

Visibility	Year 1	Year 2	Recognition	Year 1	Year 2
Promote awareness of Technician Commitment and Action Plan	Q2		Develop Professional Registration resources section within Staff Portal. Scope out range of support for Professional Registration (potentially including financial provision, recognising the associated challenges)	Q2	
Hold 'launch' event celebrating Action Plan approval	Q2				
School/College technician meetings led by technicians on Technician Commitment themes	Q4		<u>Recognise and celebrate technicians who attain Professional Registration</u>		Q4
<u>School/College Champions for Technician Commitment to embed and action locally</u>	Q1		Job specifications and annual P&DRs highlight increased expectation of Professional Registration	Q3	
University Technicians' Conference to embed and action across University		Q1	Explore LEADS provision to potentially recognise and accredit the contribution of technicians to teaching support	Q2	
Develop celebratory and competitive event for technicians to showcase their successes/impact		Q3	External award schemes to celebrate successes (eg. Glasgow City Awards, THES, UHR)		Q4
Target messages to different audiences eg. early/mid/late career	Q4		<u>Short videos representing varying perspectives on Technician Commitment (i) awareness raising (ii) role models of Technician Commitment being 'lived' in practice</u>	Q1	
Staff Portal expanded to share resources, news stories, events etc. and housed outwith HR webpages; <u>add Profiles of Technicians to Staff A-Z webpages</u>	Q2		<u>Embed feedback from technicians in Staff Survey 2018 into actions within Technician Commitment Action Plan</u>	Q1	
Professional networking and social media owned & operated by technicians eg. Twitter & Yammer	Q1		<u>Ensure Technical Managers are members of all School Institute management teams and other relevant decision-making forums.</u>	Q2	
Seek Science Council Employer Champion status		Q2			
Case studies of successful regrading to grades 8/9 or progression from apprentice to grades 5/6/7		Q2	Recognise integral role of technicians in Environment Statement for REF 2021 eg. identify and celebrate examples of contribution and good practice emerging from Environment Statements		Q4
Hold Scottish event with external party to promote Technician Commitment with other universities (eg. Science Council, RSC, IoP, IST etc.)		Q4	<u>Explore scope to encourage increased range of SVQ assessors and appropriate recognition of that contribution</u>	Q4	
<u>Scope development of consistent School/College policy re: naming of technicians on papers.</u>		Q4			
<u>Establish Technician Commitment budget</u>	Q2				

Career Development	Year 1	Year 2	Sustainability	Year 1	Year 2
Enhance the quality of the P&DR experience, especially for career and skills development	Q3		Skills audit to facilitate workforce planning, succession planning, career development, and optimal skills deployment across Schools/Institutes/Colleges		Q4
Skills/career development opportunities provided across Schools/Institutes/Colleges; enhance coordination between local and central provision to broaden visibility and access		Q1	Scale up Apprenticeship Programme infrastructure		Q4
Cross-School/College Apprenticeship programmes & establish apprentices' career progression pathway for development/retention	Q4		Blended approach to meet sustainability needs, e.g. attract and retain new apprentices, specialist new hires, and internal talent management	Q4	
Leadership and management development initiatives targeted at technical managers	Q4		Use Campus Transformation Project opportunities to enhance working environment, networking, deployment and skills/career development		Q4
Scope value of introducing a Mentoring Scheme		Q2			
Signpost all Services' L&D provision through Staff Portal	Q2		<u>Explore funding/contractual models for grant-funded technicians (e.g. salary recoup, funding source and contract type)</u>	Q4	
Target and brand L&D materials towards technicians and their needs/goals	Q3		<u>Embed succession planning within technical teams for all Schools/Colleges, targeting particularly next 1-5 & 5-10 years transition</u>		Q4
Investigate scope to fund attendance at conferences to develop and disseminate their expertise		Q4			
Explore scope to grow the proportion of technicians undertaking independent research, scholarship, and attaining paper attributions		Q4			
<u>Develop secondment policy to promote and facilitate technicians' career development opportunities</u>		Q2			
Enhance scope for teaching technicians regrading opportunities within Job Family Role Profiles		Q1			
Celebrate/encourage technicians' contribution to outreach, public engagement etc.		Q3			
Investigate best practice in other universities etc.	Q4				
<u>Explore how technicians can promote their roles as a career and profession (eg. Careers Fairs, videos, links with Glasgow Colleges and/or other HEIs)</u>		Q2			

Evaluating Impact	Year 1	Year 2
Quantify engagement in training and development for technicians through annual Performance & Development Reviews, to measure extent of activity and impact of investment (recognising 70/20/10 model)		Q4
Monitor webpage content development and social media messaging for Technician Commitment, as well as technician engagement with them	Q4	
Quantify whether planned events and activities under this Action Plan occur in a timely and effective manner		Q4
Review awareness of, and impact of, Technician Commitment and Action Plan annually	Q4	
Quantify satisfaction levels of technical staff in future University Staff Surveys; undertake technicians survey in alternate years	Q1	
Quantify extent and effectiveness of succession planning		Q4
Monitor satisfaction and retention levels of apprentices	Q4	
Monitor career progression of ex-apprentices to quantify effectiveness of their subsequent career pathways		Q4
Monitor internal talent pool and opportunities for career progression emerging from CPD activities		Q4
Explore scope for benchmarking to quantify engagement and career progression		Q4
Project Steering Group meet quarterly to review/enable progress	Q1	

Note:

- (i) Target dates are for completion (not initiation) of activities
- (ii) Year 1 = 2019, Year 2 = 2020
- (iii) Q1 = January-March, Q2 = April-June etc.