



Technician Commitment Initial Self-Assessment & Action Plan

Evaluating Impact through Self-Assessment & Future Action Planning

Organisation: Bath Spa University

Name of Institutional Leads: Professor Helen King and Ms Sarah Priston

E-mail: h.king@bathspa.ac.uk and s.priston@bathspa.ac.uk

1. To provide some context, please provide a brief profile of your organisation. (up to 250 words)

Based in a World Heritage City with campuses in London and partners around the globe Bath Spa University's distinctive approach to professional creativity addresses both global challenges and local opportunities. We drive regeneration, business innovation and engagement with our research community meaning we are embedded in a vibrant network of knowledge exchange that supports our position as one of the UK's most dynamic and creative Universities.

Bath Spa University is where creative minds meet. Offering a wide range of courses across the arts, sciences, education, social science, humanities and business to around 14,000 students the University employs outstanding creative professionals who support its aim of expanding the application of creativity into the least expected and most necessary places.

Bath Spa University is distinctive for its professional creativity and its commitment to the synergies between employers, civic place and creativity that are the drivers of sustainable economic development.

BSU has been awarded 'Silver' overall in the Teaching Excellence Framework, a testament to our efforts to deliver excellent programmes of study, support services, spaces and facilities that provide the best university experience and is an Adobe Creative campus, reflecting our commitment to professional creativity and the development of digital skills.

BSU is a certified member of Social Enterprise UK (SEUK); were the Sunday Times University of the Year for Social Inclusion in 2024; are ranked the second most sustainable university in the UK; and were the highest rising university in the UK in the 2026 Guardian League Table.

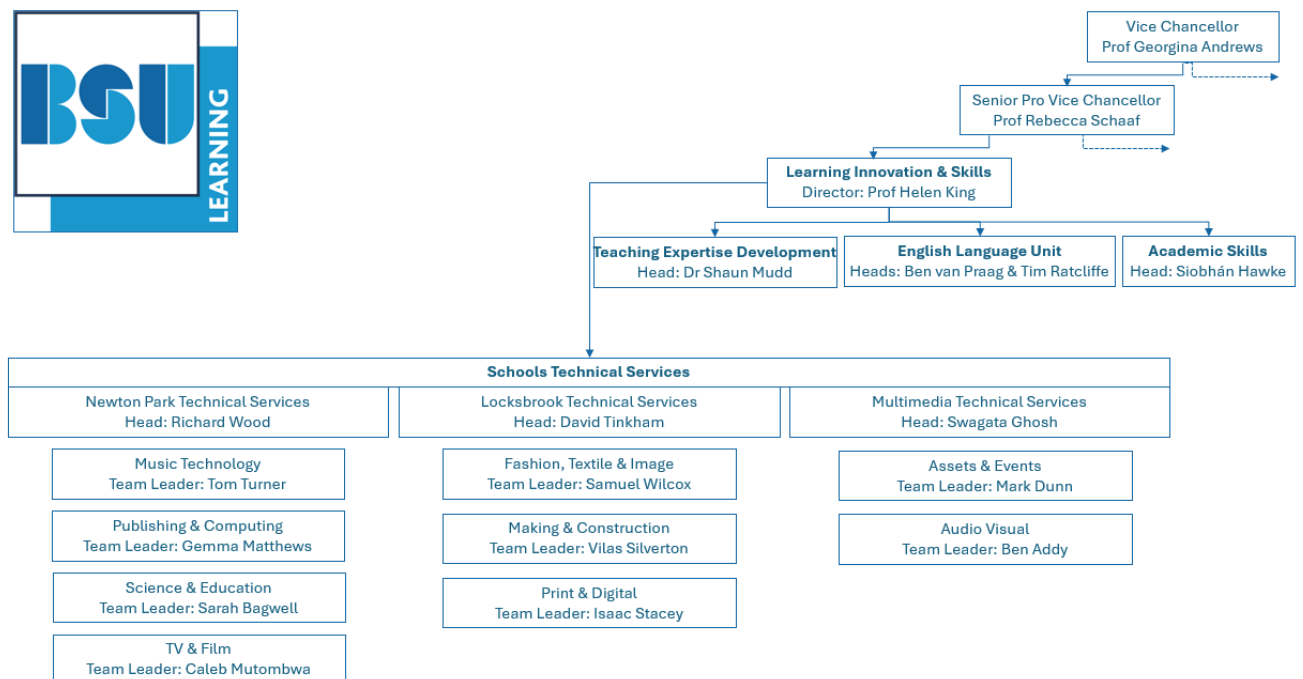
2. Please tell us how your organisation defines its technicians.

Technicians and Technical Demonstrators are defined by their role title and associated job descriptions. They are all part of a central professional services' team in terms of management structure, though their work activities take place around and across the University.

3. How many technicians are there in your organisation? Please provide some information on where they are based and/or how they are structured (in terms of subject/discipline/department).

All our Technicians and Technical Demonstrators are part of a central 'Schools Technical Services (STS)' team. STS is part of the Learning Innovation & Skills professional service.

There are currently ~21FTE Technicians (mostly Grade 5, with one G3 and one G4), ~39FTE Technical Demonstrators (Grade 6 / AC1), ~9FTE Team Leaders (Grade 7) and 3FTE Heads (Grade 8A). Of the Technical Demonstrators (TD), 23.5FTE chose to move to academic contracts; all new TD roles will be on academic contracts (job descriptions are the same for academic and professional services TD roles). The current total FTE = ~ 72FTE



4. Please provide details of initiatives/programmes/activities that were already in place for the technical community within your organisation prior to becoming a signatory of the Technician Commitment.

Following a review of the Schools Technical Services, all Technicians have clear Job Descriptions and a management structure aligned to the needs of the academic schools and the University.

Technicians at BSU have been involved in strategic thinking - for example in the development of new studios, business plans for academic programmes, procurement of equipment - and there is collaborative teaching between academic and technical staff. Technical staff are often the first point of contact for students, working closely with them on a one-to-one basis on student dissertations and projects.

Many of our Technicians are creative practitioners and regularly support academic staff with the development of their research outputs, with some engaged in research themselves. There is a

yearly exhibition at our Art & Design campus which showcases their work.

BSU is a member of the association for learning technology (ALT) and technicians are supported to apply for professional accreditation (CMALT) associated with this, as well as being supported to apply for Fellowship of Advance HE through our internal PRO-SPACE scheme. There are subject specific career development schemes for example, Registered / Chartered scientists which provides training, mentorship and recognisable qualifications.

Technicians at BSU have taken the lead in a number of sustainability initiatives. For example: prioritisation of Environmental Sustainability in science labs and donations of no longer required equipment; LEAF accreditation for Laboratory sustainability; sharing of resource between HEIs; and working with local businesses to make equipment available in exchange for resources/student placements.

5. The Technician Commitment aims to ensure visibility, recognition, career development and sustainability for technical staff across higher education and research. Please tell us of any initiatives your organisation has put in place to address these themes since becoming a signatory of the Technician Commitment.

Since becoming a signatory of the Concordat, we have encouraged all technical staff to join the Technicians Commitment Network, sent a representative to the annual conference and to become involved in Network activities. We have also reached out to the University of West of England as a regional partner institution, and have identified a range of collaborative areas of interest to work together upon

BSU is now a member of the Technical Alliance | Council for Higher Education in Art & Design, and National Technician Development Centre, and a budget has been identified and ringfenced for technician conference attendance and career development opportunities.

Formal representation for a member of the Technical Staff to attend the University's Research & Ethics Committee has been approved, and discussions are ongoing around how technicians can contribute to REF2029 and become more involved in the work of our Research Centres and Groups.

6. Please provide a 24-month action plan, detailing future plans to ensure your institution addresses the themes of the Technician Commitment and details of how impact will be evidenced. This may be detailed here or attached to this document as an appendix.

The Action Plan is attached below. This is a dynamic document that is regularly reviewed and updated.

7. Please evidence how the 'technician voice' was present in the development and formation of the institutional action plan.

After signing up to the TC, a Technicians Commitment Steering Group was set up which includes representation from across all technical areas. The gap analysis and action plan was developed by this group, which meets on a regular basis to update and review progress.

8. Please confirm that your Technician Commitment status and action plan is published on your organisation's website and provide the relevant URL below.

Strategy Overview – Bath Spa University

Signed

(Technician Commitment Nominated Institutional Leads)

Date: 23 January 2026

Signed.....(Technician Commitment Signatory – Leader of Institution)

Date: 29 January 2026

Technician Commitment - ACTION PLAN FOR BATH SPA UNIVERSITY					
VISIBILITY: Ensure all technicians within the organisation are identifiable and that the contribution of technicians is visible within and beyond the institution					
ACTION	ACTIVITY	Period of Activity	Success Measures	Update on Progress	Links/Resources
V1	Inclusion of technicians in research centres and groups and research and KE activities within the schools, as well as informal mentoring where this is appropriate. This includes exploring the role of research enablers for REF2029.	2025/26	Develop list of challenges and opportunities that ensure equity for all staff to have these opportunities, and that these are suitably resourced	REF is currently on pause after which new staff inclusion guidance will be published (Dec 2025)	
V2	Technical staff to be encouraged to join the TCN, and in particular, the Arts & Humanities network	ongoing	60% of technical staff to sign up to networks by end 25/26	Details of networks and collaborations will be captured as part of the internal survey to be issued to all Technical Staff in Jan/Feb 2026 (see S2)	
V3	External training opportunities to be explored eg. Technician Career Development Programme via ITSS (https://itss.org.uk/)	2025/26	Discussions by Line Managers at SDR have identified opportunities for staff to engage	Training opportunities will be mapped against the development needs raised in the survey (S2)	https://www.heated.org.uk/cpd-courses/stepping-into-technical-leadership-course
V4	Ensure technical staff are included in curriculum design and planning activities	2024/25 - 2025/26	Build relationships with academic staff across all academic schools around planning for learning and teaching programmes and engage with 5 x business cases for new programmes by end of 25/26	STS included as key stakeholder in new academic programme business cases, hence are able to comment on resourcing. STS have been included in a meeting in March 2026 to allocate resources to new incoming provision that has been approved for AY 2026-2027 and 2027-2028	
V5	Ensure that the contribution of technicians to teaching programmes is visible and monitored and recorded accurately in WLP tariffs and SSR models	2025-2026	Technical Staff contributions included in Staff Student Ratios and course planning, and reflected in WLP tariff and allocations	Steps being taken to include Techs and TDs on the Workload Planner to ensure visibility and recognition.	
V6	Establish and maintain STS SharePoint/ULTRA pages to help raise visibility of staff and to signpost to technicians directly to best utilise their expertise	2025/26	Working Group to be set up to develop pages and have team profile pages in place by Dec 2025	STS Heads on SharePoint training course 19.11.2025. Will review and update department pages after this.	
V7	Technician teams to offer training for academic staff on equipment across campuses	2024/25 - 2025/26	Drop in number of call-outs on Top Desk for AV support	Training is being developed and is about to be launched in a pilot programme on the 1st and 3rd Mondays of each month. Training will be added to the HR Learning & Development pages and advertised widely	Staff Learning Centre - Home
V8	Provide more opportunities for technicians to gather together and to share good practice and expertise through networking more frequently	2024/25 - 2025/26	Offer a range of opportunities to support networking (to be discussed at away day and confirmed)	Technicians Day at The Sheds in Bristol. University of Bristol, University of Bath, UWE and BSU staff networked and shared knowledge.	
RECOGNITION: Support technicians to gain recognition through professional registration and external awards schemes					
ACTION	ACTIVITY	Period of Activity	Success Measures	Update on Progress	Links/Resources
R1	Need to refer to this group of staff in a way that brings up the visibility of the community as third group of staff academic/professional/technical - can we look at research enablers for REF and similar for KEF etc	by end July 2025	TC Action Plan to be taken to Research & Ethics Committee on 10 June 2025, with a recommendation that membership includes a representative of technical staff on this group	Proposal was approved at REC on 11/06/25 - equitable process for nomination to be agreed by Technical Leads. REC dates for 2025/26 are 14/01/26, 2/4/26 and 16/6/26. Representation will be on an annual rotating basis.	
R2	Explore opportunities for staff to be supported to undertake research and to be included as part of REF2029. This could include support for output development, and funded time in research grants and projects	2025/26	Develop list of challenges and opportunities that ensure equity for all staff to have these opportunities, and that these are suitably resourced	REF is currently on pause after which new staff inclusion guidance will be published (Dec 2025). Opportunities will also be circulated for Technical staff to be involved in any documentation projects for portfolio development.	
R3	Raise awareness of professional registrations and external award schemes available to technical staff, and explore opportunities for upskilling and professional development.	2025/26	Discussions by Line Managers at SDR have identified opportunities for staff to engage	Training opportunities will be mapped against the development needs raised in the survey	
R4	Develop collaborative network with colleagues at UWE	2024/25 - 2025/26	4-5 opportunities for collaboration to be identified by end of 25/26	Met with UWE 21/10/25; action on 29/10 HK identified three initial areas of interest - AV, Assets, Health & Nursing (VR) - and sent list of our technical subject areas. Response not yet received. (Followed up 13/11 to add forensics to the list and request contact names)	
CAREER DEVELOPMENT: Enable career progression opportunities for technicians through the provision of clear, documented career pathways					
ACTION	ACTIVITY	Period of Activity	Success Measures	Update on Progress	Links/Resources
C1	Explore career routes and enable development opportunities that support technicians' career progression where they have key strengths and interests, e.g. teaching	2025/26	Explore further the range of opportunities for career development and provide guidance to staff, linked to skills development and publish this for technical staff. Career Framework for Technicians published	First step is to review and update Job Descriptions to ensure parity across STS. HK will pick this up with HR.	
C4	Join Technical Alliance Council for Higher Education in Art & Design	2024/25	BSU accepted as member organisation	BSU is now a member organisation.	https://thead.ac.uk/members-directory
C5	Join the National Technician Development Centre	2025/26	BSU accepted as member organisation	There are resource implications associated with this action - the development needs identified in the survey will be mapped against the opportunities that the NTDC offers, and reviewed for value for money.	NTDC
C6	Ringfence budget for conference attendance and career development	ongoing	Budget specified within STS financial plan	Budget has been identified to support this, HR also has a fund for professional qualifications and for professional services staff for short term and one-off training opportunities	Learning and Development
SUSTAINABILITY: Ensure the future sustainability of technical skills across the organisation and that technical expertise is fully utilised					
ACTION	ACTIVITY	Period of Activity	Success Measures	Update on Progress	Links/Resources
S1	QR culture funding to be used to support development of bespoke workshops for technicians – ideas for gaps where we can address these would be useful e.g. sandbox events	2024/25 and ongoing	Workshops to be designed and offered in 2024/25 and 2025/26 academic years	Training opportunities will be mapped against the development needs raised in the survey (S2)	
S2	Conduct a survey of technical skills and development needs, to ensure we have a clear picture of the breadth of expertise and any training requirements.	2025/26	Survey undertaken and outcomes mapped against training opportunities, with additional workshops developed where appropriate	A word document will be circulated to gather potential questions for the survey, which will then be developed in a Microsoft Form. An optimum time for completion will be identified in early Spring 2026. Questions will also be mapped against the national NTDC survey.	https://www.ntdc.ac.uk/the-survey
S3	Align the work of the technical teams to the Concordat for Research Sustainability	2025/26	Technician Representative sits on Working Group and involved in development of the Action Plan	Sustainability working group not yet set up, this is still in progress	

Technician Commitment - Gap Analysis

VISIBILITY: Ensure all technicians within the organisation are identifiable and that the contribution of technicians is visible within and beyond the institution	
V1	All technicians now have clear JD's and a management structure aligned to the needs of the academic schools and university
V2	Involved in strategic thinking e.g. design and development of new studios, business cases for new academic programmes etc
V3	A yearly exhibition at Locksbrook showcasing technicians work
V4	Collaborative teaching between academics and TDs in the classroom
V5	TDs take an active and often leading role in equipment purchase, sourcing and staying ahead of the curve in industry
V4	TDs are often the first point of contact for students
RECOGNITION: Support technicians to gain recognition through professional registration and external awards schemes	
R1	A lot of the technical staff are practitioners therefore they regularly feed into outputs that could be used for REF2029
R2	TD's in science work one-to-one with lab based student dissertation and research projects
R3	Member of association for learning technology (ALT) and professional accreditation (CMALT) associated with this
R4	Fellowship of Advance HE is available to technicians through our internal PRO-SPACE scheme
R5	There are subject specific career development schemes for example, Registered / Chartered scientist which provides training, mentorship and recognisable qualifications
CAREER DEVELOPMENT: Enable career progression opportunities for technicians through the provision of clear, documented career pathways	
C1	The nature of a lot of the tech roles, particularly around digital technologies, is keeping abreast of new tech and trends in a fast developing area
C2	TD's are encouraged to undertake PGCHE
C3	Opportunities through national networks e.g. annual Technician's conference
C4	
C5	
SUSTAINABILITY: Ensure the future sustainability of technical skills across the organisation and that technical expertise is fully utilised	
S1	Technicians are good creative thinkers and can find solutions and add value to activities that are being planned and in complex teaching activities
S2	Maintaining skills and developing new skills in this area/training
S3	(Environmental) Sustainability in science labs and donations of no longer required equipment
S4	(Financial sustainability) Sharing of resource between HEIs
S5	Working with local businesses to make equipment available in exchange for resources/student placements etc
S6	LEAF accreditation- Laboratory sustainability. We have joined this scheme and hope to be ready for our first audit in 6 months