Targetted Recommendation	Practical Considerations (MI Statement)	What could we do? (already in our action plan)	What have we done?
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 all-staff 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 diff erences by discipline area), with different approaches potentially needed for different communities.	*MI universities will ensure technician representatives are on their Athena Swan and Race Equality Self-Assessment Teams. *MI universities will adopt technicians specific EDI initiatives (e.g. supporting technical colleagues to attend the Herschel Programme)	*Work with ED&I on Mental Health issues in the technical community to include: Sessions on mental health awareness and wellbeing; mental health awareness day for technicians; mental health subgroup or contracts within the technical community. *Work with MI team on EDI initiatives, including incorporating the EDI checklist into recruitment processes.	*TSM involved with TALENT EDI group.
Review how staff contributions are recognised and rewarded at department- and institution-level, and whether inclusivity exists across all job families. 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. Provide transparent guidelines for how technical staff can be costed on to grants, sharing examples of best practice. Enable opportunities for technical staff to be considered as co-investigators, co-supervisors, for grants or projects.	*MI Universities will ensure that internal processess allow technical members of staff to be PIs, CIs and named researchers on grants *MI Universities will have clear guidelines on how technical staff are costed on research proposals *MI Universities will have guidelines that state that technical colleagues should be recognised as contributors on research outputs *MI universities will formally recognise technical colleagues as supervisors on student projects where appropriate.	*Work with R&IS on funder requirements and acknowledgement methods for Technicians. *Attend department meetings to publicise the need for fair attribution and monitor. *Consider the culture in the research environment from the technicians perspective. *Discuss and consider other methods of recognition with technicians. * Ask for input from academic and research and teaching staff on how they value their technical colleagues and how they might wish to recognise them in the future. *Implement process for supporting award nominations	*Published fair attribution 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 /CoIs with RIS and taken part in the Research Technical Professional Working Group with EPSRC/UKRI. *We are running national events discussing funding.
Encourage and support events for visibility, outreach, and public engagement specifi cally 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.	*MI Universities will run and/or support outreach activities to promote technical careers (e.g. supporting the Technicians Make it Happen scheme)	*Hold a mini conference for Technicians across the science faculty to encourage networking/collaborations. (**Do we count this as the MAY event??**) *Run annual events for Technicians including updates and showcasing opportunities. *Develop website to make it more usable as a source of information for the technical community. *Hold regular focus groups/technician meetings to discuss ongoing issues and specific topics to feed into the action plan. *Prepare a University video showcasing the work of Technicians to be used for promoting careers and also for recruitment. *Update induction processes to include introductions to the work of technicians. *Consider a more formal science faculty work experience placement scheme for schools. *Promote outreach activities in schools incorporating Technician as a career pathway.	*Continue with regular Steering Group Meetings feeding in input from technicians. *Continue with regular Twitter Feed as a means of communication. *Continue to promote Technician Newsletter and incorporate more features of interest. *Set up a subgroup/working groups to involve Technicians to work on specific parts of the action plan. *Revise and update the Brochure.
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 (even those in England and/or 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. 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	*MI universities will submit technician staff data to HESA that is attributed to the appropriate SOC code. *MI universities will collect and analyse data on their technical workforce	*Publish roadmap of technical job roles at the University. *Publish technician numbers by category/grade/diversity and monitor/report annually. *Provide support pages on TechNet website to cover recruitment, careers advice, recognition.	
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. Appoint an institutional strategic lead, e.g. Director of Technical Skills, to lead this agenda	*MI universities will appoint/identify an institutional strategic lead from a technical background, either as a new position or through modification of an existing role to ensure dedicated time for strategic oversight activity.	*Consider a jobswap/job rotation process for core technicians to enable reskilling and to provide development opportunities. *Consider a secondment process for technicians including wording on internal adverts for roles that may be suitable for secondment opportunities. *Implement a suggested transition skills programme for those wishing to develop their soft skills. *Propose a development programme in line with TALENT programme. *Collate and record development activity undertaken by technicians.	
Expand entry routes to technical roles and careers by encouraging applicants from both vocational pathways and academic pathways.	*MI universities' role profiles for technical positions will be inclusive of vocational pathways. *MI universities will host T-Level placements.	*Review how and where technical roles are advertised and provide guidance on future recruitment campaigns. *Review the current recruitment process and tailor to the needs of technicians providing a	*Implementation of Technician Job Family in April 2021 with all technical staff mapped onto the Technician Career Pathway *MI Jobsite set up for advertising technician roles; all roles are also circulated to technicians

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. 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. Defi ne a minimum yearly allowance of days for technical staff to undertake professional development.	*MI universities will further utilise their Apprenticeship Levy to fund professional development for technical staff (and all staff). *MI universities will invest in trainee and apprentice technicians. *MI universities will commit to dedicated time for technical staff to undertake professional development (for example, 10 days per annum as per the Researcher Development Concordat). *MI universities will promote and support professional development for technicians. *MI universities will have technical representation on every technical vacancy recruitment panel. *MI universities will provide clearly defined career pathways for technical roles. *MI universities will explore pilot progression opportunities for expert Technical Specialist roles, akin to academic progression routes	recruitment checklist. *Consider a more formal science faculty work experience placement scheme for schools. *Apprenticeships for new technicians and retention and development of current technicians.	circulated to technicians *Agree and publish process for the future evaluation of technician roles to include technician input on any evaluation/matching panel. *Provide a section on the TechNet website for advice and guidance on career progression including a checklist of potential requirements at each grade. *Consider the implementation of development plans for technicians to be discussed annually at PDR; provide a template. *2 days development time and implemented work shadowing programme.
Ensure inclusion of technical staff and/or technical expertise within end to-end recruitment processes when hiring for technical roles. This should include utilising technical expertise when compiling role profi les, advice on where to advertise, and technical input on recruitment panels. Ensure visibility of clearly defi ned career pathways and standardised job descriptions for technical roles and careers. Standardised job descriptions will likely have baseline commonalities, plus fl exible opportunities for specialisation where needed. Ensure diverse inclusion of technical expertise during process and any reviews thereof.		*Review how and where technical roles are advertised and provide guidance on future recruitment campaigns. *Review the current recruitment process and tailor to the needs of technicians providing a recruitment checklist. *Prepare a set of pre prepared paragraphs and department photos for use in recruitment documentation. *Prepare a template CV for technicians to use for internal recruitment purposes. *Open up Technician Job Family across other University faculties.	*Changes to recruitment panel guidance to allow technical staff. Our implemented job family.
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. Ensure considered inclusion of technical staff within all relevant communication channels and initiatives.	*MI universities will have technician representatives on appropriate decision making committees.	*Work with departments and governance to encourage and enable Technician input on Committees. *Attend/input to University Research and Teaching Committees to discuss Technician Commitment with research and teaching staff. *Propose 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. *Encourage teaching staff to discuss methods of teaching practices with technicians to get their input on best practice.	*Technical membership on Research Culture Forum and Research Committee.
Encourage formation of partnerships with organisations and initiatives that can provide technical training and wider technical networks. These partnerships can help to facilitate delivery of more technician-specific training across or within disciplines, and provide further opportunities for placements, secondments, equipment and knowledge exchange, and sharing of best practice. Sign the Technician Commitment and engage with its initiatives and network of signatories.	*MI universities continue to build relationships with organisations that support the technical community (e.g. Science Council, industry partners etc)		*MI TALENT work as a partnership. *Signatory of Technician Commitment.
Be inclusive of technical staff and their considerations in conversations on sector-policy developments. Support technical staff to contribute to and/or attend government events and initiatives to develop policy.	*MI universities will include technicians and/or considerations relating to the technical workforce in sector policy conversations *MI universities will support technical staff to partake in sector policy discussions and consultations (e.g. recent roundtables on BEIS People and Culture strategy)		*MI Funds