B. TALENT Recommendation | C. Action reference | D. Tasks/Action | E. Outcome/ Impact/Benefit | F. Year | G. Status | H. Owner | I. The Empowering University Strategy |
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| 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<br><br>9.2 | Development of technical careers pathway. Align to HETT framework. Work with ITSS, NTDC and DMU OD team to deliver. To be in place by December 2025.<br><br>Align pathways with DMU Leadership and Management development framework, by encouraging Technical Staff to undertake L3 and L5 Leadership and Management Apprenticeships at DMU. Increase uptake by 20% Dec 2025. | Practical careers pathway for technicians at all levels.<br><br>Endorsement from ULB and publication of pathway internally and use for recruitment collateral.<br><br>Improved staff recruitment and retention.<br><br>*Themes: Career Development, Sustainability* | 1-2 | | SRO | 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<br><br>10.2<br><br>10.3 | Identify opportunities and where needed seek funding to increase provision. Develop a process/mechanism by which opportunities are communicated and individuals or groups can apply for funds.<br><br>Engage in HEaTED creative technical professional network; organise a Creative Practitioners Network activity on campus. 2026.<br><br>Engage with senior academic in CEM on professional register initiative to add staff. Autumn 2024. | Fairer access and opportunities for technicians across units; improved staff recruitment and retention.<br><br>Support personal and career development and progression.<br><br>*Themes: Career Development, Recognition, Sustainability* | 1-3 | | SRO | 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<br><br>11.2<br><br>11.3 | Internal Comms team to produce awards calendar to facilitate preparedness for external nominations and awards. Nomination/short-listing panel in development. December 2024.<br><br>Education Academy (EA) to consider a category for technicians in the Student Voice annual awards. Autumn 2024.<br><br>Units to ensure internal Team Rewards funding is used to recognise and celebrate the contributions of technical staff. | Enhanced profile-raising and recognition for technical staff. Personal recognition beneficial for progression and development.<br><br>Team recognition positive for work group and for attracting and retaining staff.<br><br>*Themes: Visibility, Recognition* | 1-3 | | SRO<br><br><br><br>DFOs/ DirTT | Empowering People<br><br>Digital Transformation |

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| 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<br><br>12.2 | Uni-level activities/groups/committees - process to be put in place to rotate staff on regular basis to ensure equal access and opportunities for all.<br><br>Review of terms of reference of Faculty committees to ensure consistency across faculties, and to ensure appropriate technical staff representation.<br><br>Embed fully as BAU by end of year 1. | Enhance opportunities for wider cross-section of staff to be involved and their insights and contributions heard and valued.<br><br>On an individual or team basis, improve personal development and raise profile.<br><br>Ensure consistency across faculties to build sustainable practice in representation of technical staff<br><br>*Themes: Visibility, Career Development, Sustainability* | 1 | | SRO<br><br>DFOs | Empowering People<br><br>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<br><br>13.2<br><br>13.3 | IntoUniversity partnership which aims to raise aspirations of school leavers, to consider opportunities for technical staff involvement. 2025.<br><br>Midlands Enterprise Universities network for technicians, to be led by DMU and Coventry. To be operationalised by Dec 2024.<br><br>Introduce a placement/exchange scheme for technical staff across MEU network by 2025/26. | Enhance opportunities for our staff.<br><br>On an individual or team basis, improve personal development and raise profile.<br><br>Enhanced skills and knowledge, good practice etc across the sector<br><br>*Themes: Career Development, Recognition, Visibility, Sustainability* | 1-3 | | SRO | Empowering People<br><br>Partnerships with Purpose |
| R15. | **Technical staff should engage positively with current and future opportunities that are available to them.** | 15.1<br><br>15.2<br><br>15.3 | Establish and utilise preferred communication channel/s.<br><br>Monitor uptake of opportunities to identify: where to focus/tailor efforts; which disciplines need more effort/sourcing; which units need more support in attending/engaging in activities.<br><br>Consider incentives for active participation and provide flexible opportunities to allow for engagement.<br>Autumn 2024. | Profile-raising, recognition, empowerment, increase in skills and knowledge, encourage creativity, improve staff recruitment and retention.<br><br>*Themes: Career Development, Recognition, Visibility, Sustainability* | 1-3 | | SRO | Empowering People |

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| 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 | Utilise DMU's commitment to the Sustainable Development Goals (SDGs), such as SDG 16, to maximise opportunities where relevant. | Profile-raising, recognition, empowerment, increase in skills and knowledge, encourage creativity, improve staff recruitment and retention.<br><br>Opportunities with Leicester City Council and via ITSS.<br><br>*Themes: Career Development, Visibility* | 1-3 | | tbc | Empowering People<br><br>Sustainability & the Sustainable Development Goals |

**Glossary**
**ADH** – Faculty of Arts, Design and Humanities
**AS** – Athena Swan
**CEM** – Faculty of Computing, Engineering and Media
**DFO** – Director of Faculty Operations
**DirTT** – Director of Technology Transformation
**EA** – Education Academy
**HLS** – Faculty of Health and Life Sciences
**KTP** – Knowledge Transfer Partnerships
**MEU** – Midlands Enterprise Universities
**NTDC** – National Technician Development Centre
**REC** – Race Equality Chartermark
**SRO** – Senior Responsible Officer
**T&L** – Teaching and Learning
**TSMs** – Technical Service Managers (in faculties)
**UNIT** – used to mean a Faculty or Directorate within De Montfort University