<table>
<thead>
<tr>
<th>Practical Considerations (UK Statement)</th>
<th>Targeted Recommendation</th>
<th>What we could do? (Primarily in our action plan)</th>
<th>What have we done?</th>
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<tr>
<td>Work to address any equality, diversity, and inclusivity considerations for technical workforces through implementation of targeted technician specific initiatives, and/or ensuring inclusion within wider campus/technical initiatives, such as those linked to Athena Swan and the Race Equality Charter. Acknowledge that workforce characteristics of technical communities are often not uniform (e.g. reported differences by discipline area), with different approaches potentially needed for different communities.</td>
<td>*MI universities will ensure technician representatives are on their Athena Swan and Race Equality Self-Assessment Teams.</td>
<td>Work with EDI on Mental Health issues in the technical community to include: sessions in mental health awareness and wellbeing; mental health awareness day for technicians; mental health subgroup on contracts within the technical community.</td>
<td>PUBLISHED as part of the TALENT EDI Road Map.</td>
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<td>*MI universities will adopt technicians specific EDI initiatives (e.g. supporting technical colleagues to attend the Herschel Programme)</td>
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<td>Work with MI team on EDI initiatives, including incorporating the EDI checklist into recruitment processes.</td>
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<td>Review how staff contributions are recognised and rewarded at department- and institution-level, and whether inclusivity exists across all job families.</td>
<td>*MI Universities will ensure that internal processes allow technical members of staff to be PIs, CIs and named researchers on grants</td>
<td>Work with R&amp;I on funder requirements and acknowledgement methods for technicians.</td>
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<td>Encourage appropriate inclusion of technical staff as authors, co-authors, or contributors on published papers and presentations, including providing clear guidance for appropriate inclusion at relevant stages, and sharing examples of inclusion within newsletters etc.</td>
<td>*MI Universities will have clear guidelines on how technical staff are costed on research proposals</td>
<td>Attend department meetings to publicise the need for fair attribution and monitor.</td>
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<td>Provide transparent guidelines for how technical staff can be costed on to grants, sharing examples of best practice.</td>
<td>*MI Universities will have guidelines that state that technical colleagues should be recognised as contributors on research outputs.</td>
<td>Consider the culture in the research environment from the technician’s perspective.</td>
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<td>Encourage and support events for visibility, outreach, and public engagement specifically for and/or including technical staff. Including e.g. showcase events, conferences, public engagement, open days, visits to local schools and colleges, T- Level placements (in England), and work experience placements.</td>
<td>*MI universities will formally recognise technical colleagues as supervisors on student projects where appropriate.</td>
<td>Discuss and consider other methods of recognition with technicians.</td>
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<td>Support and/or deliver the collection, reporting, tracking and analysis of data on employer- and sector-wide technical workforces. For HE institutions we call on you to submit staff records to HESA for all of your contracted technical staff in the UK in England and NI for whom this is no longer mandatory, as of 2018/19. For all institutions: we call on you to track the size and make-up of your technical workforces.</td>
<td>*MI universities will submit technician staff data to HESA that is attributed to the appropriate SOC code.</td>
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<td>Support the development and implementation of a new, simple, and fit-for-purpose classification for technical roles in higher education, research, and innovation at all levels, such as by creating a new job family specifically for technical roles, separate from academic, administrative, or any other job family.</td>
<td>*MI universities will collect and analyse data on their technical workforce</td>
<td>Publish technician numbers by category/grade/diversity and monitor/report annually.</td>
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<td>Take a strategic approach to the sustainability of technical skills and careers, and appropriate succession planning through horizon scanning and identifying current and potential future skills gaps.</td>
<td>*MI universities will appoint/identify an institutional strategic lead from a technical background, either as a new post or through modification of an existing role to ensure dedicated time for strategic oversight activity.</td>
<td>Consider a secondment process for technicians including wording on internal adverts for roles that may be suitable for secondment opportunities.</td>
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<td>Appoint an institutional strategic lead, e.g. Director of Technical Skills, to lead this agenda.</td>
<td>*MI universities will appoint/identify an institutional strategic lead from a technical background, either as a new post or through modification of an existing role to ensure dedicated time for strategic oversight activity.</td>
<td>Consider a staff development programme in line with TALENT programme.</td>
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<td>Expand entry routes to technical roles and careers by encouraging applicants from both vocational pathways and academic pathways.</td>
<td>*MI universities/ role profiles for technical positions will be inclusive of vocational pathways.</td>
<td>Improve how and where technical roles are advertised and provide guidance on future recruitment processes.</td>
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<td>*MI universities will host T-Level placements.</td>
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<td>Review the current recruitment process and tailor to the needs of technicians providing a clearer pathway to professional progression.</td>
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*Published for awareness guidance with mechanisms for follow-up. |
*Worked with TALENT and UKRI on the funding report and on the section within the commission addressing this. |
*We have flagged the ability for technical staff to be PIs/CIs with R&I and taken part in the Research Technical Professional/Working Group with OECD/UKRI. |
*We are running national events discussing funding. |
*Published in the brochure and newsletter. |
*Publication of TALENT guide. |
*We are outlining the Technician role in the work of the University. |
*We are in the process of developing the TALENT guide. |
*We are further developing the Technician role. |
Invest in apprentices and trainee technician positions, hosting placements for qualifications (e.g. T-Levels in England) and work experience placements for local schools and colleges.

Ensure the Apprenticeship Levy for training and developing technical staff

Utilise the Apprenticeship Levy for training and developing technical staff

Consider piloting new opportunities for progression via Technical Specialist pathways, and/or provide opportunities and mechanisms for staff to move across career pathways and job families.

Ensure provision and protected time for training and professional development, supporting technical staff to take advantage of development opportunities, such as technical training, placements, and/or professional registration. Devise a minimum yearly allowance of days for technical staff to undertake professional development.

Encourage formation of partnerships with organisations and initiatives that can provide technical training and equipment and knowledge exchange, and sharing of best practice.

Encourage teaching staff to discuss methods of teaching practices with technicians to get feedback on where to advertise, and technical input on recruitment panels.

Provide a template on the TechniCommit website for advice and guidance on career progression including a checklist of potential requirements at each grade.

*Agree and publish process for the future evaluation of technician roles to include technician input on any evaluation/selection panel.

Ensure visibility of clearly defined career pathways and standardised job descriptions for technical roles and careers. Standardised job descriptions will likely have baseline commonalities, plus flexible opportunities for specialisation where needed. Ensure diverse inclusion of technical expertise during process and any reviews thereof.

Consider piloting new opportunities for progression via Technical Specialist pathways, and/or provide further opportunities for placements, secondments, and/or professional registration.

Ensure representation of technical staff on department-, faculty-, and institution-level decision-making committees, boards, panels, and similar groups, through either a dedicated seat or designated technical advocates within senior leadership and/or existing members. This includes processes and committees to develop institution-wide strategies and long-term goals.

Work with departments and governance to encourage and enable Technician input on committees.

Prepare a template CV for technicians to use for internal recruitment purposes.

Prepare a set of pre-prepared paragraphs and department photos for use in recruitment documentation.

Prepare a model for a positive way of interacting with research and teaching colleagues.

Work to get Technician Commitment updates on Department Meeting Agendas.

Look at ways of working to adapt/ change teaching practices and methods.

Ensure considered inclusion of technical staff within all relevant communication channels and initiatives.

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*MI Funds

*MI TALENT work as a partnership.

*Implementation of Technician Job Family in April 2021 with all technical staff mapped onto the Technician Career Pathway

*Open up Technician Job Family across all University faculties.

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