Welcome to the Technician Commitment Signatory Event

Cardiff, 15 May 2024

Agenda - Morning

10.00   **Registration, refreshments & networking**

10.30   **Welcome & Technician Commitment Update,** *Kelly Vere and Mel Leitch*

10.45   **Round table introductions – 'Getting to know you'**

11.00   **The UK Institute for Technical Skills & Strategy (ITSS),** *Kelly Vere and Simon Breedon*

11.30   **Coffee and refreshments**

11.45   **Introducing the TC Index – A potential REF 2029 Indicator,** *Kelly Vere, Farheen Akhtar and Juliana Rinaldi-Semione*

13.00   **Lunch**

14.00   **Career Pathways**

- **Technical Specialist Promotional Pathways,** *Ian Hancox, Paul Johnson (Warwick). Paul Gilbert, Jan Brett (Liverpool)*

- **Developing a new generation of technical talent through T-Level placements, Jo** *Hartley-Metcalfe, UK-ITSS*

15.15   **UK Technology Specialist Network (TSN)** *Ian Hancox and Natalie Homer*

15.45   **Coffee and refreshments**

16.15   **Collaboration Fund,** *Clare Stevenson, Kate Dixon and Sam Jackson*

16.35   **Wales Innovation Network**

16.45   **TALENT Impact Survey** *Juliana*

16.55   **Closing remarks,** *Kelly Vere*

18.00   **Evening drinks and networking reception.**

Update

New Signatories and Supporters

- University of Northampton

- Forest Research

- Birmingham City University

- Glasgow School of Art

- Munster Technological University

- Unite the Union

12th September 2023

The most breath-taking technical advancement in the history of the universe ......

tc@itss.org.uk

Becoming a Signatory

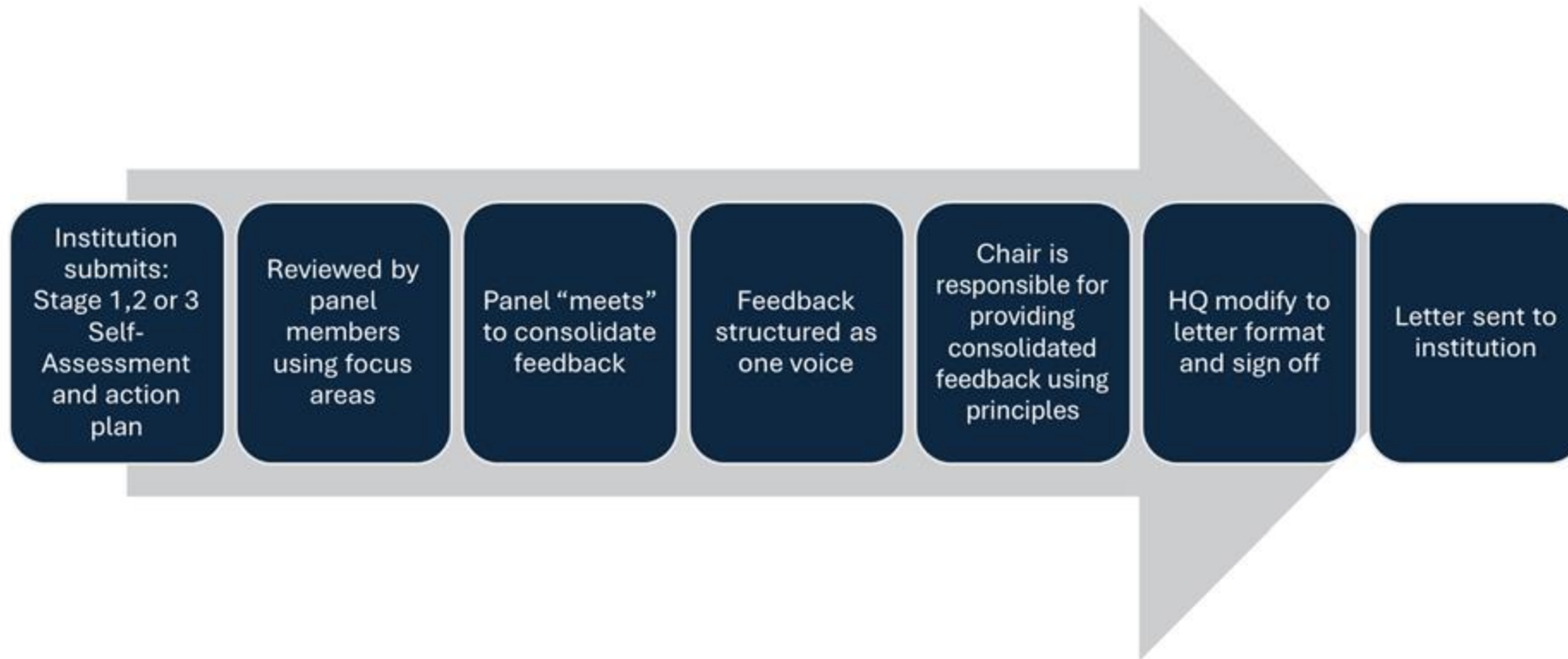**1** Express interest by emailing tc@itss.org.uk

2 Arrange a meeting to discuss any initial queries with a member of the Technician Commitment team.

3 Return completed signatory form, signed by the leader of your organisation (e.g. Vice-Chancellor or Institute Director) and a nominated lead.

4 Put your institutional communications team in contact with the Technician Commitment communications team to publish a joint announcement.

5 Institutions then enter a continuous improvement cycle by submitting a self-assessment and action plan which are then peer-reviewed with feedback returned to the signatory within 3 months of submission. Further assessments to follow every 3 years.

Self-Assessment and Action Plans: Ambition

Streamline the process, making it simpler, clearer, administratively lighter and timely feedback

- Two submission dates per year – (31 January and 31 July)

- Some flexibility as signatories can delay submission once (e.g. from Jan to July)

- Larger pool of Peer Reviewers

- Eight week turnaround from submission to feedback

https://www.techniciancommitment.org.uk/updated-submission-deadlines-for-technician-commitment-signatories

Self-Assessment and Action Plans

Self-Assessment and Action Plans

ITSS team trained 2 cohorts of Peer Reviewers (85 total)

In Jan 2024 we had submissions from institutions in stages 1,2 and 3

- Stage 1 – 4 submissions

- Stage 2 – 4 submissions

- Stage 3 – 13 submissions (others nominating delay -July)

All of these submissions were peer reviewed and feedback given to institutions 9th April 2024

Next submission deadline is 31 July 2024

International: Malawi - Liverpool Wellcome Programme

Online workshop with Malawi – 21st March 2024

Input from existing signatories:

University of Liverpool

Queens University Belfast

Wellcome Sanger Institute

John Innes Centre

Munster Technological University
https://www.techniciancommitment.org.uk/mtu-becomes-first-irish-university-to-sign-technician-commitment

THE AWARDS

Outstanding Technician of the Year

2022 – Hong Ling
University of Reading

2020 – John Waters
University of Liverpool

2023 – Jason Daff
University of York

2021 – Andrew Filby
Newcastle University

Technician Commitment

2019 - Barbara Kunz
Open University

THE AWARDS

Clare Stevenson interview with Jason Daff

http://tiny.cc/0g0nxz

Key dates for THE Awards 2024

Entry window opens: Thursday 11 April 2024

Entry window closes: Monday 10 June 2024

Shortlist published: Thursday 5 September 2024

THE Awards ceremony: Thursday 28 November 2024

Integration through networks

- **Technical Managers in Universities:** Conference,

- **Technology Specialist Network:** Conference, 16 + 17 April, Bath

- **Strategic Technical Leaders:** Connecting strategic technical leaders with institutional remit

- **EDI:** Sharing EDI best practice for the technical community

- **Environmental Sustainability:** Sharing environmental sustainability best practice across the technical community

- **Regional Networks:** Supported through the collaboration fund to optimise sharing equipment and expertise across neighbouring institutions

Simon Wilson

Round Table Introductions

10:45-11:00

An Evolving Landscape

2017

Technician Commitment

Established with 36 UK founding signatories.

2018

Sector Report

Technician Commitment: One Year In

2019

Sector Reports

Technicians: Providing frontline and vital support for student health and wellbeing

Equality, Diversity & Inclusion: A Technician Lens

2020

MI TALENT

Research England funds TALENT. £5m to advance status and opportunity for technical community in UK higher education & research

Sector Report

COVID-19 The Impact on Technicians in UK Higher Education and Research

The government's UK Research and Development Roadmap launches, outlining the UK's vision and ambition for science, research, innovation. (References Technician Commitment)

UKRI publishes Technician Commitment Action Plan

2021

Sector Reports

Equality, Diversity and Inclusion: UK Technicians' Experiences During the Covid-19 Pandemic

Funding Technical Staff in Research

The Role of Technicians in Knowledge Exchange An explorative study

Technician Commitment: Progress and Impact

Government launches R&D People and Culture Strategy. A vision and call to action to ensure people are recognised as being at the core of R&D.

2022

Sector Reports

The TALENT Commission

Research Culture: A Technician Lens

2023

Publish sector report:

Economic Benefits of implementing TALENT Commission Recommendations

Awarded Research England funding to establish ITSS - £5.5m.

Launched August 2023

Convened stakeholder engagement with URKI for REF 2029 PCE consultation

2024

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

National opportunities launched:
- Leadership programmes
- Knowledge Exchange Placement Scheme
- Funding Call for Physics Technical Apprentices

New National Technical Networks

UKRI — Engineering and Physical Sciences Research Council

£16m EPSRC Strategic Technical Platforms

Technician Commitment

Over 120 signatories and supporters – including international members

Increased sector awareness and engagement with the need to consider technical skills and roles strategically and drive culture change

Working together to deliver our shared vision

A growing community of 120+ organisations pledging to increase **visibility** and **recognition** of technicians.

The sector-wide initiative supports the **career development** and **sustainability** of technical skills, roles and careers within higher education and research.

A pioneering Midlands-based programme **advancing status and opportunities** for technical skills, roles and careers in UK higher education and research.

TALENT delivered powerful **pilot initiatives** within the Midlands to inspire **culture change** and empower technicians.

The programme published **new strategic insights** and its landmark [TALENT Commission report](#) – a blueprint for the future of UK technical skills, roles and careers.

The Institute is home of the Technician Commitment and **builds on the legacy and impact of the TALENT programme**, scaling up and out best practice nationally, and beyond.

We **actively advocate for the technical community** in higher education, research and innovation.

Accelerating and advancing technical skills and careers through **insights, influence, innovation and integration.**

Our Vision

Powered by its technical workforce, the UK is a global leader in science, technology, engineering, medicine and the creative industries.

Technical careers are recognised, developed, respected and aspired to.

Our Mission

To ensure the long-term sustainability of UK technical skills and careers.

- Providing insight
- Influencing policy
- Inspiring innovation
- Fostering integration and inclusion
- Promoting international leadership
- Strengthening industry connections

Delivered by the sector, for the sector

A Collaborative Initiative

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Our Partners

Who We Are

Kelly Vere (Director)
UK ITSS Director, University
Director of Technical Strategy,
University of Nottingham

Ian Hancox (Co-Director)
UK ITSS Co-Director, Director of
Research Technology and
Technical Strategy, University of
Warwick

Lucy Williams
Head of Operations

Carly Dellar
Deputy Head of Operations

Andy Noyes
Director of Research Hub

Hannah Noke
Co-lead of Research Hub

Clare Stevenson
Associate Lead

Simon Breeden
Associate Lead

Mel Leitch
Associate Lead

24-strong Team | 5 Researchers
11-strong Cross Industry Advisory Board
16-strong Technical Council

How we're delivering change

Insight

New research to map, understand and help transform the landscape

Influence

Influence policy through advocacy and collaboration

Innovation

Establish innovative solutions and new ways of working

Integration

Build new communities and networks, nationally and globally

A Research Agenda

Insight

Map

Analyse workforce data to understand patterns and trends in the UK's higher education technical workforce over time.

Understand

Create a better understanding of technicians' roles, recognition, development and workforce sustainability, with a particular focus on research culture, training and development and career pathways.

Transform

Evaluate and inform the Institute's activities, developments and wider impact. We shall investigate barriers to improve design and delivery of innovations and interventions.

and much more…

Future 'hot topic' reports

Insight

- Strategic Technical Leadership

- EDI Series: The experiences of LGBTQ+ technical staff in UK higher education & research

- Technical staff and environmental sustainability (in collaboration with AUDE)

- Shining a light on technical roles & skills in arts, humanities and the creative industries (in partnership with GuildHE and AHRC)

and much more…

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Research Article

Technicians as teachers: the emerging role of technical staff within higher education teaching and learning environments

F. P. H. Wragg ✉ iD, C. Harris iD, A. Noyes iD & K. Vere iD

❝ Cite this article   🔗 https://doi.org/10.1080/0309877X.2023.2231380   Check for updates

📄 Full Article   🖼 Figures & data   📖 References   ❝ Citations   📊 Metrics   © Licensing   🖨 Reprints & Permissions

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In this article

ABSTRACT

Introduction

Method

Results

ABSTRACT

Technicians and technical staff are making increasingly significant contributions to the teaching and learning of undergraduate and postgraduate students in the UK. This paper reports on a survey of 1766 technical staff regarding their roles within teaching and learning environments, and a series of follow-up focus groups with 44 technical staff further exploring the roles, visibility, and

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Understanding university technicians' role in creating knowledge exchange routines and capabilities: a research agenda

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The Journal of Technology Transfer

Aims and scope →

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Hannah Noke ✉, Simon Mosey & Kelly Vere

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Sections   Figures   References

Abstract

Introduction

Conceptual framing

Future research: setting the agenda

Abstract

Knowledge exchange (KE) is becoming a strategic imperative for universities globally. Research examining KE has tended to focus on a limited and select group of stakeholders. This paper builds on calls for a wider consideration of KE activities and other contributors to the KE agenda. The technical community is one such group that has received little attention or acknowledgement of their part in KE. We argue that the technical community

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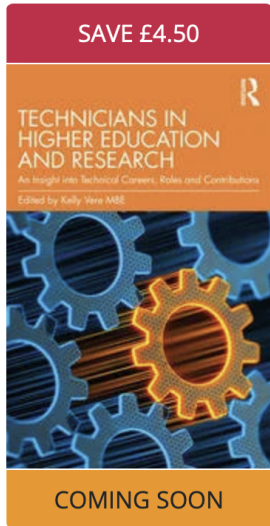
Table of Contents | Book Description | Critics' Reviews

1st Edition

Technicians in Higher Education and Research
An Insight into Technical Careers, Roles and Contributions

Edited By Kelly Vere

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Paperback
£25.49

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196 Pages 18 B/W Illustrations
August 8, 2024 by Routledge

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ADD TO WISH LIST

Opportunities for 2024

Influence

£200k funding boost for Physics Technical Apprentices

Why universities should embrace T Level placements

First year allocated
(Leicester, Glasgow, Manchester, Strathclyde and York)

and much more…
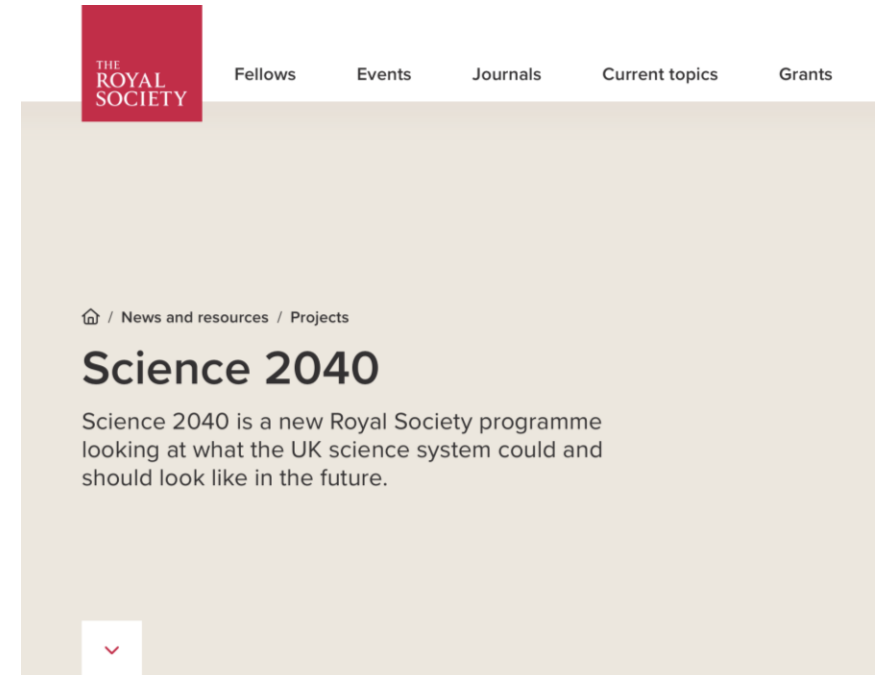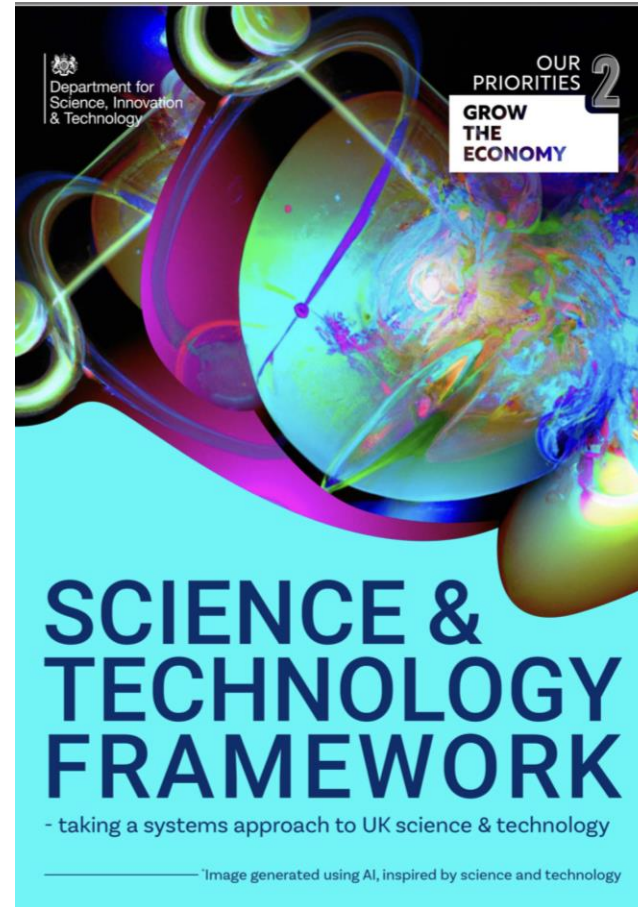
UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Technician Commitment

UK Research and Innovation

People and Teams
UKRI Action Plan
March 2023
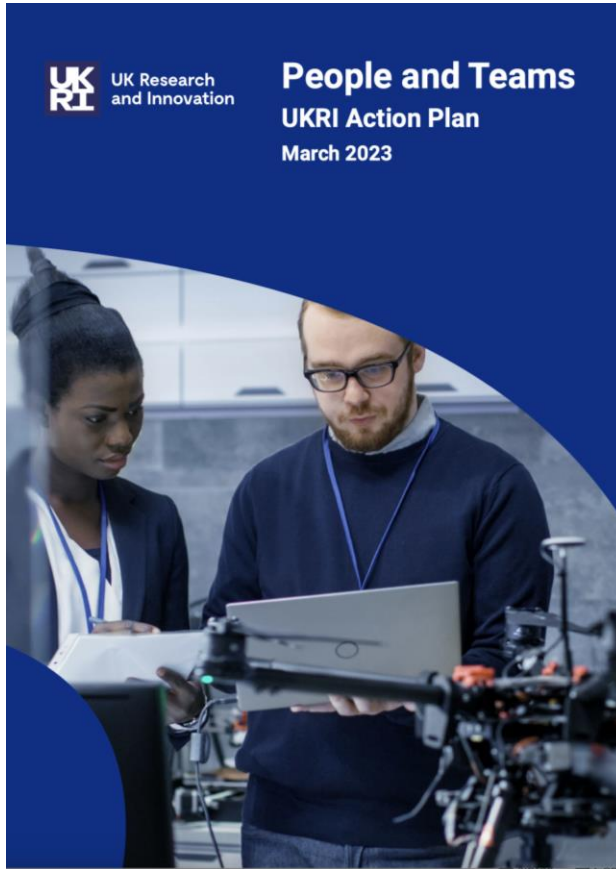
Supporting the establishment of the UK Institute of Technical Skills and Strategy (ITSS) to:

Provide strategic leadership, influence, insight and impact for technical skills and strategy across the UK.

4.4. Investment and UKRI staff support for an Institute of Technical Skills and Strategy.

A national institute providing insight, influence, and innovative interventions to ensure that the UK has the technical capability and capacity across academia, research, education, and innovation to enable the UK to be a global superpower in science, engineering, and the creative industries, and that technical skills, roles, and careers will be recognised, understood, developed, respected, and aspired to.

Active collaboration with UKRI

£16 million support will focus on community-driven projects providing training and development for research technical professionals (RTP).

Community groups working to support technical and research software roles are set to benefit from a share of a new £16 million investment. The investment is by the Engineering and Physical Sciences Research Council (EPSRC) and UK Research and Innovation (UKRI) Digital Research Infrastructure (DRI).

RTPs are vital to the effective operation of research infrastructure across the UK. They use their skills and experience to support academic and industrial research, as well as train users in the latest techniques and methods. As well as providing valuable additional skills to improve their long-term career prospects the 11 projects will train RTPs in areas such as:

- software development
- data management and processing
- materials science
- biomolecular engineering

Opportunities for 2024

Innovation

Knowledge exchange placements unlock learning opportunities for technicians

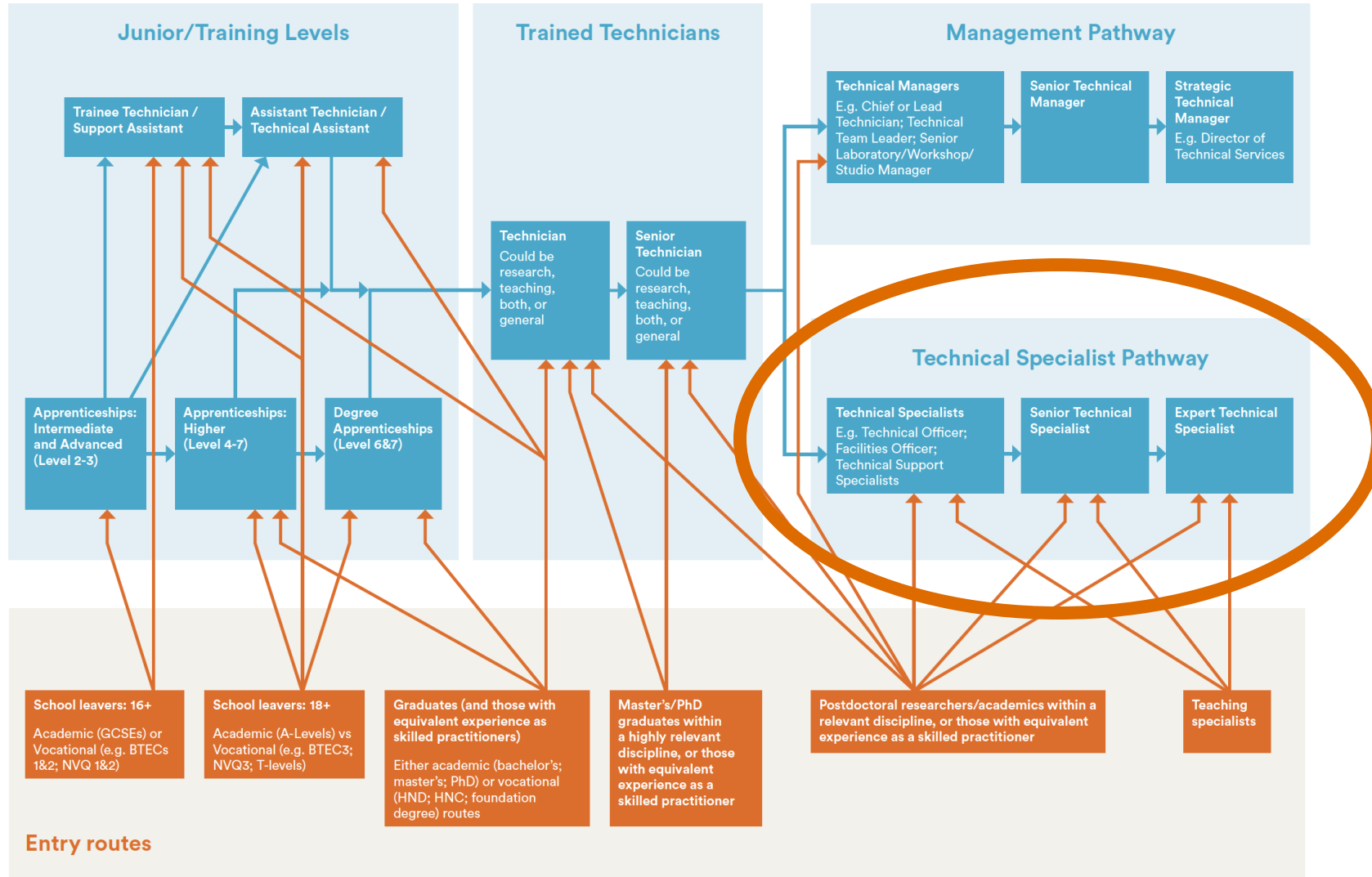Technicians complete first Executive Programme in Strategic Technical Leadership

VIVIEN THOMAS
Technical Leadership Programmes

HERSCHEL Programme
For Women in Technical Leadership

Leadership journey begins for 201 Herschel Programme technicians

UK Institute launches leadership programmes for 500 technicians

and much more…

Junior/Training Levels

Trainee Technician / Support Assistant

Assistant Technician / Technical Assistant

Apprenticeships: Intermediate and Advanced (Level 2-3)

Apprenticeships: Higher (Level 4-7)

Degree Apprenticeships (Level 6&7)

Trained Technicians

Technician
Could be research, teaching, both, or general

Senior Technician
Could be research, teaching, both, or general

Management Pathway

Technical Managers
E.g. Chief or Lead Technician; Technical Team Leader; Senior Laboratory/Workshop/Studio Manager

Senior Technical Manager

Strategic Technical Manager
E.g. Director of Technical Services

Technical Specialist Pathway

Technical Specialists
E.g. Technical Officer; Facilities Officer; Technical Support Specialists

Senior Technical Specialist

Expert Technical Specialist

Legend

→ Linear career pipeline for UK technical staff.

→ Possible routes of entry into the technical career pipeline.

UNIVERSITY OF LIVERPOOL

Research Technical Professional Pathway

WARWICK
THE UNIVERSITY OF WARWICK

University of Hertfordshire UH

UNIVERSITY of York

Entry routes

School leavers: 16+
Academic (GCSEs) or Vocational (e.g. BTECs 1&2; NVQ 1&2)

School leavers: 18+
Academic (A-Levels) vs Vocational (e.g. BTEC3; NVQ3; T-levels)

Graduates (and those with equivalent experience as skilled practitioners)
Either academic (bachelor's; master's; PhD) or vocational (HND; HNC; foundation degree) routes

Master's/PhD graduates within a highly relevant discipline, or those with equivalent experience as a skilled practitioner

Postdoctoral researchers/academics within a relevant discipline, or those with equivalent experience as a skilled practitioner
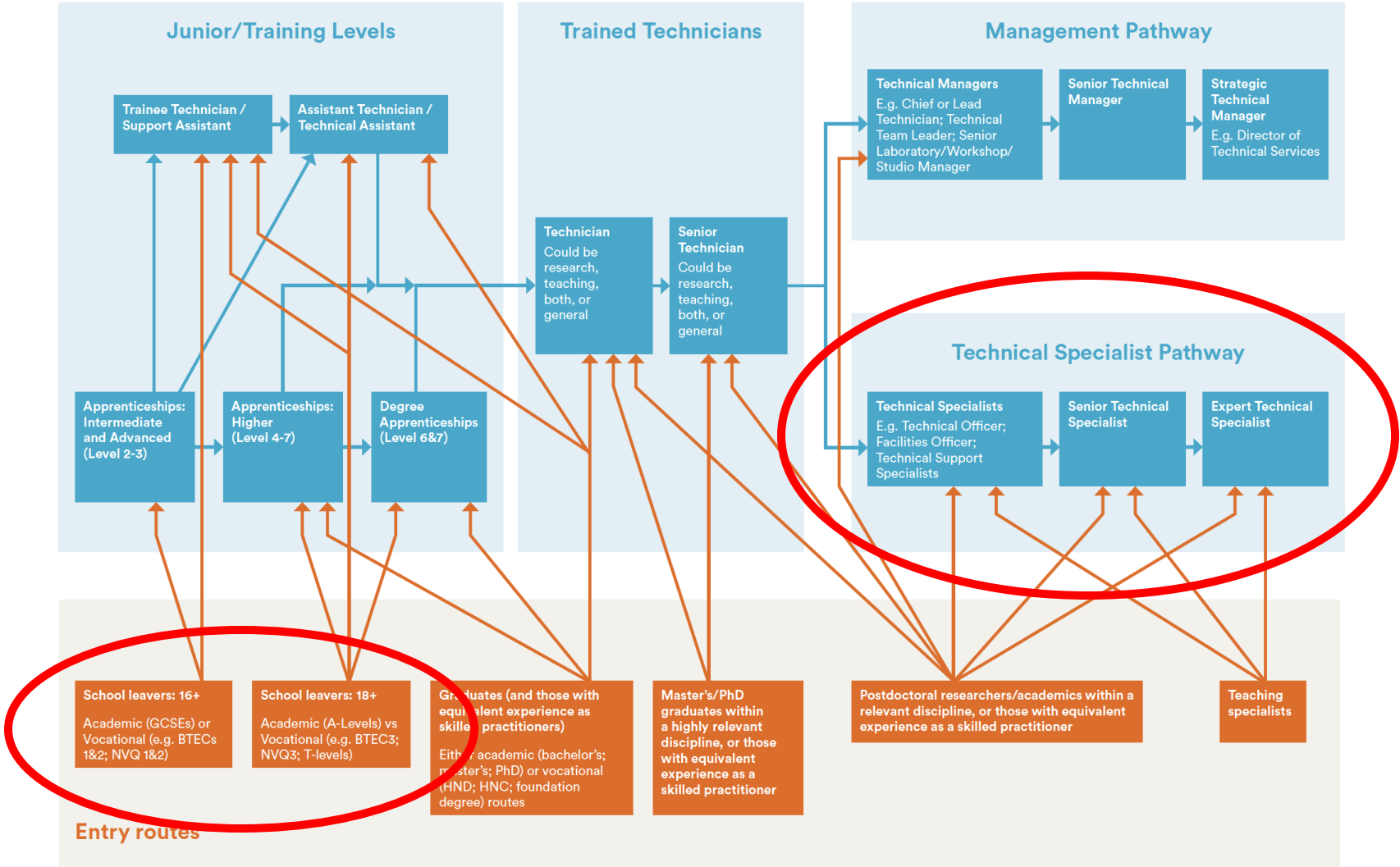
Teaching specialists

Figure 11: Possible entry routes into technical careers within UK HE and research.
Source: interviews with technical managers and career specialists from a range of UK institutions and discipline areas.

Integration

- **Technical Managers in Universities:** partner in ITSS; powerful communication tool

- **Technology Specialist Network:** to support highly specialised technicians and build community

- **Strategic Technical Leaders:** connecting strategic technical leaders with institutional remit

- **EDI:** Sharing EDI best practice for the technical community

- **Environmental Sustainability:** Sharing Environmental Sustainability best practice across the technical community

Staying Informed

Subscribe to the ITSS mailing list, tell us what you're interested in & receive information that's relevant to you.

Visit: **www.itss.org.uk/contact-us** or scan the QR code

TALENT Survey
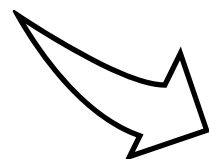
TALENT has piloted and showcased many of the innovative interventions and we need your feedback and so

Please…..scan this QR code

Thank You ☺

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Contact

enquiries@itss.org.uk | **tc@itss.org.uk**

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TC Index Workshop

Station 1: Is an index useful?

Station 2: Are the proposed index questions robust and can they feasibly be answered?

Station 3: What form should the index output take?

The ITSS Career Pathways Lab

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Figure 11: Possible entry routes into technical careers within UK HE and research.
Source: interviews with technical managers and career specialists from a range of UK institutions and discipline areas.
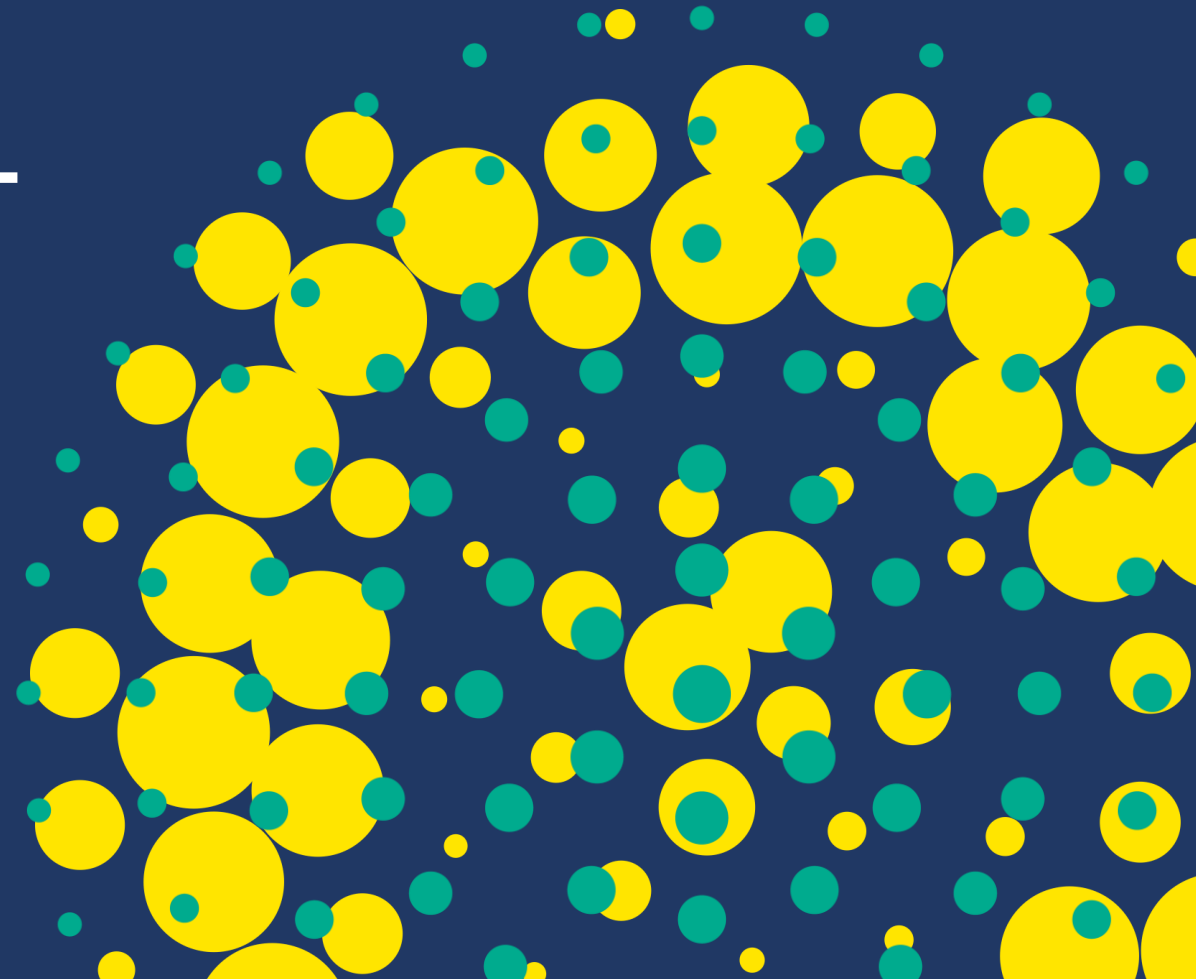
RESEARCH TECHNICAL PROFESSIONAL (RTP) PATHWAY

- This is to address visibility, recognition, career development and sustainability issues faced by specialist research and technology staff.

- A community that underpins much of our research and teaching.

WHY DID WE NEED A NEW PATHWAY?

The TALENT Commission
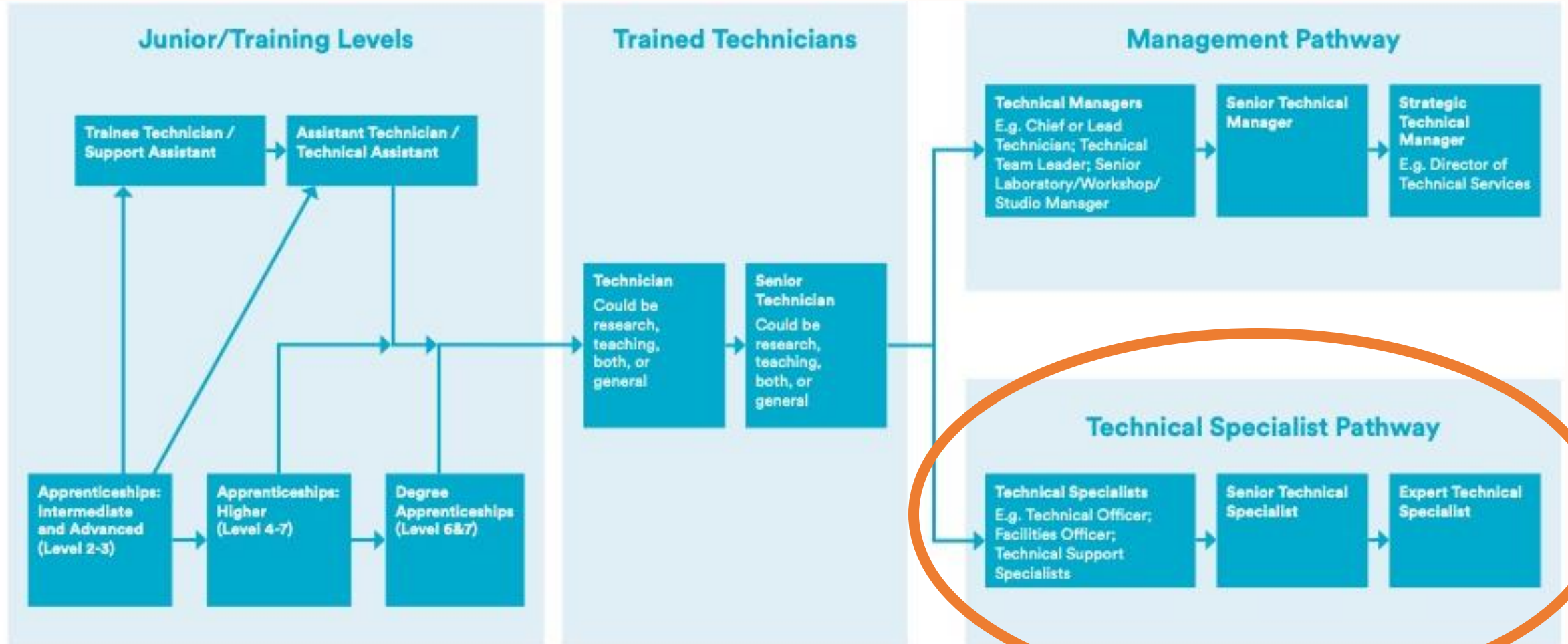
RESEARCH TECHNICAL PROFESSIONAL PATHWAY OVERVIEW

- G6-G10 pathway, G5 can apply for promotion into it.

- Non-compulsory.

- Joining via application for transfer +/- a promotion case.

- Promotion indicators recognise role <u>and</u> professional development.

RESEARCH TECHNICAL PROFESSIONAL PATHWAY ELIGIBILITY

- A diverse community.

- Relevant staff are in roles providing significant expert, intellectual and/or innovative contributions to:
    - research activity, papers and/or grant applications,
    - *and/or* methodological, technological or analytical systems,
    - *and/or* research management, teaching or training.

- Eligibility determined by a University-wide assessment panel.

RESEARCH TECHNICAL PROFESSIONAL PATHWAY ASSESSMENT

- Annual call for transfer/promotion cases.
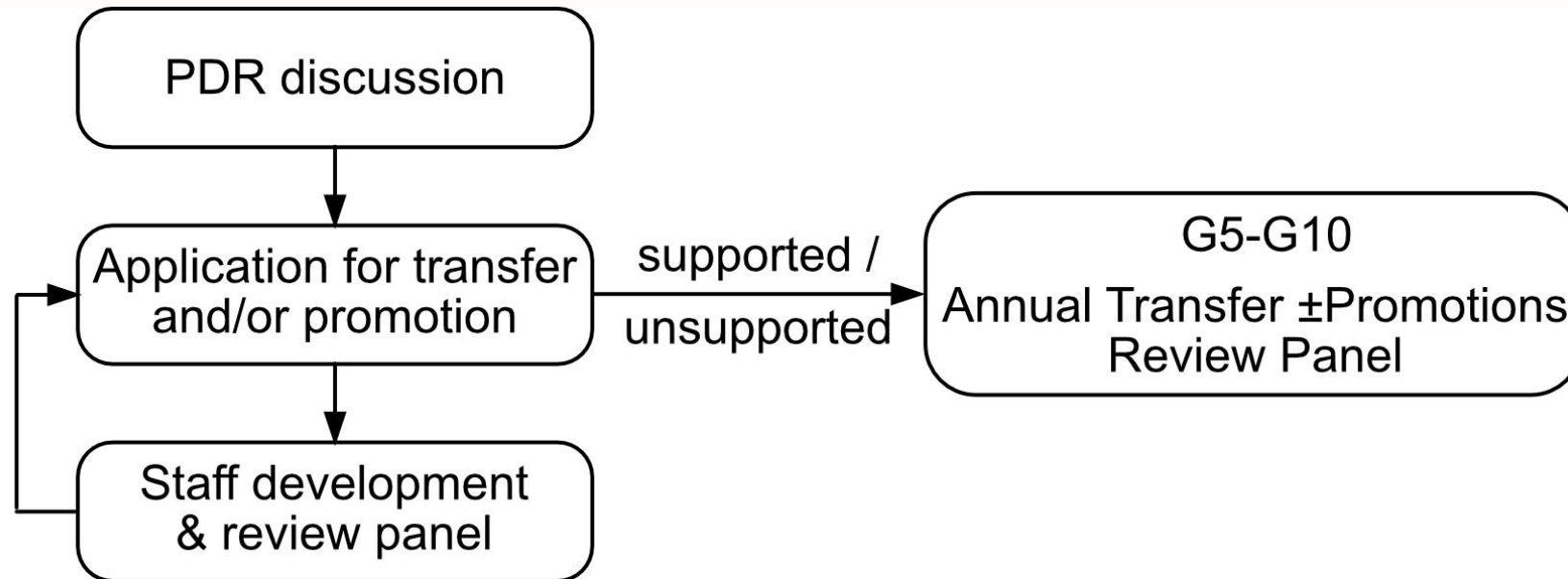
- Cross-University membership of panels to ensure consistency.

RESEARCH TECHNICAL PROFESSIONAL PATHWAY PROGRESSION

- Diverse community - indicators have to be widely relevant.

- Staff need to evidence the short group of essential indicators and a subset of the many examples of desirable indicators.

- Assessment areas:

  Scientific/Technical Skills & Awareness

  Professional Activity & Development

  Teamwork, Management & Leadership

  Stakeholder Focus

  Outputs & Impact

RESEARCH TECHNICAL PROFESSIONAL PATHWAY PROGRESSION

- Progression relies on evidencing increasing recognition for specialist excellence and/or leadership in discipline and/or role.

- Being at the top of your grade or good in your role is not a sufficient argument for promotion.

- G10 – this includes assessment from independent external referees

RESEARCH TECHNICAL PROFESSIONAL PATHWAY ESSENTIAL INDICATORS

ESSENTIAL INDICATORS

	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
SCIENTIFIC / TECHNICAL SKILLS & AWARENESS	• You are applying a developing level of scientific / technical knowledge and skills to contribute to delivering team / UoL's objectives. • You can carry out detailed design, development and/or quantitative/qualitative analyses relevant to your role. You can interpret results, recommend solutions, and report conclusions. • Where relevant, you monitor and maintain a safe working environment for self and others.	• You are applying a good level of specialist scientific / technical knowledge and skills to contribute to team / UoL's objectives. • You will be able to provide examples of effective decision-making (based on your scientific / technical knowledge) to resolve problems. • You can advise and assist students, staff and/or external clients in all aspects of technical and research support relevant to your role, either personally or though delegation to an appropriate team member. • You understand legal, regulatory and/or health and safety policies and procedures relevant to the role, and the quality outputs and standards required.	• You are applying a high level of specialist scientific / technical knowledge and expertise to lead the development and delivery of team / UoL's objectives. • Where relevant, you are using your scientific / technical expertise to make an identifiable personal contribution to the advancement of your field / professional service. • You have a vision for the development of your role and how this can be realised within the context of UoL priorities.	• You are applying expert specialist scientific / technical knowledge and expertise to lead the development and delivery of team / UoL's objectives. • You lead the provision of expert guidance to other specialists. • You have a strong long-term vision for your role, and clear plans for realising this within the context of UoL strategy. • You can provide examples of making good professional judgements (based on your scientific / technical knowledge) about complex problems, identifying and resolving key issues.	• You will provide leadership informed by your practice to enhance provision of specialist research support, stakeholder partnerships, knowledge exchange, income generation and/or impact of UoL's objectives. • You will be taking a primary role in the planning and leadership of important components relevant to your role. This will be impactful within your discipline and/or the University.

RESEARCH TECHNICAL PROFESSIONAL PATHWAY DESIRABLE INDICATORS

EXAMPLES OF DESIRABLE INDICATORS OR SUPPORTING EVIDENCE

	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
OUTPUTS NB. these lists are not intended to be exhaustive.			Examples that may be relevant to staff involved in Science/Facility management		
	• Data collection / survey, data collation or laboratory analysis. • A specific scientific support service / function or science project. • Assisting in the development of instrumentation or in the innovative use of existing kit / equipment. • Support for training and knowledge transfer. • Internal and/or external publications or customer reports. • Popular science articles, presentations, maps, outreach activities. • Models, software, or webpages.	• Facility or team management delivering access to resource required by colleagues. • Development of instrumentation or innovative use of existing kit / equipment for novel outputs such as via new method development. • Standard Operating Procedures meeting regulatory requirements. • Contribution to developments in policies / procedures / plans in own area of work. Advice on future physical resource requirements - general, specific, equipment, apparatus, space, etc. • Support for training and knowledge transfer. • Refereed publications in journals and/or customer reports. • Datasets published with a recognised data centre or in a registered data journal or Internal/external reports. • Popular science articles, maps, presentations, outreach activities. • Models, software, or webpages. • High quality scientific information	• Management and sustained contributions to enhancement of a complex service / facility / project. • Development of instrumentation or innovative use of existing kit / equipment for novel outputs such as via new method development. • A system of Standard Operating Procedures meeting regulatory requirements in your area. • A number of external peer-reviewed publications and/or customer reports, including contributions as lead contributor (see guidance notes for acceptance criteria). • A number of high impact internal reports and documents. • Science funding proposals (especially but not exclusively successful proposals). • Datasets published with a recognised data centre or in a registered data journal. • Books, book chapters, popular science articles, web pages, media coverage, presentations, posters and/or maps. • Presentations at national and/or international events. • Scientific models, particularly novel or innovative contributions or the resolution of complex problems. • Software, technology and / or patents.	• Development and successful sustained management of a complex service / facility / project. • Development of instrumentation or innovative use of existing kit / equipment for novel outputs such as via new method development. • You actively contribute to subject specialism through learned societies, professional bodies, broader review and editorial processes. • High impact internal reports and documents. • A substantial body of external peer-reviewed publications and/or customer reports, many of which will demonstrate a lead role. • Science funding proposals / contracts, especially successful proposals funding a team of staff which contribute to financial success and align to UoL strategy. • Datasets published with a recognised data centre or in a registered data journal. • Books, book chapters, popular science articles, web pages, media coverage, posters and/or maps. • Presentations at influential national and international events.	• Where relevant, you will be playing a leading role in writing papers for publication in peer reviewed journals and by presenting at national / international conferences. Your portfolio of published work will meet the requirements for submission in the next REF exercise if included. • Contribution (for example through research facility) to consistent production of high impact outputs, which are at least internationally excellent in quality. • Where relevant, you will be capable of making consistent and crucial contributions to winning significant grants. • Consistent and evidenced contribution to knowledge exchange eg. via expert technical support / facilities to external users, which has measurable impact externally and influences practice in the University. • Evidence of sustained innovation leading to the creation of

CURRENT PROGRESS WITH IMPLEMENTATION

- Launched February 2023

- 90 institutions in contact

- Speculative job enquiries from RTPs at other HEIs

- Will formally review after 2 cycles but now fully embedded in Liverpool

CURRENT PROGRESS WITH IMPLEMENTATION

- Initial launch restricted to G6-G10, 2nd round this year has opened up to G5 staff wanted to be promoted into the pathway.

- 2 new G10s – Professors-of-Practice?

- Refined the application and mentoring support processes

Second Year Compared to First Year

This Year (Academic Year 2023 – 2024)	LAST YEAR 2022 – 2023
Total Applications = 33	Total Applications = 52
64% HLS	48% HLS
30% SCE	44% SCE
6% HSS	8% HSS
7 Transfer Only 6 Promotion Only (transfer last year) 20 Transfer & Promotion	11 Transfer Only 41 Transfer & Promotion applications

This Year	Last Year
Transfer & Promotion Applications = 20 Grade 8 to Grade 9 = 4 Grade 7 to Grade 8 = 5 Grade 6 to Grade 7 = 7 ==Grade 5 to Grade 6 = 4==	**Transfer & Promotion Applications = 41** Grade 6 to Grade 7 = 18 Grade 7 to Grade 8 = 14 Grade 8 to Grade 9 = 2 Grade 9 to Grade 10 = 1 Not eligible to Transfer = 6
	Transfer & Promotion Outcomes = 18 Grade 6 to Grade 7 = 10 Grade 7 to Grade 8 = 5 Grade 8 to Grade 9 = 2 Grade 9 to Grade 10 = 1

FURTHER DETAILS

- RTPCareerPathway@liverpool.ac.uk
- Google: Liverpool Research Technical Professional
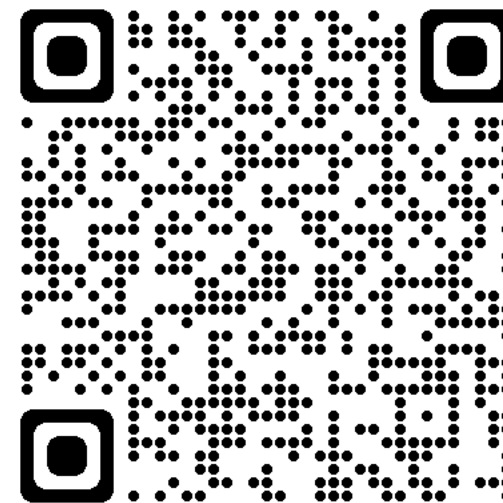
THANK YOU TO EVERYONE INVOLVED

Dr Heath Bagshaw
Miss Alison Beckett
Professor Neil Berry
Dr Matthew Bilton
Mrs Jan Brett
Dr Philip Brownridge
Mrs Susan Canning
Dr Kevin Cham
Mr Stephen Chappell
Mr Matt Davis
Mr Fintan Dineen
Dr Mike Egan
Mr Rob Fay
Dr Chris French
Professor Carrol Gamble

Professor Roy Goodacre
Dr Nigel Gotts
Dr Eva Caamano Gutierrez
Ms Victoria Harman
Dr Helen Hayward
Dr Marcel Hernandez
Miss Helen Hickey
Mr Ashley Jones
Dr Tim Jones
Dr Kathryn Knuckey
Ms Julie Ledder
Mrs Tina Lewis
Dr Laura Lightfoot
Professor Simon Maskell

Professor Ronan McGrath
Mr Ben Mollitt
Dr Marie Phelan
Mrs Carmel Pinnington
Professor Denise Prescott
Professor Ian Prior
Professor Jason Ralph
Dr Steven Robinson
Mrs Pat Taylor
Mr Anthony Topping
Professor Francine Watkins
Professor Carsten Welsch
Professor Paula Williamson
Dr Cate Winder

IMPLEMENTATION CONSIDERATIONS

- Buy-in – Senior management endorsement to proceed. Cross-University panel to devise, consult & implement. Affordability often raised – cost of not doing it is a critical argument.

- Scope – university-wide or faculty-focussed? All grades or a subset? EDI issues?

- Access – voluntary to offset staff/union concerns & issues.

- Indicators – were the hardest thing to collate but eg. Warwick, Glasgow, Liverpool are good starting points to adapt.

- Culture change – the major output.

RESEARCH TECHNICAL PROFESSIONAL PATHWAY ESSENTIAL INDICATORS

ESSENTIAL INDICATORS

	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
PROFESSIONAL ACTIVITY & DEVELOPMENT	• You are recognised by your peers as having valuable skills or knowledge in your field and can demonstrate where you have provided advice to colleagues. • You undertake appropriate continuous personal and professional development.	• You are known within your department/institute for your specialist knowledge and skills and can demonstrate that you are sought after for advice and specialist knowledge. • You undertake appropriate continuous personal and professional development.	• You are known within UoL and potentially more widely for your specialist knowledge and skills and can demonstrate that you are sought after for advice and specialist knowledge • You undertake appropriate continuous personal and professional development.	• You are known beyond UoL as an expert in your field. • You can demonstrate a sustained commitment to continuous professional development of yourself and potentially others where appropriate.	• You will be a recognised leader and/or subject expert in your field of expertise, recognised nationally and internationally.
TEAMWORK, MANAGEMENT & LEADERSHIP	• You demonstrate the ability to work independently (for some of the time) and to manage your time effectively. • You have successfully taken responsibility for tasks within a project or service.	• You manage your time and priorities to ensure the delivery of tasks with minimum supervision. • You make significant contributions to teams and demonstrate an ability to work as a flexible team member and take a leading role when appropriate.	• You are self-motivated, proactive and leading activities and/or people. • You have a significant role in delivering successful project(s) or services, managing your time and where relevant managing others effectively.	• You are recognised as an individual with strong leadership skills, who can deliver complex areas of activity or projects in line with the core values of UoL. • You shape strategic direction, leading and facilitating change management to optimise the efficiency and effectiveness of research and/or teaching service quality.	• You will have a strong track record of successful formal and informal leadership and management. This may include major contributions to wider activities demonstrated through an administrative / leadership role which goes beyond normal expectations.

RESEARCH TECHNICAL PROFESSIONAL PATHWAY ESSENTIAL INDICATORS

ESSENTIAL INDICATORS

|	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
STAKEHOLDER FOCUS	• You can identify key stakeholders, understanding their needs.	• You clearly understand who your key stakeholders are and can explain how your work relates to stakeholder needs.	• You can provide examples of where you have been proactive in building networks and engaging with stakeholders.	• You can provide evidence of your ability to manage stakeholders to enable successful outcomes. • You can show examples of your ability to put sustained effort into building networks / effective stakeholder relationships.	• You have well-developed and strong, professional relationships at senior levels with internal and external stakeholders and networks.
OUTPUTS & IMPACT	• Outputs may take various forms. You will be able to demonstrate that you are contributing to the creation of these outputs under supervision and including proactive contributions.	• Outputs may take various forms, but you must clearly demonstrate that they have impact in your field (either internally or externally) and that you are building a sustained track record of contribution to the business objectives of UoL. • You will be able to demonstrate that you have made essential contributions to a number of these outputs, showing initiative.	• Outputs will take various forms, but you must clearly demonstrate that they have been impactful and that you have a sustained track record of contribution to outputs in your area of work. At this level, there would be an expectation of leading contributions to some outputs and/or significant contributions to team and joint outputs.	• You will be responsible for a portfolio of outputs and impact that show a sustained and substantial contribution to your area. At this level, there would be an expectation of leadership of outputs, as well as a significant contribution to team and joint outputs. This will include both strategic and operational outputs that demonstrate you are influencing stakeholders and strategy. They will demonstrate that your work has an impact on UoL's success. • You will have instigated the creation and led the development of some of these outputs, ensuring publication or delivery to a customer.	• You will be responsible for and lead a portfolio of outputs and impact that show a sustained and substantial contribution to your area and have strategic importance for the UoL, this could include operational, developmental and/or strategic outputs.

Within Warwick's Technician Job Family and Career Pathway
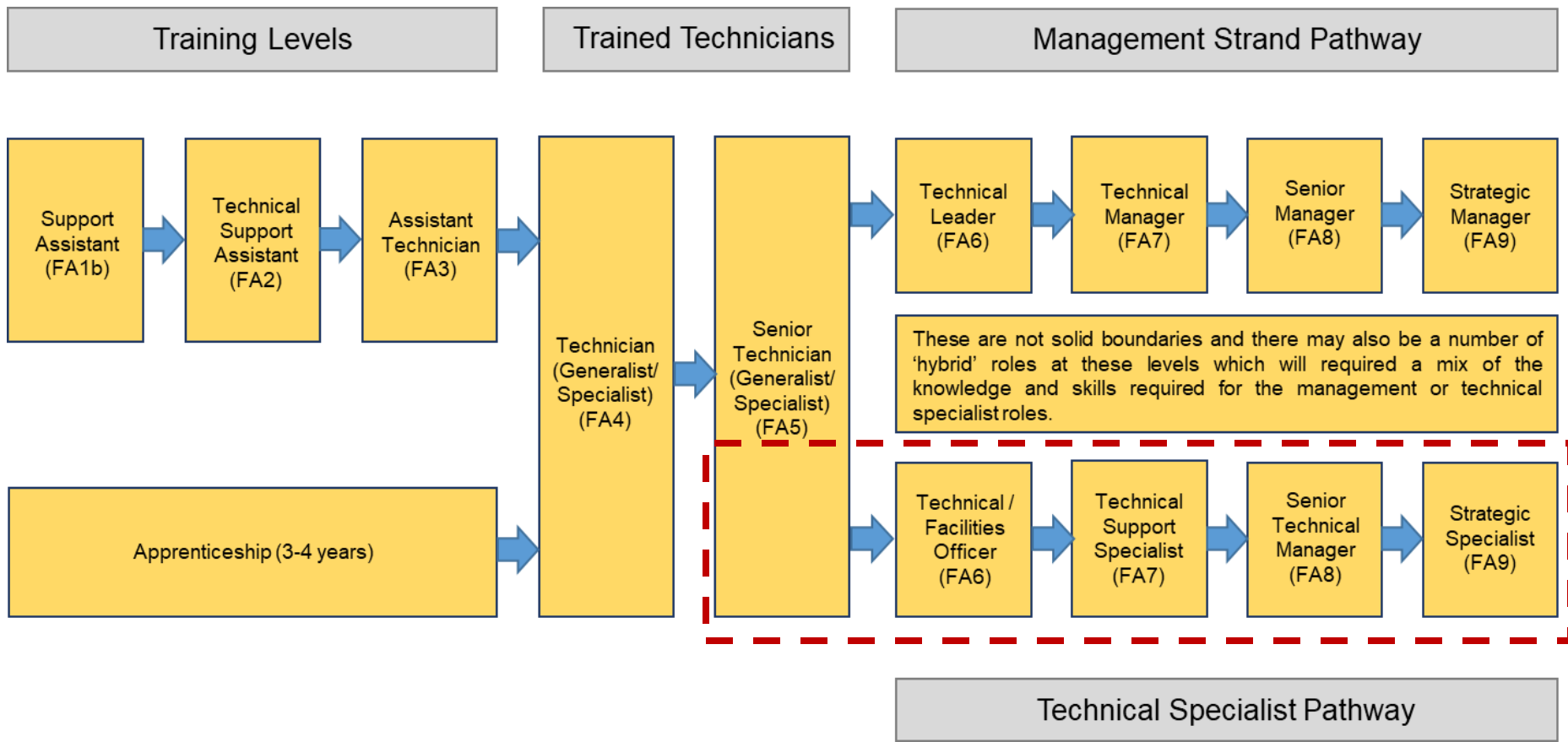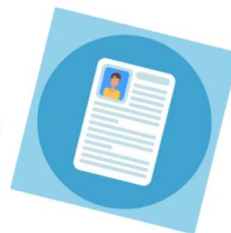
Technical Specialists Promotional Pathway Pilot

Web page on TechNet site – including guidance, documents and FAQ/Explainer video

warwick.ac.uk/research/technicians/technicalspecialistspromotionalframeworkpilot/

What is the Technical Specialist Promotional Pathway pilot?

- Recommendation 9 of the TALENT Commission

- An opportunity for technical specialists to gain promotion based upon individual merit

- Promotion to grades FA6 to FA9 – Professorial equivalent

- Enables those that excel to be recognised for their contributions to research, teaching, impact and outreach and to the institution

- It won't necessarily align with all technical specialist roles

What it is not:
A guaranteed promotion for all technical specialists

How does the pilot process work?

- The pilot follows the well-established Academic Progression and Promotional Framework process.

- Modifications to the criteria to aligned with the expectations of such roles for progression

- Four criteria assessed against:
  - Technical Research
  - Teaching and Training
  - Impact, Outreach, Engagement
  - Collegiality, Leadership, Management

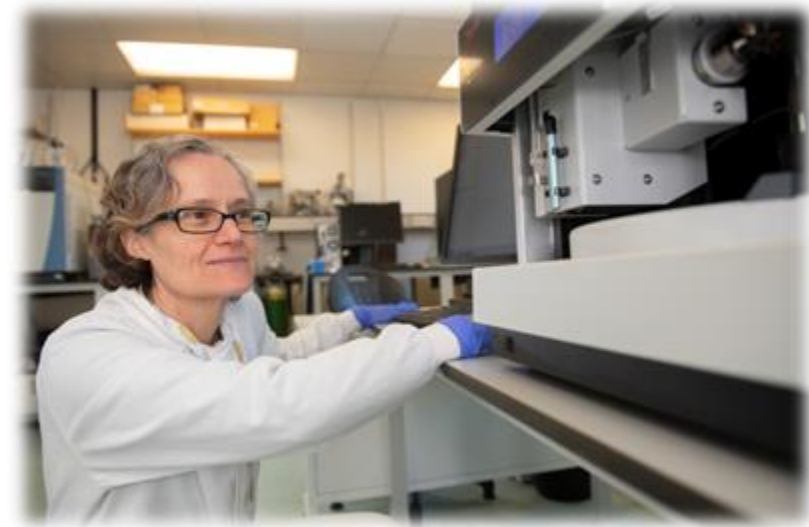# How has the pilot process worked?

To achieve promotion minimum scores are needed in each area of activity, and a minimum score overall.

Pathway	Technical Research	Teaching and Training	Impact, Outreach, Engagement	Collegiality, Leadership, Management
FA9 – Strategic Specialist (Professorial Equivalent) To be achieved through meeting minimum thresholds in each of the four key areas of activity as detailed below Total minimum score = 22				
Technical Specialist	6	3	5	5
FA8 – Senior Technical Manager To be achieved through meeting minimum thresholds in each of the four key areas of activity as detailed below Total minimum score = 18				
Technical Specialist	5	2	4	4
FA7 – Technical Support Specialist To be achieved through meeting minimum thresholds in each of the four key areas of activity as detailed below Total minimum score = 14				
Technical Specialist	4	2	3	3
FA6 – Technical/Facilities Officer To be achieved through meeting minimum thresholds in each of the four key areas of activity as detailed below Total minimum score = 10				
Technical Specialist	3	2	2	2

Table 1: Proposed normal minimum thresholds by area of activity. Given the nature of technical specialist roles, there could be potential exceptions to scores required in individual pillars as long as total scores are met.

For example FA7:
- 4 in Technical Research
- 2 in Teaching and Training
- 3 in Impact, Outreach and Engagement
- 3 in Collegiality, Leadership and Management

- Overall need 14, so 2 additional points required across the activities.

Clear examples at each band for each activity:

Technical Research criteria		Examples of Evidence
Band 2	Demonstrably **knowledgeable about key techniques, equipment and developments** in a given area (subject expertise)	• Completion of a (probably) research based postgraduate qualification; • Equivalent experience that demonstrates high level knowledge of subject area, techniques or equipment; • Conducting collaborative or individual research projects; • Engagement in subject, professional, pedagogic research.
Band 3	Clearly capable of **delivering specialist input in research using their area of expertise** which demonstrates impact on practice/policy and/or can make an original contribution to knowledge either in research or teaching	• Contributed to a range of research which has the potential for publication in appropriate outlets, delivered seminars and/or conference presentations on research, techniques or analysis; • Demonstrated ability to apply research to address policy (which would include University policy) and/or practice; • Engagement with scholarship of teaching and training; • Development of good practice and guidance documentation based in literature and/or evidence; • Creation/utilisation of research to inform and change pedagogic or research practice through utilisation of new techniques, methodologies or forms of analysis.
Band 4	Demonstrated ability to **undertake, develop and disseminate analytical or technical approaches to research** which makes a significant contribution to the area of expertise, discipline or to pedagogy.	• Completion of PhD or equivalent experience demonstrating specialist knowledge of the subject area, techniques or equipment; • Evidence of research-based innovation in learning and teaching; • Outputs, such as journal articles, conference papers, book chapters, working papers, technical application papers and possibly books; • Evidence of key technical / intellectual input to a wide range of team-based research and scholarship, where appropriate. • Effective support for diverse, marginalised, or underrepresented groups in accessing equipment or expertise to underpin their research.

WARWICK
THE UNIVERSITY OF WARWICK

How has the pilot process worked?

If an individual wants to put forward an application:

- Gather evidence on how meet the criteria
- Fill in:
  - Application form
  - CV in the designated format
  - External referees – for consideration at FA8 and above
- Submission to HoD
  - HoD adds comments to application and clarity on if the case is supported or not
- Submission to Academic Staff Committee (ASC)
  - Review by panel alongside academic cases
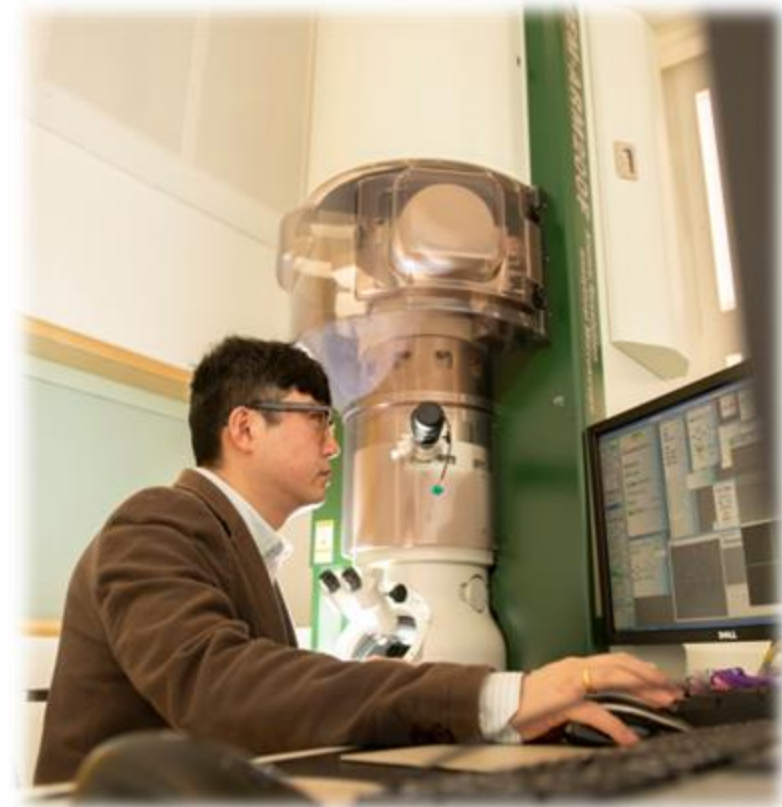
Next steps?

- Expect outcomes in June latest
- Capture case studies from individuals but also what the pilot has enabled
- Work with all stakeholders to refine how the pathway runs in 24/25

Initial learnings

- Senior level support has been excellent and key
- Has helped with both retention and recruitment
- Support for Depts and individuals shouldn't be underestimated
- Some additional examples needed to be more inclusive of DRI and mechanical focussed specialisms
- Raised profile of technical specialists even at this early stage

The National Picture

- We sent out a _short survey_ to establish which universities are already hosting T level placements

- Learn from pioneers

- Spotlight, promote and celebrate success

- Overcome barriers and challenges
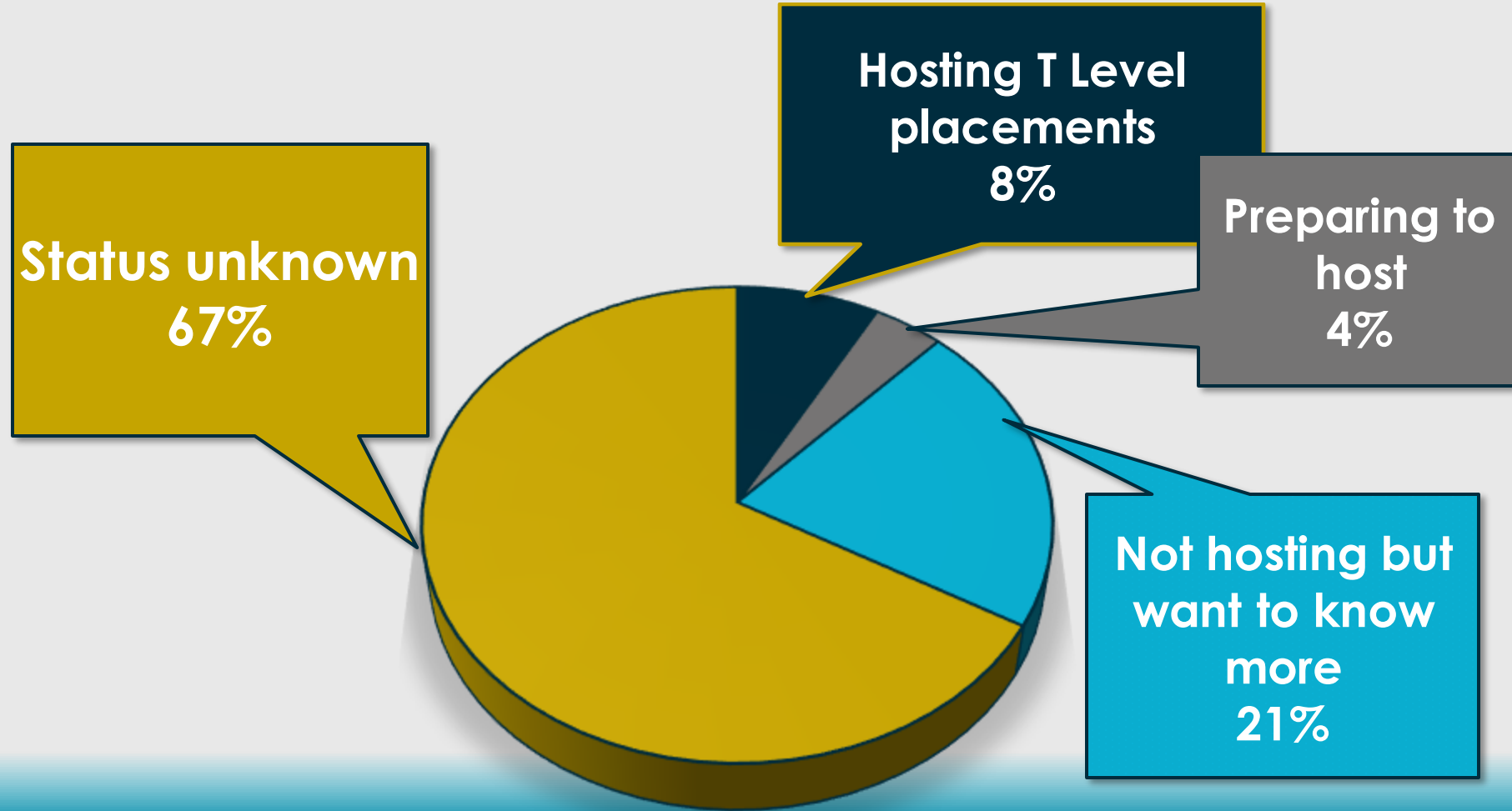
How does this look across England?
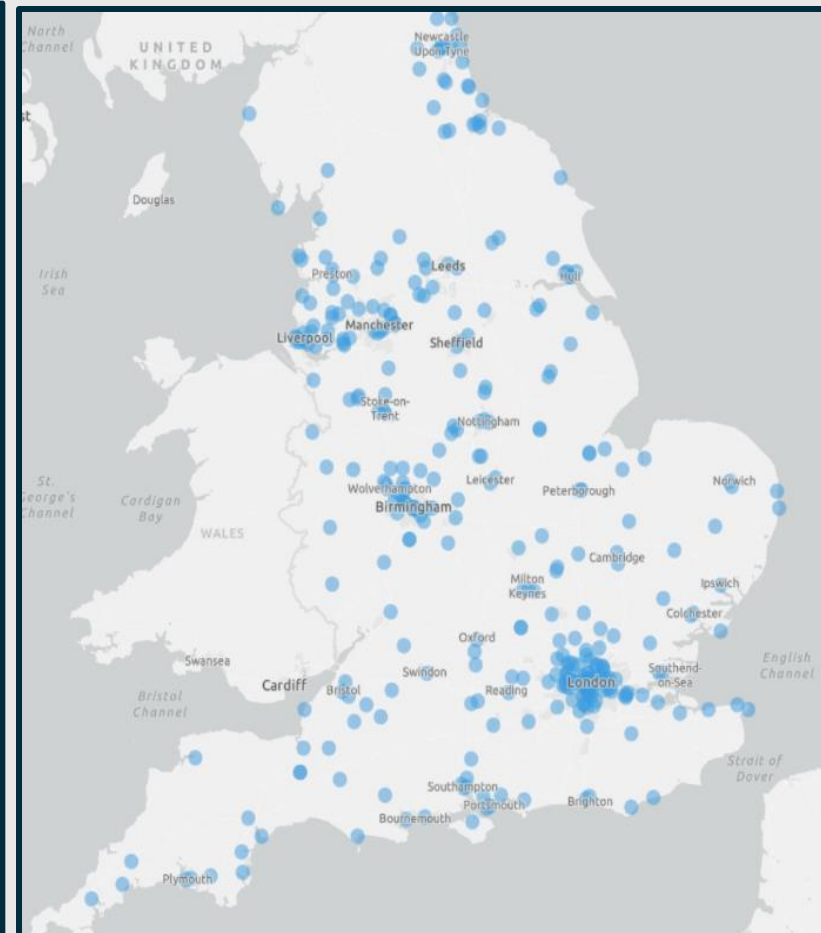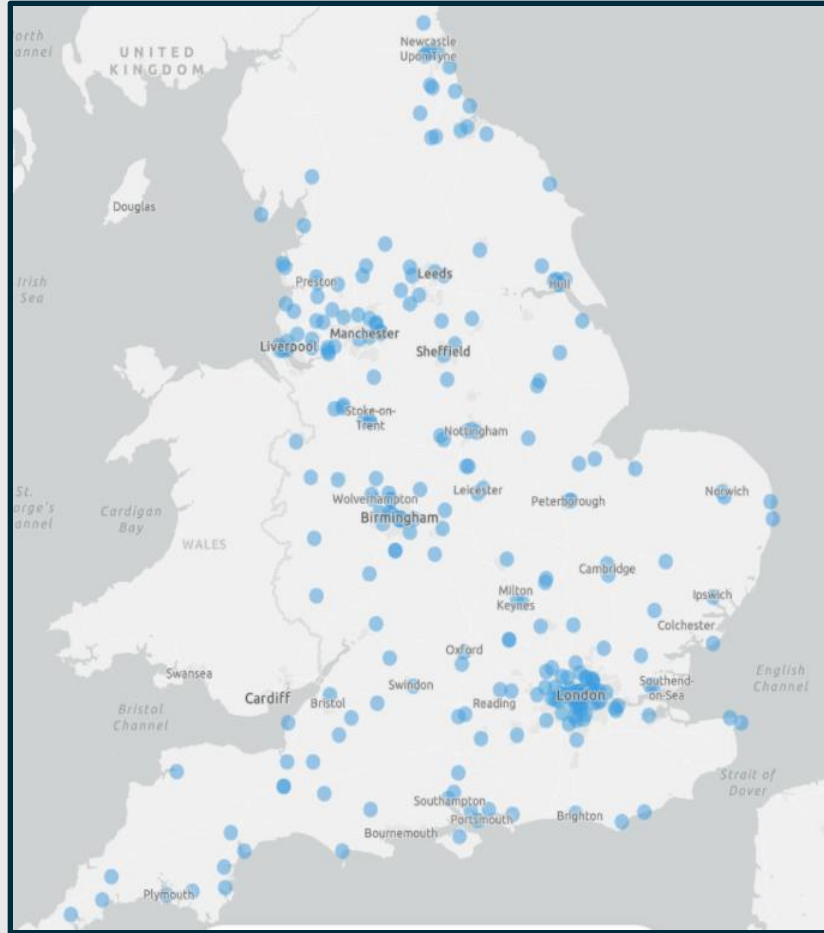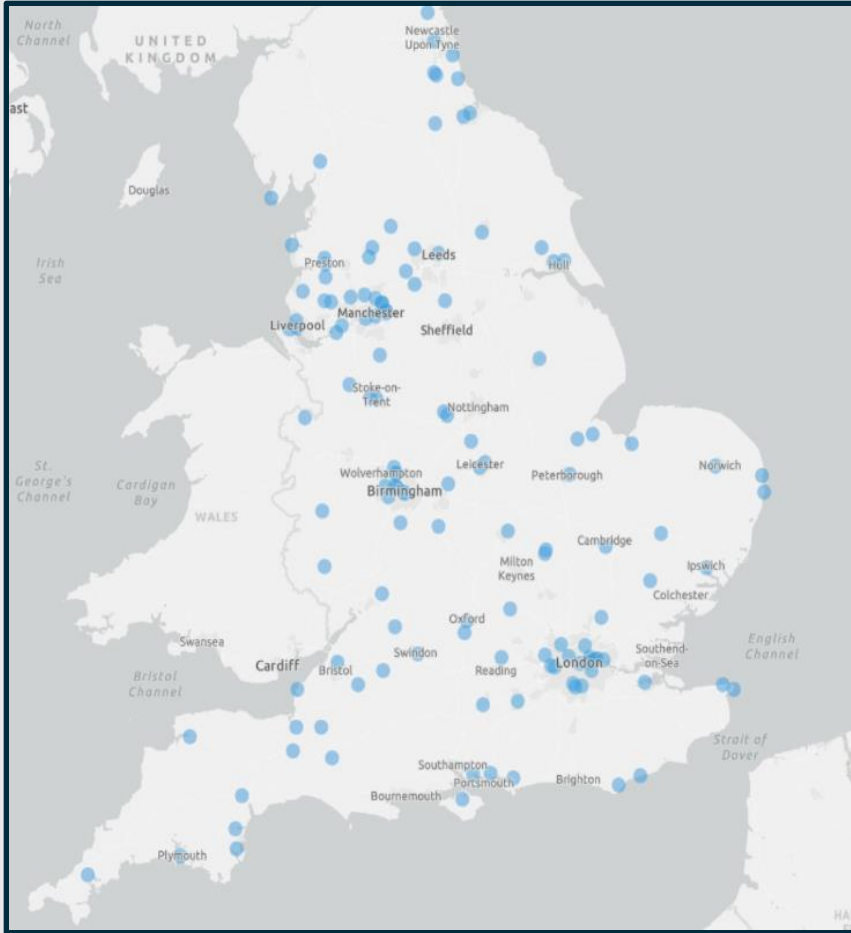
Demand for T Level Industry Placements

UK INSTITUTE FOR TECHNICAL SKILLS & STRATEGY

Benefits

Technical Staff **development** e.g. gain new leadership skills

Civic Responsibility, offering fantastic opportunities to local young people

Career progression for existing staff

Promote the university as a **significant** employer and a fantastic place to work

Personally rewarding to shape someone's career

Supports Technician Commitment action plan and self assessment

Increase diversity in the workplace

Increases **visibility** and **promotes technical careers**

Tackle skills gaps and helps recruitment

Increased productivity, support for university teams

Develop skills & competencies of a **new generation of technical talent**

Promotes departments and research taking place

Relevant to KEF, public and community engagement

Promotes the provider, **increasing the** number of people studying technical qualifications

Build relationships in the community

Support

- **A suite of resources**
  - Planning considerations
  - Starter kit for coordinators
  - Starter kit for line managers
  - Starter kit for HR

- **A series of webinars from our L&D Team**
  - Managing young people in the workplace
  - Deconstructing your duties into work placement activities
  - Understanding how you can link the T Level curriculum, to work placement activities

ABOUT ⌄   WHAT WE DO ⌄   FOR TECHNICIANS ⌄   FOR ORGANISATIONS ⌄   LATEST ⌄   CONTACT

T Level Industry Placement Hosts

See below the institutes hosting and getting ready to host T Level industry placements. Contact our Universities T Levels support manager to see how you can become a host.

Events for your calendar

- **SPRINGFEST (MI TALENT)**
  - Thursday 23rd May 10am:
  - How to successfully start hosting T Level Placements

- **TECHNICALLY SPEAKING Live 'on the sofa' webinar @ Cranfield University**
  - Thursday 6th June 10.30am
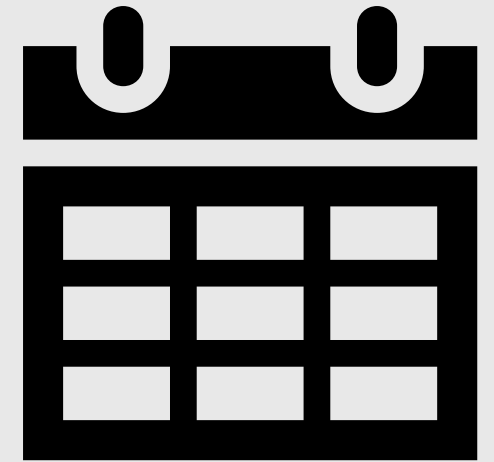
T Level Industry Placement Survey

- If you <u>are</u> hosting T Levels placements we will spotlight, promote and support you

- If you <u>are not</u> hosting T Level placements, by providing relevant contact details you can access all the support from the UK ITSS

Thank you

Any questions?

Jo.Hartley-Metcalfe@nottingham.ac.uk

Discussion

- How can we reimagine technical career pathways across higher education and research?

- How can the Institute work with you to achieve this and overcome any barriers?

About the Technology Specialists Network

- Established late 2022

- Grown to nearly 400 members

- Aims to cover all disciplines – we want to grow representation in the arts

- Part of ITSS

Annual meetings

- 150 attendees in 2023
- 200 attendees in 2024

Broad range of topics and speakers

- Funders and personal grant experiences

- Facility finances

- Careers and promotional pathways

- Facility management

- Hot topic discussions

EPSRC: Strategic Technical Platforms Call

"The STP investment is aligned with UKRI's Research England funded TALENT programme and the UK Institute for Technical Skills and Strategy (ITSS), which have gathered new strategic insights into the UK's technical workforce in higher education and research."

www.ukri.org/news/new-funding-to-support-research-technical-professionals/

Strategic Technical Platforms – Full proposals

Opportunity status:	Closed
Funders:	Engineering and Physical Sciences Research Council (EPSRC)
Funding type:	Grant
Total fund:	£6,500,000
Award range:	£750,000 - £2,000,000
Publication date:	20 July 2023
Opening date:	20 July 2023 9:00am UK time
Closing date:	12 October 2023 4:00pm UK time

This funding opportunity supports Research Technical Professional (RTP) groups in the UK. This funding opportunity is for full proposals and applications are invitation only.

You must be based at a UK research organisation eligible for EPSRC funding. RTPs may apply as project lead or project co-lead.

Timeline

20 July 2023 9:00am
Opening date

12 October 2023 4:00pm
Closing date

November 2023
Interview panel

December 2023
Funding decision

1 April 2024
Award start

Brought together a team
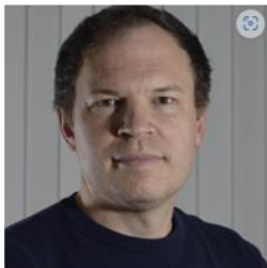
Ralph Adams
University of Manchester

Ian Hancox
University of Warwick

Julie Herniman
University of Southampton

Natalie Homer
University of Edinburgh

Alex Sossick
Natural History Museum

Chris Waldron
University of Warwick

Andrew Filby
University of Newcastle

Shonna Johnston
University of Edinburgh

Lee Murphy
University of Edinburgh

Peter O'Toole
University of York

Sarah Bennett
University of Warwick

David Leadley
University of Warwick

TSN: RTP Opportunities, Knowledge & Skills (ROKS)

- Complementary activities to existing opportunities such as those from ITSS, not duplication.

- Help develop the Research Technical Professional (RTP) pipeline.

- Help upskill, provide opportunities to and enable sharing of best practice across RTP community.

- Increase the visibility of RTPs and their facilities/capabilities.

TSN: RTP Opportunities, Knowledge & Skills (ROKS)

Overarching synergies, knowledge sharing and complementary components with cross pollination between TSN and ITSS, TALENT and WASC, avoiding duplication

RTP pipeline exploration via demonstrators, UG placements and CDT engagement – all focused within EPSRC remit (*TSN*)

Promotion of RTP roles via pathways lab and opportunities for apprenticeships in collaboration with EPSRC (*ITSS*)

Learnings and recommendations from TALENT Commission and outreach knowledge cafe (*TALENT*)

Sharing of opportunities across networks

£1.8M project, with £ 1.5M from EPSRC

3 Key Themes

| WP1: Developing pipelines and promoting RTP careers | WP2: Skill sessions and opportunities for RTPs | WP3: Visibility and knowledge exchange |

Cross cutting:

Accessibility and inclusivity
- Cover travel, accommodation and carer costs
- Advertise opportunities through a wide range of networks
- Fair and open application process for opportunities with careful panel selection

Dissemination
- Case studies, sharing of best practice across networks and sustainability of activities

WP1: Developing pipelines and promoting RTP careers

- Outreach demonstrator fund
  - o Fund ~ 30 demonstrator units

- Undergraduate summer placements
  - o ~24 placements

- Engagement of Centres of Doctoral Training (CDTs)
  - o PI/Co-Is to visit virtually or face to face

WP2: Skill sessions and opportunities for RTPs

- Facility finances and instrument costing
  - Face to face and virtual workshops

- Proposal support residentials
  - Residentials and virtual sessions

- Demand driven training
  - 10+ sessions determined by our network

WP3: Visibility and knowledge exchange

- Peer-to-Peer facility days
  - ~ 18 total

- International conference fund
  - ~ 18 places depending on average costs

- Effective equipment sharing
  - 6 regional annual calls

How to get involved

Join TSN:
Website: www.itss.org.uk/what-we-do/technical-networks/technology-specialists-network
JISC email: JISCMail - Subscribe or Unsubscribe to the TSN List

Twitter/X:
@UKTSNetwork

Opportunities to start launching soon!
Includes open calls and panel representation – join the JISC email and ITSS newsletter for information.

The Collaboration Fund - Process

Applications open	Panel review	Projects run
December - February	March	April - December

- Advancing one or more of the key pillars
- Sustainable beyond the initial funding
- Organisation that applies must be a signatory
- Support from the Technician Commitment Lead
- UK based partner external to your organisation
- Project report, outlining the activity and the outputs and impact

The Collaboration Fund

Technician Commitment is a collaborative endeavour

Year	Applications	Successful	Awarded
2021	7	3	£6,000
2022	6	4	£9,902
2023	10	10	£9,075
2024	9	5	£4,112

22 projects awarded – Many Organisations benefitted

The Collaboration Fund

Technician Commitment is a collaborative endeavour

Supporting the regional technician networks

- Edinburgh
- GW4
- RITG
- London and South-East
- Kent

- Eastern ARC
- South and South-West
- Norwich Research Park
- Northern Ireland
- North-West

22 projects awarded – Many Organisations benefitted

The Collaboration Fund

- Conferences
- Videos
- Exchanges/Shadowing
- Links with companies

- Accessible Science event
- Joint action plans
- Outreach
- Apprenticeship events
- Podcast

The Collaboration Fund 2024

Organisation lead	Title
Nottingham Trent	Technician specific podcast
UK Dementia Research Institute	Technical careers outreach for secondary school-aged children from disadvantaged backgrounds.
Manchester Metropolitan University	North West England Technician Network
Newcastle University	A Technician Video
London and the SE Network	Apprentice Technician Networking Event

Sam Jackson and Kate Dixon

Thanks and any questions?

The UK Dementia Research Institute

Fundamental / mechanistic research

Innovation in detection & therapeutics

Bridging target discovery & clinical testing

Alzheimer's disease • Parkinson's disease • Motor neuron disease
Vascular dementia • Frontotemporal dementia • Huntington's disease
Lewy body dementia • Mixed dementia

6
Leading UK universities
- Cardiff University
- University of Cambridge
- University of Edinburgh
- Imperial College London
- King's College London
- University College London

60+
Research Groups
- Ageing
- Molecular mechanisms
- Cell biology of neurons & glia
- Infection & immune signalling
- Genetics
- & more!

900+
Researchers
- Neuroscientists
- Geneticists
- Data scientists
- Engineers
- Clinicians
- & more!

Principal funder: UKRI Medical Research Council

Alzheimer's Society   ALZHEIMER'S RESEARCH UK FOR A CURE   lifeArc   British Heart Foundation

UK DRI Technologists

Technical staff* underpin the research output of the UK DRI (*and others who work with researchers but do not apply for grants or publish their work)

This group of professionals can also be underappreciated and under-supported in research-intensive environments with little dedicated input to their career development and few opportunities to progress

UK DRI Technologist Programme aims to:
- Empower the UK DRI's technical communities in line with the Technician's Commitment
- Improve visibility, recognition, career development & sustainability of technical staff careers

UK DRI Technologist Working Groups:
- Equality, diversity and inclusion
- Communications and Visibility
- Career Development
- Events

Funding: UK DRI is keen to encourage our Technologists' development, and has pledged to part-fund all initiatives in the Programme. We are looking for co-funding to be able to provide this for our community.

UK Dementia
Research Institute

Proposed activities of the UK DRI Technologists Programme, Jan 2023

Annual Meeting: Hybrid event for all technologists at UK DRI (~100 total)
- Technical leader keynote and presentations for leaders in technical careers
- Discussion of issues relevant to technical staff and feedback on UK DRI policies
- Poster session on technical work at UK DRI; Network building across the UK DRI centres

Professional Registration for Technical Staff:
- Technologists can apply for UK DRI to cover their professional registration fees with a relevant technical body; they contribute the continuing annual fees and pledge to keep up required CPD
- Allows technologists to evidence their development and acquire a recognised qualification

Technologists Travel-to-learn Scheme:
- Technologists can apply for costs associated with travelling to another lab to learn a novel technique and bring it back to the UK DRI, or for travel to present a poster or talk at a relevant conference
- Allows technologists to experience a different research environment or conference, and the associated networking, character- and kudos-building that brings

Equality, Diversity and Inclusion initiatives:
- We are developing a schools outreach scheme in London, Cardiff and Edinburgh aimed at promoting technical careers to a younger generation of diverse potential technologists

UK Dementia
Research Institute

Engaging school-aged children in STEM careers

Why?

- We believe there are untapped pools of scientific and technical talent in our schools system
- We need the best minds to research the causes and provide treatments for dementia over the coming two decades, regardless of background

Who?

- Access to the inspiration and resources needed to get a place at a top university are unequally distributed
- We believe untapped talent lies in groups who do not usually have easy access to these
- As well as enabling further education, we are keen to engage young people in technical careers where they can start to get experience without a higher qualification.

How?

- Engage and inspire young people who may not believe science is for them
- Support throughout the process (e.g. apprenticeship, training, university) and into career
- Give opportunities for experience, learning and networking

UK Dementia
Research Institute

Our plans: schools engagement through the Technologists

Technician's Commitment Collaboration Fund award:

"Developing technical careers outreach from the UK Dementia Research Institute to secondary school-aged children from disadvantaged backgrounds."

<u>Vision</u>: UK DRI enables collaboration between 3 UK universities to work with secondary schools in underprivileged areas of Cardiff, Edinburgh and London, engaging children in technical or research careers.

UK DRI builds partnerships to use existing expertise at the Universities and in other organisations

<u>Primary aims</u>:

- Test a reproducible pathway to train and prepare UK DRI staff to engage secondary school aged children, either in schools or at our facilities.

- Design and develop an engagement activity to be delivered in the classroom to 14–16-year-olds to demonstrate technical careers and routes into the are.

- Engage a school in each of Cardiff, Edinburgh and London.

Amber Wallis, UCL

Jane Tulloch, Edinburgh

Jincy Winston, Cardiff

UK Dementia
Research Institute

North-West England Technician Network and Technician Commitment Collaboration Fund

Dr Kate Dixon

Director Technical Services

Manchester Metropolitan University

The Northwest Network

North-West England Technician Network

1. University of Cumbria
2. University of Lancaster
3. University of Central Lancashire
4. University of Liverpool
5. Liverpool John Moores University
6. Liverpool School of Tropical Medicine
7. Manchester University
8. Manchester Metropolitan University
9. University of Salford
10. University of Chester

Network Activity

- Meetings organised via MS Teams every 6 weeks.

- *7 November 2023* – first meeting. Introductions, highlighted existing networks elsewhere in the UK, discussed aims of a network, discussion around what kind of topics we want to discuss within the network.

- *7 December* – discussion of the theme of the topics generated in initial meeting, and how we plan to discuss these topics in future meetings. List of generate topics were allocated dates of future meetings next to each one.

- *25 January 2024* – first topic meeting focused on Sustainability and T-levels (most popular topics from list). Speakers from member institutions provided presentations on what their institution is doing with regards to these topics.

- *28 February* – second topic meeting focused on 'How has your institution delivered the Technician Commitment'. Presentations from three institutions within the network on this topic.

- *18 April* – provided an update on the TC collaboration funding and a group discussion on the plans to use this. Followed by a group discussion on forming communities of practice (CoPs) for the various topics put forward in the initial meeting.

- Future meetings to continue to work through the list of topics. CoPs for each topic to be set up after each meeting, comprised of relevant colleagues interested in that topic. Aim of the CoPs to meet independently from the network.

Collaboration Fund

- We are using the funding to facilitate visits between the NW network member institutions – providing the opportunity to create networks across institutions and with colleagues in similar roles/areas

- We will create a 'menu' of opportunities to be shared with all network members, with details of 5 opportunities each institution could offer visits for e.g. at MMU we may offer visits for: IoS facility, our Creative Makers Workshops, School of Digital Art, Hydrogen Fuel Cell, Imaging Facilities, Analytical Core Facilities

- Funding will stretch to one visit per institution, 10 in total, averaging £100 per visit – institutions may choose to self-fund additional networking opportunities

- Visits offered on a first come first served bases (unless a member does not submit any application, in which place a second visit would be offered to another member)

- Those who attend a visit will be asked to do a Q&A/interview style feedback session about what they have learnt, to be collated into a report for TC to demonstrate how we have used funding and the impact

- Other feedback could be presented as a podcast/short film made by those who go on visits

- Future plans – The information that Universities collate can be utilised to start a NW knowledge bank of facilities and key contacts.

- Information to be shared with ITSS to support the national programme of technician placements and secondments

Impact of the Network and TC funding

- Opportunities to network and share learning across the institutions

- Access to funding

- Setting up CoPs for future collaboration and sharing of best practice

- Forming useful contacts to have for questions, problem solving, learning

- Opportunity to investigate sharing facilities

- Opportunity for career development and mobility between Universities across the NW

- Regular meetings act as an opportunity to ask any questions, raise any problems to get answers or advice from the group

Technical Staff members

- Invites are sent out to regular attendees and are asked to forward onto other colleagues in their institution who may be interested in attending, so attendance numbers may vary

Regular attendees:

- Kate Dixon – MMU
- Jane Eagling - MMU
- Natalie Kennerley – MMU
- Jan Brett - UoL
- Anthony Topping – UoL
- Paul Gilbert – UoL
- Jenna Lowe – UoL
- Michael Bayliss – UoL
- Sarah Northey – UoL
- Alison Beckett – UoL
- Mike Wilkinson – Cumbria
- Phillip Chandler – UoS
- Mike Hughes – UoS
- Tony Dickson – UCLan
- Sam Sinclair – Chester

- Kyle Walker – LSTM
- Emma Reid – LSTM
- Alan Simm – LJMU
- John Germain – LJMU
- Katie Farrance – LJMU
- Alec Robinson – LJMU
- Cassandra Hodgkinson – UoM
- Laura Williams – UoM
- Craig Hopper – UoM
- Michelle Jackson – UoM
- John Dwyer – Lancaster
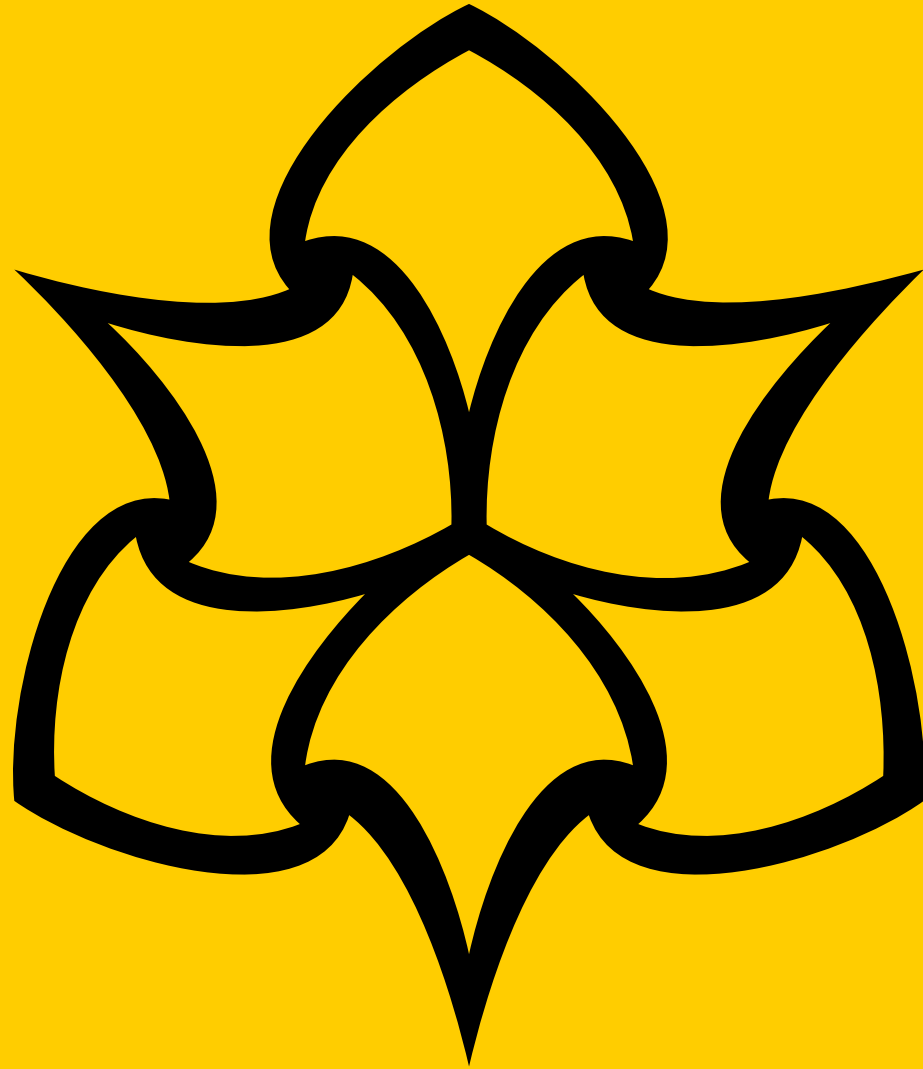
WIN's worksteams

- Building research and innovation networks

- Communicating Wales's research and innovation strengths

- Facilitating collaboration and enriching the research and innovation environment

Welsh R&I strengths

- Digital transformation

- Net Zero and decarbonisation

- Agri-tech and rural economy

- Creative industries and media

- Population health and biotech

- Materials and manufacturing (including semiconductors)

- Empowering Welsh SMEs

- Welsh culture, language and heritage

Thematic networks

Thematic networks with representatives from all Welsh universities to build strong collaborations

Focused on WIN's key theme areas

- Net Zero and Decarbonisation
- Public Health and Wellbeing
- Wales Arts and Humanities Alliance
- Materials and Manufacturing

- All-Wales Policing Academic Collaboration

Small grants funding

Run two rounds of small grant funding.

In spring 2023, 23 small grants were allocated (co-funded with Global Wales programme):
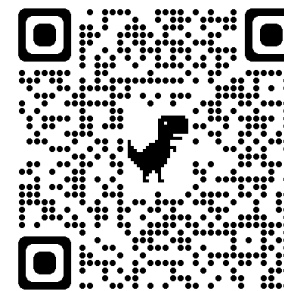- Bids submitted – £9,125,378
- Bids in development – £14,167,215

In spring 2024, 16 small grants were allocated

Communicating Wales's R&I strengths

WIN Technicians' Network

- Sharing best practice and collaboration to strengthen research infrastructure environment

- Technicians' network steering group
  - Representative from each institution

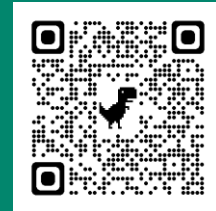- Technicians' Commitment support and information sharing

WIN Technicians' Network

- Sharing practice and experience across a nation
  - Trialling use of Slack

- Steering group in-person visit to AberInnovation in July

Diolch | Thank you

Innovation.network@uniswales.ac.uk
@WIN_cymru

TALENT impact survey
LIVE NOW!

- Follows on from the TALENT Commission Report survey

- Measures TALENT impact and provides a baseline for ITSS

- Covers career pathways, roles and activities, research culture, professional development, and Commission Report recommendations

- **Closes at 9am on 28 May**

Click here to access the survey later

Kelly Vere

ITSS Consulting

Learning and Development

We help you build, empower and grow high performing

technical or multidisciplinary teams.

Organisational Change

We can help you deliver positive, sustainable organisational

change and manage team restructures effectively.

EDI and Wellbeing

Our equality, diversity and inclusion reviews can help you build more

diverse teams and implement practical wellbeing strategies.

Technical Working Environments

We can translate wider organisational strategy into practical solutions

for research and teaching technical environments.

That concludes the agenda for the day. Safe travels to those leaving us.

For those able to stay, please return to the venue for 6pm start