UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

15th Signatory Event

Welcome to London

18 Nov 2025

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

15th Signatory Event

Welcome to 30 Euston Square

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

WONKHE

ABOUT US+ EVENTS LATEST+ JOBS+ SUBSCRIPTION+ SUs+

Technical professionals can offer more than support

Too often seen as backroom staff, technical professionals are in fact key players in rethinking how universities operate. Kelly Vere explains how their insight and expertise are more vital than ever

COMMENT | 23/07/25

"At a recent Technician Commitment event held at Queen's University Belfast, representatives from institutions across the UK shared practical and strategic actions they believe could help universities weather the current financial crisis".

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Technician Commitment

Research & Policy Group

Community & Practice Hub

Technician Commitment

Learning & Development Academy

Education & Pathways Lab

CONSULTING

ITSS International

Welcome to new Signatories and Supporters

UNIVERSITY OF WESTMINSTER

ASPiH
ASSOCIATION FOR SIMULATED PRACTICE IN HEALTHCARE

THE Pirbright INSTITUTE

MONASH University

MALAGHAN INSTITUTE OF MEDICAL RESEARCH

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HETS

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

ABOUT WHAT WE DO FOR TECHNICIANS FOR ORGANISATIONS LATEST CONTACT

Outstanding technicians awarded prestigious Papin Prizes at HETS 2025

Jul 9, 2025

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Keynote Speech
Sara Davies MBE
The importance of technical education, T Levels, technical skills and roles
PROVEN RESEARCH EXCELLENCE
Transforming tomorrow together

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University T Level Industry Placement Toolkit

T LEVEL PLACEMENT RESOURCES | WATCH CASE STUDIES FROM UNIVERSITIES

Your free T Level placement toolkit will help you set up and host successful placements.
Click on each resource below to download and get started.

- **Benefits of hosting T Level placements**
- **Key Considerations. A planning checklist**
- **Getting Started. 5 simple steps to host T Level industry placements**
- **Pre-placement hints and tips**
- **Starter kit for coordinators**
- **Starter kit for line managers**
- **Engineering T Level placement planning resource**
- **Science T Level placement planning resource**

T Level industry placements in higher education and research: Sector insights and practical guidance

DOWNLOAD THE REPORT

THE AWARDS

Outstanding Technician of the Year

2022 – Hong Ling
University of Reading

2021 – Andrew Filby
Newcastle University

2023 – Jason Daff
University of York

2024 – Jodie Chatfield
University of Nottingham

2020 – John Waters
University of Liverpool

2019 - Barbara Kunz
Open University

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THE Awards 2025

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Technician Commitment Update: Policy

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ABOUT WHAT WE DO FOR TECHNICIANS FOR ORGANISATIONS LATEST CONTACT

Technical professionals showcase research excellence success at UKRI event

Jun 16, 2025

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Technician Commitment Update: Policy

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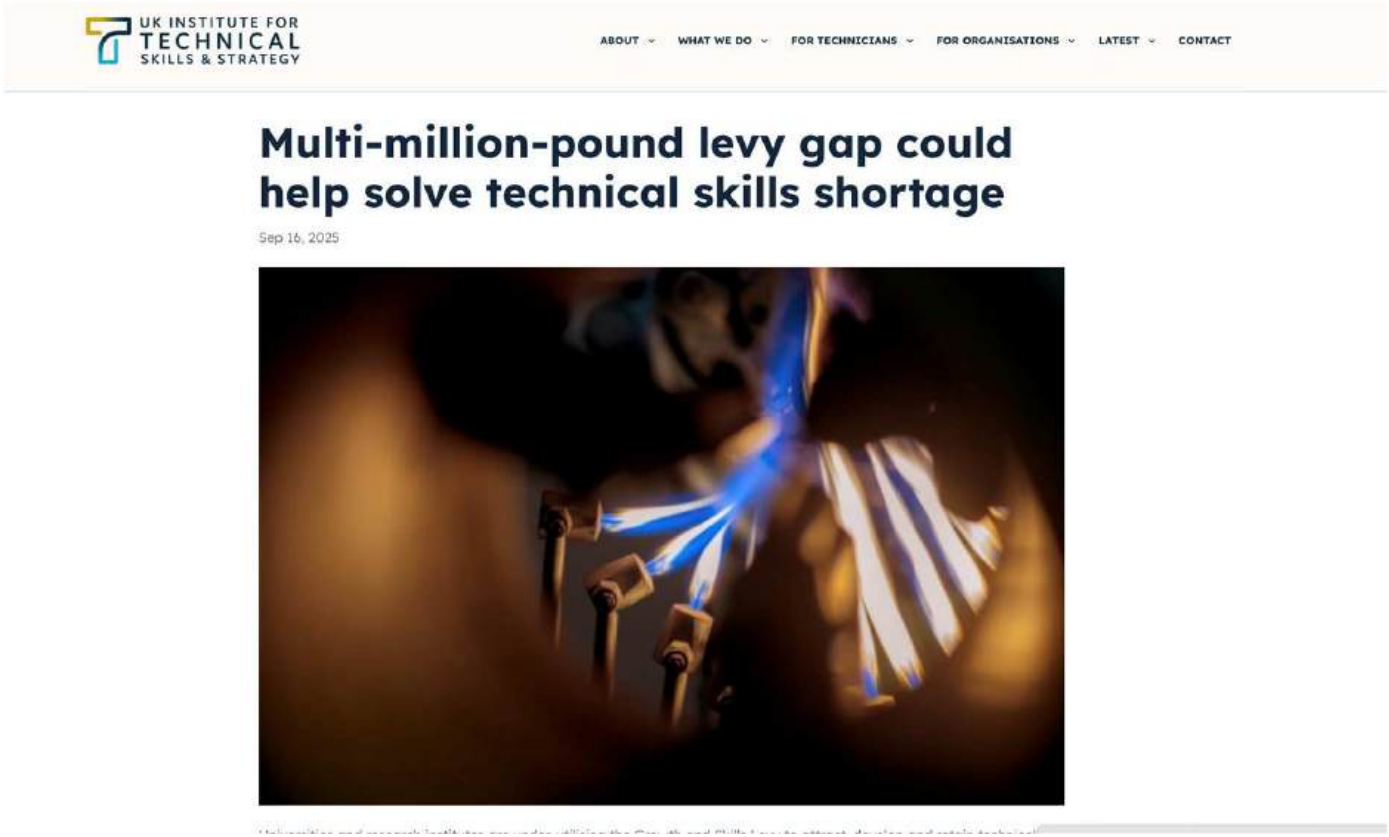
Technician Commitment

Technician Commitment Update: Policy



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Technician Commitment Update: Policy

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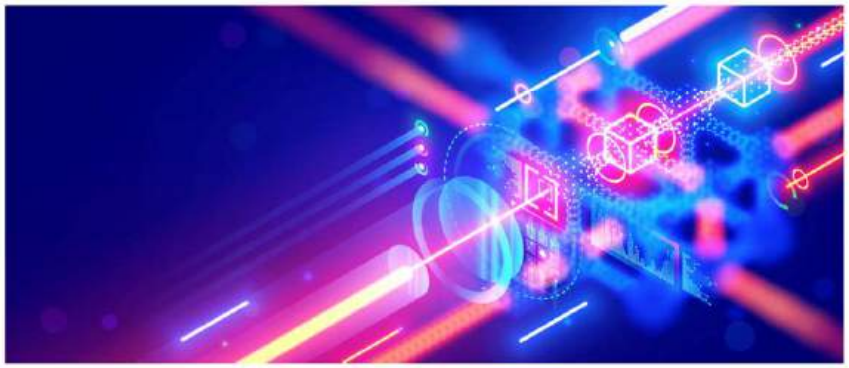
More technical professionals needed says DSIT Quantum Taskforce Report

May 22, 2025



A new UK Quantum Skills Taskforce report, published by **Department for Science, Innovation and Technology** finds an acute shortage of technical professionals working on quantum research in higher education and research.

The UK Institute for Technical Skills & Strategy and the Technician Commitment are showcased in the report as key initiatives to help meet future demand in the sector.

Academic departments are encouraged to engage with the work of the Institute, The TALENT Commission recommendations and Technician Commitment, to support this growing field of work.

Department for Science, Innovation & Technology

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UK Institute for Technical Skills & Strategy

Frontier Technologies Project

Previously termed "Emerging" and/or "Critical Technologies"

Background

UK ITSS has commissioned Frontier Economics to map technical skills and careers across the six government-designated frontier technologies:

- Artificial Intelligence (AI)
- Engineering Biology
- Advanced Connectivity Technologies (ACT)
- Quantum Technologies
- Semiconductors
- Cyber Security

These underpin the UK's Modern Industrial Strategy (Digital & Technology sector) and contribute to other IS-8 priority sectors.

The aim of this work

Build an evidence-based understanding of the technical skills landscape to inform policy and support regional and educational pathways for technical professionals.

1. Assess current and future demand for technical skills across the six technologies.
2. Define the role of universities and research institutes in sustaining skills capacity.
3. Develop evidence-based policy recommendations to address gaps or barriers.

Outputs and Impact

Identify and address key skills evidence gaps.

Collate and coordinate insights to guide Skills England, DSIT, and other stakeholders.

Enable proactive policy action to future-proof the UK technical professional workforce.

Project timeline

Stakeholder workshop 1
Online – 22 October 2025

→ Stakeholder workshop 1
Online – 22 October 2025

→ Report published
February 2026

→ Further comms' plan
Currently in development

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Technician Commitment

Funded by UKRI Research England

The Peer Review Process

What is it?

The Technician Commitment supports continuous improvement and the sharing of sector best practice through a peer review process. This consists of peer review from the wider Technician Commitment community, who assess signatory self-assessment and action plan submissions. Peer reviewers undertake thorough training to ensure consistency and quality of feedback.

The Process

1

Signatories submit their self-assessments and action plans in one of the two windows offered during the year.

2

Each submission is assigned to three trained peer reviewers (the peer review panel) who independently assess the submissions.

3

The chair of the peer review panel consolidates this independent feedback, often through meeting with the reviewers, and shares with the Technician Commitment team who ensure consistency and quality across the

4

Formal feedback letters are shared with the submitting organisation 3 months after submission and awards are conferred at a Technician Commitment signatory event.

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Technician Commitment

TC Index: A Maturity Framework – A Pause!

- Progress indicators based on the four pillars of the Technician Commitment aligned with the recommendations of the TALENT Policy Commission
- Signatory institution progress will be provided via a classification framework comprising progress markers aligned to each individual pillar of the Technician Commitment:
  - **Excluded**: No action has been taken; the organisation has not yet considered or initiated any activities in this area
  - **Embryonic**: Initial stages of action have begun; the organisation is in the very early phases of development, planning, or exploration in this area
  - **Emerging**: Noticeable progress has been made; the organisation has started to implement actions and is beginning to see initial outcomes and development in this area
  - **Embedded**: Actions are fully integrated and established; the organisation has successfully incorporated practices and activities in this area as a core part of its operations and culture

No single overall Technician Commitment classification and shared only with the organisation

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Technician Commitment

The Technician Commitment Collaboration Fund: Opens 1st December!

Collaboration fund - 27 projects awarded since 2021

2025 recipients

- Cranfield
- Sussex
- Edinburgh
- Hertfordshire
- Oxford

- Videos
- Outreach
- Conferences
- Networking
- KEC
- And more.....

New 2026 courses

14 courses designed for the technical community

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY


Choose your theme:
Career and Professional Development
Leadership and Management
Project Management
Teaching and Training Skills Development
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Flexible course options:

- Free sessions
- Half-day courses
- One-day course
- Cohort courses

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Your skills. Your future. Your move.

Scan or visit the link below for more info:

itss.org.uk/learning-and-development-academy/

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Technician Commitment

ITSS national technical networks

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Wilson Sherriff

Simon Wilson

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Technician Commitment

Agenda - Morning

10.00-10:30	**Registration, refreshments & networking**
10.30-10.50	**Welcome & Technician Commitment Update**
10.50-11.05	**Round table introductions**
11.05-11.35	**The Royal Society*: Shaping policy and support for Technical Professionals***
11.35-12.05	***Coffee and refreshments***
12.05-13.00	**Developing Technical Talent: From early careers to mid-career growth**
13.00-14.00	***Lunch***

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Technician Commitment

Agenda - Afternoon

14.00 - 15.10	**The Technician Commitment without borders: International perspectives and collaboration**
15.10 - 15.50	**Sharing Best Practice - *Updates from Signatory and Supporter Institutions***
15.50 - 16.15	***Coffee and refreshments***
16.15 - 16.30	**Update from UKRI**
16.30 - 16.50	**Driving Environmental Sustainability: The Contribution of Technical Professionals in Higher Education and Research**
16.50	**Closing remarks**
17.30 - 19.30	**Evening drinks and networking reception**

Awards and official launch of Driving environmental sustainability:
The contribution of technical professionals in higher education and research report

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Round Table Introductions

10:50-11:05

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Technician Commitment

The Royal Society: Shaping policy and support for Technical Professionals

11:05-11.35

The Royal Society

John Elvin
Industry Engagement Programme Manager

Cagla Stevenson
Senior Policy Adviser

Technician Commitment London
18 November 2025

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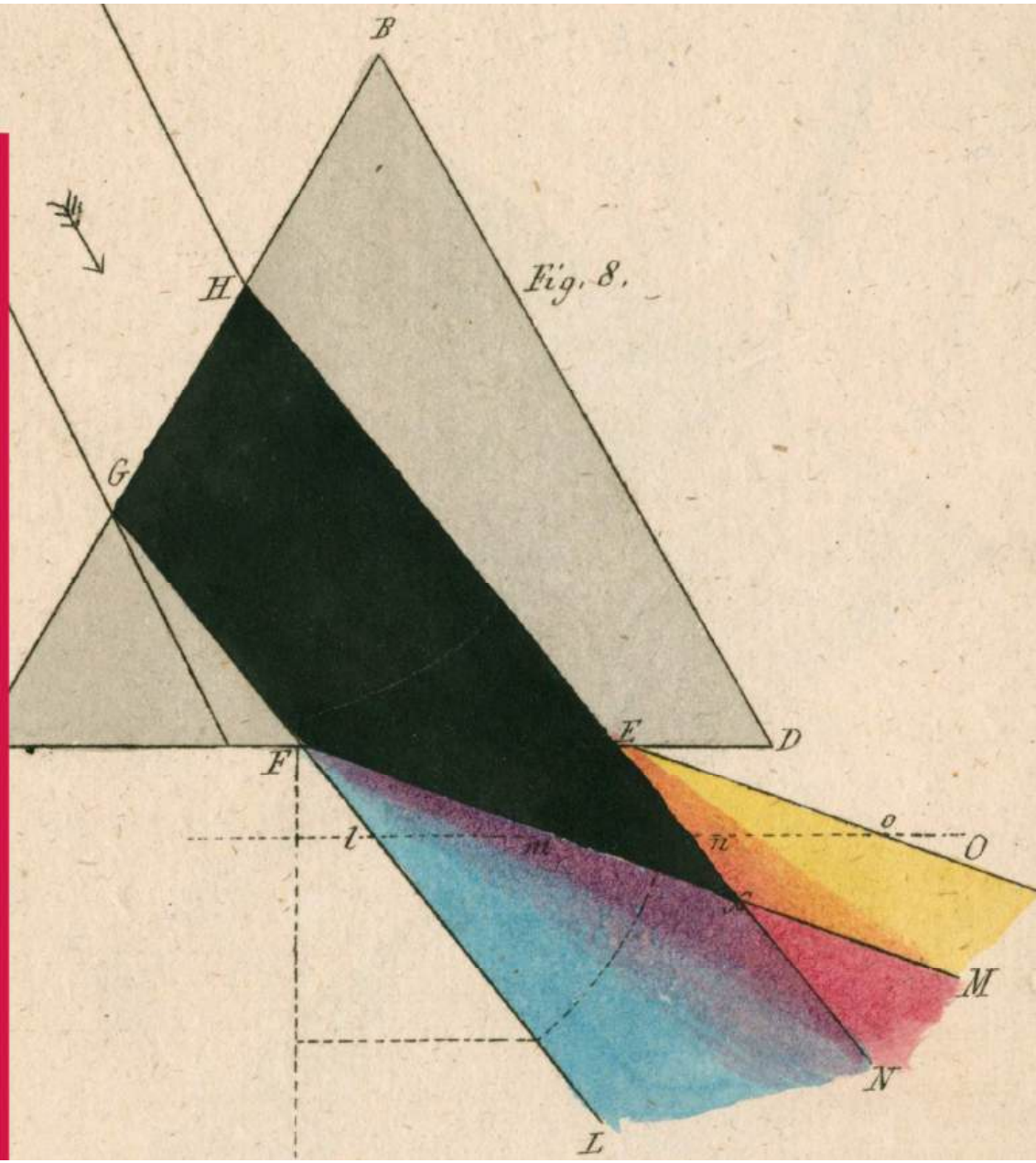

Overview

The Royal Society

Our Technician Commitment

Technicians Workshop

Recognising and developing technical talent: Strategies for growth and development – Workshop and Conference

Main take away messages

Shaping policy

THE ROYAL SOCIETY

The Royal Society

- The UK national academy of science
- Founded in 1660, fundamental purpose is to recognise, promote, and support excellence in science and to encourage the development and use of science for the benefit of humanity
- Self-governing independent Fellowship of distinguished scientists from all areas of science, engineering, and medicine
- Committed to innovative scientific research wherever it is found, including application of science
- Collaborates with international partners to advocate for science and its benefits

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What does the Royal Society Do?

- Promote excellence in science
  - From funding outstanding researchers and recognising achievement to encouraging and supporting innovation
- Support international collaboration
  - From international meetings to advance science to funding global challenges
- Demonstrate the importance of science to everyone
  - From providing impartial scientific advice to government to holding public debates

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The Royal Society Technician Commitment

Royal Society and the Technician Commitment

31 October 2025

In February 2021, the Royal Society became a formal supporter of the Technician Commitment initiative. The Technician Commitment aims to ensure visibility, recognition, career development and sustainability for technicians working in higher education and research, across all disciplines.

When the Society became a supporter, we committed to produce an action plan which is updated periodically. The action plan for the period 2025 - 2028 can be found below.

Royal Society and the Technician Commitment | Royal Society

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Technicians Workshop 3 April 2025 at the Royal Society

Facilitated workshop

Forty delegates from universities, institutes and industry

Range of seniority from new apprentices to department managers and a range of sectors

Key questions around past experiences and future challenges

Output collated and reviewed for Conference in May

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Questions we asked

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Reflecting on your career so far...

- What motivated/excited you? What opportunities did you have?
- What worried/concerned you? What challenges did you have to overcome?

How are you and others in similar roles perceived by colleagues in your organisation?

Thinking about a 3 – 5-year timeframe and beyond,
looking forward for your career…

- What motivates/excites you? What opportunities do you see? Are you trained for these?
- What worries/concerns you? What are the key challenges you face? Are you equipped for these?


Visibility, Recognition and Respect
Career Pathways and Progression
Motivation and Impact
Skills, Training and Development
Equity, Security and Inclusion
Organisational Culture and Leadership
Strategic Role and National Context
Future Outlook and Adaptability
Slide credit Kelly Vere

Conference at the Royal Society
21 May 2025

“Royal Society’s first-ever conference dedicated to technical roles” Kelly Vere

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“to promote and recognise the impact of technical professionals on research and development..”

Organisers

Professor Mark Jefferies

Dr Kelly Vere MBE

Professor Dame Athene Donald DBE FRS

Organisations represented

Keynote

Professor Sir Jim McDonald GBE FREng, Principal and Vice Chancellor, University of Strathclyde

Best practice: supporting technical careers

Rolls-Royce, University of Liverpool, Institute of Cancer Research, Francis Crick Institute, ITSS (of course)

Case studies and panel

GSK/University of Dundee, Newcastle University, Lineal Software Solutions Ltd, Loughborough University, Canterbury Christ Church University,

Policy and recognition

Engineering and Physical Sciences Research Council (EPSRC), Northumbria University

Next steps

CRAC Vitae, Innovate UK, University of Cambridge, Gatsby Foundation, Skingle Solutions Ltd

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Best practice: supporting technical careers

Chair:
Luke Logan FREng

In the future your skill set will be more important than your job description

A Technical Professional Career pathway helps develop a community of research and technical professionals

Networking and collaboration is key to maintaining these communities

T levels increase visibility of technical careers pathways but need more promotion

Cross-institutional networks increase diversity and inclusion

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Case studies

Chair:
Dr Kelly Vere

Building an effective network of mentors is key to changing the perception of technical staff – who often make excellent mentors themselves

PhD is not a prerequisite for success in a technical career

Be flexible and open to change in your career options

Have the confidence to take opportunities when they arise

Technical professionals hold a key role in the retention of "institutional memory"

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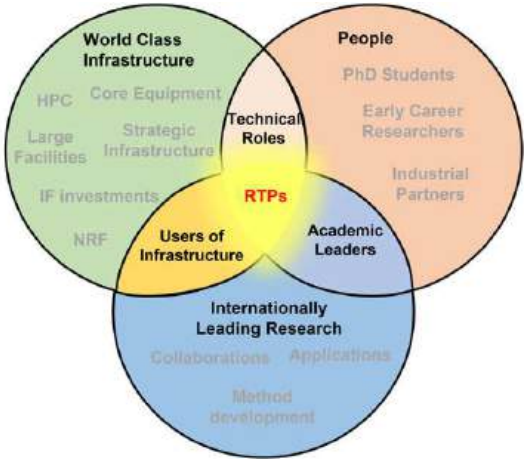
Policy and recognition

Chair:
Professor Mark Jefferies



Completing an eligible apprenticeship provides a shorter route to professional recognition (RSCiTech RSci CSci).

The Science Council can provide workshops to help navigate these opportunities.

The EPSRC funds programmes with over 1000 RTP – the term covers the interface of many skills and roles.

Ensure that RTP are embedded into university governance structures

Recognise RTP as educators and researchers with same access to resources as academic staff and champion their successes

Provide specialist development for specialist roles

Remain ambitious that you can change the system!

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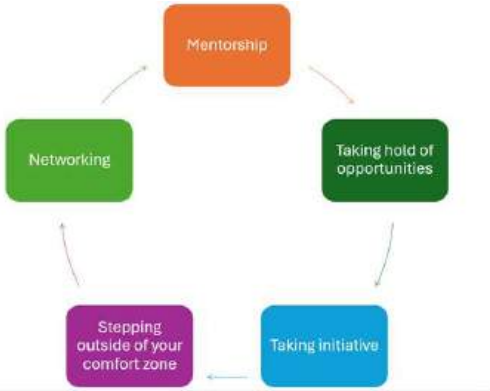
EPSRC: Engineering and Physical Science Research Council
RTP: Research Technical Professional

Next steps

Chair: Clare Viney Chair Technician Commitment Steering Board, Careers Research and Advisory Centre and Vitae



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Education and Skills

Promote examples of careers for example in Catapults, Institutes of Technology and FE Colleges

Increase availability of work experience for young people

Increase collaboration and alignment between the diverse array of careers advice/ education initiatives to reduce confusion

Recognition

Continue to support and implement the Technician Commitment and raise profile with awards

Community

Link internal communities within organisations to others forming a much larger network

Wrap up

“Our duty is to be in a better place tomorrow than we are today.”

Mark Jefferies

“I hope that the Royal Society will continue to elevate the visibility and importance of technical professionals within the scientific community and to Government, and to embed technical skills and career development into its broader strategic works”

Athene Donald

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Outputs

Royal Society Website blog by Athene Donald FRS

The Unsung Heroes of Research and Innovation (R&I): The Vital Role of Technical Professionals | Royal Society

Conference Report Published 14 November on the RS website

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Shaping policy

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Research and Innovation policy work at the Royal Society

- Influence policy- and decision-makers to create the optimal environment for science.
- We cover topics both looking at how to enable excellent science, and how to support the people conducing and enabling the science.
- We work by:
  - Engaging with those across the sector
  - Reacting to policy developments
  - Conducting research and analysis

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What are some of the challenges facing technicians?

- Policy landscape and wider skills agenda
- Education, skills and careers

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Policy landscape and wider skills agenda – Challenges raised

Participants viewed themselves as essential to national priorities such as AI and sustainable energy but felt underrepresented in the related public strategies.

A large amount of instability and change in government skills policy.

Looking ahead, participants advocated for more coordinated policy, integrated initiatives, and investment in future talent.

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Policy landscape and wider skills agenda – Policy developments

GOV·UK

Home > Education, training and skills > Further and higher education, skills and vocational training

Press release

Skills England to transform opportunities and drive growth

New body launched to bring together key partners to meet the skills needs of the next decade across all regions.

From: Department for Education, The Rt Hon Sir Keir Starmer KCB KC MP and The Rt Hon Bridget Phillipson MP

Published 22 July 2024

GOV·UK

Home > Education, training and skills > Further and higher education, skills and vocational training

Policy paper

Skills England report: driving growth and widening opportunities

The first report from Skills England sets out the key skills challenges that limit growth and opportunity. It also assesses skills needs in the economy.

From: Department for Education

Published 24 September 2024

GOV·UK

Home > Business and industry > Industrial strategy > Indus

Department for Business & Trade

Policy paper

Sector Plans

Updated 8 September 2025

Contents

- Advanced Manufacturing
- Clean Energy Industries
- Creative Industries
- Defence
- Digital and Technologies
- Financial Services
- Life Sciences
- Professional and Business Services

In the Industrial Strategy, we identified the 8 sectors that have the greatest growth potential over the next decade and a critical role to play in supporting economic security and resilience, net zero and regional growth.

Each has a bespoke Sector Plan, developed with industry, setting out a vision of the sector's transformation by 2035.

We have published all 8 of the Industrial Strategy Sector Plans.

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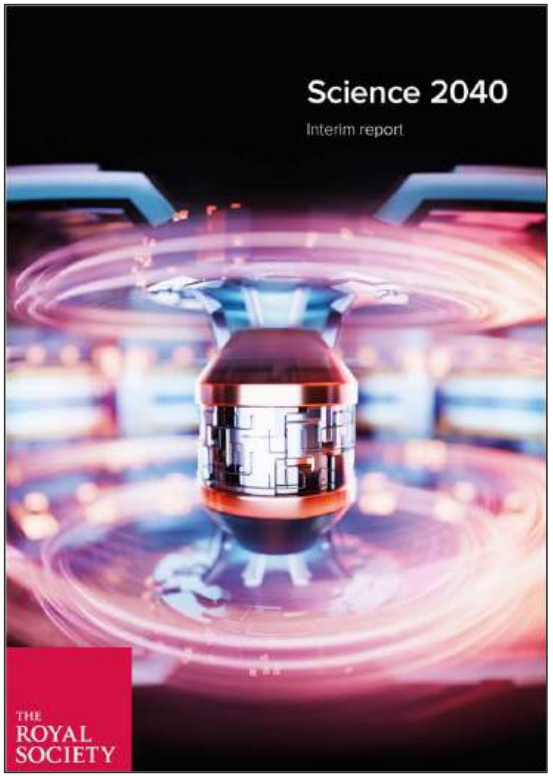
Policy landscape and wider skills agenda – Royal Society activities



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Comprehensive Spending Review phase two: policy submission from the Royal Society

Executive summary

- Research discoveries are critical to innovation and development of new products, services and technologies. They drive inward investment, productivity and economic growth and ultimately improve people's lives.
- We welcome the Government's decision at the Budget to index-link the R&D budget in line with inflation, which is crucial for both private sector investor confidence and the financial sustainability of research.
- However, we need to go further if the UK is to successfully adapt to the technological and demographic trends reshaping the economy. This includes supporting skills from school through to the scientific workforce; sustaining world class research infrastructure and capability (including AI and quantum computing); supporting fundamental scientific research; sustaining strategic international scientific collaboration; and addressing key national risks – from national security through to climate change, biodiversity loss and future pandemics.
- The Spending Review is an opportunity to set out an ambitious long-term commitment to invest in UK science capability and the R&D that helps to secure sustainable growth and improves the lives of current and future generations.
- The Government should be ambitious for science and aim to make the UK the best place to carry out scientific
- The Government can take bold steps to market the UK as a destination of choice to global investors, innovators, scientists and entrepreneurs. Making the UK home to cutting-edge discoveries and innovation would help to improve people's lives as they benefit from new technologies and products, as well as creating high-value jobs and domestic supply chains. More action is needed to encourage global companies to base their R&D activities here and to attract overseas investment. This not only includes policy and investment certainty, but also removing barriers to attracting the world's top scientific talent – including addressing prohibitive upfront visa costs.
- Education and skills are fundamental to achieving the Government's Plan for Change. The Government has a once-in-a-generation opportunity to reform the education system so that every young person has the foundational knowledge and skills for an increasingly data driven changing world of work.
- There is a crisis in science education – including a decline in practical science, challenges with recruitment and retention of specialist science teachers at both primary and secondary level, and deep spending cuts to teachers' continuing professional development. Young people, particularly in the most disadvantaged areas, are paying the price to the detriment of their life chances and to the UK's international competitiveness.

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Education, skills and careers – Challenges raised

Lack of investment in education and decline of hands-on experience and practical education in schools.

Lack of adequate careers advice on the possibilities of technical careers.

Insufficient visibility of alternatives to traditional linear routes and a lack of flexibility around education and career pathways.

Challenges around pipeline with an ageing workforce.

Looking ahead, participants advocated for greater opportunity for lifelong learning.

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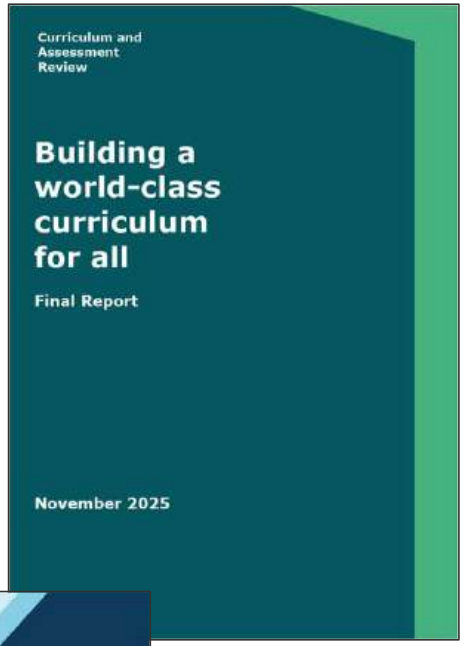
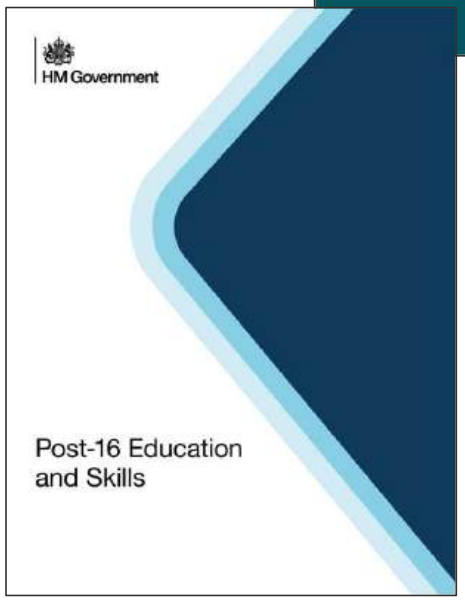
Education, skills and careers – Policy developments





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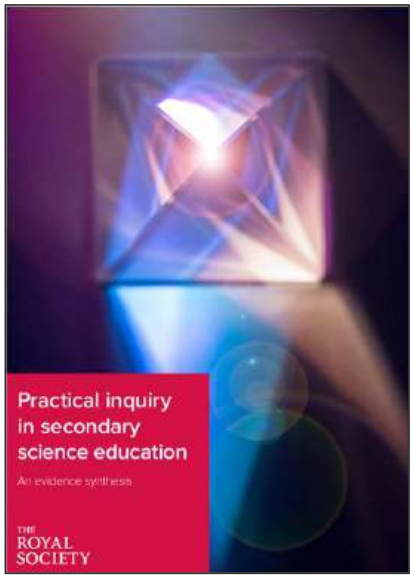
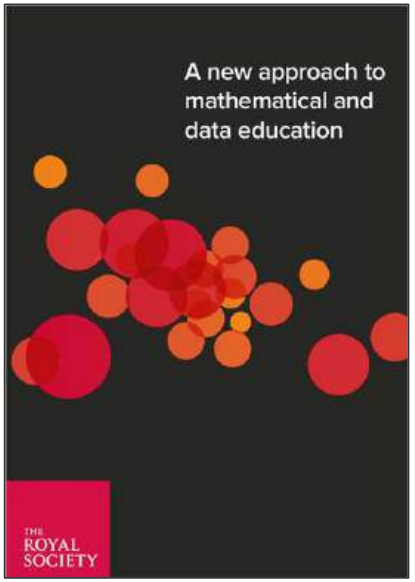
Education, skills and careers – Royal Society activities





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Discussion

What activities could the Royal Society be doing more of?

Are there any gaps in the main themes which we have presented? Is there anything we have missed?

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Thank you

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Technician Commitment

Coffee and Refreshments

11:35-12:05

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Technician Commitment

Developing Technical Talent: From early careers to mid-career growth

12:05-13.00

Utilising Apprenticeships to Support the Talent Pipeline in UK Higher Education and Research Institutions

Jo Hartley-Metcalfe

UK Institute for Technical Skills & Strategy
Technician Commitment
University of Nottingham, UK

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

University of Nottingham UK | CHINA | MALAYSIA

UKRI Research England

GATSBY

Technician Commitment

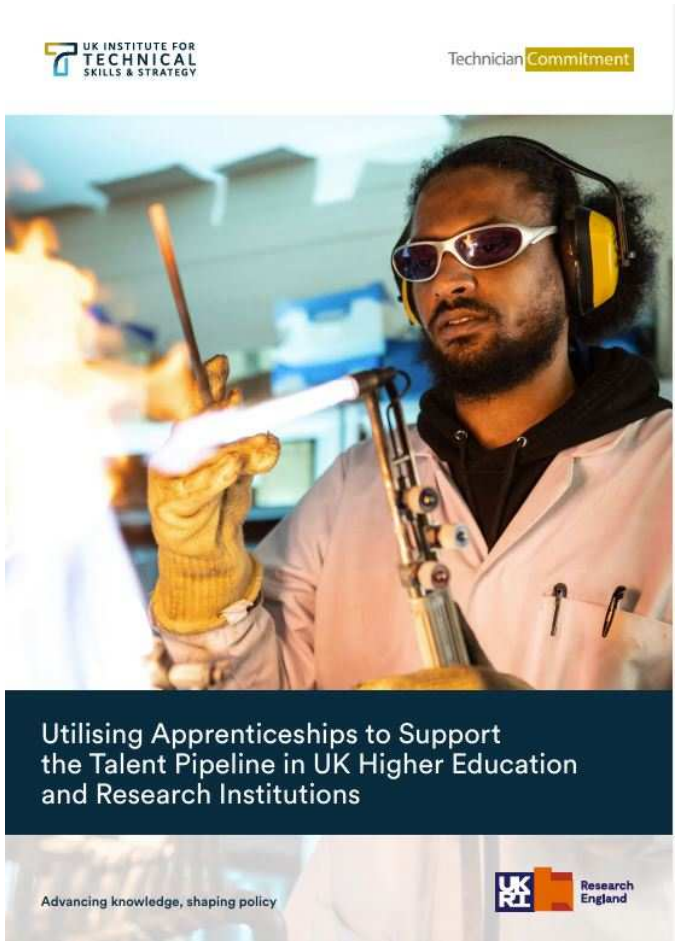
MI TALENT

HOT Topic

Apprenticeships

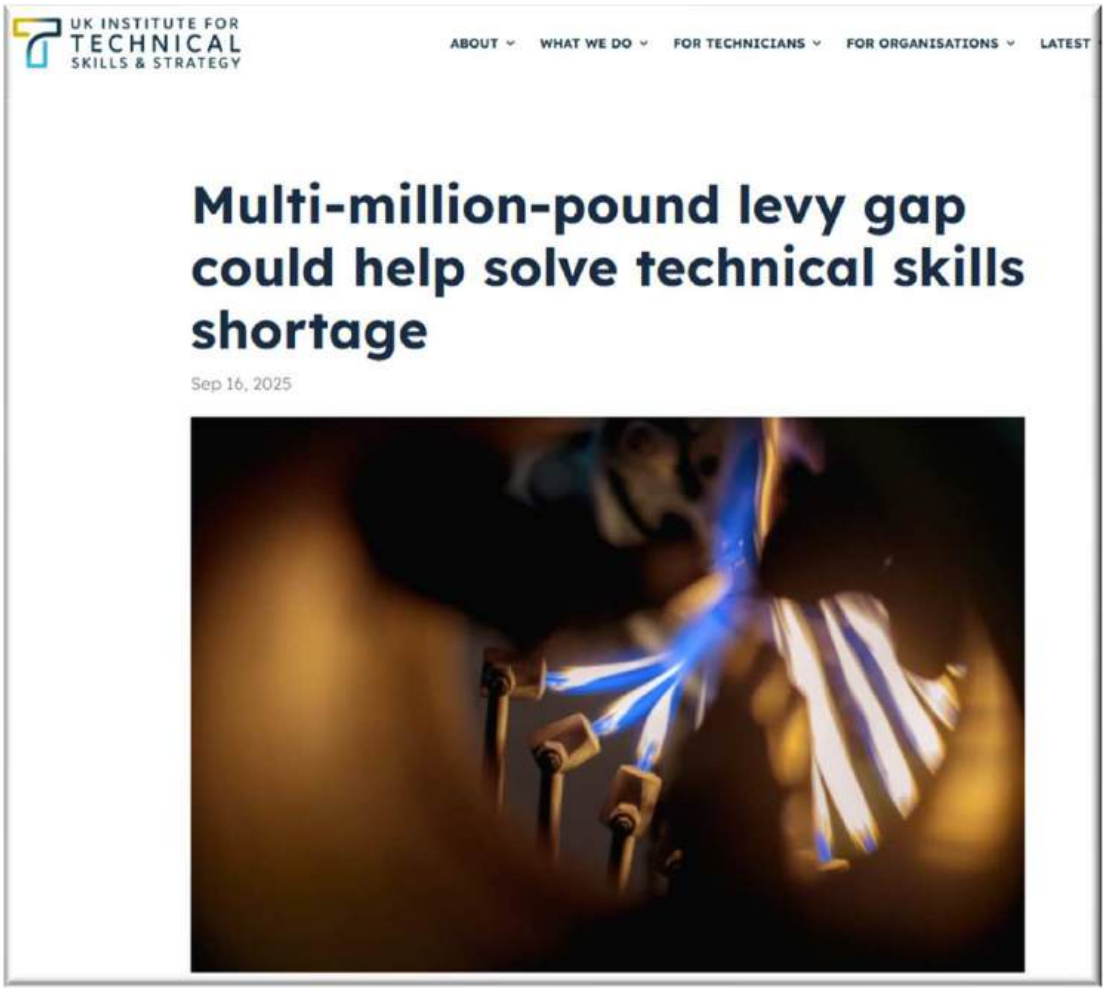
> two-thirds of young people participating in higher-level learning – academic, technical or apprenticeships – by age 25

Apprenticeship Sector Report



- Commissioned by the UK Institute for Technical Skills and Strategy (UK ITSS).
- Authored by Kate Barclay Consulting Ltd
- Launched Aautumn 2025 for the sector

Technical Skills Shortage



- UK has a shortage of technical skills
- Technical community has an ageing population & EDI challenges

Explored three key question:

Q1 To what extent are universities in England using their apprenticeship levy to attract new staff, develop and retain existing technical talent?

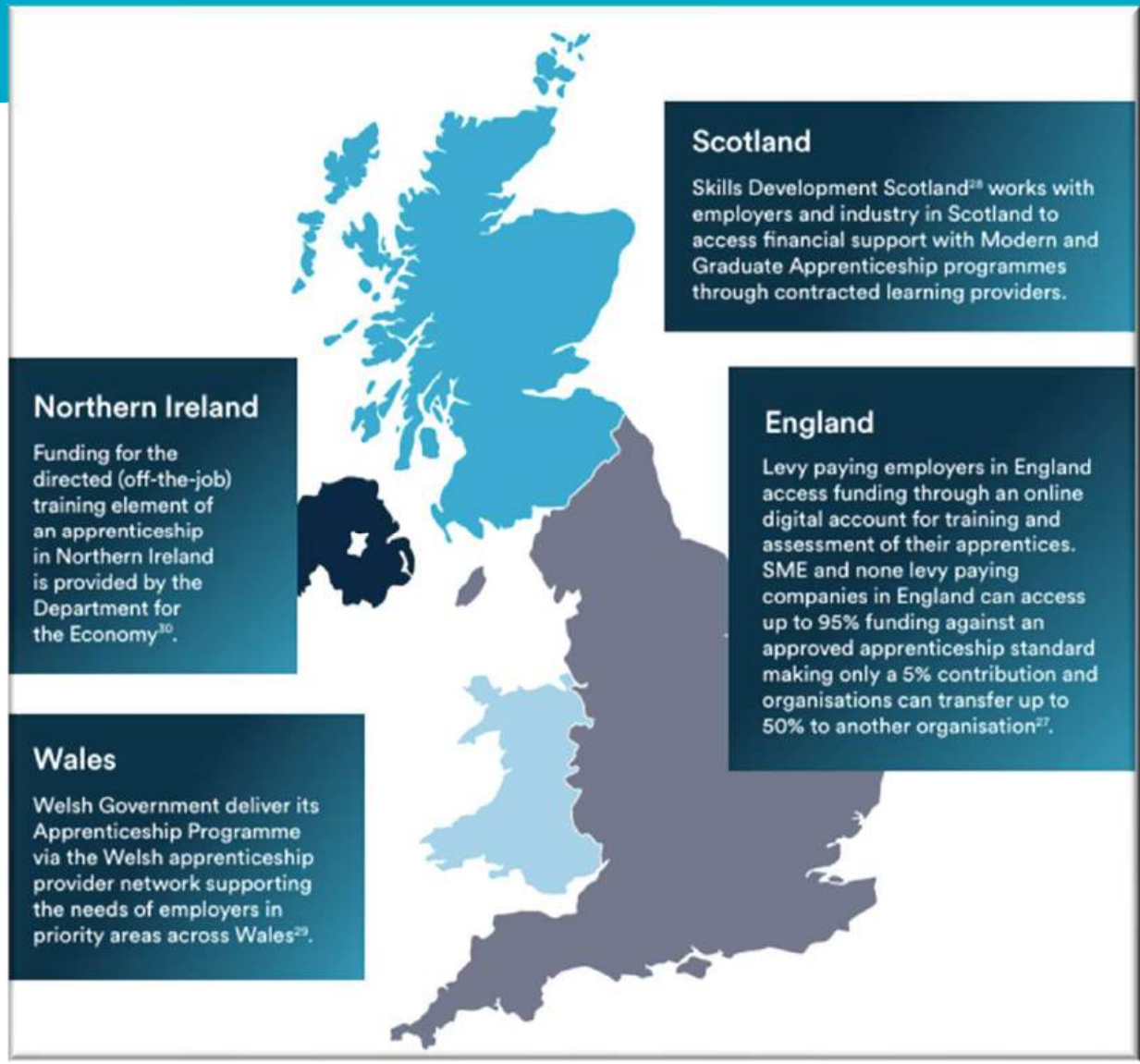
Q2 What good practice models exist where universities have successfully used apprenticeships as part of their workforce development plans for technicians?

Q3 How can universities and research institutions work to embed apprenticeships within their workforce development plans to attract key skills, develop, and retain existing technical talent?

Growth and Skills Levy

- All employers including universities and research institutions, with a salary bill of £3 million or more per year at a rate of 0.5% through the PAYE system

- Skills are a devolved policy and therefore it is used differently across the UK



Growth and Skills Levy

ATTRACT

TRAIN

RETAIN

An estimated

£30,000 to £4 million

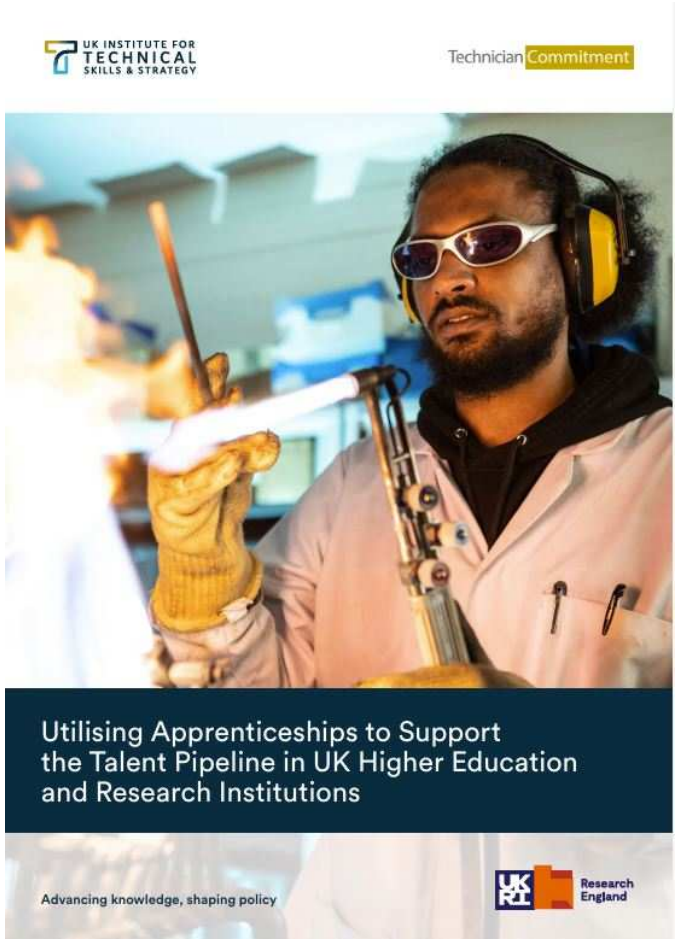
per institution*

remains unspent from the mandatory levy each year.

*Dependent on the size of the organisation

Only 1% of the higher education technical workforce carried out an apprenticeship during 2017/18 and 2018/19.

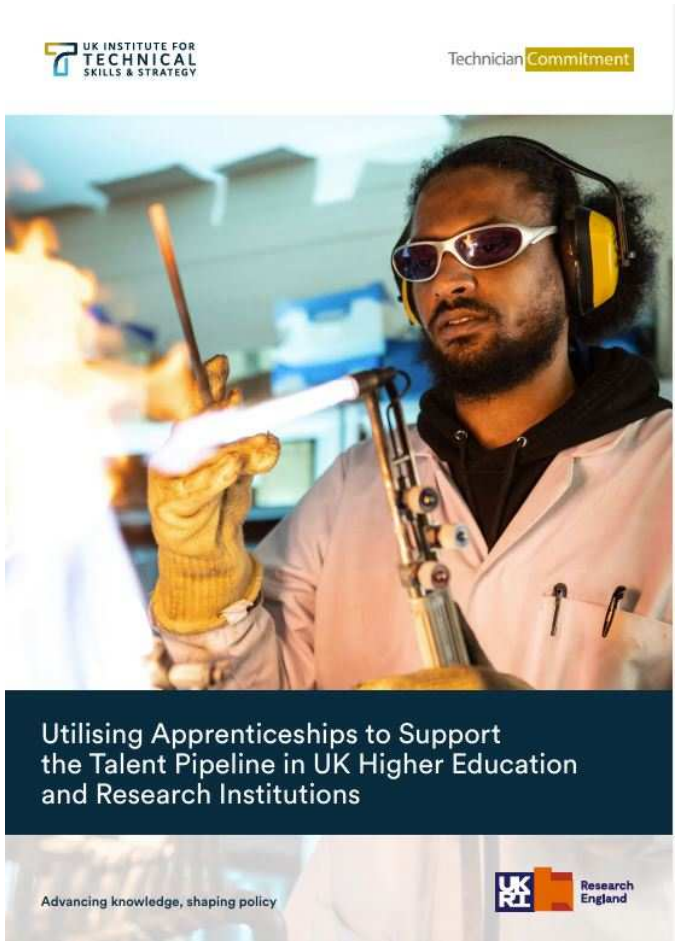
Apprenticeship Sector Report: ATTRACT



Universities and research institutes can use apprenticeships to ATTRACT new technical talent

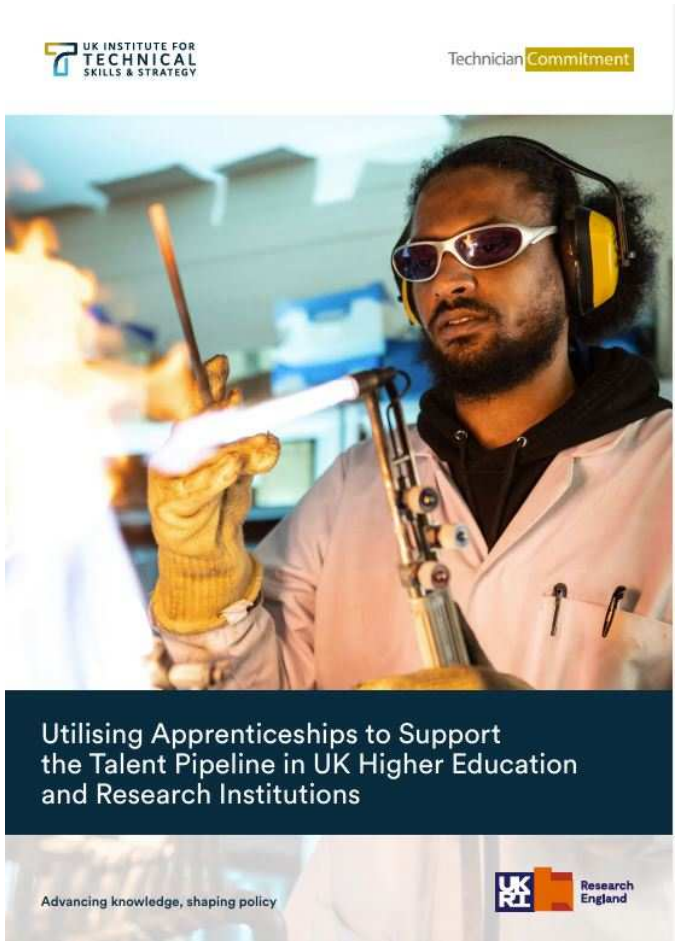
- TALENT Commission data- 66% of respondents age 21-55 started their technical career with Bachelor degree or above
- Respondents over 55 started with an array of technical qualifications
- Reliance on traditional academic pathways and potentially a gap in university recruitment strategies where technical qualifications are not being recognised

Apprenticeship Sector Report: ATTRACT



- Strategic workforce planning
- Offering T Level industry placements
- Recruiting apprentices
- Pipeline of talent

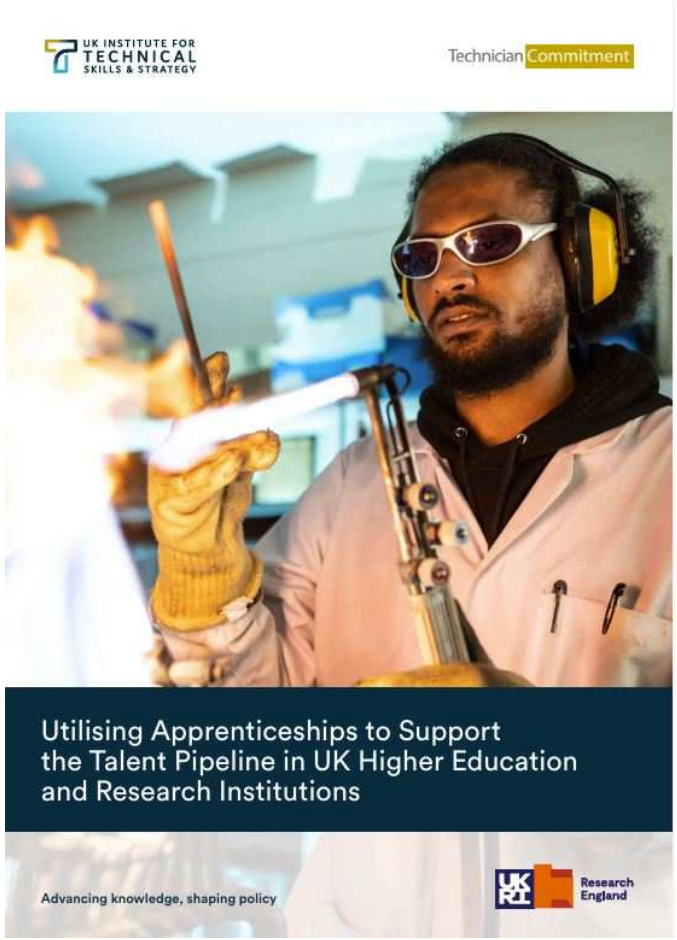
Apprenticeship Sector Report: TRAIN



Use apprenticeships to TRAIN new and existing staff

- Connect with the institution Employer Apprenticeship Leads and HR
- Clear mapping of career progression
- Sign posting to apprenticeships standards, Skills England- Occupational maps
- Support current staff; Technical Managers and Technicians

Apprenticeship Sector Report: RETAIN



Universities can use apprenticeships to RETAIN experienced staff

- 24% of technicians over 50 have been with the same employer for 30 years or more
- The number of technical staff employed for more than 10 years on the same contract in the last 5 years
  - 19% in 2018/19
  - 13% in 2023/24
- 65% of technical staff suggested a lack of opportunities for career progression has led them to consider leaving
- **Invest in experienced staff through apprenticeships**

Case Studies: Good practice

Case Studies: Key lessons

- **Strategic integration delivers results**
- **Progression pathways aid retention**
- **Local and regional partnerships widen the pipeline**
- **Upskilling supports adaptability**
- **Support structures enhance success**
- **Barriers remain**

Case study and analysis

University of Nottingham
UK | CHINA | MALAYSIA

University of Nottingham

A long-standing programme operates for engineering technicians at the University of Nottingham, having been developed back in 2012. Nottingham's four-year apprentice technician curriculum takes learners through to a Level 4 Engineering manufacturing technician standard whilst developing the in-house skills and behaviours to become a successful engineering technician. This holistic programme has an intake of two apprentices per year and is adapted depending on business need within the department. Previously the programme operated on a rotation basis with placements across different disciplines within engineering. The more recent apprentices rotate within mechanical engineering teams to develop the depth of specialist knowledge required for the role. This apprenticeship programme has been adapted through the introduction of relevant apprenticeship standards and allows the University to maximise training and assessment costs through use of their apprenticeship levy.

The Research Scientist apprenticeship standard[40] has also been used by the University of Nottingham to upskill and progress graduate apprentices through the planning, leading and conducting scientific experiments and analysing results. This master's level apprenticeship standard ensures that, on completion of the apprenticeship, the apprentice can demonstrate the research project management skills, highly specialised knowledge, and complex data analysis within the business context through completion of a distinctive MRes qualification and coaching within the workplace. Nottingham has partnered with Aston University as the training provider to deliver this apprenticeship standard which aligns to recognition by the appropriate professional bodies.

Nottingham's dual focus on specialist technical training and advanced research skills illustrates how apprenticeships can be used for both early-career training and high-level upskilling. This supports Q1 and Q3, and shows the role of Level 7 apprenticeships in meeting complex technical needs.

Conclusions

- **Most universities and research institutions are only utilising 0-25% of their available levy**
- **Reliance on traditional academic career pathways and a lack of engagement with apprenticeships**
- **Limited understanding of the apprenticeship landscape**
- **Apprenticeships can play a vital role in attracting, training and retaining**

Research undertaken within this paper concluded that most universities and research institutions are utilising

0-25%

of their available apprenticeship levy.

Recommendations

Inform

Why this matters:

Limited understanding of the apprenticeship landscape is a major barrier to uptake, resulting in significant underutilisation of levy funds and missed opportunities to address skills shortages.

Innovate

Why this matters:

The UK's research and innovation competitiveness depends on anticipating and meeting future technical skills needs, not just current workforce gaps.

Influence

Why this matters:

Without policy reform, a large proportion of levy contributions will remain unused or returned to the Treasury, reducing the sector's ability to invest in its own workforce.

Invest

Why this matters:

Retaining skilled technical staff is increasingly challenging; accessible higher-level apprenticeships are vital for career progression and reskilling in response to emerging technologies.

Inspire

Why this matters:

The technician workforce in higher education lacks diversity; apprenticeships offer an accessible route for underrepresented groups and can broaden the talent pool.

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Thankyou

Early Career TECHNICIANS NETWORK

Aimee Wilkin

Aimee Parker

Why Have A Network for ECTs?

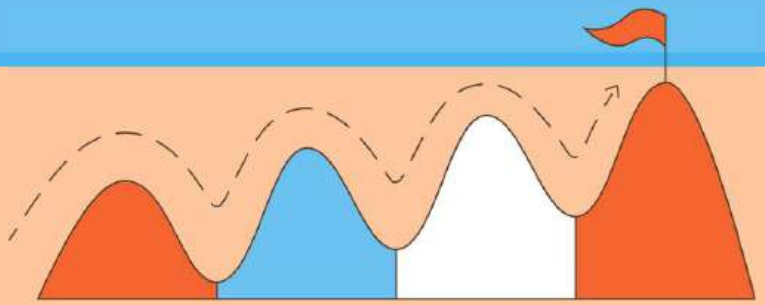
Who is the Network for?

- **JOB AS A TECHNICAL PROFESSIONAL**
- **WORK IN HIGHER EDUCATION**
- **IN THE FIRST TEN YEARS OF YOUR CAREER**

*WE ALSO ENCOURAGE THOSE WHO HAVE BEEN IN THE CAREER LONGER THAN 10 YEARS TO JOIN AS **ECT CHAMPIONS** TO SUPPORT THEIR ECT COLLEAGUES.*

Our Goals

Create a dedicated space for Early Career technical professionals to network, share resources, offer support, and work towards increasing the recognition of the invaluable role ECTs play in education, research and commercial activities.



- **Build a community that celebrates being a technician**
- **Make networking easier during early career**
- **Increase visibility of upskilling and CPD opportunities relevant to ECTs**
- **Create resources to support ECTs' professional and career development**
- **Encourage discussion amongst ECTs to facilitate community problem-solving, resource sharing and knowledge exchange**
- **Develop career case studies amongst ECTs and those in the career longer than 10 years**
- **Create a working group of ECTs to develop and expand the reach of ECTN**
- **Gather information about the main issues facing ECTs and compile a Wishlist of actions**

Demographics

Launch Date: 15th April 2025

AS OF 6TH NOVEMBER 2025:

354 MEMBERS ON LINKEDIN

94 FOLLOWERS IN INSTAGRAM

ROLES

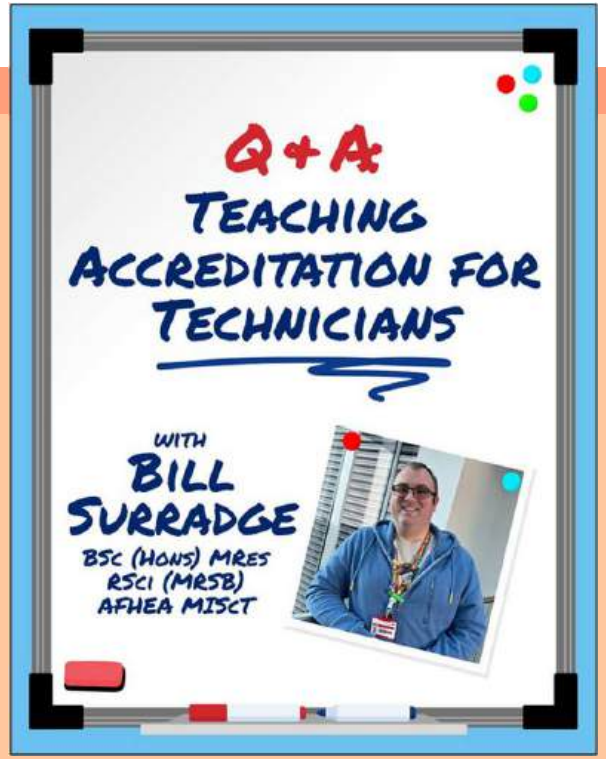
RESEARCH TECHNICIAN

TEACHING TECHNICIAN

TECHNICAL MANAGER

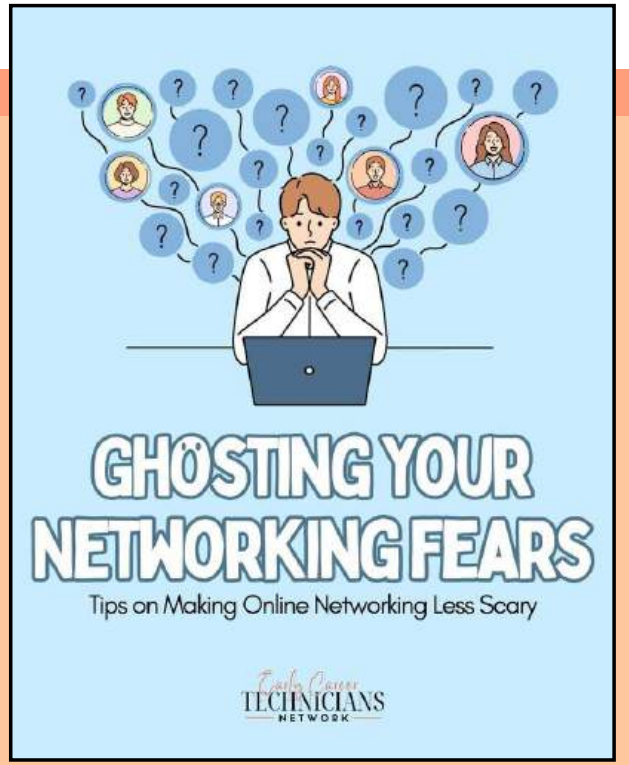
RESEARCH ASSISTANT

Informational Posts



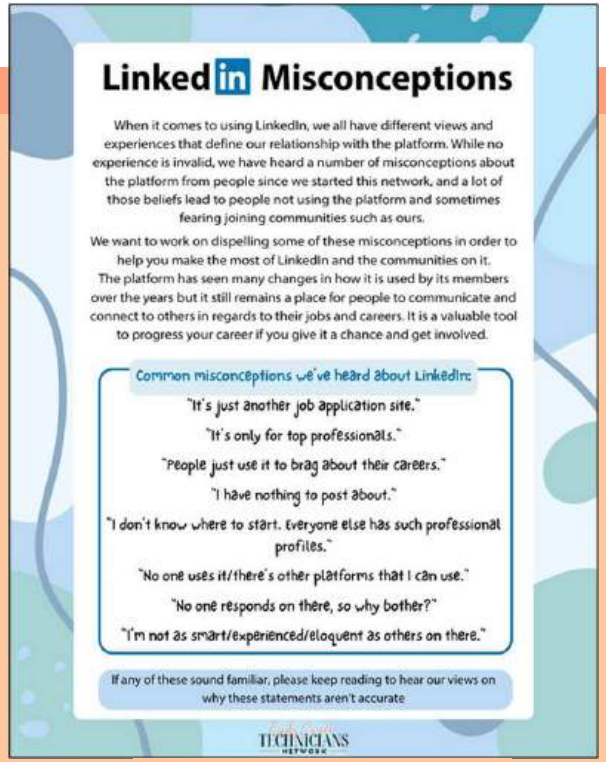
PROFESSIONAL DEVELOPMENT Q&A'S

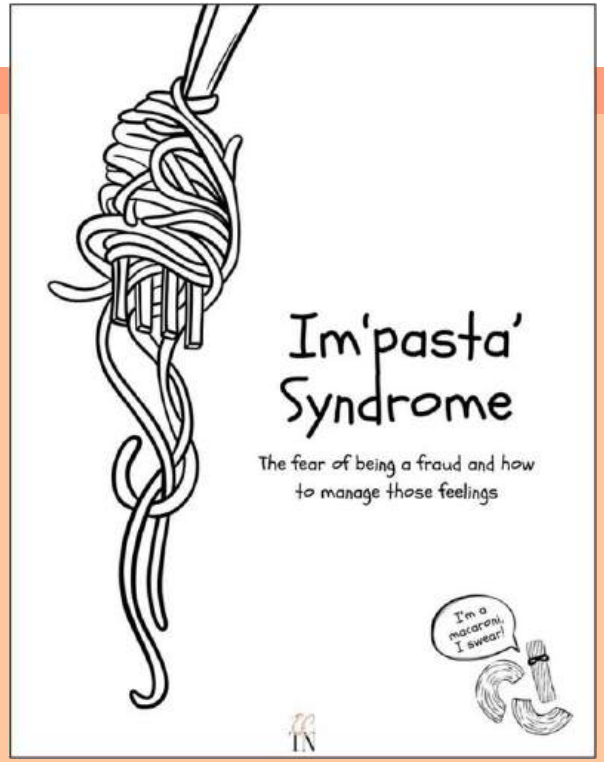
APPRENTICESHIPS



SOFT SKILLS DEVELOPMENT

Informational Posts





SOCIAL MEDIA & DIGITAL TOOLS

CV AND CAREER SKILLS

MENTAL HEALTH & WELLBEING

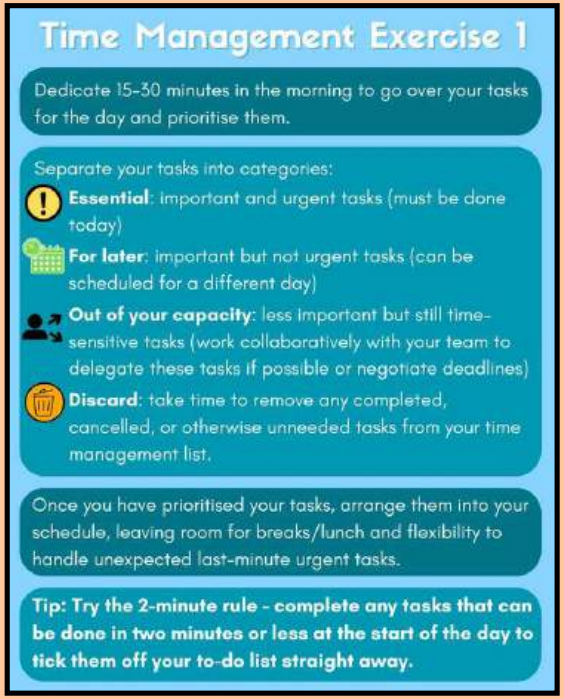
Engagement Posts

SIGNPOSTING

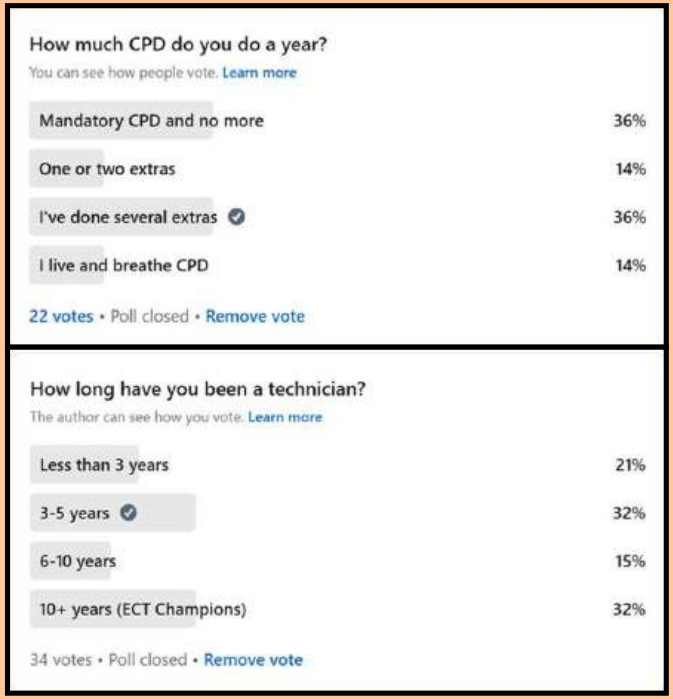
SCIENCE APPRENTICESHIP FORUM

Technicians We make the difference

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY



EXERCISES



POLLS

ACTIVITIES

Past Events

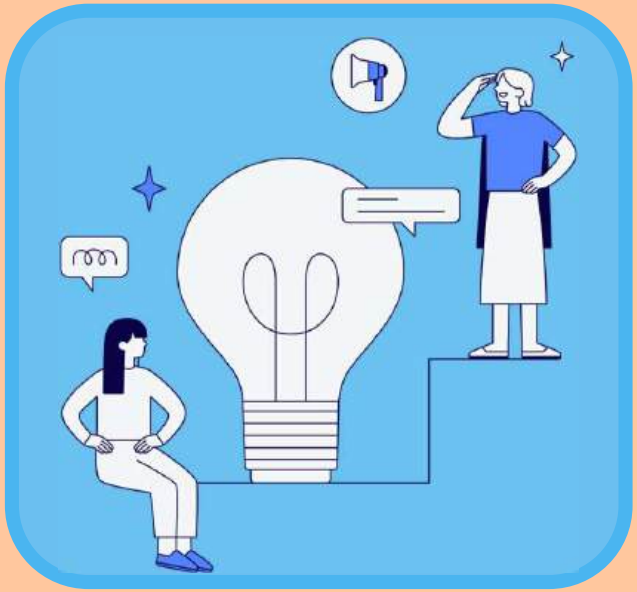
WORKSHOPS

PODCAST

SOCIALS

Get Involved

Join and SHARE the network



UTILISE your expertise

ENGAGE with resources

What's Next?

LAUNCHING THE ECTN WORKING GROUP

•

DELIVERING CONFERENCE WORKSHOPS

•

CREATING PEER SUPPORT GROUPS

Early Career
TECHNICIANS
NETWORK

JOIN US TODAY

Early Career Technicians Network (ECTN)

@earlycareertechnicians

https://linktr.ee/ectn

CONTACT US

ECTN.UK@OUTLOOK.COM

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Technician Commitment

What can you do in your institution to amplify the messages from these presentations?

What actions are you taking away from this session?

Lunch

13.00-14.00

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

The Technician Commitment without borders: International perspectives and collaboration
14.00-15.10

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

A Global Initiative: A collaboration between the UK ITSS and Universitas 21

Cecily Pepper

Kelly Vere

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

U21 UNIVERSITAS 21

What is U21?

- Universitas 21 (U21) is a global network that brings together 30 world-leading universities across the world.
- Initiatives are led by members and programmes are developed to benefit staff, students, and institutions.
- Collaborations often involve sharing resources, learning together, and co-designing solutions to our common challenges.
- A new, specific Community of Practice has been set up by the UK ITSS and U21, focusing on Technical Skills & Strategy.

What is the project about?

The UK ITSS is collaborating with U21 to work together on a new international initiative to strengthen recognition and support for technical roles in higher education and research.

We want to gain understanding of the technical professionals in higher education.

This initiative will explore the role, development, and sustainability of the technical workforce across global higher education systems. By generating international data, we can discover commonalities and differences between institutions.

Method

- Expression of interest from U21 institutions.
- 14 expressed interest, and 12 out of those 14 had capacity to take part.
- Six structured questions were shared with participating institutions.
- A thematic analysis of the data is currently underway, revealing commonalities, differences, and unique cases among the institutions.

Who is taking part?

The report

- The report will:
  - Highlight commonalities and differences
  - Identify examples of good practice
  - Serve as a foundation for ongoing collaboration.
- Participating institutions will also be invited to help shape and engage in the Community of Practice, which will:
  - Provide a platform for knowledge exchange, peer learning, and professional networking
  - Support shared strategic priorities
  - Explore international interest in the Technician Commitment
  - Consider the development of collaborative activities and future events.
- Hoping to publish in the new year.

Thank you!

We welcome any questions

The presentation by Yara Reis is available the end of the main slide deck

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

Malawi Liverpool Wellcome
Research Programme

MLW TECHNICIAN COMMITMENT - The Journey

Limbani Medi / Brigitte Denis –18th November 2025 London Event
Malawi Liverpool Wellcome Research Programme

Research driving health

KAMUZU UNIVERSITY OF HEALTH SCIENCES

wellcome

LSTM LIVERPOOL SCHOOL OF TROPICAL MEDICINE

UNIVERSITY OF LIVERPOOL

Talking Points

- MLW overview
- The Country Context – Health and Economy
- MLW Professional Staff career progression landscape and challenges
- Structure
- Key milestones on the road to Technician Commitment
- Lessons learnt
- The future

MLW Overview

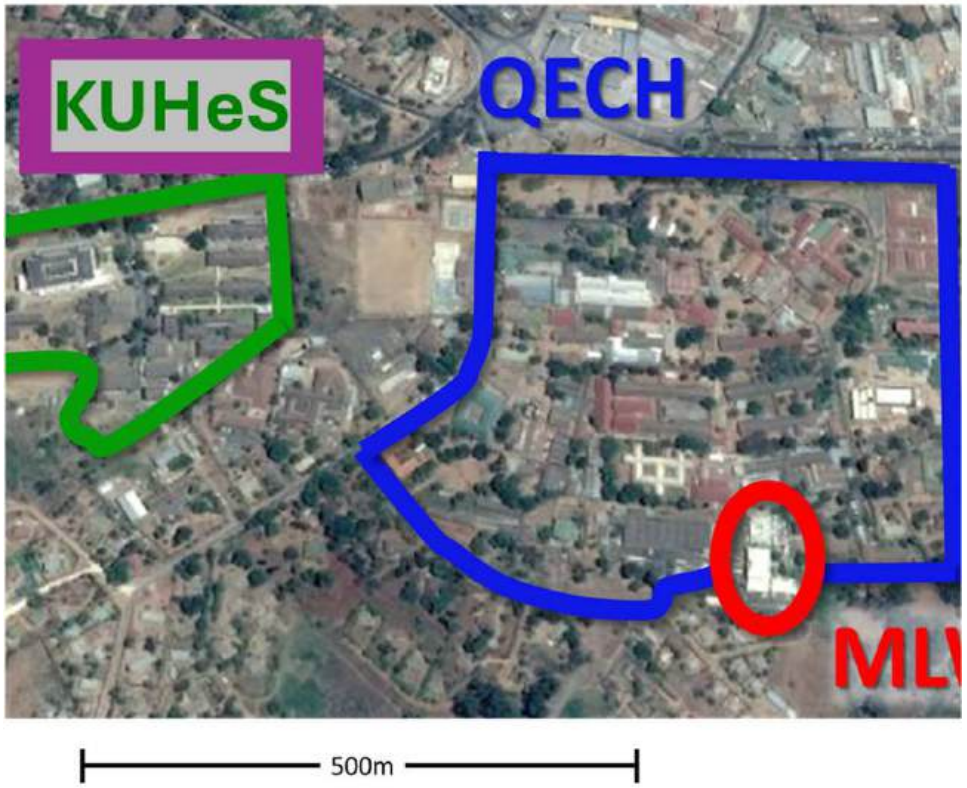
Commenced research in 1995 – focusing initially on Malaria. MLW **not** a teaching institution but a research Institution.

Affiliate of Malawi's biggest medical teaching and training school, Kamuzu University of Health Sciences (KUHeS)

Conveniently embedded within the premises Malawi's biggest hospital, The Queen Elizabeth Central Hospital (QECH)

Core funded by the Wellcome (W)

Based in Malawi's biggest commercial city, Blantyre



The Country Context – Health & Economy

Population (2023): approx. **21m** (2.65% growth rate)

Life expectancy (2023): **64.3yrs**

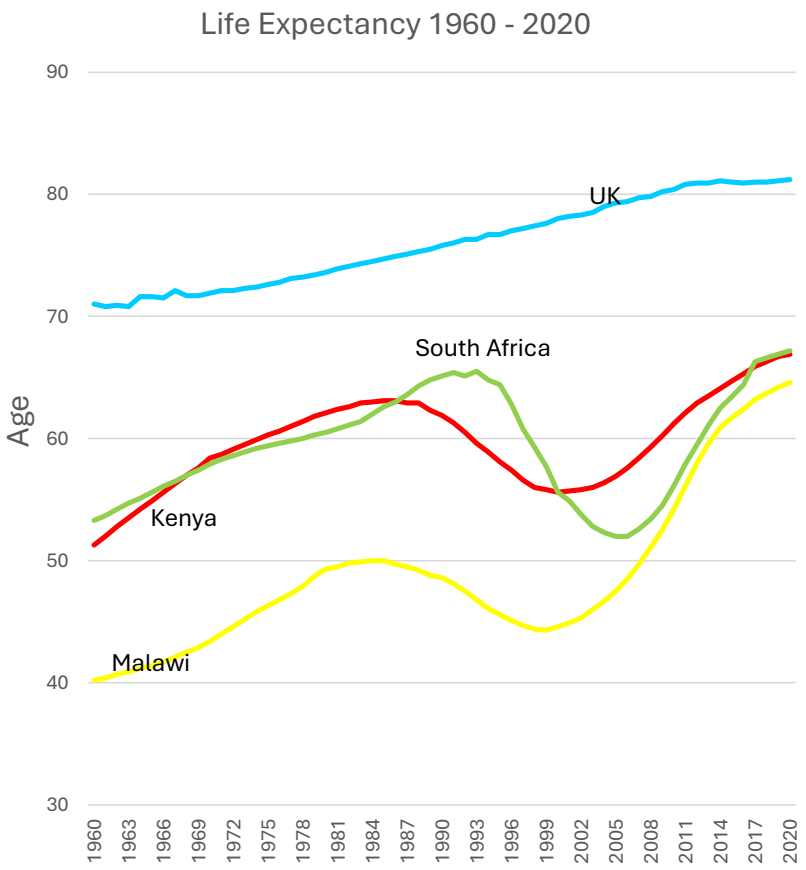
GDP (Oct 2025 est): **~US$10billion (IMF, World Bank)**

HIV prevalence (2023): **8.2%**

Doctor/Nurse (2020): **0.05/0.70 per 1,000 population**

Under 5 mortality rate (2024): **48/1,000 live births**

Maternal mortality ratio (2023): **381 per 100,000 live births**



MLW Professional Staff career progression landscape and challenges (Laboratory)

Aspect	Laboratory Positions – Project Based	Laboratory Positions – Core Based
Staffing Model-Sept 2025 (mixed) ~13% of total MLW staff (631)	**Projects (40% - 32 of 80 lab staff),**	**Core (60% - 48 of 80 lab staff)**
Career Progression prospects	Easier for project staff to take other paths (e.g. academic) but no guarantee of ongoing contracts due to funding volatility,	Guaranteed work contracts, but challenge to move into other paths
Primary Driver	Grant lifecycle which are shorter - 1 to 2 years & specific study needs	Ongoing institutional needs and longer contract cycle with almost guaranteed renewal prospects
Age Profile	Tend to be younger	Mature & experienced across the board
Turnover Impact	**High** (Project contract endings)	**Low** (Strategic retention and contract continuity guarantees)

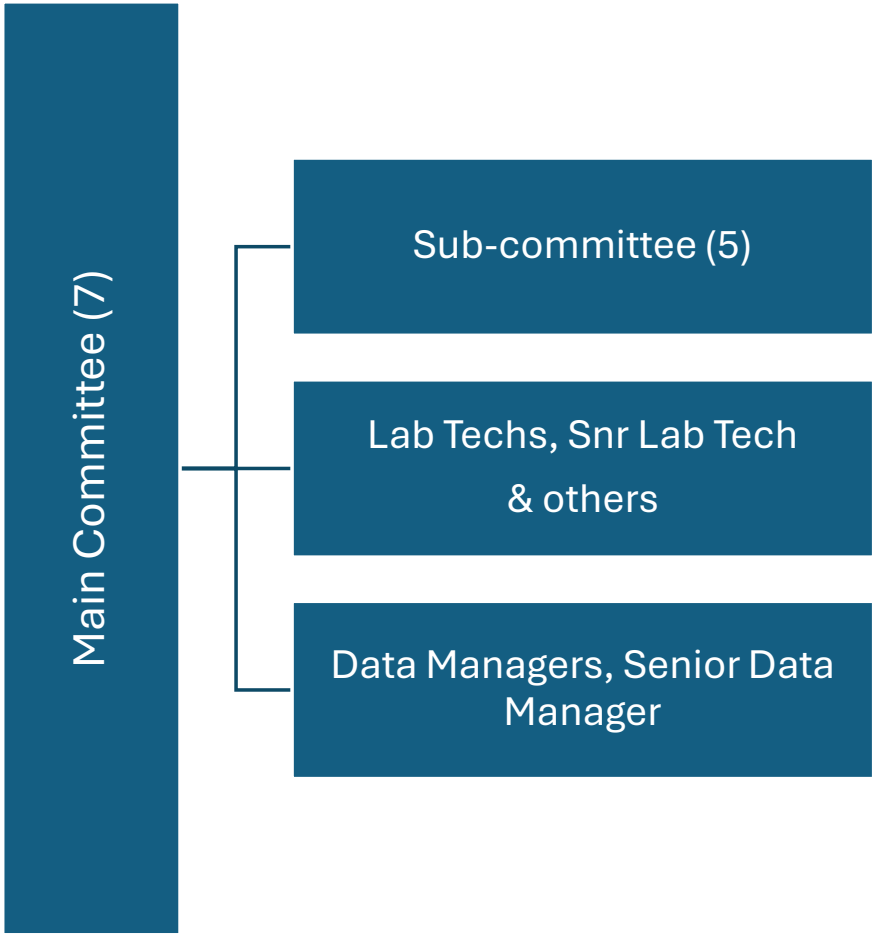
Structure

The current structure has:

1. Main Committee which initiated the whole process – The Technician Commitment Committee – 7 people

2. Sub-Committee which will now drive most of the activities on the action plan to ensure that this remains By Technicians For Technicians – initially 3 people but now being reconstituted with 5 people from Lab and others to come from Data Management Support Unit.

3. The rest are Senior Technicians, Technicians and others (lab) while Data has Data Managers and Assistant Data Managers



Key Milestones Along The TC Journey

14 August 2023

MLW formally being made aware of Technician Commitment

25 August 2023

Signing off by MLW Programme Director

21 March 2024

Online sharing experiences workshop with some of the founder institutions - 4

28 April 2025

1st Action Plan submission

29 April 2025

Re-submission of action plan following feedback

THE BIG DAY – 17 July 2025

ACCEPTANCE!

Key Lessons Learnt

1. Put context into the plans and adapt them to your requirements – circumstances might be different

2. The people in the sub-committees need to always be involved and be placed in the forefront since the initiative is for them and them only (By Technicians For Technicians)

3. Do not always focus on career paths as this can be challenging due to available opportunities and structure, focus also on the other aspects by using the key guiding principles of **Visibility**, **Recognition**, **Career Development** and **Sustainability**

4. To always provide for healthy funding pot for the initiatives.

5. Accept that it's a journey to fulfill the plans – a marathon and not a sprint.

The Future

1. Focusing on implementation of the 7-point plan, monitoring its impact

2. Increase the team of the subcommittee members to ensure continuity and empower them to take over the initiatives for the success of the program.

3. Extend the program to other “technical” departments (Estates, IT) once success is gained in the 2 piloted departments.

4. In the long term build a team of experts who will impart knowledge gained from the process and the initiatives to other institutions in-country and depending on success factors to partner institutions in the region in the medium term.

Lab Teambuilding Event

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

How can you work with existing international links and networks in your institution to advance the Technician Commitment agenda?

Sharing Best Practice

- **Culture Catalyst Fund**: Sally Morgan, the University of Edinburgh
- **The Institute of Cancer Research**: Barbara Villarejo Balcells and Aline Tabib-Salazar
- **The Open University**: Barbara Kunz
- **Royal Society of Chemistry**: Catherine Perry

15.10-15.50

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

THE UNIVERSITY of EDINBURGH

InFrame

Recognising the value of technical expertise

an InFrame Culture Catalyst project

Sally Morgan

Technical Services Manager, Engineering; Technician Steering Committee, Chair

This project was facilitated by InFrame, the Wellcome Trust Institutional Funding for Research Culture [grant number 228092/Z/23/Z], which is led by the University of Glasgow, the University of Edinburgh and the University of St Andrews.

Influencing the world since 1583

THE UNIVERSITY of EDINBURGH

InFrame

A bit about InFrame

- Scottish Research Technicians' Professional (SRTP) Academy
- Research Technical Professionals: Recognising Leadership & Expertise (RELAX)
- Recognising the value of technical expertise
- Transforming research: The effects of sharing facilities on cultures and outcomes
- EQUaL4C: Enhancing QUality and Adoption of Lab handbooks by empowering local Champions to Catalyse Culture Change

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THE UNIVERSITY of EDINBURGH

InFrame

What's the big idea?

- Costing technician time in Engineering
- UoE Technician Commitment Action Plan

How can we:

- Create a baseline for technician time
- Develop a framework for costing of technician time
- Improve future reporting

?

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THE UNIVERSITY of EDINBURGH

InFrame

Who's in the team?

- Sally Morgan (Technician Commitment Lead)
- Jenny Loukes (Research Information Systems)
- Natasha Dorling (ERO Research Funding Team)
- Endre Putyora (Project Coordinator)

Collaborators:

- Tracey Campbell (Consultancy Manager Edinburgh Innovations)
- Mike Boyd (ECA Head of IT & Technical services)
- Simon Cumming (Deputy Director Facilities Bioresearch & Veterinary Services)
- Abby McQueen (ERO Research Analytics and Insights Manager)
- Craig Middlemass (Worktribe – Head of Product)

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InFrame

What do we want to achieve?

- Deliver better understanding and recognition of the contribution of technical staff to research and innovation.
- Achieve clear definitions of terms in order to explore efficient data reporting.
- Using historic costing of technician time on research grants, industrial research grants and consultancy projects, to build a framework for ensuring consistency, fairness and transparency.
- This will ensure both financial sustainability and that staff are recognised for their contributions.
- Aligned with our institutional “size and shape” work, the outputs will be immediately receivable and impactful

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InFrame

What's the plan?

Started August 2025

- Recruitment of a Research Funding Analyst
- Data definition, mining, collation and interpretation
- Collation of relevant policies and sector information
- Internal stakeholder sessions (Research Finance, Pis, technical managers, …)
- Work with our networks (Pre-Award, Technician Commitment, …)
- Framework development, socialisation, revision and publication
- Work with Worktribe and Special Interest Group on reporting

Project ends April 2026

This project was facilitated by InFrame, the Wellcome Trust Institutional Funding for Research Culture [grant number 228092/Z/23/Z], which is led by the University of Glasgow, the University of Edinburgh and the University of St Andrews.

How can you get involved?

- Knowledge sharing/lessons learned (now)
- Stakeholder engagement sessions (early 2026)

Want to find out more?

- Grab me in the break
- Email me: sally.morgan@ed.ac.uk

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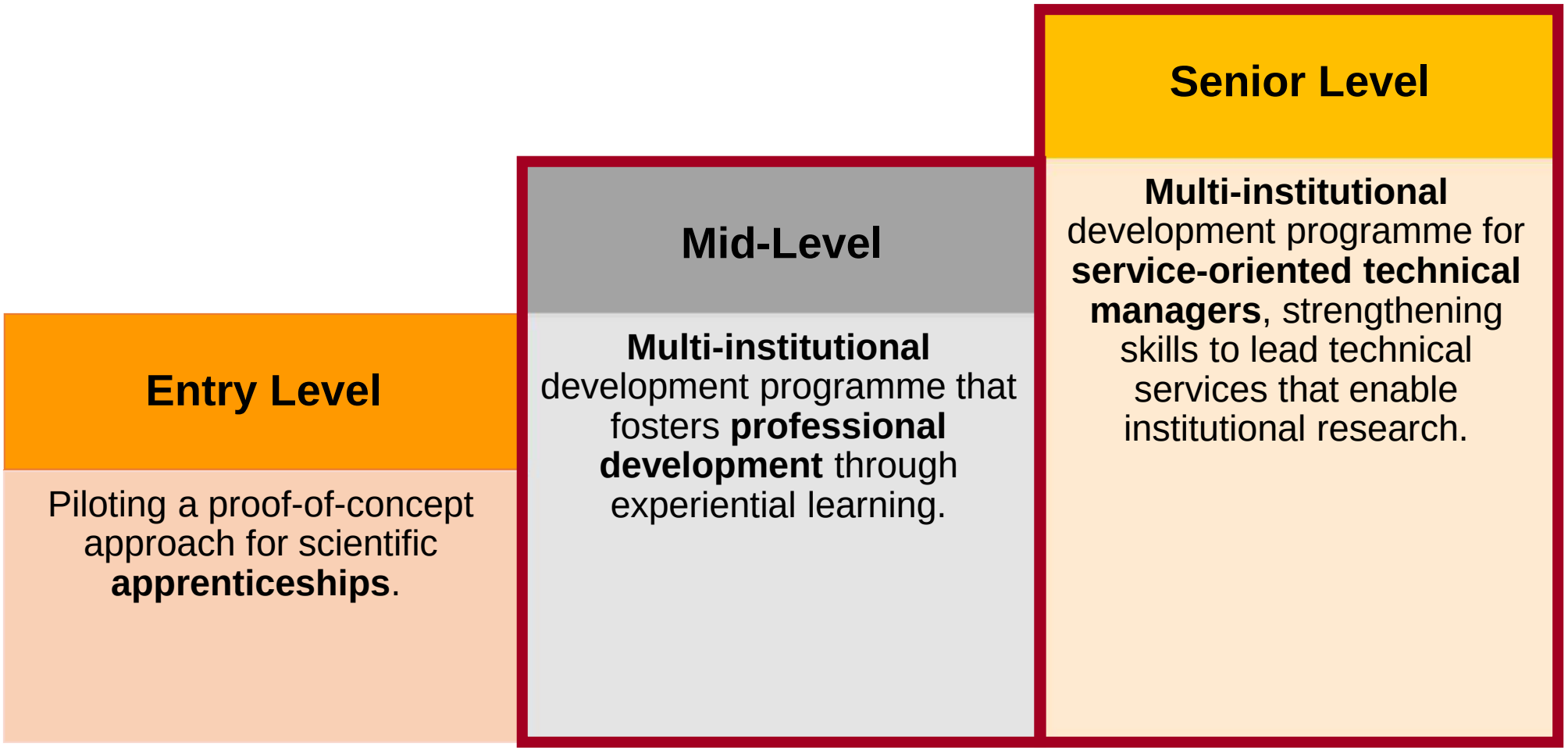
Building Technical Talent Through Impactful Collaboration

Technician Commitment Signatory Event
18th November 2025

Dr Aline Tabib-Salazar - Programme Manager
The Institute of Cancer Research

Funded by:
wellcome

Wellcome Institutional Research Culture Award



Collaborative Technician Development Programmes

ICR The Institute of Cancer Research

Barbara Villarejo-Balcells

THE FRANCIS CRICK INSTITUTE

KING'S College LONDON

UCL

IMPERIAL

Mid-Level (Ignite)

Fosters growth through experiential learning:

- Build confidence and leverage strengths
- Influence team culture
- Developing supervisory and training skills

Senior Level (IgnitePLUS)

Strengthening service-efficiency to enable research:

- Project management skills and tools
- Managing teams and platforms
- Strategic thinking and horizon scanning

CONSULTING

Two Highly Tailored Programmes

4. Evaluation
- Independent, externally-led
- Surveys, testimonials, focus groups
- Case Studies

1. Multi-institutional
- Mixed cohort
- Networking Opportunities
- Invited Guest Speakers

3. Discipline/Role-Specific
- Workplace-Based Learning
- Peer learning
- Module Design

2. Consultative
- Governance structures
- Research team needs analysis
- Technical community engagement

Successes of the Programmes

- **Mid-level** (Ignite):
  - ✓ 91% would recommend the programme
  - ✓ 3rd cohort in Jan 2026

- **Senior-level** (IgnitePLUS):
  - ✓ 93% rated it ‘Excellent’
  - ✓ 2nd cohort in Jan 2026
  - ✓ Bronze Staff Development Award: Developing Excellent Practice, in partnership with Advance HE!

- Selected as one of ICR’s 10 organisational achievements in 2024/2025

Holistic Development Programmes

Additional modules on relevant topics, curated resources in workbooks

Promoting and Recognising roles via Professional accreditation

Cross-institutional Laboratory Visit Scheme to strengthen knowledge exchange and collaboration

Support technical career paths by promoting mentorship programmes

Community building via technician networks

Conclusion

Build for Long-Term Sustainability:

- **Materials:** Creating training and development content, sharing best practices with the wider sector.
- **Methods:** Embedding robust structures for continuous improvement.
- **Maximising and Recognising Talent:** Clear, supported pathways into and through technical careers.

Will we run again without Wellcome funding?
YES

Acknowledgements

- **Steering Committee members (co-applicants):**
  - Kristian Helin – CEO
  - Jon Pines – Head of Division
  - Rob van Montfort – Group Leader and Technician Commitment Champion
  - Tina Daviter – Head of Core Research Facilities
  - Karen Swales – Senior Scientific Officer
  - Elise Glen – Head of Researcher Development
  - Suraiya Rasheed – EDI Manager

- **Learning & Organisational Development Team:**
  - **Barbara Villarejo-Balcells**
  - **Neil Walford**
  - Rachel Talbot
  - Sarah Jugurnauth-Little
  - Chrissie Grahovac
- Barbara Pittam, Chief Research & Academic Officer
- **Scientific Officer Association Committee**

ICR

- **Partners:**
  - Isabel Goncalves Cattuzzo – UCL
  - Amelia Kowalewska – The Francis Crick
  - Stephen Franey, Gursimran Oberoi, Kathy Barret – KCL
  - Ailish Harikae – Imperial

- **Strategic Advisory Board members:**
  - Sarah Allen – ITSS
  - Sadiq Uzma – UCL
  - Katie Dryden-Holt – RSC
  - Louise Gillic – The Francis Crick
  - Vanessa McKean – The Francis Crick
  - Benn Chacksfield – Tiro
  - Ricardo Aramayo – MRC LMS
- Kelly Vere, ITSS

Facilitated by:

CONSULTING

kate atkin

EDGE+STRETCH LEARNING

Funded by:

wellcome

Technician Commitment

Technician Commitment journey – The Open University

Technician Commitment Lead – Dr Barbara Kunz

Technician Commitment signatory event

18th November 2025

The Open University

- The Open University is the largest academic institution in the UK and the world leader in distance learning
- University Mission: Open to people, places, methods and ideas
- Longstanding partnership with the BBC
- No undergraduates permanently on-site; Milton Keynes campus for academics and postgraduates
- Majority of technical team support research, PhD students, and commercial activities

Labs & Technician Commitment

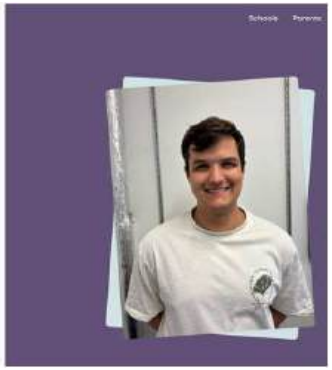
- ~ 190 labs including mechanical engineering + electrical workshops + glasshouses + field sites + composting sheds + a ‘Mars Yard’ + observatory + online OpenSTEM labs
- Technician Commitment supports STEM laboratories & engineering workshops staff
- Team of ~60 research technical staff
- Initial Technician Commitment signatory
- Submitted 3 self-assessments and action plans in 2018, 2022 and 2024

The Open University

Visibility

- Achievements & lab news highlighted in the weekly STEM all-staff Newsletter
- RTPs featuring news & webpages
- Technical Staff part of Athena Swan teams
- STEM RTPs are part of Professional Services within faculty
  - Core RTPs line managed by lab manager which report to Head of Laboratory Facilities
  - RTPs on research projects get (informally) included/integrated into core technical team
- Regular participation in outreach activities
  - School, general public, career fairs, etc
  - Friends and Family Day

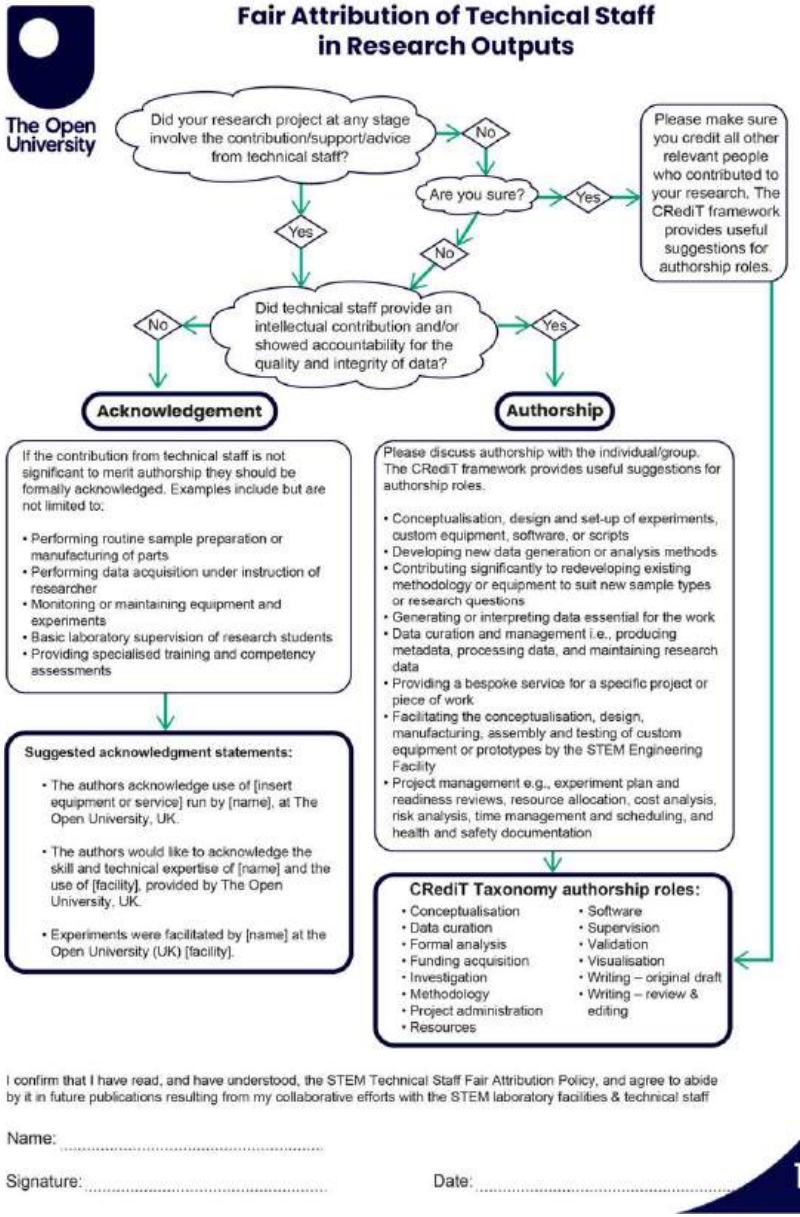
[BBC News articles] & videos covering Chinese Chnag'e-5 lunar sample arrival in UK heavily featured OU RTPs



OU RTP featured in Gatsby Foundation [Technicians: We Make the Difference]

Recognition

- Professional registration
  - Workshops & mentoring support
  - Registrations fees are paid by faculty
  - Initial uptake good, currently numbers are stalling
- Fair attribution policy
  - 2020 launch
  - 2025 updated providing more guidance
- Peer reviewed publication
  - Past three years 35 co-author publications
  - Quantification difficult (currently only self reported)
  - Aim to integrate a check-box into the open research deposit database



The Open University

Fair Attribution of Technical Staff in Research Outputs

Did your research project at any stage involve the contribution/support/advice from technical staff?

No → Are you sure? Yes → Please make sure you credit all other relevant people who contributed to your research. The CRediT framework provides useful suggestions for authorship roles.

Are you sure? No

Yes

Did technical staff provide an intellectual contribution and/or showed accountability for the quality and integrity of data?

No → **Acknowledgement**

Yes → **Authorship**

If the contribution from technical staff is not significant to merit authorship they should be formally acknowledged. Examples include but are not limited to:

- Performing routine sample preparation or manufacturing of parts
- Performing data acquisition under instruction of researcher
- Monitoring or maintaining equipment and experiments
- Basic laboratory supervision of research students
- Providing specialised training and competency assessments

Suggested acknowledgment statements:

- The authors acknowledge use of [insert equipment or service] run by [name], at The Open University, UK.
- The authors would like to acknowledge the skill and technical expertise of [name] and the use of [facility], provided by The Open University, UK.
- Experiments were facilitated by [name] at the Open University (UK) [facility].

Please discuss authorship with the individual/group. The CRediT framework provides useful suggestions for authorship roles.

- Conceptualisation, design and set-up of experiments, custom equipment, software, or scripts
- Developing new data generation or analysis methods
- Contributing significantly to redeveloping existing methodology or equipment to suit new sample types or research questions
- Generating or interpreting data essential for the work
- Data curation and management i.e., producing metadata, processing data, and maintaining research data
- Providing a bespoke service for a specific project or piece of work
- Facilitating the conceptualisation, design, manufacturing, assembly and testing of custom equipment or prototypes by the STEM Engineering Facility
- Project management e.g., experiment plan and readiness reviews, resource allocation, cost analysis, risk analysis, time management and scheduling, and health and safety documentation

CRediT Taxonomy authorship roles:

- Conceptualisation
- Data curation
- Formal analysis
- Funding acquisition
- Investigation
- Methodology
- Project administration
- Resources
- Software
- Supervision
- Validation
- Visualisation
- Writing – original draft
- Writing – review & editing

I confirm that I have read, and have understood, the STEM Technical Staff Fair Attribution Policy, and agree to abide by it in future publications resulting from my collaborative efforts with the STEM laboratory facilities & technical staff

Name: .....

Signature: ..... Date: .....

Internal & external awards

STEM Support Roll of Honour

Team awards

AstrobiologyOU Laboratory Team, Project Officers, Technical and Support Staff

Head of OU lab wins prestigious international award for excellence

https://www.labmanager.com/2022-leadership-excellence-awards-winners-announced-27667

Best Technician or Technical Team Award

Winner

Dr Simona Nicoara

Research Excellence Awards 2022

The Open University

Home » OU technician ho

OU technician honoured as 'truly inspiring' at THE Awards 2019

Posted on 29 November 2019 • Science

Dr Zeeshan Mughal a Project Officer in Electron Microscopy has won the 2nd Prize in the 2023 Royal Microscopical Society (RMS)

David Johnson, Laboratory Manager, was shortlisted for the 2019 Best Support for Research at the OU Research Excellence Awards.

The OpenSTEM Labs wins a Queen's Anniversary Prize

The Queen's Anniversary Prizes 2023

We're delighted to announce that the OpenSTEM Labs have been awarded a Queen's Anniversary Prize!

Granted every two years by The Monarch, the Queen's Anniversary Prizes recognise outstanding, innovative work by UK colleges and universities that deliver real benefit to the wider world through education and training. The Prizes are the highest national Honour awarded in UK further and higher education.

Founded in 2013, our world-leading, multi-award-winning OpenSTEM Labs are changing the way scientists and engineers of the future are educated by making authentic laboratory experiences possible online, and at scale.

STEM RECOGNISING EXCELLENCE AWARDS 2025

Support for Teaching, Research, Scholarship or Enterprise

- **Jitka Dojlvova, Laboratory Technician**
  For outstanding support and commitment to the microbiology team.
- **Dominic Siggs, Project Officer**
  For recognition of outstanding support and dedication to research activities associated with the Astrobiology high pressure reaction vessels.
- **Matthew Kershaw, Research Technician**
  For sustained and outstanding support of research activities on a wide variety of research instruments on campus
- **Josh Oakley, Project Officer**
  Recognition for his quick action supporting checks on STEM gas regulators.
- **Kay Knight, Earth Science Technician**
  For continuing excellence in the Thin Section Laboratory and the Virtual Microscope project.

Career development

- Mentoring for and from technicians
- Technical staff engaging with leadership training (Aurora & Herschel Programme, EPSTL)
- Technical staff have yearly career appraisals with their line manager
    - Training needs are collated for planning purposes
- NEBOSH training (half of RTPs received basic or advanced qualification)
- H&S roles & training
- Specialist skills training provision available and regular utilised

STEM Mentoring Scheme

The Open University

Sustainability

- Apprenticeships programme
  - Seven apprentices successfully finished
  - Four secure follow-up roles, two permanent contracts
- Costing of RTP's into research grants integrated in internal application process
  - HoLF approval needed before submission
- Long-term workforce planning to retain staff, skills and institutional knowledge


SCIENCE, MATHS, COMPUTING AND TECHNOLOGY

Meet the OU apprentices readying to take the science industry by storm

By Laura Bandell — February 6, 2024

Weronika Rojek, OU lab apprentice

Lab apprentices pass with flying colours

What's next

- Like many HE institutions, the Open University is going through a transitional period
- Restructures and new strategy of organisation provides possibilities to break the status quo and drive change through Technician Commitment work

- **Focus on recognition and visibility to highlight technical staff and celebrate achievements**
- **Futureproofing RTP roles, through long-term workforce planning, ensuring opportunities to expand knowledge base and upskill**

Technician Commitment

Thank you!

More information about the Technician Commitment at The Open University
https://stem.open.ac.uk/research/technician-commitment

barbara.kunz@open.ac.uk - Technician Commitment lead

zoe.ayres@open.ac.uk - Head of Laboratory Facilities

The Open University

Sharing Best Practice – update from Royal Society of Chemistry

Catherine Perry RSciTech MRSC
Professional Registration Specialist
Technician Commitment Project Lead
perryc@rsc.org technicians@rsc.org

What we've achieved so far:

2024 PRIZES

RSC NETWORK TECHNICIAN REPRESENTATIVES

RSciTech Registered Science Technician

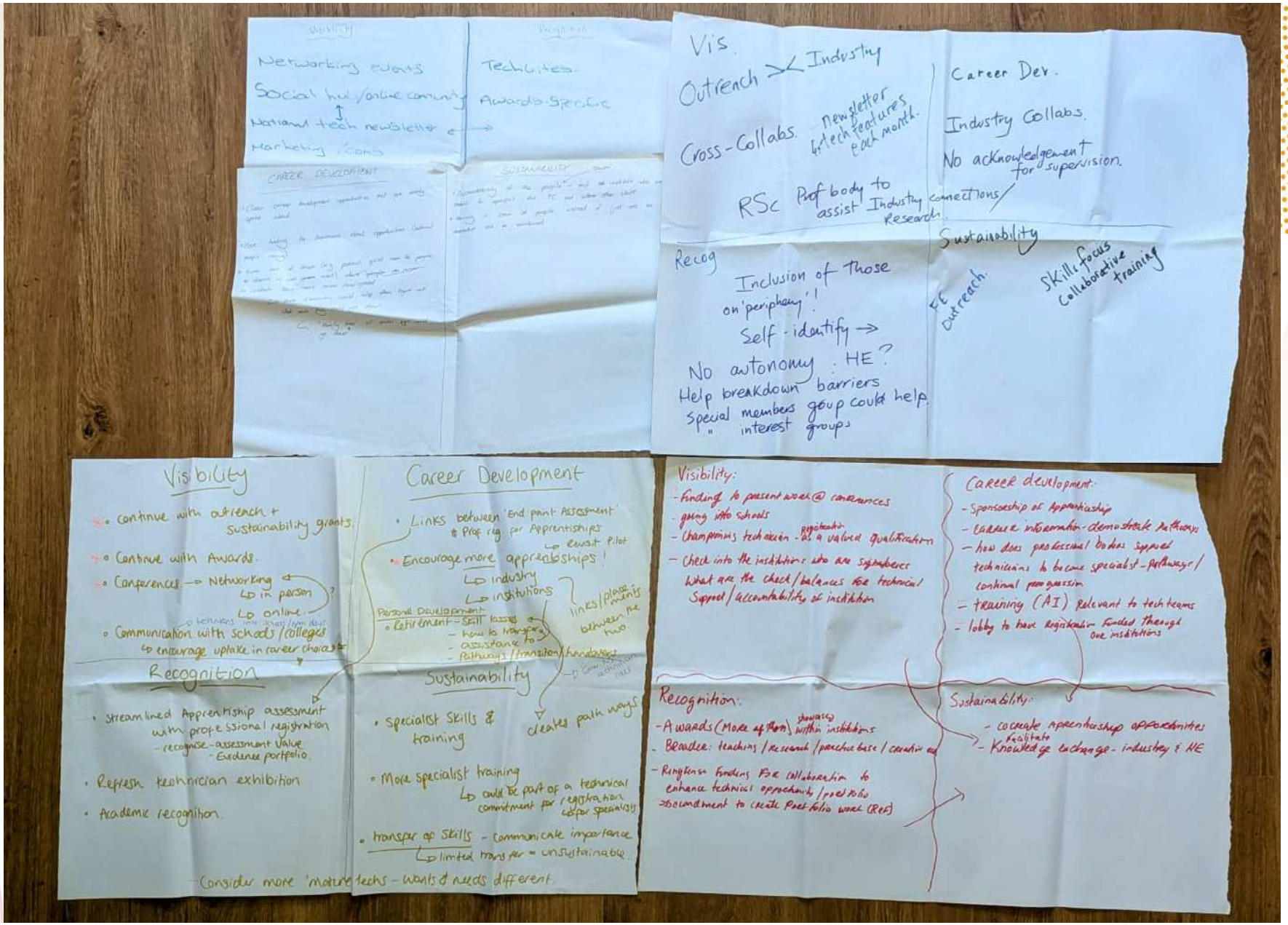
RSci Registered Scientist

Technician mobility grants

HEaTED

Mentorloop

ROYAL SOCIETY OF CHEMISTRY


Networking events
Social hub/online community
National tech newsletter
Marketing
Technicians
Awards-Specific
Career Development
Sustainability
Vis.
Outreach
Industry
Cross-Collabs.
newsletter
6 tech features
each month.
RSc
Prof body to assist
Industry connections/
Research.
Career Dev.
Industry Collabs.
No acknowledgement for supervision.
Sustainability
Recog
Inclusion of Those on 'periphery'!
Self-identify →
No autonomy. HE?
Help breakdown barriers
Special members goup could help.
" interest groups
FE outreach
Skills focus
Collaborative training
Visibility
• continue with outreach + sustainability grants.
• Continue with Awards.
• Conferences → Networking
↳ in person
↳ online
• Communication with schools/colleges
↳ encourage uptake in career choices
Recognition
• Streamlined Apprenticship assessment with professional registration
- recognise - assessment Value
- Evidence portfolio
• Refresh technician exhibition
• Academic recognition
Career Development
• Links between 'end point Assessment'
& Prof reg for Apprenticships
↳ revisit pilot
• Encourage more apprenticships!
↳ industry
↳ institutions
links/pathways between the two.
Personal Development
• Retirement - skill losses
- how to transfer
- assistance to
- Pathways/transition/handover
Sustainability
• Specialist Skills & training
creates path ways
• More specialist training
↳ could be part of a technical commitment for registration
↳ for specialists
• transfer of Skills - communicate importance
↳ limited transfer = unsustainable
Consider more 'mature' techs - wants & needs different
Visibility:
- funding to present work @ conferences
- going into schools
- Champions technicians - as a valued qualification
- Check into the institutions who are signatories
what are the check/balances for technical
Support/accountability of institution
Career development:
- Sponsorship of Apprenticship
- Career information - demonstrate pathways
- how does professional bodies support technicians to become specialist - pathways/
continual progression
- training (AI) relevant to tech teams
- lobby to have registration funded through
core institutions
Recognition:
- Awards (More of them) showcase within institutions
- Broader: teachers/research/practice base/creative ed
- Ringfence funding for collaboration to
enhance technical approaches/portfolio
secondment to create Portfolio work (Ref)
Sustainability:
- co-create apprenticship opportunities
facilitate
- Knowledge exchange - industry & HE

ROYAL SOCIETY OF CHEMISTRY

Supporting technicians in chemistry

Scan for further information

PROUD SUPPORTER OF THE Technician Commitment

Technician Commitment action plan 2025-2028

ROYAL SOCIETY OF CHEMISTRY

The Technician Commitment initiative ensures the visibility, recognition, career development and sustainability of technical staff. As a supporter, the Royal Society of Chemistry commits to engaging with and supporting the technical community within all sectors of the chemical sciences.

Technicians provide vital expertise to education, innovation and research. We aim to celebrate their contribution and to ensure they have the recognition and support they deserve. We will build on our work as a supporter since 2020 to ensure the contributions of these key staff are acknowledged.

Through our continued status as a supporter of the Technician Commitment, the Royal Society of Chemistry is pleased to outline our action plan for 2025-2028.

Visibility

Technician conference

We will deliver a biennial National Conference for Science Technicians, aimed at technical staff in any sector. The conference will be designed around a theme taken from technician feedback and developed in collaboration with the technical community.

Work to ensure equality, diversity, and inclusivity for technical staff

Through our commitment to inclusion and diversity, we promote inclusivity and accessibility in the chemical sciences. This includes through our Inclusion and Diversity fund, partnering on projects with members, and encouraging engagement in boards and committees.

Recognition

Membership and professional registration

The development frameworks of RSC membership and professional registration are accessible to any technician working in the chemical sciences, providing recognition for their expertise and wide ranging skills. The Registered Scientist (RSci) and Registered Science Technician (RSciTech) awards help raise awareness of the invaluable role of technical professionals in science.

Awards

To recognise the value of technicians, we ensure that technical professionals are represented within inclusive award categories at the RSC and celebrate technician winners of prizes across the recognition landscape.

Career development

Technician funding

We offer funding for technicians to undertake training to develop the skills and knowledge needed to elevate their career to the next level.

Enable connections between technicians in different sectors

Through RSC networks, events, mentoring and grants, technicians in the chemical sciences can build connections, boost skills and network with technical professionals from any sector.

Sustainability

Apprenticeship support

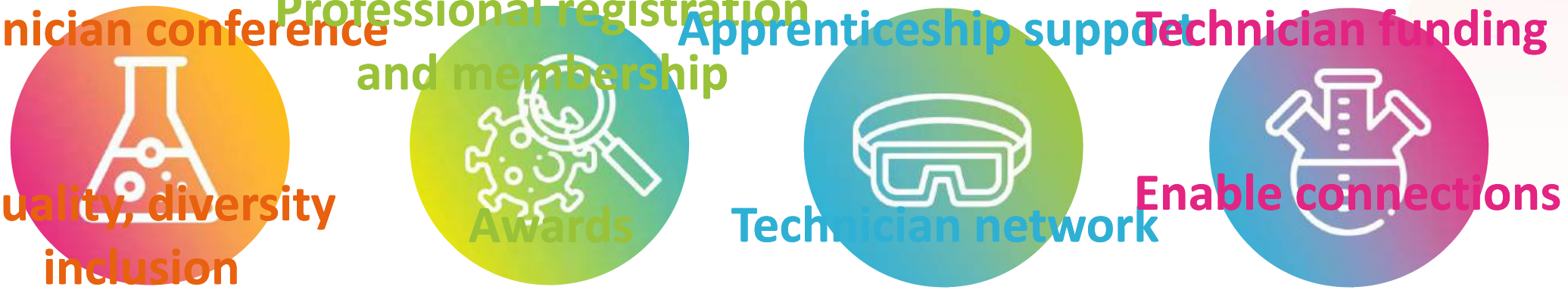
The RSC is an advocate for and promotes apprenticeships as routes into rewarding careers in chemical sciences, including technical roles.

Technician representative network

We host a network for technician representatives in the chemical sciences. Representatives act as a technical point of contact within their institution with the RSC and receive regular newsletters with the latest news and updates from across the RSC and other supporting organisations.

ROYAL SOCIETY OF CHEMISTRY

Four pillars of the **Technician Commitment**



technicians@rsc.org

Lessons learned and advice to other supporters

- Start early
- Use supporting evidence for your self-assessment submission
- Be self-critical against each RAG rating – if things haven’t gone to plan, don’t shy away from addressing it
- Celebrate the successes from your time as a supporter!

Next steps

- Tell everyone!
- Utilise the momentum to raise awareness of the new action plan, and the RSC
- Spread the word – feel free to invite me to any technician events to raise awareness!

Now live on the RSC website

Feel free to get in touch with any questions, or to help share information about our new action plan

technicians@rsc.org

ROYAL SOCIETY OF CHEMISTRY

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

Coffee and refreshments

15:50-16:15

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

Update from UKRI

15:50-16:15

#TechsCommit

How does UKRI support the technical profession?

Nik Ogryzko

Nov 2025

UK Research and Innovation

UK Research and Innovation

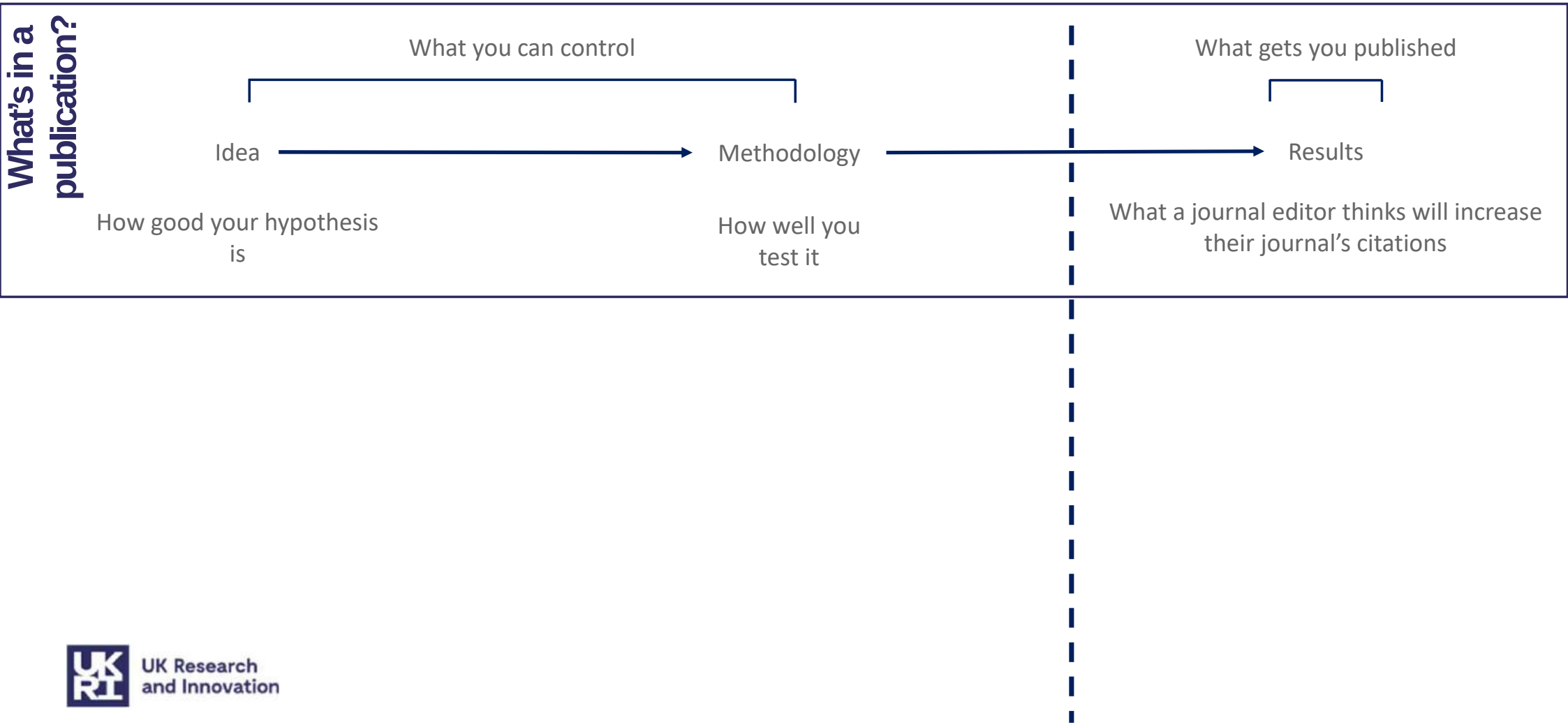
UKRI convenes, catalyses and invests to build a thriving, inclusive research and innovation system.

We support people and teams through:

- Our role as a **funder**, direct and indirect investments in the people doing the work
- Our role as a **policy organisation,** working with the community to drive positive changes in research culture
- Our role as an **employer** of people working in research and innovation at the institutes and facilities that we manage.

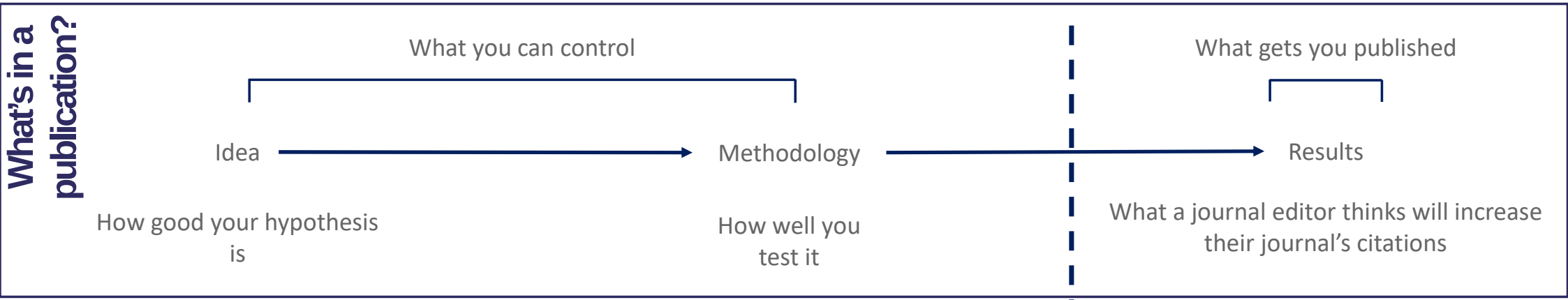
UK Research
and Innovation

One slide research culture



UK Research and Innovation

One slide research culture



What else is important?

- Do organisational processes, services and culture help or hinder research?
- Do the public trust and understand the benefits?
- Can others build on and make use of it?
- Is there capability and expertise to build on it?
- Is it supported to make a difference?

Research Excellence:

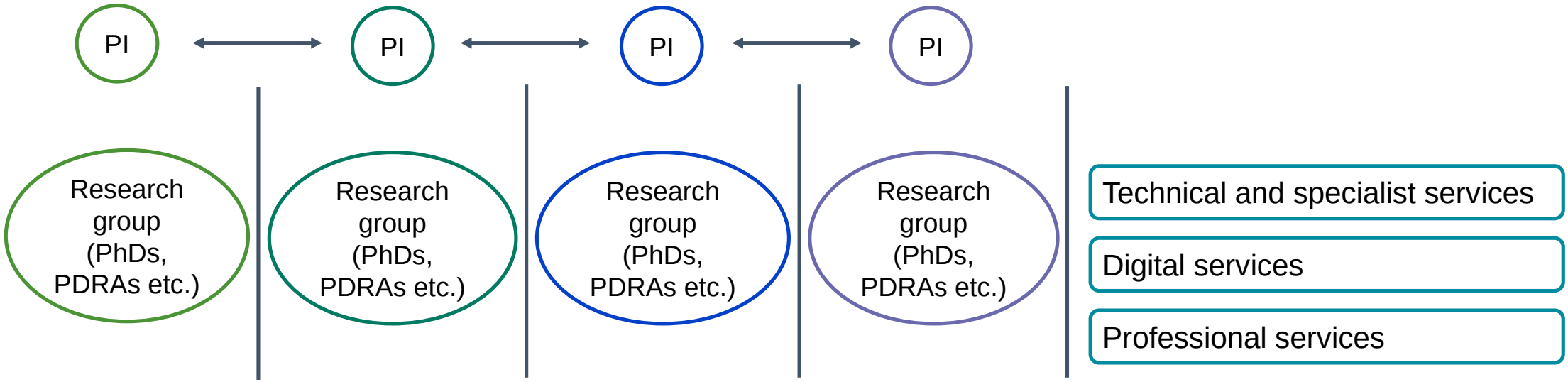
Externally facing - how your work changes the world

Publication metrics:

Internally facing – how your peers cite your work.

UK Research and Innovation

Structural issues are driven by publication pressures



Visible on publications and outputs

Less visible on publications and outputs

UK Research and Innovation

UK Research and Innovation

People and teams action plan

Developed by UKRI talent and culture teams, including the community of talent experts from across our councils

1. UKRI as an employer
2. **Assessment: what we reward**
3. **Expectations and assurance: being clear about what we're investing in**
4. **Engagement: how we support the sector**

Further reading (and listening):

UKRI people and teams action plan

Voices: It takes a village to deliver research

Rethinking Research: Building Collaborative Environments - Research Culture Uncovered

REF Pause

- On September 4th, Minister Lord Vallance announced a 3 month pause to the REF.
- The REF team were tasked:
  - “Research England will work closely with colleagues in the devolved funding bodies and engage further with the sector to finalise the approach to REF 2029 in the coming months.
  - Outcomes of the recently concluded pilot assessment that examined people, culture and environment will be taken into account, and every opportunity will be taken to streamline and reduce burden on the sector”

UK Research and Innovation

REF Pause

- Research England were tasked to:
  - explore the option of baseline performance in research culture being a condition of funding
  - explore options for a twin or multi-track lighter touch approach to assessment for less research-intensive institutions and smaller specialist institutions
  - consider how our funding allocation mechanisms in England could be modified to reward collaboration and specialisation, as part of our ongoing review of Strategic Institutional Research Funding
  - accelerate current work and thinking about the future of research assessment.

UK Research and Innovation

Post 16 white paper

Post-16 education and skills white paper - GOV.UK

Key points (Chapter 3: HE)

- Sustainability and cost recovery in research
- Strengthening University governance
- Academic promotions and recognising a wider range of outputs

UK Research and Innovation

People and teams assessment pilots

For the purposes of this pilot, assessors are asked to consider if the people and teams aspects of the proposal are adequately addressed, whether this is the right team, whether they are adequately supported and whether this will support UKRI's investment strategy of:

- building sustainable and resilient national specialist and technical capabilities
- enhancing connectivity and knowledge exchange across the R&I sector through the movement of people and teams within and across research organisations and parts of the sector
- enhancing leadership and management capability within R&I

Programme background (or search "People and teams assessment pilot")

Assessment guidance

UK Research and Innovation

Approach

Support for people and teams should be embedded in the design of the project, recognising the importance of supporting staff, the environment they work in, and the relevant expertise to the:

- effective and efficient delivery of research projects, which could be enhanced by the provision of project management, specialist and technical expertise
- quality, reliability and usability of project outputs, which can be negatively affected by precarious employment or environments where the career options of team members are limited
- dissemination, transfer and exploitation of knowledge generated which require research data to be FAIR (findability, accessibility, interoperability and reusability) and likely require the inclusion of expertise in data curation, knowledge exchange and commercialisation

Approach

Sufficiently addressed	Not sufficiently addressed
the proposal will provide development for team members through the course of the project, opening opportunities to pursue a range of R&I careers whilst enhancing the translation and impact of outcomes	the proposal makes little or no consideration of the development of team members within and beyond academic careers
the applicants make use of cross-cutting technical, specialist and professional capability to mitigate the risks of staff turnover, embed cross-silo working mitigate the risks of precarious employment for team members	the proposal makes no, or limited, use of cross-cutting capability, with consequent risks to the quality of outputs and of entrenching disciplinary siloes

UK Research and Innovation

Applicant and team capability to deliver

People and teams are core to delivery of the proposed project. Assessors should be mindful that even the best idea is not deliverable if the team is inadequately resourced and supported. Assessors should therefore carefully consider if this criterion is met in agreeing their overall score.

Sufficiently addressed	Not sufficiently addressed
the applicants have identified and requested sufficient technical and specialist expertise to deliver the project, including credibly mitigating against potential skills shortages in high demand areas	capability to deliver relies on single point failures or recruiting rare expertise, presenting a risk to the delivery of the proposal
the proposal's use of technical, specialist and professional expertise is likely to support building the relevant capability sustainably within the research organisation	the proposal makes limited or no use of cross-cutting capabilities, leading to risk of loss of skills and expertise at the conclusion of the project

Resources and cost justification

In considering resources and cost justification, assessors should be mindful that sustainability of R&I capability, appropriate cost recovery and the viability of the project can be undermined by perceived incentives to undercost applications. Some traditional methods of staffing projects can also lead to less optimal use of resources and embed inefficiencies. These can manifest in a range of ways that assessors should consider.

Sufficiently addressed	Not sufficiently addressed
adequate technical and specialist expertise is costed onto the proposal to enable cost recovery and improve sustainability for the research organisation	proposal has under-resourced technical or specialist capabilities, or both, and is likely to exacerbate financial sustainability issues if awarded
the proposal makes use of in-house expertise at the right level that reduces recruitment delays and mitigates against productivity loss due to staff turnover	the proposal relies on recruiting new, temporary, expertise to the research organisation, leading to likelihood of delays to project start, long lead times and staff turnover

Pilot outputs

Running across a range of opportunity types and disciplinary remits

Focus is evidence and evaluation

- Does asking for this in applications work to change the content of our applications and inform assessor decisions?
- If it doesn’t work, why not? What are the barriers?
- Can it be improved?

UK Research and Innovation

Desired end state – people and teams

When we make funding decisions, we value:

- Technical and specialist capability in place to deliver outcomes and impacts of the project
- Career, resourcing and contract structures that reduce disciplinary siloing, precarity, hierarchies, publish or perish, EDI barriers
- Staff development and performance management criteria that value **how** research is done and encourage **realising its benefits**, not **where** its published. Criteria that are within an individual's control
- What happens to people after they have worked on a project, if they've left, how have they gone on to realise the benefits of their research.

"Team Research" starts before applications come to us.

UK Research and Innovation

Comms and engagement

We need to make a better case to the sector about the value of technicians

External engagement:

- Principal investigator to HoD layers are most difficult to reach (External community). Message: how will this improve your research?

- Creating resources, case studies and similar, to make this case as part of our engagement strategy

Internal engagement:

- Reaching our council teams to embed technician commitment. Message: how will this support your investment?

The case we're making is about technicians being essential to **high performance** in research

- Outcomes are about how **R&I investments make a difference**.

UK Research and Innovation

UK Research and Innovation

Thank you

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Twitter:@UKRI_News

LinkedIn: UK Research and Innovation

YouTube: UK Research and Innovation

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

Driving Environmental Sustainability: The Contribution of Technical Professionals in Higher Education and Research

16:30-16:50

#TechsCommit

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

Driving Environmental Sustainability: The Contribution of Technical Professionals in Higher Education and Research

Charlie Baker, Ian Hancox, Kelly Vere and Simon Breeden

Funded by

UKRI Research England

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

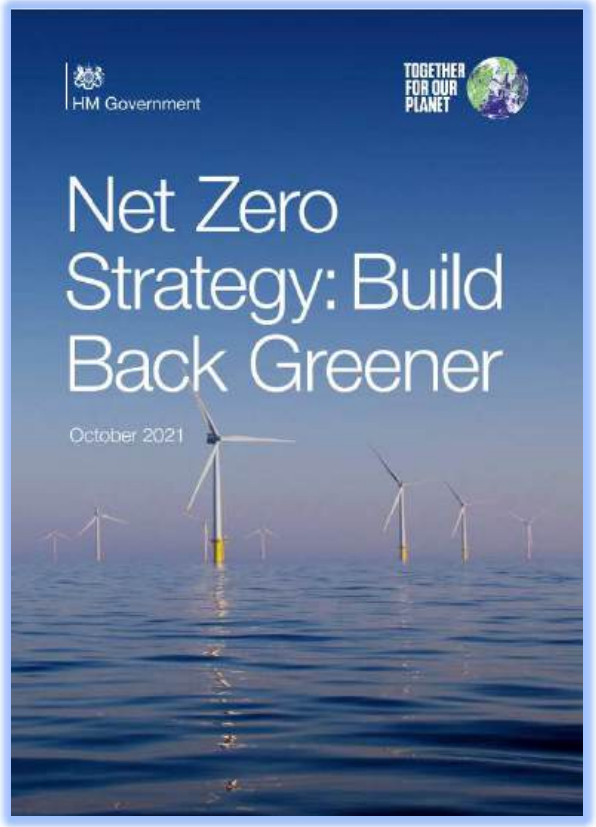
Policy and Society Background

Broad framework of sustainability via culture change:

1) Paris Agreement, COP, and NDCs

2) Britain as a “clean energy superpower”

3) Net Zero greenhouse gas emissions by 2050



UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

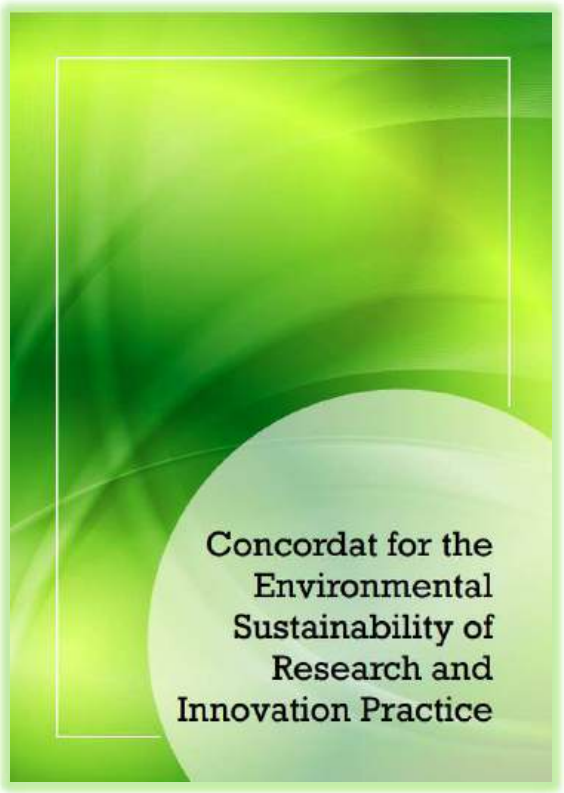
Technician Commitment

Research and Higher Education

Broad framework of sustainability via culture change:

1) Concordat for Environmental Sustainability of Research and Innovation Practice

2) Sustainable Practice And Research Knowledge Hub



UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

The report

A case study-based approach

Spotlighting contributions to environmental sustainability in research and higher education from technical professionals

Cross-cuts themes from cases and makes recommendations

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

Methodology

10 universities

10 case studies

5 themes

Submissions to ESN

Interviews; semi-structured, 30-60 minutes

ENVIRONMENTAL SUSTAINABLITY NETWORK

Sustainable research practice:

Showcasing different ways that technical professionals have driven sustainable research practices in institutions.

Operational and infrastructure sustainability:

Demonstrating the crucial difference made by energy-efficient buildings, technical facilities, laboratories, studios and workshops.

Data, monitoring and evaluation:

The role of data, monitoring, and evaluation in the environmental sustainability strategies of higher education and research institutes.

Culture change:

The role of technical professionals as sustainability champions to deliver awareness and training, whilst driving institutional cultural change.

Embedding sustainability in education and research:

Collaboration with staff and students to embed environmental sustainability across a range of education and research activities.

Case study 1: *Sustainable Research Practice*

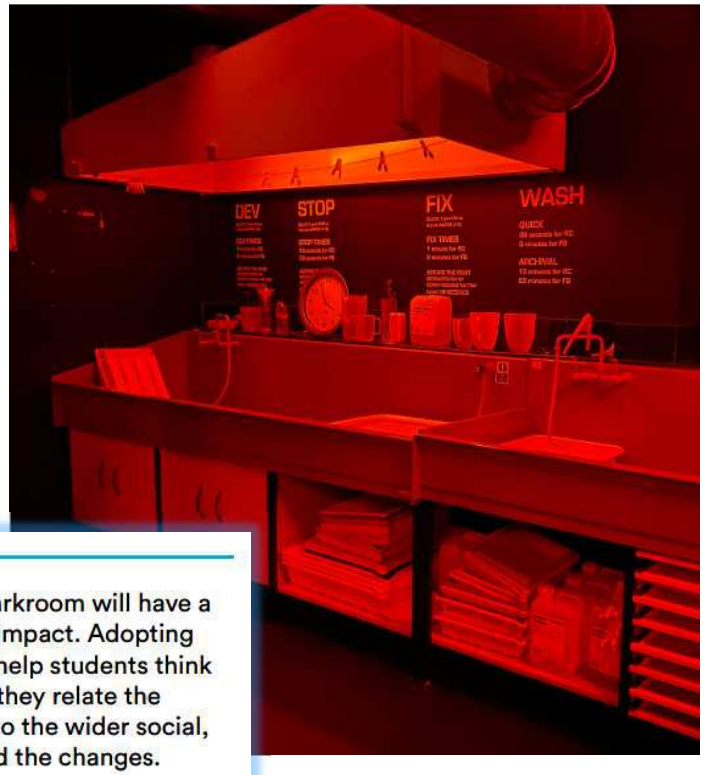
University of Chester: ‘Under a Green Light’

Global shortage of film developer - 'forward into the past' with caffenol

Removes 2/3 of harmful chemicals

Reduce freshwater wastage

Preserve output character and quality



> Changing working practices in the darkroom will have a positive effect on our environmental impact. Adopting new habits in the darkroom can also help students think more broadly about sustainability as they relate the practical activity of making pictures to the wider social, political and ecological drivers behind the changes.

Case study 2: *Operational and Infrastructure Sustainability*

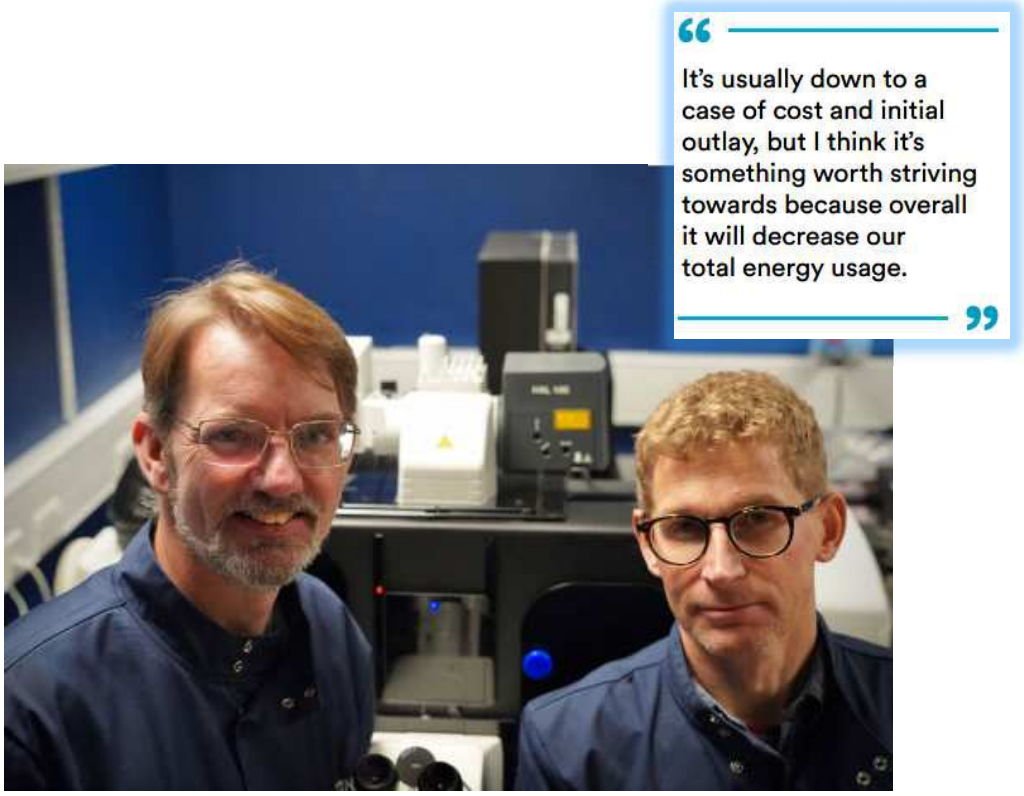
University of Newcastle: Sustainable Imaging Data Management

Huge amounts of data generated and stored - energy intensive to copy, store, and transfer

Replace desktop computing with centralised servers

Remote 24-hour access to shareable data repository

Eliminate data loss and data duplication yet increases performance



Case study 3: *Data, Monitoring, and Evaluation*

University of Liverpool: Materials Innovation Factory

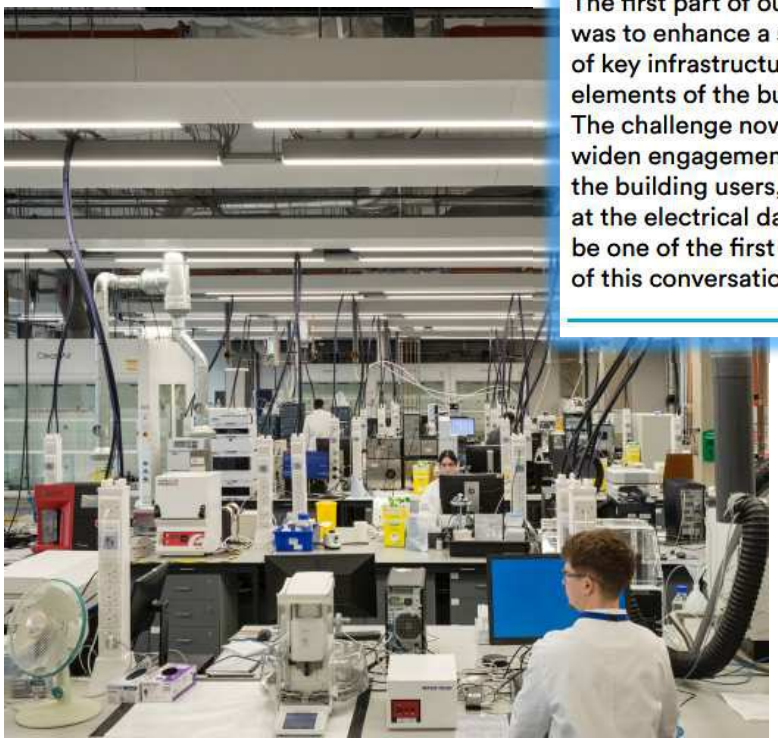
Fitted solar cells & new brushless motor system fans

800 energy monitors with one year of granular data

Paper and cardboard waste scheme

Strong LEAF accreditation efforts

Pilot for other campus facilities



> The first part of our project was to enhance a selection of key infrastructure elements of the building. The challenge now is to widen engagement across the building users, looking at the electrical data will be one of the first elements of this conversation.

Case study 4: *Culture Change*

University of Cambridge: Repair Café

Two technical professionals who volunteered locally

Internal funding and external collaboration

Pilot workshop a success

First repair café exceeded planned repairs and taught skills

Connect technical professionals and central functions

Case study 5: *Embedding Sustainability in Education and Research*

University of Manchester

Technical professionals as LEAF champions

Technical Operations manager supporting Maggy

Sustainability in course manuals

Sustainability induction

Final year sustainability projects

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

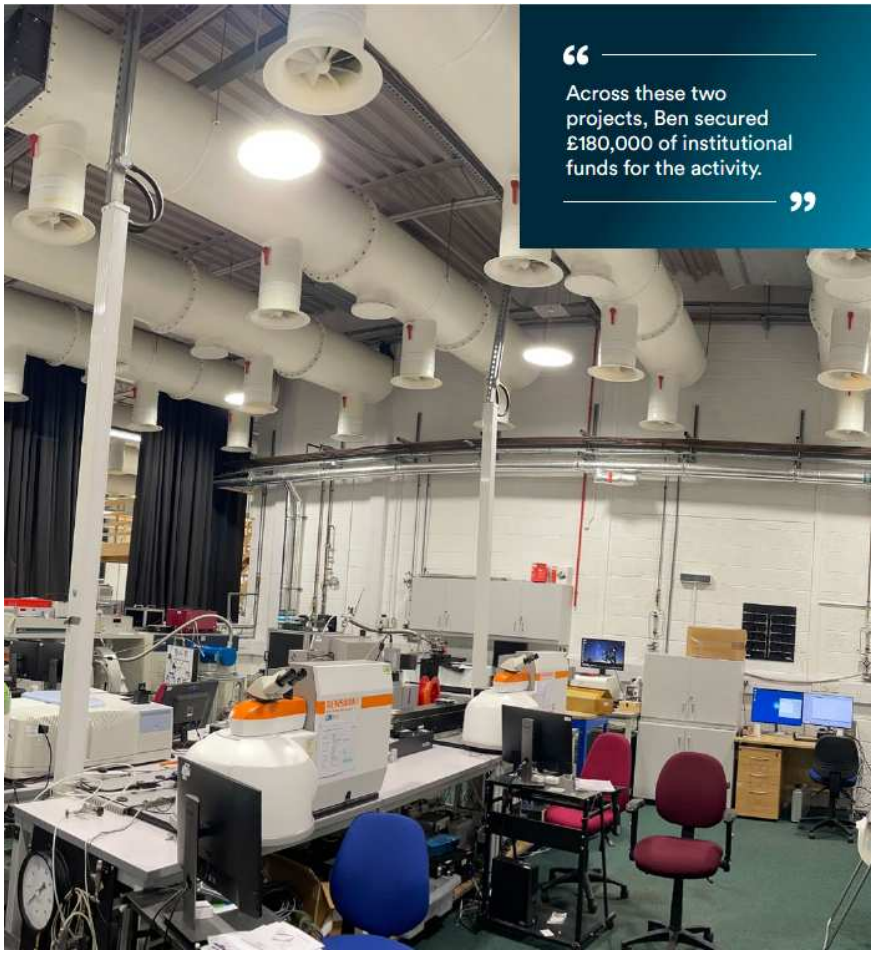
Cross-cutting themes

Recognition: Nominated for and won awards

Capacity: Biggest challenge 'going above and beyond’

Finances: Long-term vision and willingness to engage

Support: Biggest enabler from individual to team



Recommendations

7 recommendations to the sector:

1. Understanding and formalising responsibilities
2. Representation and participation
3. Visibility and recognition
4. Engagement with SPARKHub
5. Sharing best practice
6. Training and development
7. External recognition and engagement

1. Understanding and formalising responsibilities

Managers, colleagues, and employers of technical professionals must understand and recognise the time commitment required for environmental sustainability related tasks and enable technical professionals to carry out these responsibilities. This should be accurately reflected in technical job descriptions and workload allocation.

2. Representation and Participation

The technical professional voice should be included in decision making and both strategic and operational planning related to environmental sustainability. This includes input at all levels into institutional responses and actions related to the Concordat for the Environmental Sustainability of Research and Innovation Practice.

3. Visibility and Recognition

Institutions must ensure that the contributions of technical professionals to environmental sustainability are celebrated and visible. Technical professionals should be recognised and empowered to lead or co-lead internally or externally funded projects linked to sustainability. Technical professionals' expertise should be supported by financial systems that actively recognise and reward sustainability and cost saving considerations over the full cycle of projects and capital purchases. The impact should be captured and shared through internal communications and Technician Commitment self-assessments and future action plans.

Recommendations

7 recommendations to the sector:

1. Understanding and formalising responsibilities
2. Representation and participation
3. Visibility and recognition
4. Engagement with SPARKHub
5. Sharing best practice
6. Training and development
7. External recognition and engagement

4. Engagement with SPARKHub

UKRI should ensure continued active engagement with the technical professional community on the development and ongoing support of SPARKHub. The UK Institute for Technical Skills & Strategy should facilitate dissemination of engagement opportunities to the technical professional community and technical professionals should positively engage with opportunities as they arise.

5. Sharing Best Practice

Technical professionals should share best practice via fora such as the UK Institute for Technical Skills & Strategy Environmental Sustainability Network (ESN) and SPARKHub to help accelerate environmental sustainability knowledge and progress across the sector.

6. Training and Development

Employers need to ensure technical professionals have the time and support to access appropriate training related to environmental sustainability. This includes 'train the trainer' and 'assessor' training where required.

7. External Recognition and Engagement

External organisations, such as professional bodies, should recognise and engage with the technical professional community to provide recognition for their contributions to environmental sustainability and ensure eligibility for opportunities.

Conclusions

Wide range of innovative practice from technical professionals across institutions, disciplines and roles.

Recommendations will provide technical professionals with a voice at all levels of decision making, the time and the training to support our drive to net zero.

Help deliver the ambitions of the Concordat.

Technicians have a responsibility to share their knowledge via networks such as ESN and fora such as SPARKHub.

Thanks and questions?

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

Closing Remarks

Save the date

2 June 2026

London

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

Evening drinks, presentation of awards and networking reception

Helen Pain MBE
Chief Executive of the Royal Society of Chemistry and Chair of UK ITSS Advisory Board

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

Driving environmental sustainability:
The contribution of technical professionals in higher education and research report

Speakers:
Martin Farley and Lee Hibbett

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Technician Commitment

Awards

INITIAL (Submission)

Robert Gordon University

Glasgow School of Art

Forest Research

RENEWAL (Impact)

MRC Harwell

University of Dundee

University of Brighton

University of Lincoln

Canterbury Christ Church University

Queen Mary University of London

Supporter Awards

Institute of Science & Technology

Royal Society of Biology

Royal Society of Chemistry

RMS BioImagingUK

Henry Royce Institute

International Awards

The University of Sydney

Malawi Liverpool Wellcome

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

Thank you and safe onward journey

Event close

Yara Reis

yara.reis@embl.de

LinkedIn profile: linkedin.com/in/yara-melo-mendes-dos-reis

GLOBAL BIOIMAGING
growing collaboration

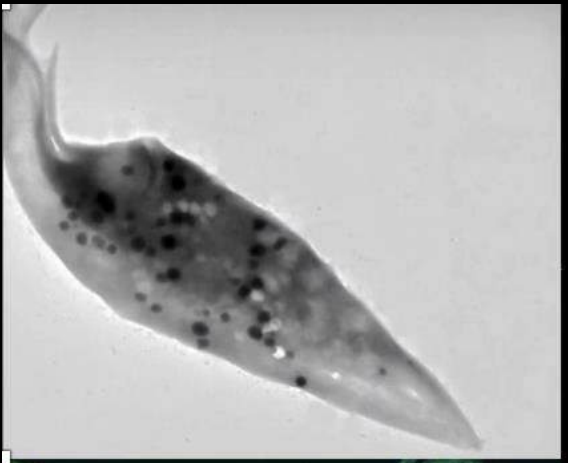
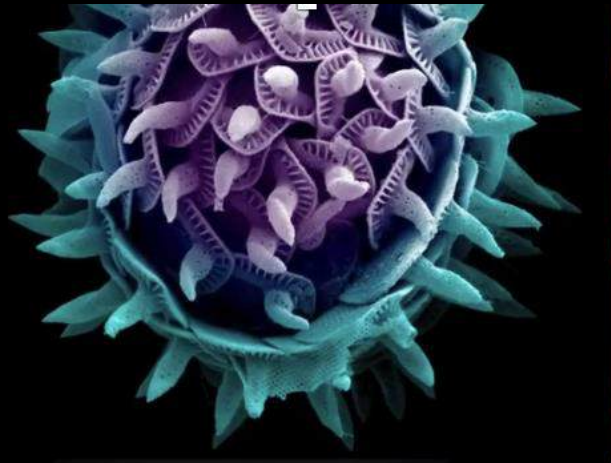
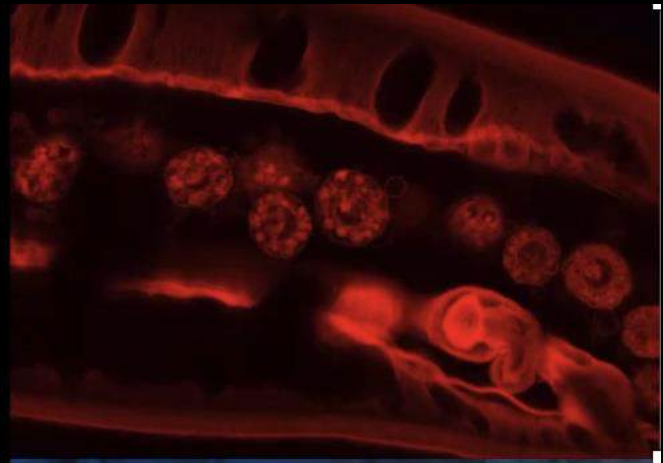
Chan Zuckerberg Initiative

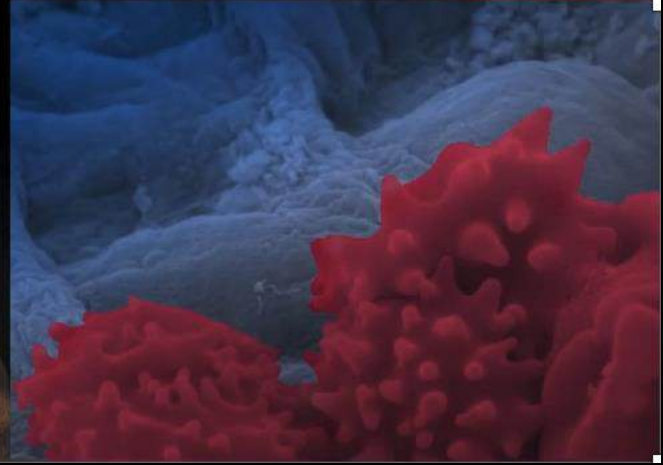
Wellcome Trust

Deniz Saltukoglu

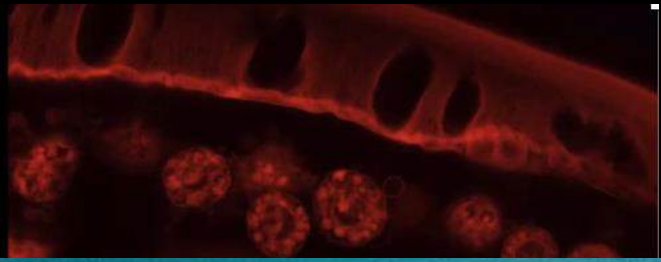

GLOBAL
BIOIMAGING
growing collaboration
AN INTERNATIONAL NETWORK OF CUTTING-EDGE
BIOIMAGING FACILITIES AND COMMUNITIES

From molecules to ecosystems — imaging lets us see what matters

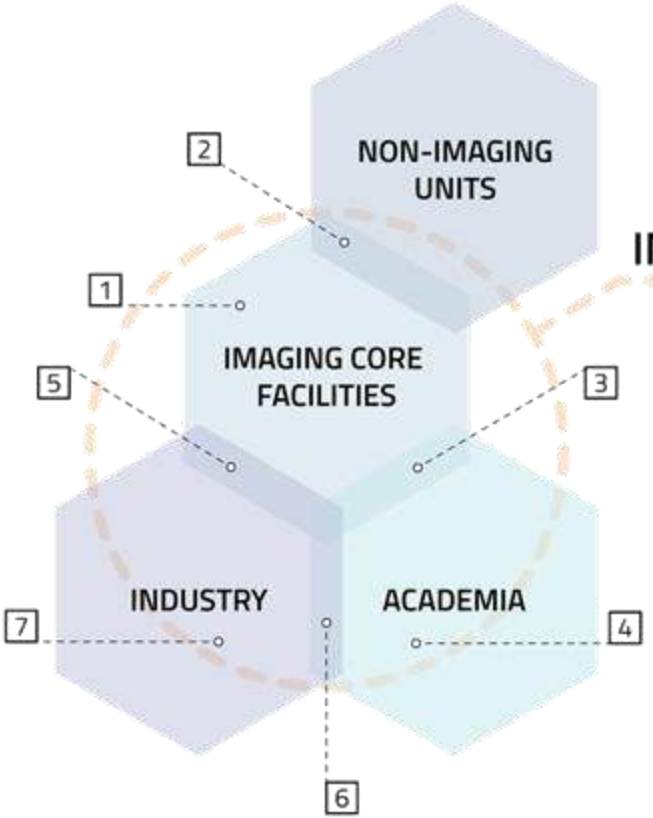
From molecules to ecosystems — imaging lets us see what matters

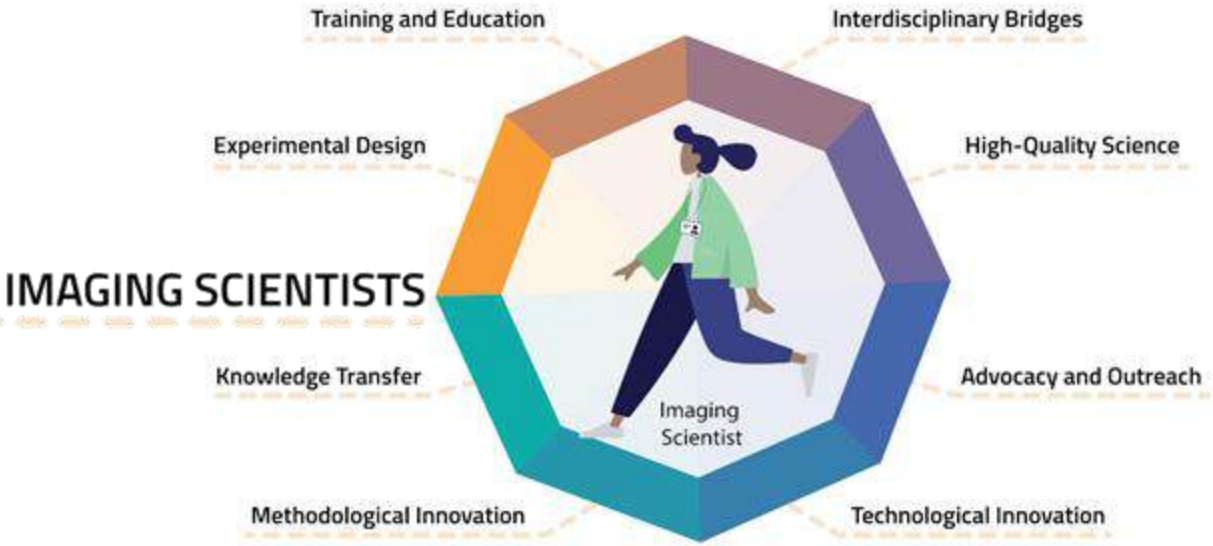


The Invisible Infrastructure Behind Discovery

Research infrastructures — like imaging facilities — are not just rooms full of equipment.
They are *collaborative engines* that make complex science possible.
They train, advise, and support thousands of users every year.

The Invisible Infrastructure Behind Discovery





THEMED ISSUE ARTICLE

Journal of Microscopy

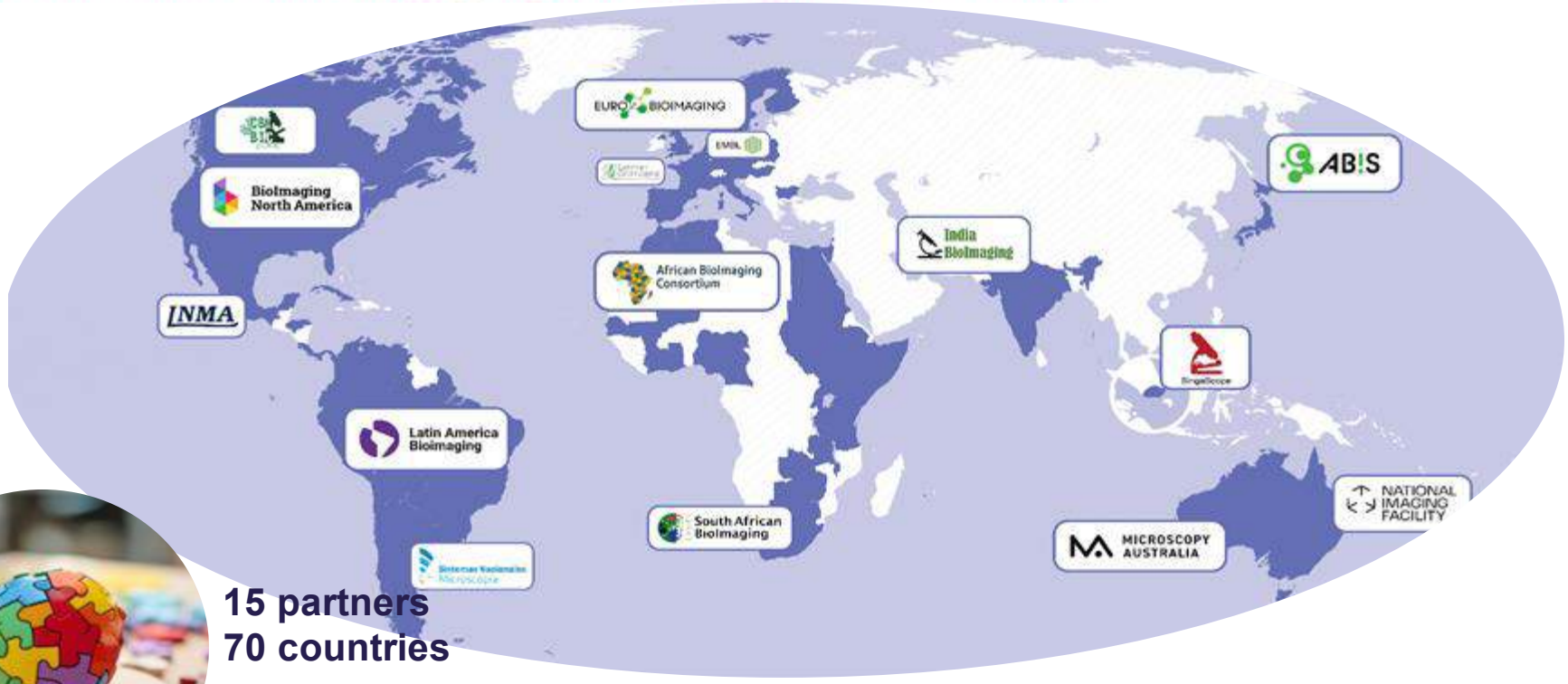
Recognising the importance and impact of Imaging Scientists: Global guidelines for establishing career paths within core facilities

Graham D. Wright | Kerry A. Thompson | Yara Reis | Johanna Bischof | Philip Edward Hockberger | Michelle S. Itano | Lisa Yen | Stephen Taiye Adelodun | Nikki Bialy | Claire M. Brown | Linda Chaabane | Teng-Leong Chew | Andrew I. Chitty | Fabrice P. Cordelières | Mariana De Niz | Jan Ellenberg |

Global BioImaging

The international network of cutting-edge bioimaging facilities and communities

GLOBAL BIOIMAGING
growing collaboration



15 partners
70 countries

To cooperate internationally and propose solutions to the challenges faced by the imaging community globally

Global BioImaging

The international network of cutting-edge bioimaging facilities and communities

GLOBAL BIOIMAGING
growing collaboration

CAREER PATHS

TRAINING

DATA

IMPACT

15 partners
70 countries

To cooperate internationally and propose solutions to the challenges faced by the imaging community globally

Global BioImaging

The international network of cutting-edge bioimaging facilities and communities

GLOBAL BIOIMAGING
growing collaboration

MONASH University | iSEA

iSEA
CONFERENCE 2025

Building Imaging Networks across Southeast Asia

12-13 NOVEMBER 2025
9AM-5.30PM
MONASH UNIVERSITY MALAYSIA

Join us at the conference - connecting minds, imaging the future, and uniting Southeast Asia through bioimaging.

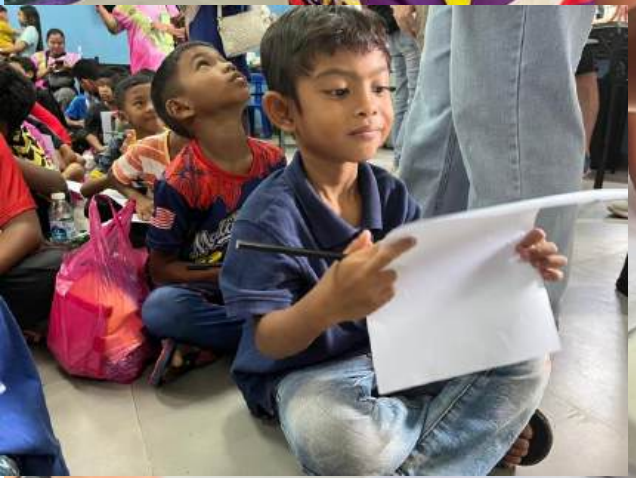
REGISTER HERE

Scan Qr to Register, or visit:
https://shorturl.at/LhfWj

iSEA affiliation:

In collaboration with:

GLOBAL BIOIMAGING
growing collaboration



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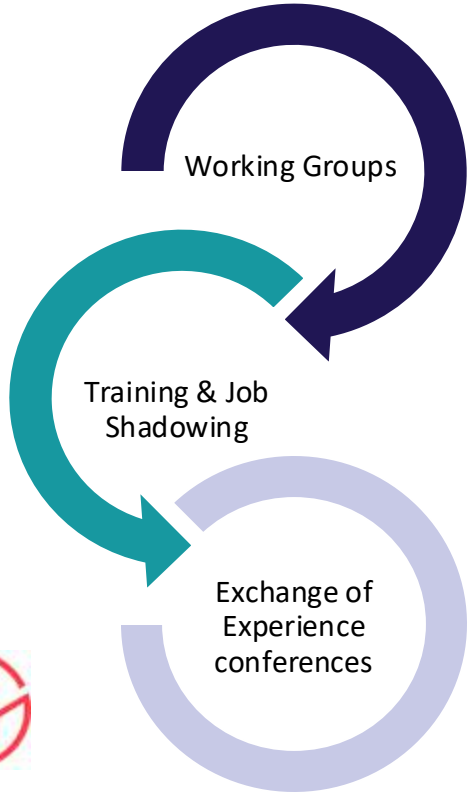
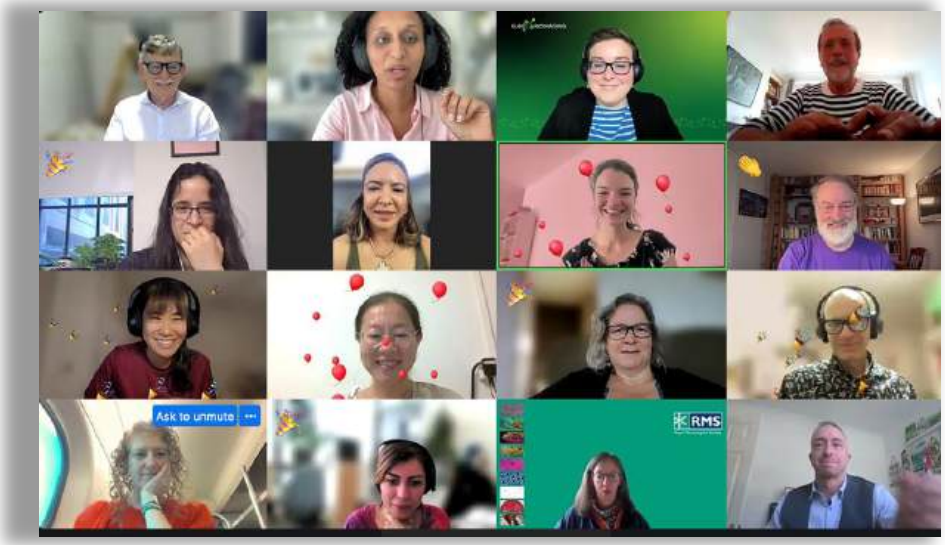
growing collaboration





Meet regularly online (typically monthly or quarterly), focusing on thematic priorities and collaborative tasks.

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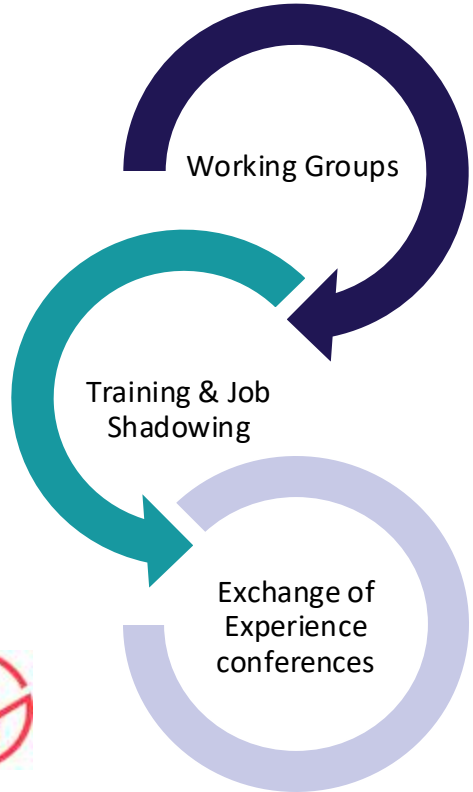
growing collaboration



1. Training for imaging core facility staff

- Thematic courses
- Jointly organized by Global BioImaging and its partners
- Delivering training to imaging core facility staff

2. International job shadowing programme

- Staff exchange
- With international component
- Exchange of experiences and ideas

3. Online Training Platform

- Hosted on Global BioImaging website
- Community-driven initiative
- **µtutor** – for users and trainers
- **Submissions of modules are welcomed**

International In-person Training

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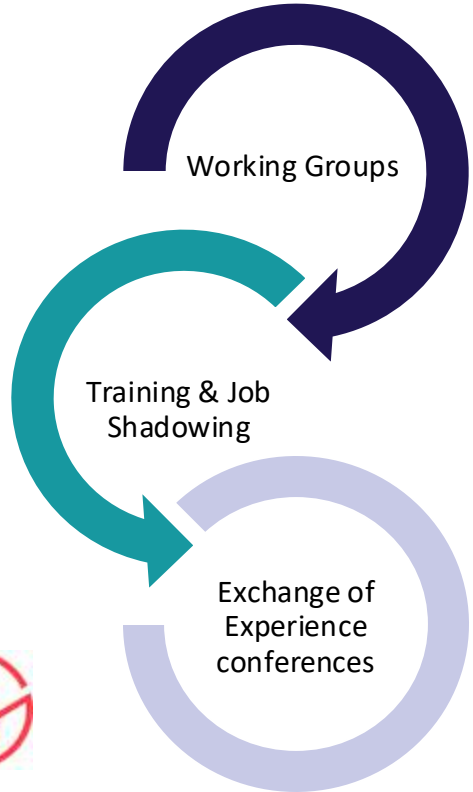

ANNUAL GBI EXCHANGE OF EXPERIENCE CONFERENCES

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ANNUAL EOE MEETINGS:

2016 at EMBL - Best practices in imaging facility operation
2017 in India - Open User Access Policy
2018 in Australia - Quality Management
2019 in Singapore - Career Path for Facility Staff
2020 Virtual - Pre-publication Image Data
2021 Virtual - Imaging Infrastructures in a Time of Change
2022 in Uruguay - Imaging Impact and the UN SDGs
2023 in South Africa - Empowering Imaging Scientists Through Training
2024 in Japan - Image Data Horizons - Global Strategies for Accessible Knowledge

https://globalbioimaging.org/exchange-of-experience

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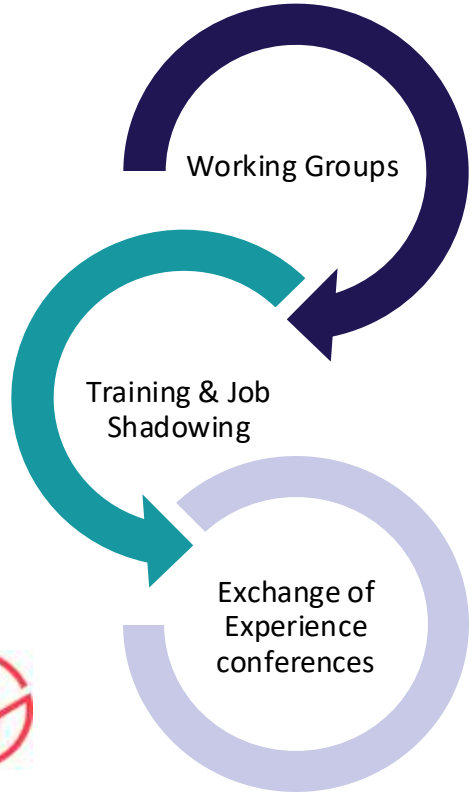
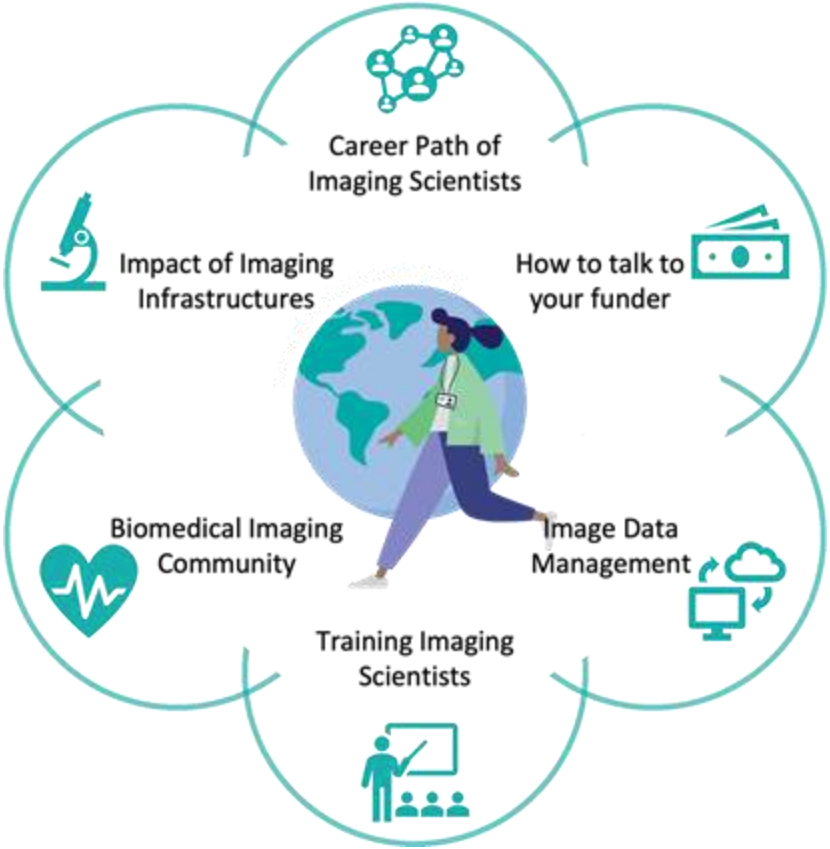


ANYONE CAN JOIN:

https://globalbioimaging.org/working-groups



International Working Groups

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Working Groups: 20 - 90 members each.

UK Imaging Scientists members are affiliated with:

UNIVERSITY OF CAMBRIDGE

UNIVERSITY of York

UNIVERSITY OF BIRMINGHAM

THE FRANCIS CRICK INSTITUTE

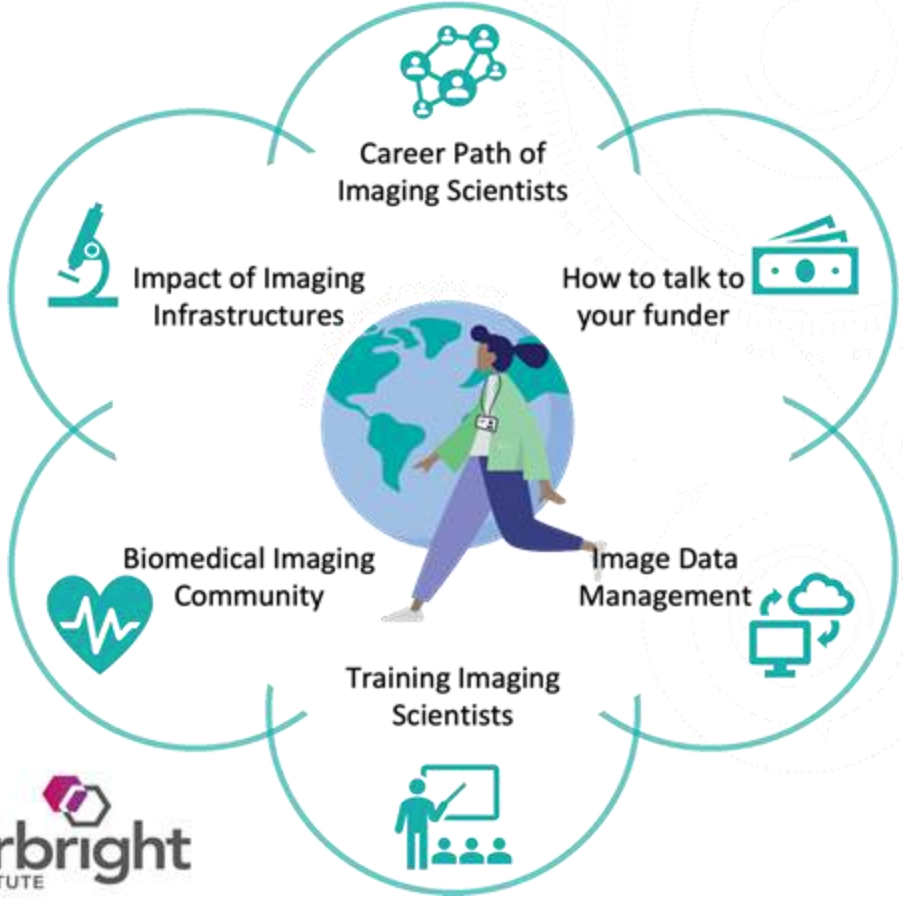
THE UNIVERSITY of EDINBURGH

RMS

BioImagingUK

THORLABS

THE Pirbright INSTITUTE



White papers & recommendations

Laurence Lejeune (Université du Québec à Montréal (UQAM), Centre Interuniversitaire de recherche sur la science et la technologie (CIRST)) and **Camilo Guzman** (Scientific Officer - Quality Management of Biological Imaging, Euro-BioImaging)

A Global view on career path of Imaging Facilities

TOP5 - Challenges regarding Career in Imaging Core facilities:

Lack of recognition for contribution to research and inclusion in publications

Providing opportunities for growth and development without prolonged absence from the facility

Poor sustainability of the facility / no backup of expertise (not enough number of staff)

Limited recognition for extra efforts – or at best a postcode lottery

Position descriptions don’t match their roles and specialist knowledge

Access to adequate training in/exposure to core facility operation

Convincing my institution of the impact of imaging scientists

It is difficult to retain well-trained technicians since companies often lure them away from imaging core facilities by offering higher salaries.

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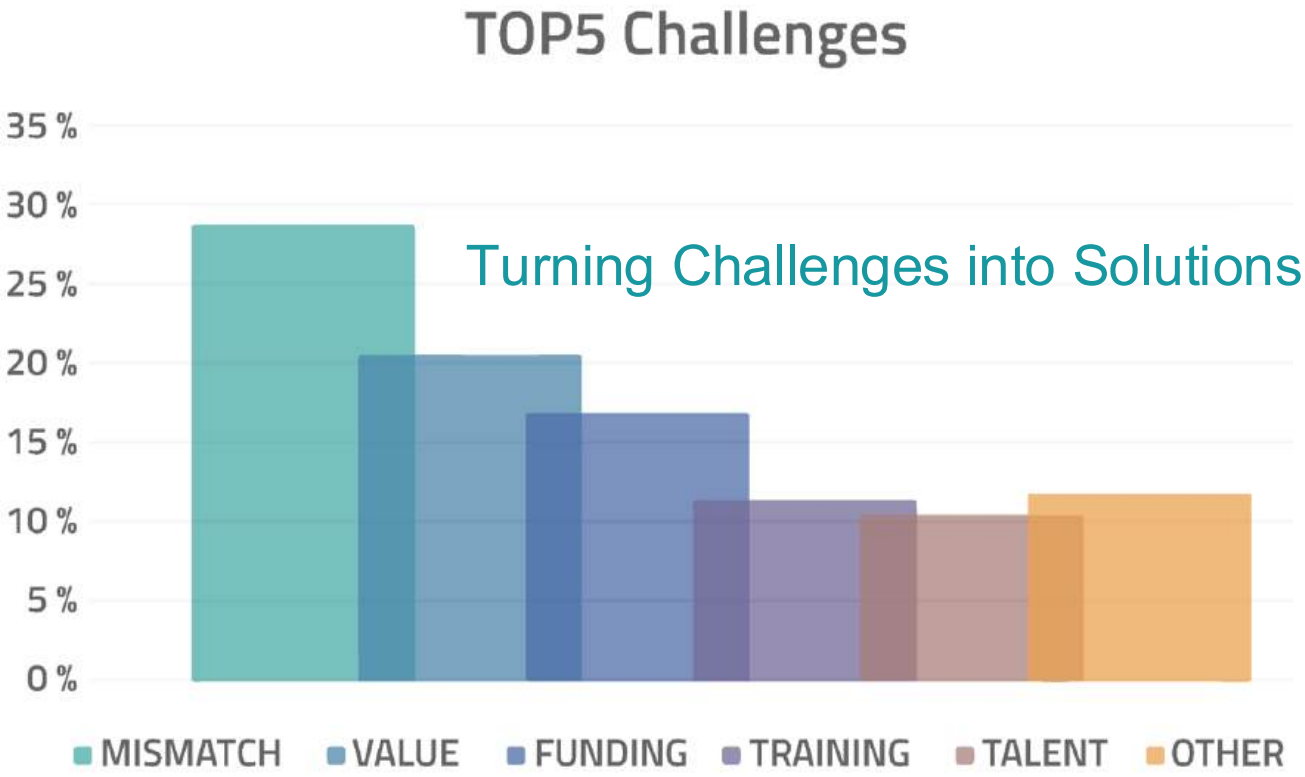
Survey: A Global view on career path of Imaging Facilities



Turning Challenges into Solutions

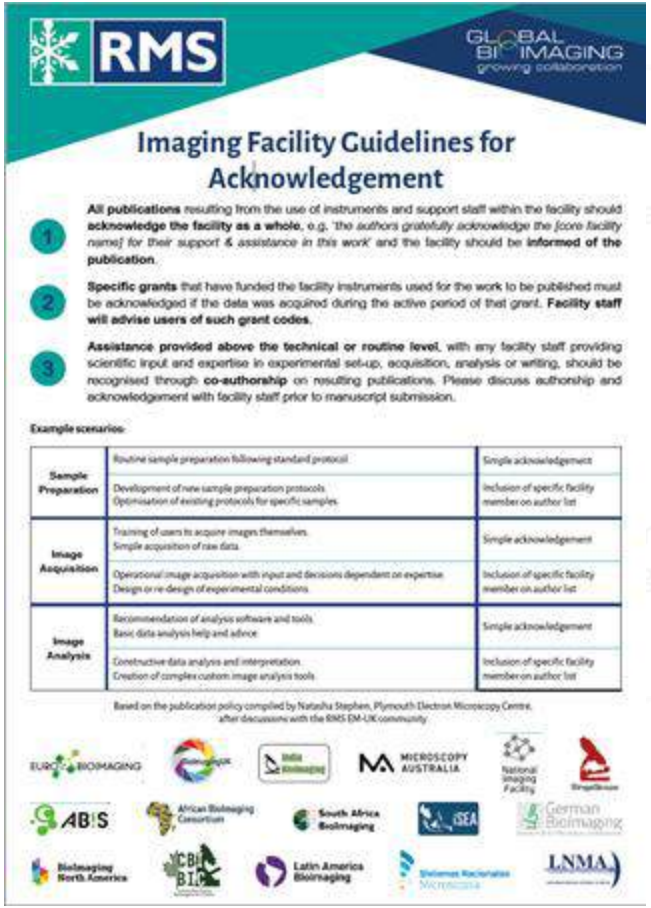
Wright, Thompson, Reis et al., J. Microscopy, 2024

WEBINARS: Career Path **GBI'S**potlights

Career Paths

Joint campaign between RMS and GBI

- Free, globally adopted
- 3 simple principles
- 13 Languages available through GBI community:
  English, French, Spanish, Portuguese, Catalan, Chinese, Bahasa Malaysia, Bahasa Indonesia, Japanese, Thai, Arabic, Greek



Wiley's Microscopy & Analysis: Issue 3 on Global BioImaging

Aug 2025, Microscopy & Analysis Article, full article to be published soon (preview below):

https://drive.google.com/file/d/1zTJfwR_oTXMs8sNCrVOFeGxAQTXxg3xs/view?usp=sharing

Bringing the International Imaging Community Together

Global BioImaging's Expanding Network and Mission

Global BioImaging (GBI) is proud to be the network that connects a worldwide community of imaging scientists, infrastructures, national and regional networks, and industry partners. Our growing alliance is united by a shared goal: to support imaging scientists, strengthen infrastructures, and promote fair recognition for all contributors to imaging science.

This year, we reached an exciting milestone by partnering with the Royal Microscopical Society (RMS)—a historic institution with deep expertise and leadership in microscopy. Together, we aim to empower imaging scientists globally and promote best practices that elevate the entire field.

Our first major joint initiative is the worldwide dissemination of the Acknowledgement Guidelines, developed by RMS and BioImaging UK. These guidelines address a long-standing issue in research: the under-recognition of imaging facility staff and scientists in support roles. Despite playing essential roles in experimental design, method development, sample preparation, data analysis, training, and even manuscript preparation, imaging scientists are too often left out of co-authorship—or worse, omitted from any form of acknowledgement altogether.

Worldmap with all 14 Global BioImaging partner networks and infrastructures. Each partner is differently coloured. GBI's annual conference is hosted at partner networks on a rotational basis and will take place in Montreal, Canada, this year. The campaign to spread facility guidelines continues to spread all over the world. © Global BioImaging

What's next?

- **Global Career Glossary:** Harmonize job families and progression steps across regions

- **Local Implementation:** Co-develop practical tools with partners to embed recommendations

- **Culture & Policy Change:** Leverage major forums to advocate for recognition and support of imaging careers

- **Engage national and philanthropic funders** to embed career-path support into tech-development grants

- **Strategic Collaboration:** Align with partner organisations and initiatives to amplify impact

Annual Meetings: Exchange of Experience

GLOBAL BIOIMAGING
growing collaboration

unesco

EMBO

CZI

wellcome

IMAGING IN 2035: SUSTAINING INFRASTRUCTURE ECOSYSTEMS & ADVANCED TECHNOLOGIES

GBI × BINA | October 6–10, 2025 | Montreal, Canada

INNOVATION
Canada Foundation for Innovation | Fondation canadienne pour l'innovation

Invest in Open Infrastructure

GLOBAL BIOIMAGING
growing collaboration

CBI BIC

BioImaging North America

CNS

TEMASEK FOUNDATION

Democratizing access to imaging technologies

IMAGING 4 ALL
ADVANCING IMAGING SCIENCE GLOBALLY

Access Grant	Pro Grant	Training Grant
EUR 10,000	EUR 20,000	EUR 5,000

GLOBAL BIOIMAGING
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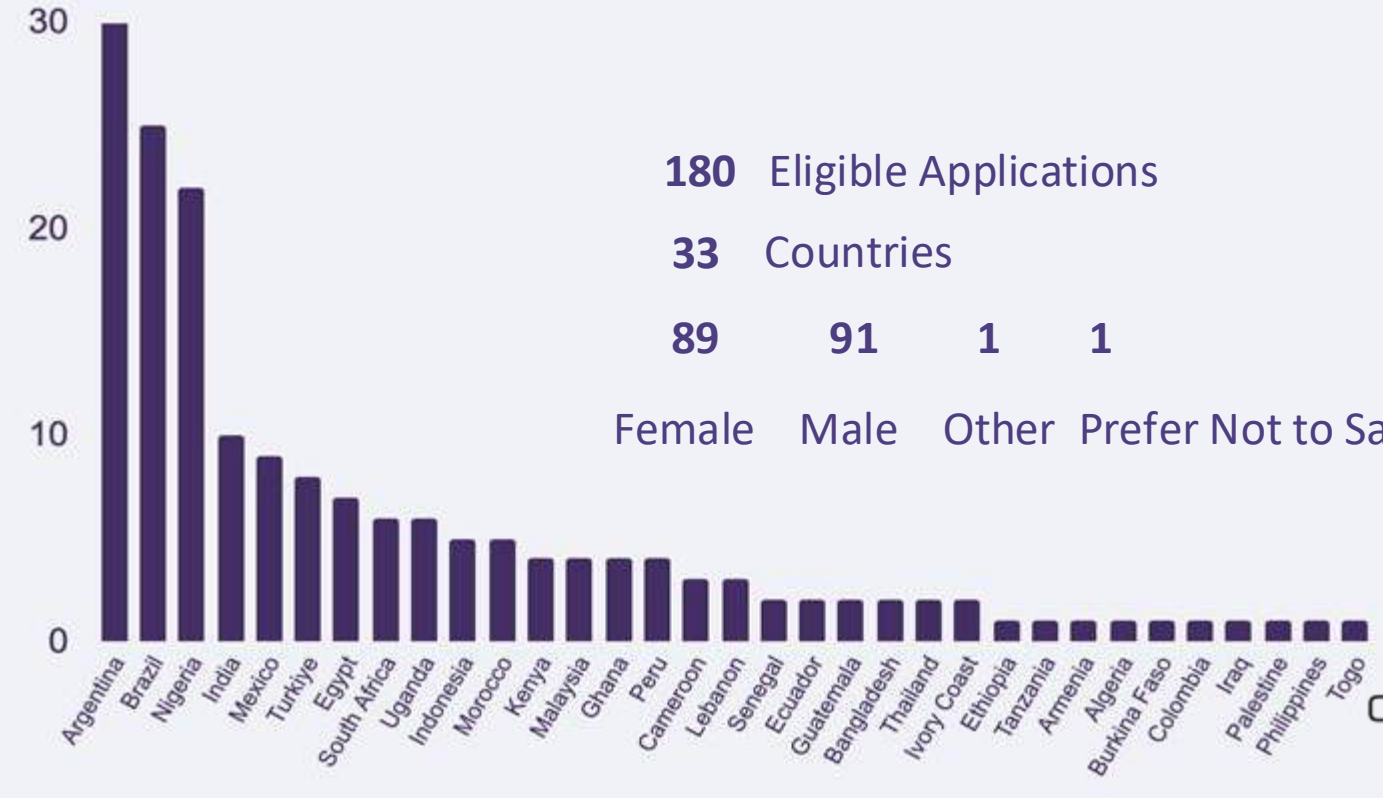
wellcome

Democratizing access to imaging technologies



180 Eligible Applications

33 Countries

89	**91**	**1**	**1**
Female	Male	Other	Prefer Not to Say

Euro-BioImaging: The UK Node for biological imaging in 2023

EURO BIOIMAGING

Access to 25+ biological imaging techniques covering correlative, multi-modal, high-content and super-resolution modalities across 7 UK sites

Apply for access through the Euro-BioImaging web portal

Funding opportunities are available, and visits to research infrastructures can be included on most grant applications

Adding Image Data Services later this year

UNITED KINGDOM

The UK Node

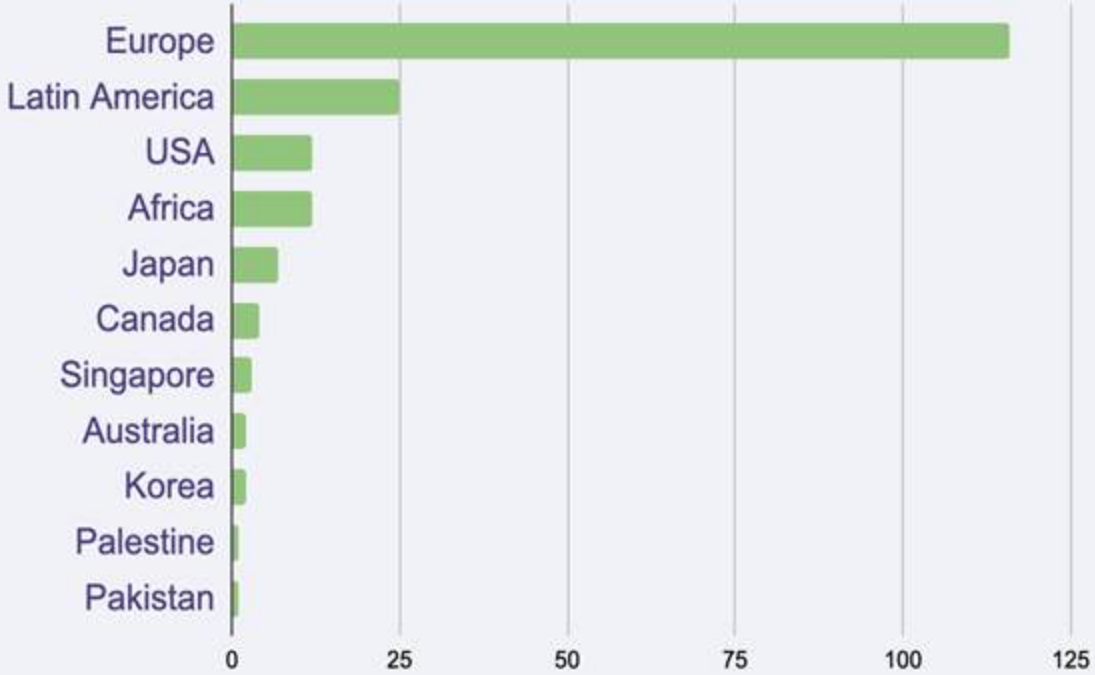
Node contact: Georgina Fletcher
Website: eurobioimaging.eu/Nodes/uk-Node

FACILITIES	EXTERNAL USERS
14	202
USER PUBLICATIONS	**REMOTE USERS**
134	9
TRAINING COURSES ORGANIZED	**STAFF INVOLVED**
5	47.6

Imaging 4 All Applicants want to visit

1st & 2nd Calls

IMAGING 4 ALL
ADVANCING IMAGING SCIENCE GLOBALLY



European Labs: 40%
European Facilities: 60%

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growing collaboration

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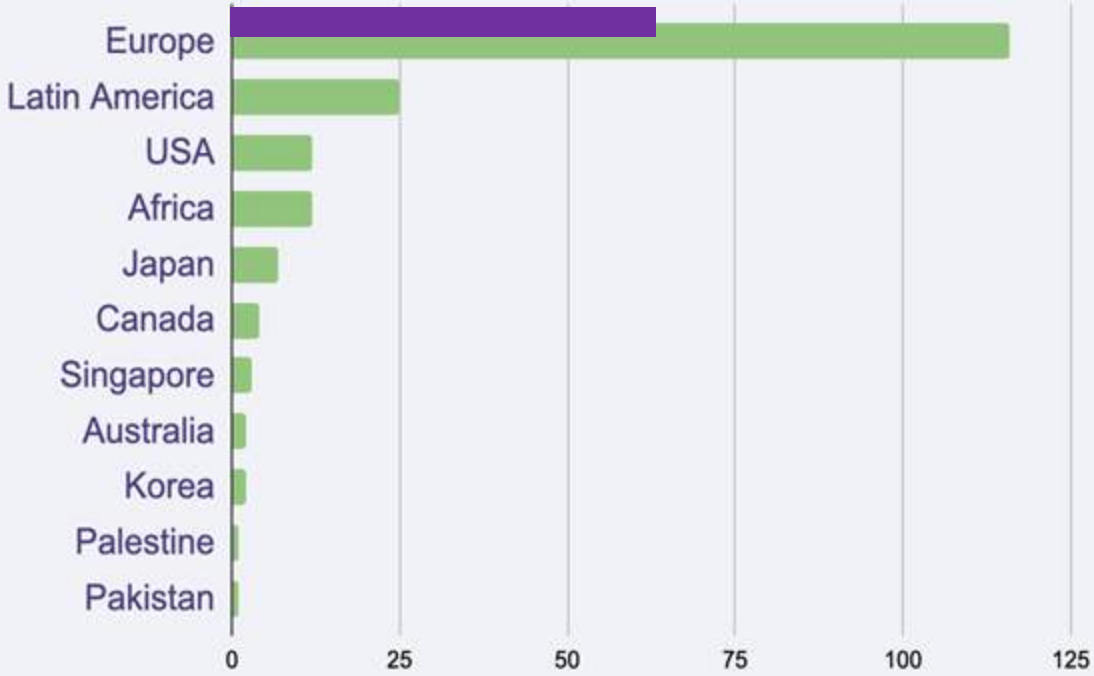
Imaging 4 All Applicants want to visit

1st & 2nd Calls

IMAGING 4 ALL
ADVANCING IMAGING SCIENCE GLOBALLY



European Labs: 40%
European Facilities: 60%

UK: 46% of applications

UK: 50% success rate:
28 approved grants= 210k EUR

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wellcome

'Open Access to Imaging in a Changing World'

Save the Date!

27 - 29 October 2026

Join our Newslette
to learn more!

NOTIFY ME:

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EURO BIOIMAGING
MICROSCOPY AUSTRALIA
India BioImaging
National Imaging Facility
ABIS
SingaScope
South Africa BioImaging
African BioImaging Consortium
Latin America Bioimaging
CBI BIC
BioImaging North America
Sistemas Nacionales Microscopía
LNMA
German Bioimaging
Gesellschaft für Mikroskopie und Bildanalyse

Connect with us

Receive **news & updates**

GBI Newsletter

Extra announcements

Global Surveys

Are you working in an Imaging Core Facility or performing equivalent **support roles**?

We need your voice!

Take 5 minutes to share your perspectives:

🔬 How core facility staff contributions are recognised in publications.

📜 Institutional policies on authorship and acknowledgments.

🌍 The impact of recognition - or lack thereof - on career paths and our community.

Authorship and **Acknowledgement** of **Imaging Core Facility contributions** in **publications**

GLOBAL BIOIMAGING

Spotlight Series

There and back again: perspective from an international imaging career

Mariana De Niz
Northwestern University

20th Nov 5-6 pm CET &
21st Nov 8-9 am CET

Register at tinyurl.com/gbispotlight

How to Talk to your Funder

"HOW TO TALK TO YOUR FUNDER"
EMBO opportunities for the imaging community.

Dr. Gerlind Wallon
Head, Young Investigator Programme; Head, Courses & Workshops

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growing collaboration
www.globalbioimaging.org

unesco

EMBO

INNOVATION
Canada Foundation for Innovation
Fondation canadienne pour l'innovation

Invest in Open Infrastructure

TEMASEK FOUNDATION

Co-design funding mechanisms that support technology development *and* the **expertise** needed to sustain it

'Open Access to Imaging in a Changing World'

Save the Date!

27 - 29 October 2026

Join our Newslette
to learn more!

NOTIFY ME:

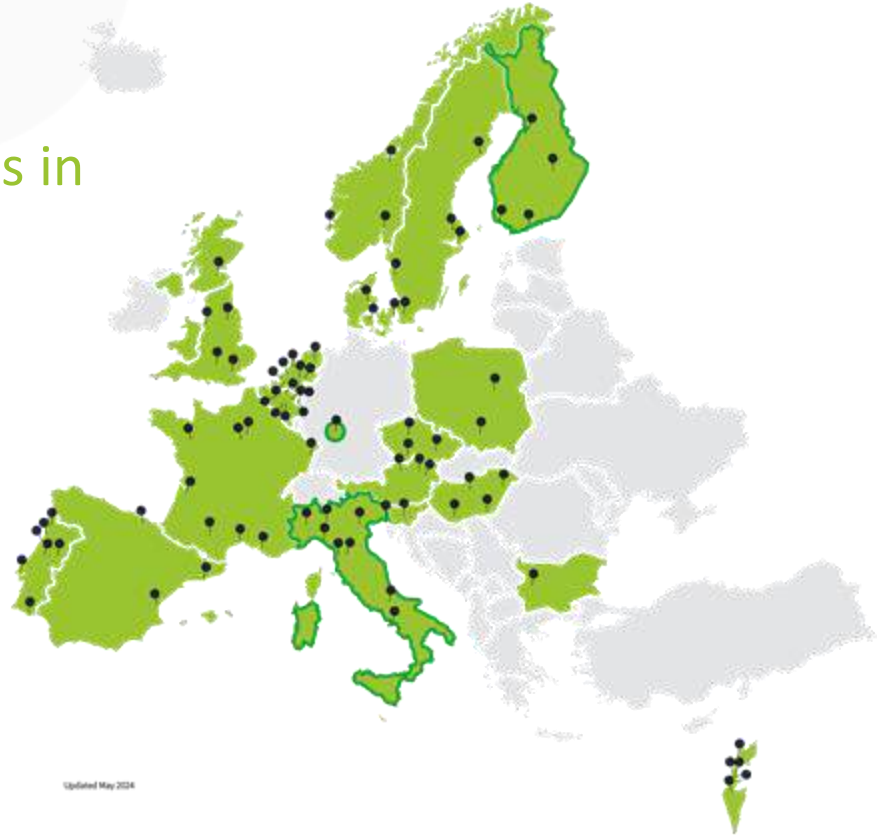
DISCOVER: Euro-BioImaging covers biological and biomedical imaging needs in Europe

19 ERIC MEMBERS (18 COUNTRIES & EMBL)

41 NATIONAL NODES

237 SITES IN EUROPE AND BEYOND

120+ STATE-OF-THE-ART IMAGING TECHNOLOGIES



Open to all scientists from academia and the industry

Open to any career stage and area of research

Open to users of any level of expertise (training available)