IMPERIAL

PTOL Framework Review

Charts and summaries from survey analysis plus feedback from Joint Trade Unions and Professional Services Leads

Project support team
26 June 2025

Agenda

1. Project recap and timeline

2. Sharing all final feedback and themes from the paper feedback discussions, survey analysis, Joint Trade Union and PS Leads sessions

3. Next steps

4. Questions and any other business

Timeline

	2025	2026
Quarter one	Aim to complete the review of best practice frameworks in HEIs and other sectors	Complete the development of pay structures and cost modelling
Quarter two	• A review of the current grading structure, including reviewing the starting grade for a fixed salary • A review of pay progression, including ensuring compliance with the Equality Act	Aim to present the pay structure and job family framework proposals to the UMB (for their review and approval) *Following UMB approval, negotiations will then commence with the JTU (further details on the approach and timeline TBC)*
Quarter three	Aim to complete a review looking at the approach to external benchmarks and obtain applicable data We are currently in quarter three	
Quarter four	Aim to complete work on the development of the job family framework and job description templates	

Work which has taken place since the 1 May meeting

Throughout May:

- Continued to receive feedback from Group members and the colleagues/areas they represent via the Qualtrics survey (with the same questions asked on the previously circulated research paper).

- We also continued to receive feedback from Group members via the PTOL inbox.

- Circulated the same Qualtrics survey and research paper to the People Function.

- Circulated the research paper to the Joint Trade Union (JTU) and all PS leads and met with them to also obtain their comments and feedback.

During June:

- All feedback, comments, and data submitted via the aforementioned channels were reviewed and consolidated to conduct a comprehensive final assessment.

Today, we will:

- Present the final themes received from all feedback submitted via the JTU and PS Leads meetings, in addition to the inbox and Qualtrics survey (both the quantitative and qualitative responses).

Points to mention on the updated analysis

Survey responses:

- Responses to the Qualtrics survey questions (submitted through the survey itself and sent directly to the PTOL inbox) – a total of 62 responders across the Working Group, their members and the People Function.

- These **qualitative results** have been updated on the slides from the 1 May meeting – the previously received feedback has been moved to the appendices.

- The charts from 1 May have been updated with the updated **numbers/quantitative responses.**

Other qualitative responses:

- Additional feedback was submitted by Group members to the PTOL inbox comprising other additional commentary.

- Minutes from the PS leads meetings were written up with their comments and feedback.

- These additional qualitative comments/feedback have been summarised into categories further down the slide deck.

- **The feedback provided has been helpful insights from some key, engaged colleagues but is not being treated as a representative sampling of opinion more generally.**
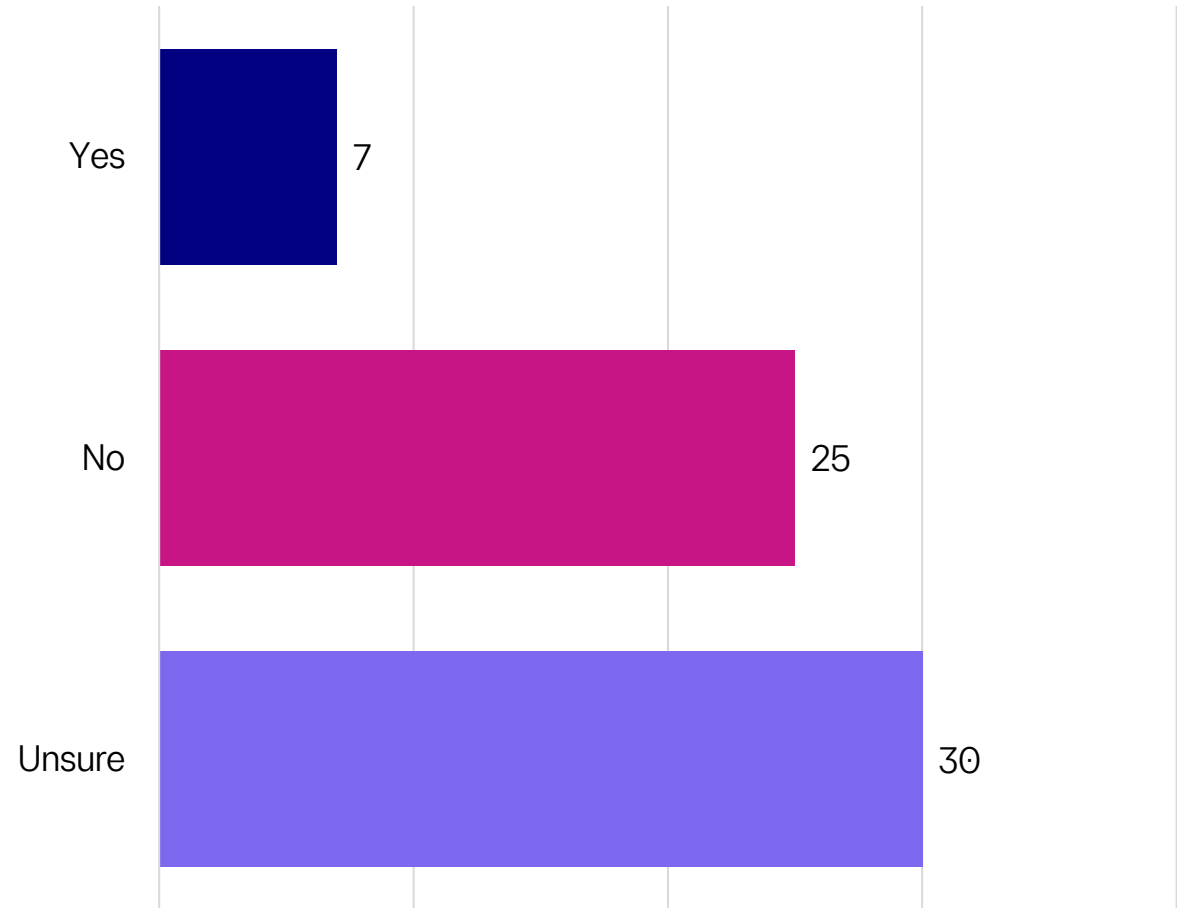
Do we currently have the right number of grades?

Yes — 24
No — 18
Unsure — 20
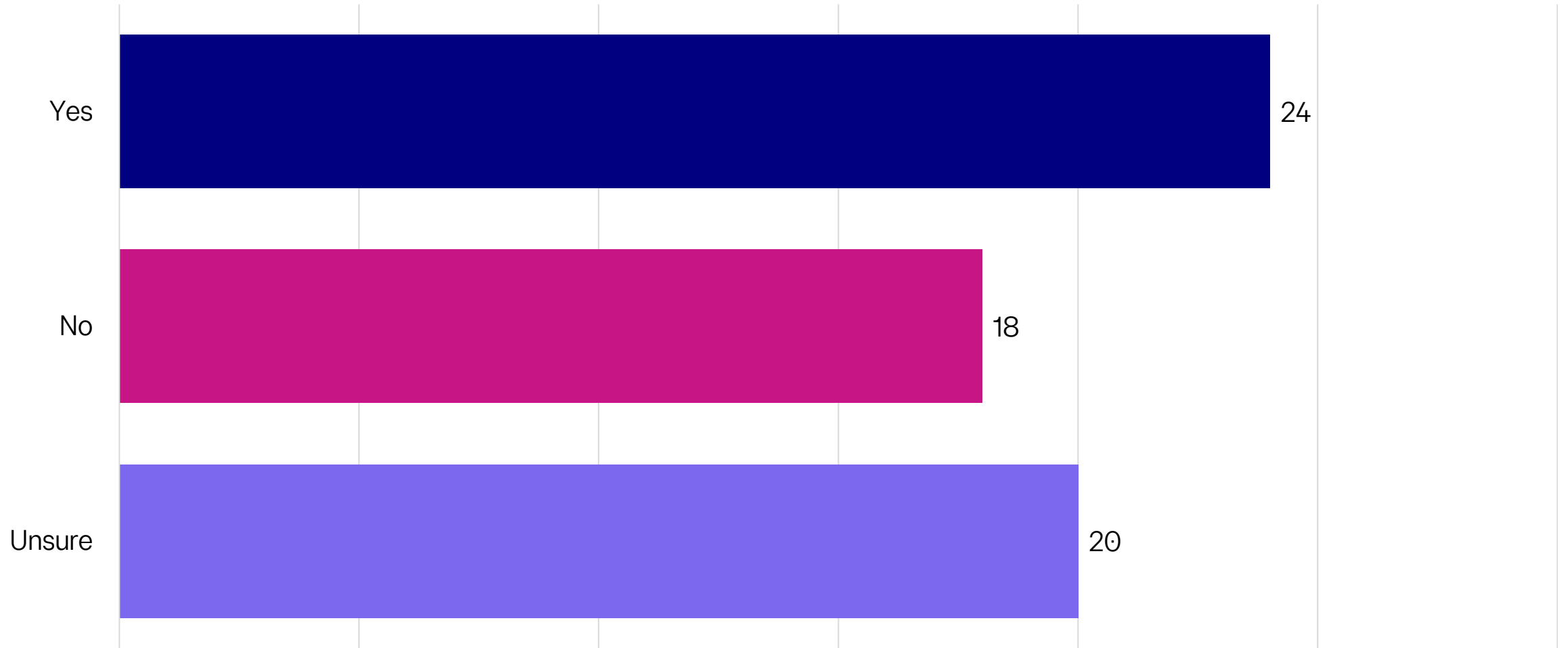
Do we have the right number of spine points per grade?

Yes	11
No	40
Unsure	11
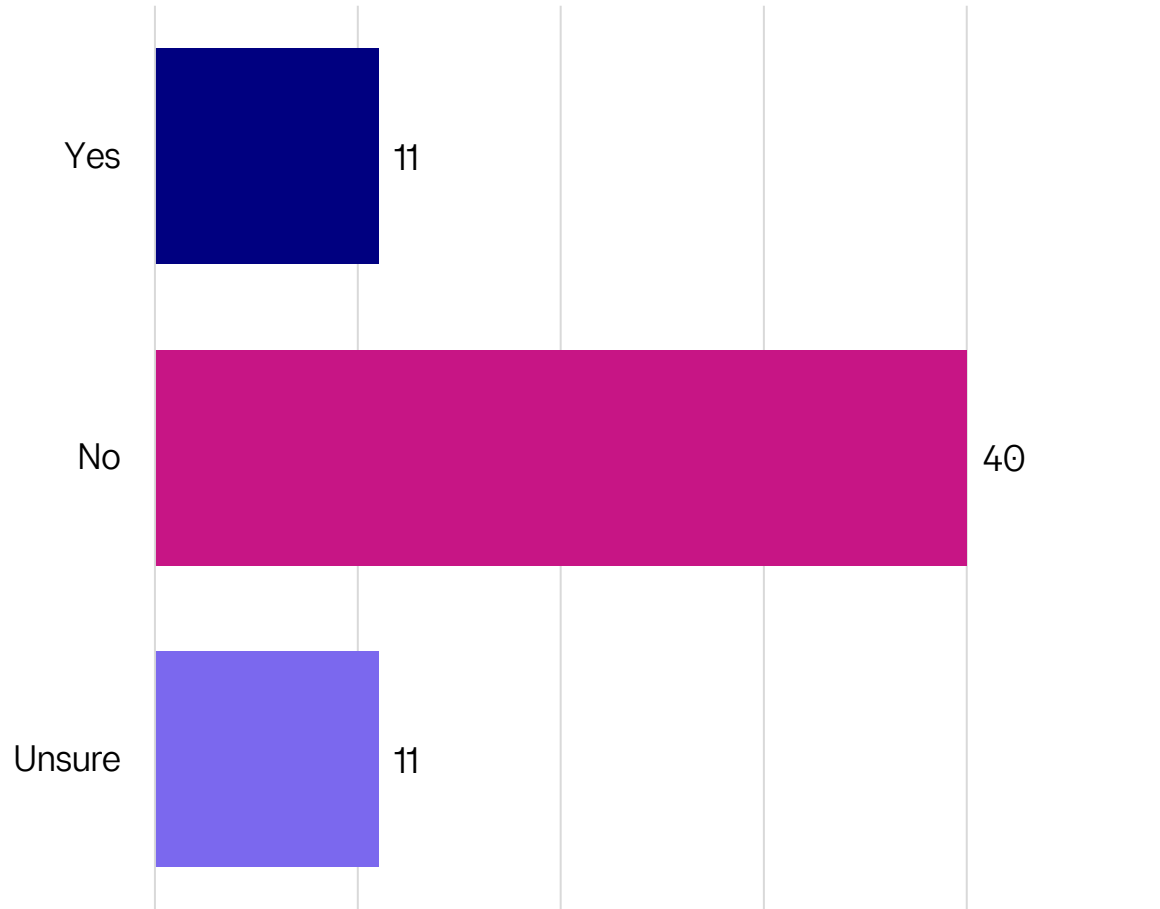
Does the current width of the ranges for each grade work?

Yes	7
No	25
Unsure	30

Are there any concerns with the current number of grades, spine points and ranges that should be avoided with a new structure? (1)

Key themes

- **Consider using less grades** - streamline grading and spine point structures to reduce pay stagnation, support fairer progression, and close pay gaps – especially by simplifying grade splits (e.g., 2a/b, 3a/b) and enabling faster movement through pay scales.

- The pathway to reaching the maximum of the grade is unclear and excessive, the inclusion of discretionary spine points are difficult to access and therefore lose their value.

- **Consider using more grades** - address progression blocks at the top of grades by introducing clearer pathways (e.g. grade splits like 4a/4b) and create incentives for high performers to remain engaged and recognised.

- Limited spine points in 3a makes progression difficult without changing roles; instead, a more stable structure (e.g., 3b) should be applied across the grade to support longer-term development within roles.

- **Re-think/remove the overlapping** - reduce grade overlap and excessive spine points to ensure clearer distinctions between roles and more meaningful progression, both in perception and pay.

- Grades should have well-defined differences between sub-levels (a, b), particularly within Levels 3 and 4.

- **Have the same number of SPs for each grade** - standardise the number of spine points across grades to ensure fairness, transparency, and consistency in progression, and avoid salary variances that could lead to staff demotivation.

- All grades should offer equal opportunities for progression, ideally limited to no more than five spine points per grade.

Are there any concerns with the current number of grades, spine points and ranges that should be avoided with a new structure? (2)

Other commentary

"Spine points should be retained, as they provide motivation and stability, especially during financial uncertainty and help maintain the sector's attractiveness through a balance of salary progression and work-life balance."

"Lower-grade staff face limited progression opportunities and fewer spine points, which is unfair. Greater consistency and more incremental steps across all grades are needed for development and retention."

"What about areas of work which involve physical demands and working on public holidays and also require to be onsite and cover 7 days of the week?"

"The current structure risks demotivating staff due to unclear progression routes and inconsistent recognition of experience and responsibility."

"The current structure lacks transparency and consistency, with unclear rationale for the number of spine points or grade gaps; clearer communication and fairer design would help with clarity and trust."

"Some colleagues feel that the salary gap between one grade and another is too high."

"Consider other reward incentives - some people just coast through the spine points whilst others go above and beyond, and it simply isn't recognised."

Are the existing grades appropriate for capturing the range of roles in existence across the current staff population?

Yes, 18

No, 23

Unsure, 21

Imperial College London
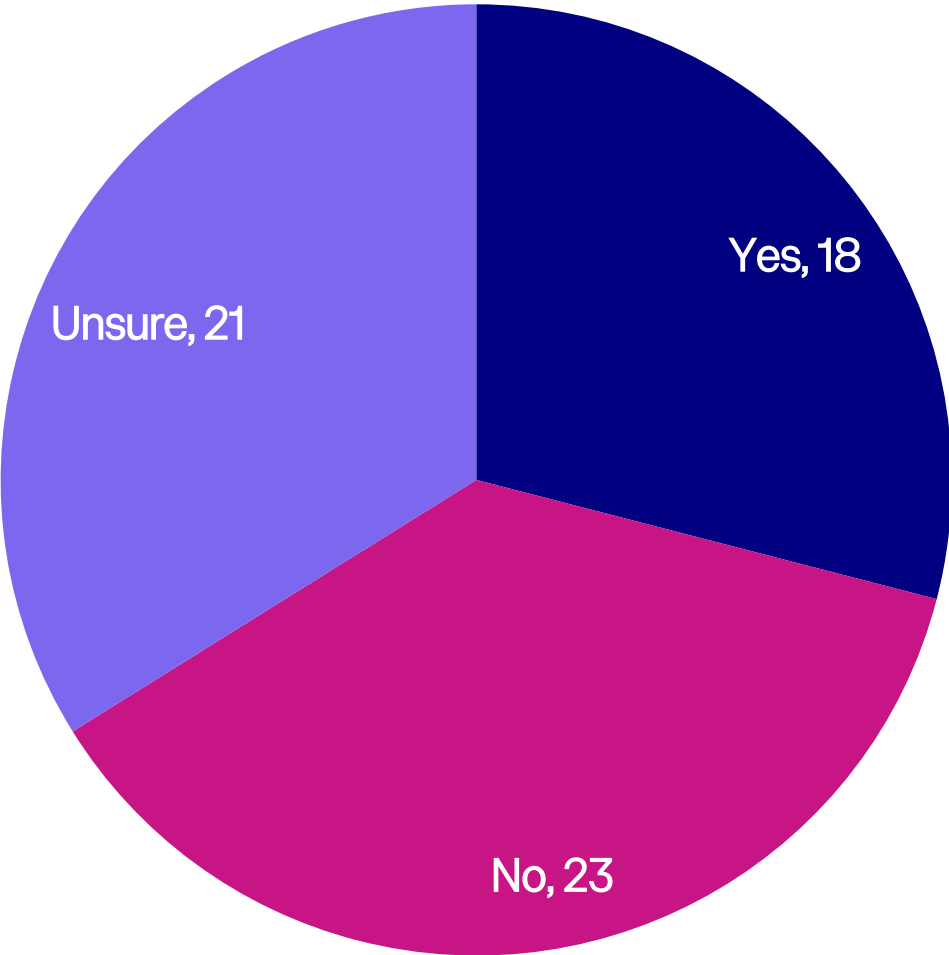
Are there any recruitment limitations arising from the current grading structure? (1)

Key themes

- Some responded no.

- **Sector/market differences mentioned** - needing to recruit to the higher grades to compensate.

- Sometimes recruiting people who are potentially overqualified for certain roles as the pay is higher than equivalent roles elsewhere.

- The current approach to setting salaries (start at the bottom spine point) can lead to losing strong candidates and disadvantages those who don't negotiate, while failing to reflect individual skills and experience.

- A more flexible structure with additional steps (e.g. a, b, c) would better support fair and competitive recruitment.

- **Hindered progression and high turnover** - people in high-paid officer-level roles might stagnate and not be incentivised to improve, because they can't get promoted and jobs elsewhere at equivalent level pay less.

- The lack of incremental progression and development opportunities in lower grades (such as the absence of a 3b role for 3a coordinators), poses a risk to long-term retention and may lead to loss of valuable skills and experience.

- **Internal disparities** - Tackle inconsistencies by aligning equivalent roles across departments, ensuring fair starting points for internal promotions, and creating clearer incentives for career advancement.

- There are a very limited number of senior management roles and a large proportion of middle manager roles. Competition to move from middle to senior roles is therefore restrictive coupled with recruiting outside talent.

Are there any recruitment limitations arising from the current grading structure? (2)

Other commentary

"Consider spot salaries within salary ranges at appointment, supplemented by cost-of-living increases and separate budgets for performance-related pay/bonuses tied to institutional success."

"There is a lack of diversity at higher grades, with underrepresented groups often concentrated in lower grades and facing barriers to progression."

"There is significant competition for e.g. grade 4 roles from very experienced 3b colleagues."

"If you are at the top spine point of your grade, there is little to no impetus to progress into the next grade because it will be a disproportionate increase of work and responsibility against a very small salary increase."

"Progression is often tied to moving into management roles, leaving few advancement opportunities for specialists or support staff; this misalignment between responsibilities and grading can be demotivating and unfair across departments."

"Clearer guidance on starting salaries and more leniency is needed when hiring new staff in addition to clearer criteria for what people need to do to move through pay grades."

Does the concept of automatic increments for time served (irrespective of performance), promote fair and equal pay?

Yes — 29
No — 17
Unsure — 16
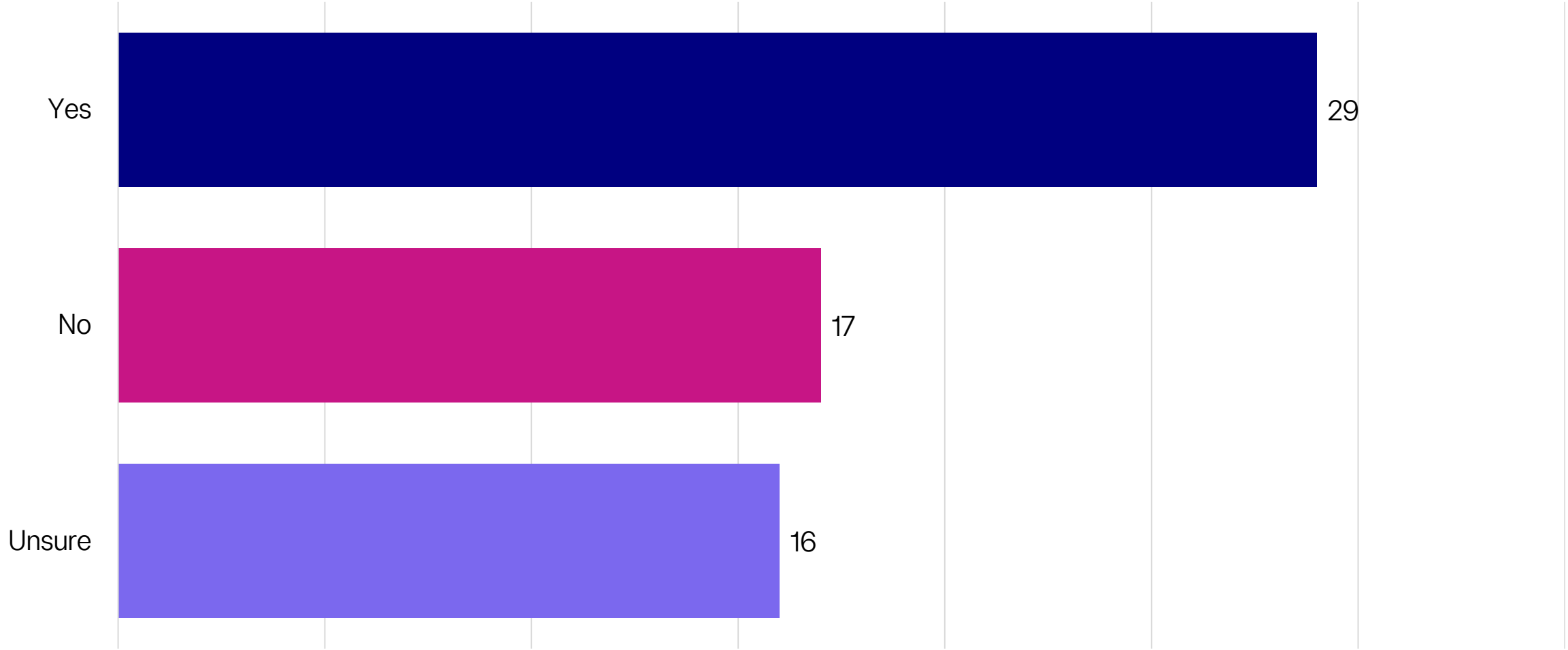
Does the concept of automatic increments for time served (irrespective of performance), promote fair and equal pay? (1)

Key themes

- **Consider performance related pay** – spine point progression should be meritorious and not rewarding poor performance.

- It is demotivating to see people who do not make the same effort receiving the same pay increments.

- **Continue with automatic increments** - moving to an entirely performance-based incrementation system could be very risky, complicated and have extremely high admin burden.

- It promotes fairness, particularly for those who may face systemic or personal barriers that impact consistent visibility or output, such as caregivers, those with disabilities, or staff returning from parental leave etc.

- Imperial already has a rigorous hiring process and existing performance management tools to address underperformance.

- With rising living costs and sector norms, removing automatic increments would likely harm morale and performance.

- PRP risks increasing inequity, bias, and discrimination, impacting women, minorities, and those in multifaceted or less visible roles.

- PRP causes difficulties in recognising essential but repetitive work. It also includes difficulties in objectively assessing performance due to interdependent roles, qualitative outcomes, and varied professional competencies.

- Lower grades (e.g., 1a), should have incremental progression, and the complexity of some of the A/B splits should be simplified.

- Equity and fairness concerns exist as other job families retain automatic progression points.

- It prevents favouritism allowing certain people to advance. Rather than remove increments, some colleagues suggest support systems could be improved to assist staff showing signs of poor performance.

Does the concept of automatic increments for time served (irrespective of performance), promote fair and equal pay? (2)

Other commentary

"Automatic increments ensure fairness but may fail to reward high performers adequately; discretionary points help but are limited and inconsistent."

"The risk is in the review: would the reviewer really have the understanding, skill, knowledge and time to review fairly and objectively?"

"Many staff who are not strong performers are sitting on the top spine point within their grade when others on the same grade are performing much better and not earning as much."

"Consider a dual model? Maintain automatic progression to ensure stability and inclusion, while offering performance-based progression as an additional reward mechanism for high-impact contributions. "

"Starting salaries should be based on relevant experience, not previous pay, to ensure fair and consistent recruitment practices."

"Colleagues apply for roles not just for higher pay but because they seek more rewarding, fulfilling roles with greater opportunities for learning and development."

"Could we consider 'in kind' rewards such as additional leave for long service or skills supplements e.g. where a particular talent or knowledge is needed?"

"Consideration for hybrid models combining small automatic increments with PRP rewards to balance fairness and motivation."

Should each grade have the same number of increments/spine points?
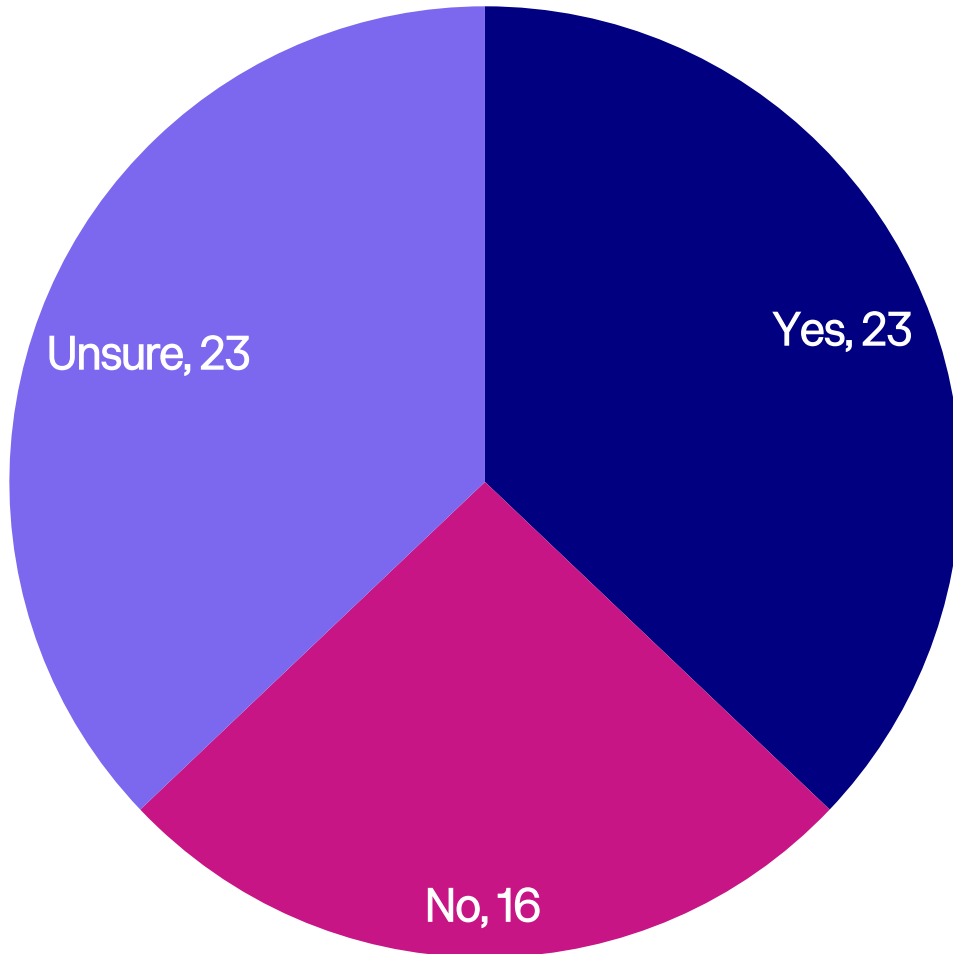
Unsure, 23
Yes, 23
No, 16

Does the inconsistent number of grades and overlapping pay ranges impact colleagues' decisions to apply for roles at different grades?

Unsure, 20
Yes, 26
No, 16

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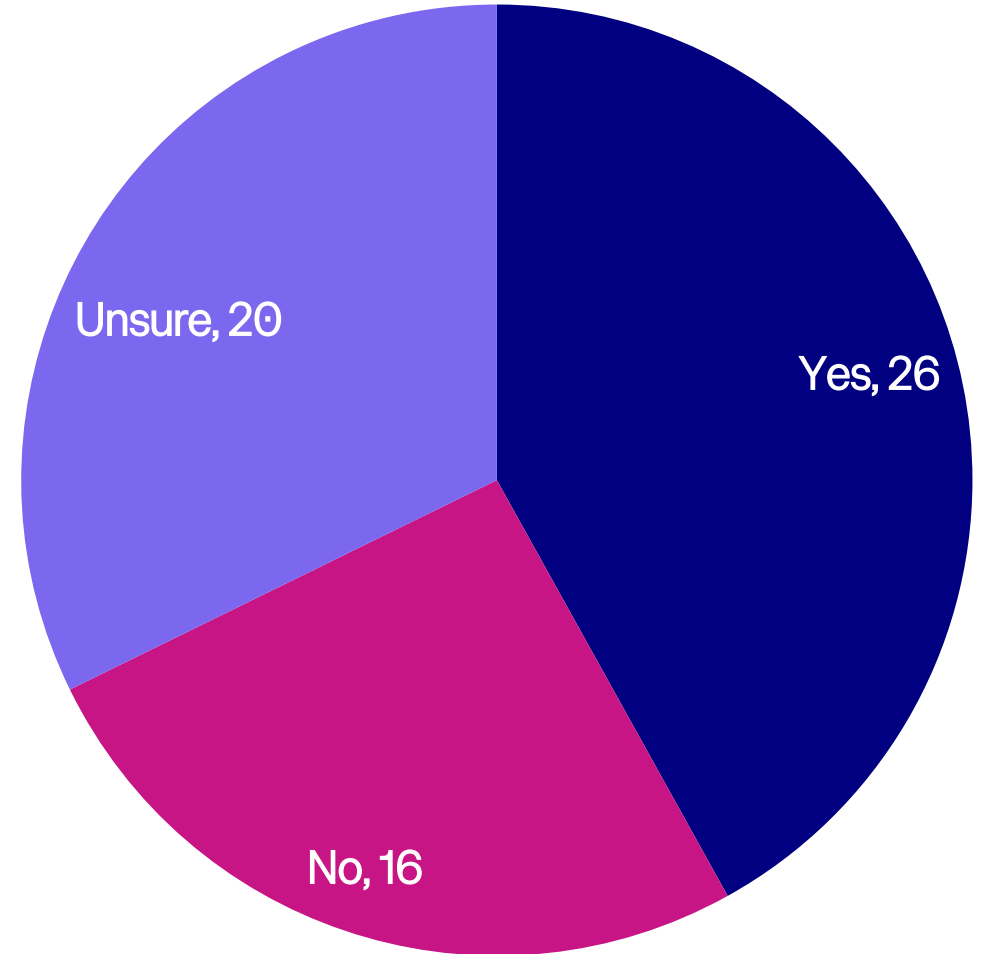
Does the inconsistent number of grades and overlapping pay ranges impact colleagues' decisions to apply for roles at different grades? (1)

Key themes

- **Yes, it can** – create significant challenges for employee motivation and advancement because internal staff placed at the minimum of the next grade (upon appointment), will have minimal financial gain against a substantial increase in responsibilities.

- The overlapping of spine points is unfair and confusing, suggesting that someone is actually doing work of the next grade up which is not necessarily the case.

- The overlap does cause some problems. If say, you are at the top of the contribution point of 3b and are successful in getting a Level 4, usually you'd expect someone to want to take a bigger jump in salary than just one spine point.

- **No, it doesn't** - where progression requires extra qualifications, overlapping ranges can help recognise experience equally, but permit spine point increases without changing roles.

- **Unsure** - consider less tight coupling between the grades and pay – could address some areas issues of needing higher grades to pay salaries.

- While overlapping grades can sometimes recognise higher-level contributions within a role, they may also discourage applications, particularly as lower levels (1 and 2) are seen as financially unviable, with most candidates aiming to start at Level 3.

Does the inconsistent number of grades and overlapping pay ranges impact colleagues' decisions to apply for roles at different grades? (2)

Other commentary

"It can lead to discontentment of those doing a good job consistently and seeing a very similar job advertised with a higher grade. Titles are a problem for this reason."

"Small increments and unclear grade divisions (e.g., 3a vs 3b) reduce clarity and impact; any reduction in spine points should come with more meaningful progression between them.."
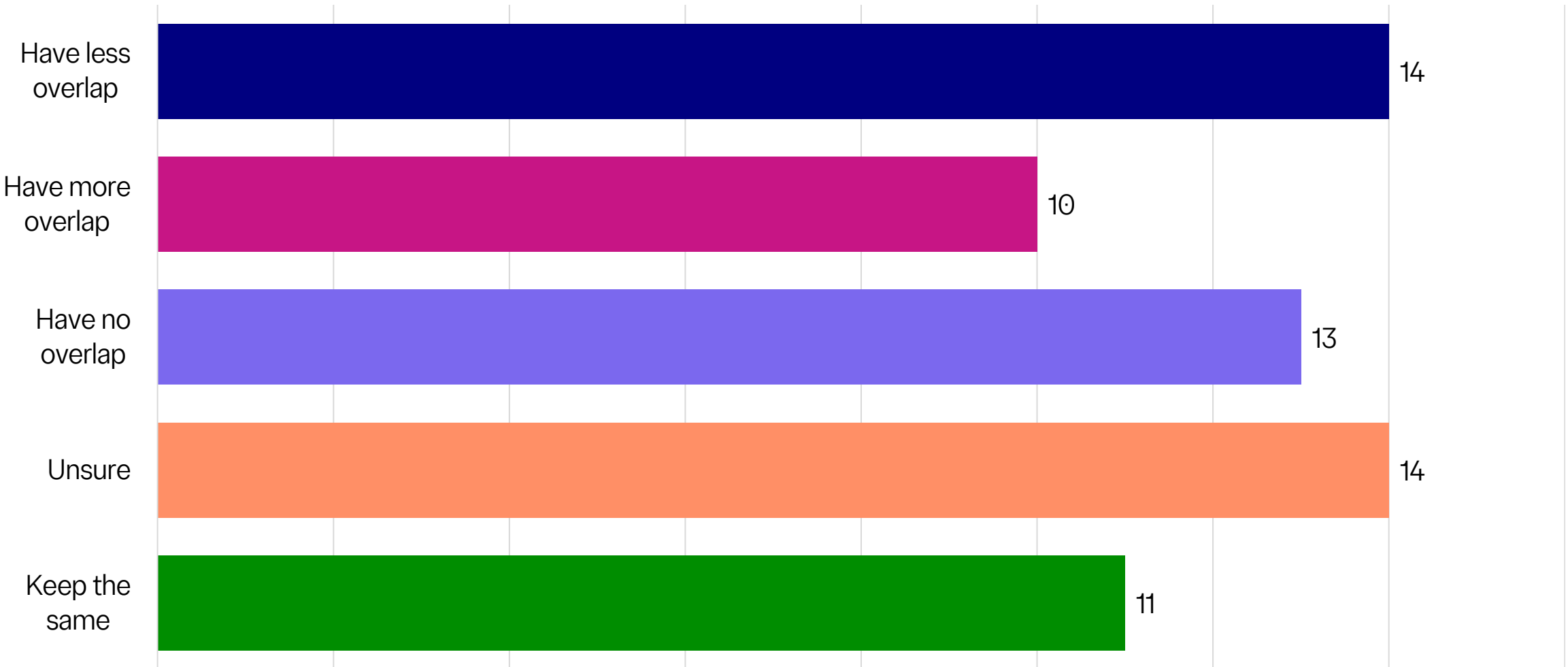
"Transparency is important - staff need better understanding of what spine points represent and how to progress. Standardising structures plus job descriptions will support fairer, more accessible progression."

"Grades 2b and 3b are disproportionately affected, as people seem to spend much longer in these roles and moving between 3bs as there are so many fewer 4s."

"Some queries raised regarding transparency around the maximum pay which can be achieved by staff on Levels 6 & 7 who are appointed on fixed salaries."

"To attract and retain talent, the spine point range should be expanded, not reduced, with starting points reflecting experience and accommodating diverse career paths, including breaks."

Do the current overlaps of salary range by grade work for the university when appointing staff or should the overlap be adjusted between the start and end of a grade compared to the grade above?

Category	Value
Have less overlap	14
Have more overlap	10
Have no overlap	13
Unsure	14
Keep the same	11

Do the current overlaps of salary range by grade work for the university when appointing staff or should the overlap be adjusted between the start and end of a grade compared to the grade above? (1)

Key themes

- **Keep the same** – it's logical to have some overlap. If a person is at the top of a grade 4 pay scale it should be an indication that they could consider applying for grade 5 roles.

- **Have less overlap –** there could be struggles to recruit in certain instances if we could not appoint in the contribution section.

- Salaries should be fixed and only adjusted for performance and inflationary increases.

- The system should be simpler and avoid excessive overlaps, as it can seem unfair when a lower-performing employee at the top of one grade earns more than a higher-performing colleague, possibly even their manager, at the bottom of the next.

- Large jumps in pay, especially at L4, are problematic and some bands are too wide with unclear expectations.

- **Have more overlap** – pay currently doesn't necessarily reflect seniority. Some role holders are managed by people being paid less than them as they overlap on pay but not grade.

- Staff should have maximum opportunities to increment annually, with continued pay progression even for those at the top of their band who wish to remain in their roles.

- Contribution points can be a strong motivator if awarded transparently and consistently, offering recognition without requiring a move to a higher-grade role.

- **Have no overlap –** this will help show a clear distinction between the grades and their requirements to match the grades.

Do the current overlaps of salary range by grade work for the university when appointing staff or should the overlap be adjusted between the start and end of a grade compared to the grade above? (2)

Other commentary

"Spine points should be more evenly distributed across grades to ensure fairer incremental progression, with consistent small overlaps between grades rather than varied ones."

"Creates confusion during recruitment and leads to frustration when progression doesn't result in meaningful salary change."

"The grey spine points should automatically be given and not per discretion. People who serve long at their job are being punished as they are stuck after a certain number of years."

"Current overlaps are too wide as you can have a 3b on a higher salary than someone on a 4."

"A smaller, intentional overlap can support flexibility, but it must be paired with clear progression criteria and grade differentiation."

"The small pay gap (around £1k) between grades may not be enough to motivate staff to pursue more senior roles; additional long-service benefits, like extra holiday, could help improve retention and recognition."

Should incremental progression continue in line with the current timeline when a new starter successfully completes their end of probation review?
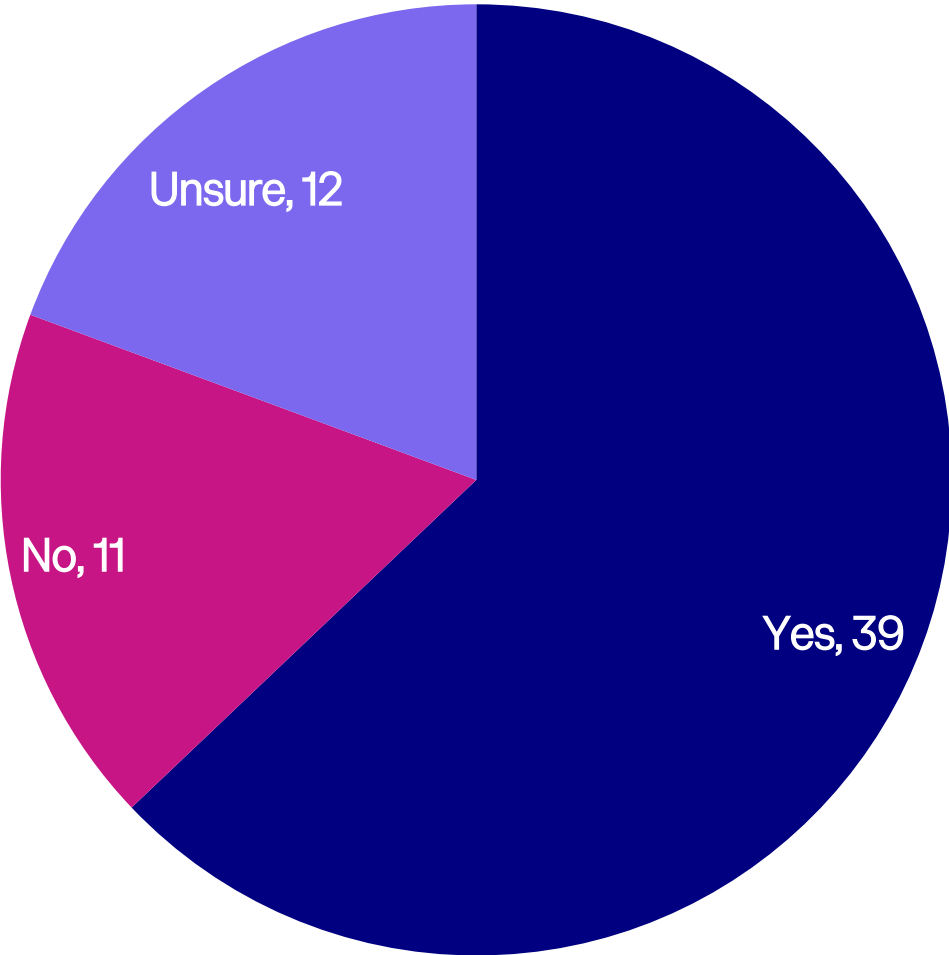
Unsure, 12

No, 11

Yes, 39

If incremental increases were linked solely to performance related pay, what could be done to manage potential demotivation arising for those that do not achieve increments? (1)

- **Views against this approach** – it risks fostering unhealthy competition, favouritism, and division, while undermining team cohesion.

- It will reward people for whom it is easy to define targets and penalise those delivering business as usual.

- Increments are crucial for motivation and retention, especially during financially challenging times. Removing them could worsen already low morale and lead to staff leaving.

- Performance-related pay should only be used to address underperformance (e.g., through withholding increments), as many roles have limited scope beyond core duties.

- It risks unfairness, legal challenges, and complications with pay gap analysis, especially in roles constrained by reactive workloads or poor data quality.

- **Line manager responsibilities** - provide clear feedback and access to relevant training and development opportunities to help employees.

- Ensure early intervention for underperformance and foster a culture that sees setbacks as part of learning.

- **Clear communications and objectives -** transparency and objective measurement about why people have and haven't gotten pay rises.

- Implement a clear framework and ensure that performance expectations are well-defined and achievable.

- Needs to be transparent and fair with clearly defined metrics that are aligned with the role and realistic to help the individual improve.

- **Non-monetary recognition -** through small rewards and non-financial means like training and stretch assignments which helps motivate staff, show appreciation, and encourage ongoing development.

If incremental increases were linked solely to performance related pay, what could be done to manage potential demotivation arising for those that do not achieve increments? (2)

Other commentary

"EPSRC and now UKRI have operated a performance-based increment mechanism for many years."

"For employees who do not achieve increments, offer other forms of recognition. Or possibly introduce 'zones' or 'tiers' so there is chance to progress to another zone within a grade."

"If there is a shift to this there needs to be a robust appeals system from the outset."

"Rewarding loyalty is a better way forward (noting that this does disadvantage short-term job-hoppers, but then noting that don't we generally want to recruit & retain?)"

"Considerations for staff who take time off – as they wouldn't be able to show performance to support an uplift anyway, until well after they return."

"Moving employees to roles better suited to their skills could help, though this could be complex."

"It's important to understand why increments aren't achieved, since mishandling this could increase discrimination risks."

"Clarify that performance is not just about an increase or new additional duties."

"Instead of a binary **increment or nothing** approach, consider a tiered system where employees can receive partial increases/one-off payments or bonuses based on levels of performance."

Beyond Imperial's ARC process (which is currently a conversation); what else could be considered to ensure that performance is assessed objectively? (1)

Key themes

- **Set clear objectives** – have a clear framework and measurable goals for each role followed by regular check ins with line managers to assess how colleagues are meeting/exceeding those (or in some cases, if they are underperforming).

- Allowing slack in the system to recognise factors outside of control.

- Consider when setting numerical targets etc - for many teams/jobs this cannot be objectively done, and not in a comparable way across all staff.

- **Management review** - ensure the assessment is carried out by someone who truly understands the role (there are concerns for Academic line managers who may not have the time, understanding, or inclination).

- Line managers need to be held accountable for poor performances in their team and if need be, they will need to step down if they are not being able to manage their team.

- **Re-design ARC (or another type of review)** – consider other reviews such as 360, peer to peer, panel reviews etc.

- Utilise evidence of contributions to innovation, service improvement, or strategic goals.

- More categories could be introduced - training needs, career aspirations, and specific achievements, for comprehensive views, contribution, growth potential, leadership skills, length of service and loyalty.

- One idea might be to increase the frequency of reviews or introduce a university-wide tool with a more continuous focus - for instance, something like 'Fortnightly WINS' to enrich the existing process.

Beyond Imperial's ARC process (currently a conversation); what else could be considered to ensure performance is assessed objectively? (2)

Other commentary

"Establish mandatory annual training for managers to ensure consistent target-setting and assessment across teams, promoting fairness."

"Salary scales should combine clear numerical ranges with defined titles and competencies per grade to clarify progression pathways, though some roles with varied specialisms may be harder to map consistently."

"Performance issues should be managed with clear action plans and regular one-to-one feedback, supported by robust and objective review systems free from bias."

"Progression within grades (e.g., 3A to B) should be clearly labeled as competency development rather than promotion to reduce confusion."

"Current systems and metrics, like Fresh Service, have limitations and can't fully capture the nuances of individual roles and contributions."

"Questions about pay or progression should be kept separate from ARC. ARC should not directly influence progression but serve as a tool for continuous development."

"Align performance assessment with job descriptions and competency frameworks. Combining clear job criteria with recognition of individual skills and additional contributions allows for fair progression and supports personal development."

Are you aware of any instances where a current grade has line management or team leadership responsibility over others employed within the same grade (e.g. Level 1a)?
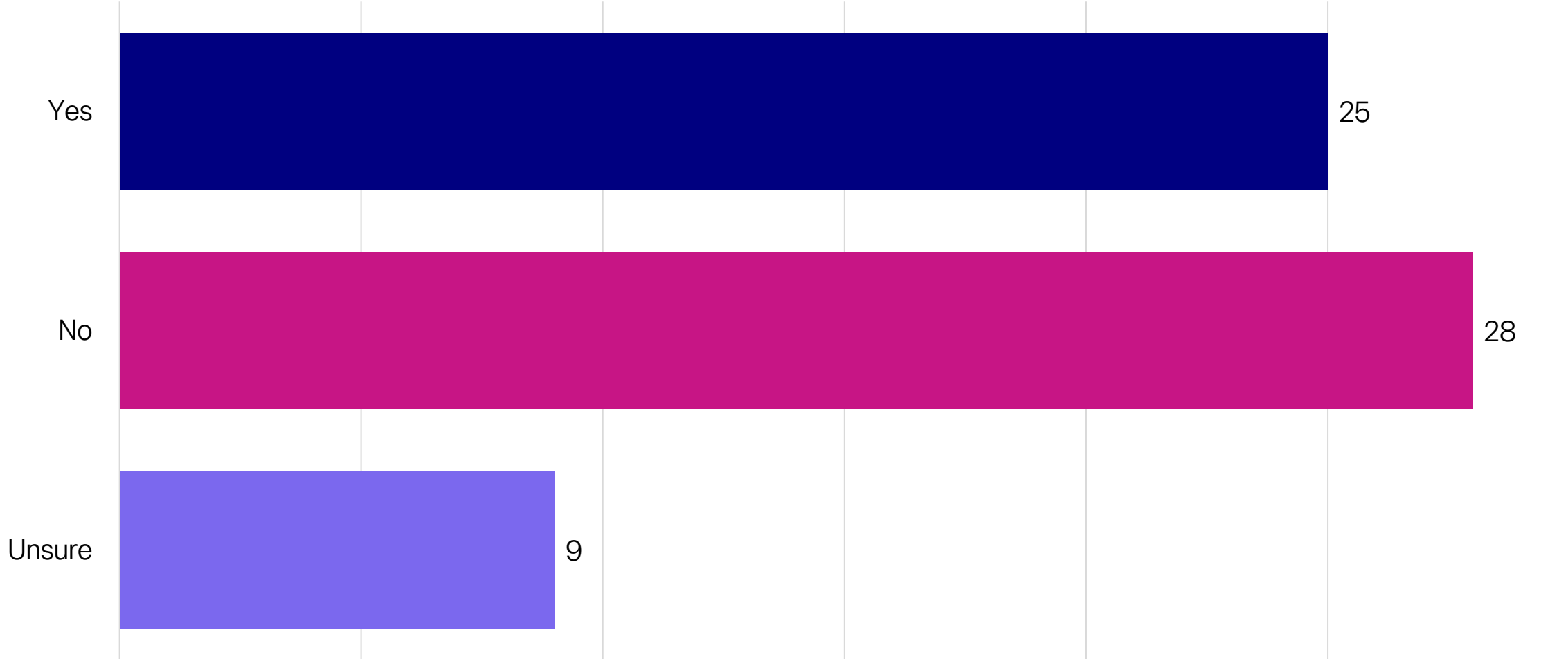
Yes — 25

No — 28

Unsure — 9

Where this does occur and what are your thoughts on how should this be handled in the new structure? (1)

Key themes

- **Internal occurrences** – Technical staff, 3b roles.

- Initial restructures in certain areas has resulted in Senior Exec and 'Heads of' roles being graded the same which does not reflect the differences of responsibilities, complexities of work and experiences.

- **No concerns/changes required** - being a line manager requires a certain set of skills, and you should really want to be one. You shouldn't just want to be a line manager so you can be paid more.

- **Adjust salaries/duties** - anyone with line management responsibilities should be on a higher grade.

- Add line manager (or introduce new/expand grades) to the structure.

- Perhaps this is where zoning within a level would work well. Perhaps add a level for supervisors i.e. L4 employee managed by a level 4 + (the 'plus sign' indicating supervisor).

- Line managers' spans and layers should be considered for differentiated rewards, alongside recognition of high performers who do not manage teams.

Where this does occur and what are your thoughts on how should this be handled in the new structure? (2)

Other commentary

"If someone wants to further their careers and want to be given the opportunity to line manage, they should be given that opportunity and then assessed after a certain amount of time if they are fit for line management. "

"There are specialist roles which may not have management responsibility but where the grades are appropriate given the expertise."

"Where same-grade peer management is unavoidable, adopt a matrix structure or compensate with extra spine points/bonuses to acknowledge added responsibility and prevent resentment."

"Re-structures often throw people into management, and they are unfit for it. Train people how to be managers properly first and foremost."

"Review job responsibilities vs. pay grade and re-grade based on actual duties, not just job title (including subject matter expertise, accountability and years' experience)."

"Provide actual, tangible opportunities for those in roles without those responsibilities to work their way up to those roles, if they so wish."

How should Imperial approach the pay for employees who are subject matter experts (SMEs) as opposed to those who have line management responsibility? (1)

- **Offer a supplement/specific salary band** - for SMEs based on their niche/high-demand expertise, innovation, years of experience, and contributions to organisational goals.

- Pay for line managers should be more aligned with leadership skills as they are responsible for others. Their compensation can reflect the size and scope of their team and their ability to drive performance.

- SMEs and line managers should generally be on the same grade, but line managers could receive additional pay tied to the complexity of their management duties and performance.

- A robust job evaluation tool is essential to fairly assess role complexity, especially when roles combine SME and line management responsibilities.

- **No need for a different approach** - it shouldn't matter. People should be paid in accordance with their level of responsibility as opposed to whether they line manage people or not.

- Not all people make good managers, but this does not mean that they aren't experts in their field.

- **Pay scale pathways** - alternative progression should recognise specific expertise (publications, teaching, committees, grant contributions) through job categories or parallel career paths.

- Combine lower grades, with paths diverging at higher levels of seniority, enabling employees to choose their preferred career direction.

- Have a technical expertise job family alongside a management specific job family.

How should Imperial approach the pay for employees who are subject matter experts (SMEs) as opposed to those who have line management responsibility? (2)

Other commentary

"Pay should be linked to the grade of the job which considers a range of factors which builds up the overall job profile. This is more about how teams are structured and what is actually needed by the department etc."

"Consider that the neuro-diverse colleagues may often well equipped to master a specific subject but may not be so well suited to the management of people."

"Conduct industry-benchmarked allowances or performance-based bonuses, ensuring SMEs are rewarded for their specialist knowledge and/or professional qualifications."

"Suggest asking an independent Organisational Behaviour expert to review the systemic impacts of different pay frameworks on different types of job family (e.g. a helpdesk analyst vs a middle manager)."

"SMEs should have progression routes that reflect their technical value, not just management. This avoids forcing people into managerial roles that don't suit them just to get a raise."

In your experience, could specific career paths be identified for certain roles/occupations to enable progression through the grades which are aligned to certain key stages in career development? (1)

- **Yes, it could** – completion of certain long term training courses/large projects handled should amount to career progression.

- Ensure that a career path framework/a core competencies program applies to all roles, integrating qualifications, experience, competencies, and skills.

- If we have individuals who actively build their skills/experience/qualification - this should then help them qualify for additional/discretionary incremental progression, even if there isn't a higher graded role available.

- **Other considerations/caveats** – consider how this works for roles without a clear career path/related qualification – it has to reflect experience, skill depth, leadership scope, and cross-functional impact too (i.e., X years' experience with a project of Y complexity/size).

- Some may not be aware of the training options or qualifications available to them.

- Some staff may not have the opportunity/funds and therefore leads to inequity. Certifications should only be required for progression if Imperial sponsors the course.

- Training and accreditation needs vary by role/team; not all qualifications are essential for every role or recognised in every field.

- Progression isn't the goal for everyone; some staff prefer to develop skills within their current roles without moving up.

- Career paths should value practical experience and work achievements alongside qualifications, offering flexible options tailored to individual strengths and team needs (with early career guidance and bespoke solutions for specialists).

In your experience, could specific career paths be identified for certain roles/occupations to enable progression through the grades which are aligned to certain key stages in career development? (2)

Other commentary

"The Technician Commitment shows how to structure transparent routes (occurs in Technical roles when apprenticeships are completed, training or qualifications are achieved)."

"Progression criteria must be clearly defined, adaptable and recognise experience, skills and contributions, therefore, Imperial should support the investment into learning and the skills."

"There is a need to support mobility within the university through secondments, job rotations, and clear skill mapping to help staff explore varied career paths."

"One obvious disparity in job families is how the L&T job families have clearly defined termly processes and milestones for promotion, but there is no such process within PTO families."

In your view, should Imperial move away from the PTO individual job family descriptors for each grade and move to one job family descriptor for each grade?

Yes, 14

No, 23

Unsure, 25
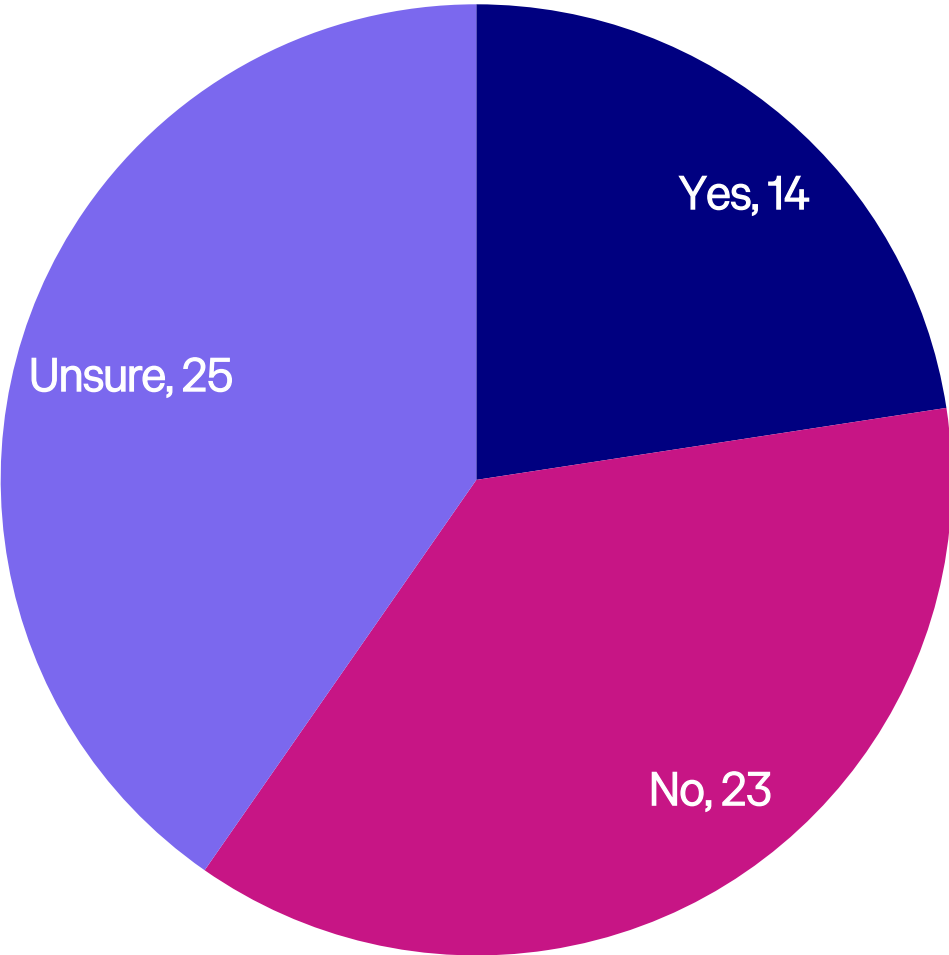
In your view, should Imperial move away from the PTO individual job family descriptors for each grade and move to one job family descriptor for each grade? (1)

- **Separate job family descriptors for each grade** - the entry requirements, industry standards, pay, and recognition differ significantly between these roles.

- **One job family descriptor for each grade** – it could improve clarity, consistency, flexibility and fairness, and better support modern, blended roles.

- It could recognise progression across operational, technical, and strategic areas without forcing people into rigid categories that don't reflect the reality of today's work.

- Moving to one descriptor for each grade would streamline it, but clear examples would be useful to demonstrate what that might look like if a Professional role compared to a Technical role for example. Depends how generic they end up being.

- **Unsure** - PRISM roles are very different from technical or operational roles.

- There will be times where new types of roles are required to address the changing research/funding landscape.

- Introduce jobs with grade ranges – enables career progression and fewer glass ceilings.

In your view, should Imperial move away from the PTO individual job family descriptors for each grade and move to one job family descriptor for each grade? (2)

Other commentary

"Roles need to be written and titled in a certain way to attract the right talent - different sectors/specialisms have different ways of referring to themselves to be sector-relevant."

"It's important that the descriptors remain flexible enough to capture the diversity within a grade, especially in areas like digital media, where roles often combine creative, technical, and operational responsibilities."

"In some areas, work is driven by operational needs and customer demand (peak months require more staff for increased workload). Career paths and progression should reflect these business needs, to allow flexibility while still offering development opportunities."

"Generic role descriptors should associate role activities with competencies expected."

Additional feedback submitted – outside the survey

Summaries from PTOL inbox submissions plus meetings with the Joint Trade Unions and Professional Services Leads

Single vs stratified approach

- Technical staff in FoNS feel they need to have a separate structure.

- A few L1 staff they feel should be completely removed - possible these could be legacy roles or replaced with L2s.

- We should be careful of labelling too many people as 'subject matter experts'

- General agreement on some stratification but not too much.

- Processes should be equitable across the university, not just for professional services.

- Market supplements are still needed in some areas - especially ICT otherwise it would be impossible to hire.

- Some departments evolve at different speeds and rates. For example, some deal with AI and machine learning and cannot be compared to others, therefore, market value rates need to be considered to attract people.

Imperial (internal) workplace examples

- There are roughly 150 job titles/JDs within ICT to be condensed and mapped across to career pathways. When hiring for ICT, they are competing against Barclays, Reuters etc and need to show prospective talent that their career can advance here.

- Most of the Property/Finance roles come from industry bodies – it's where they come from and where they next go to, therefore, many COO areas contend with this when recruiting.

- In previous scale reforms, when people were mapped across, some got over £2k extra while some got £700 extra which caused inequity.

- Looking at Pay Review examples within Registry – there are staff who have worked on particular projects etc and put themselves forward and the rates of rejection are quite high. The rates of demotivation are quite high.

- The classification between P, T and O has lots of nuances between them with a very diverse portfolio of jobs.

- Dividing up "L" has been divisive in some teams. "L" has promotions opportunities whereas PTO does not.

- MRC Framework example (trying to fix their internal model) – has general grades with multiple (and different) roles sitting within them. The transparency has disappeared, so everyone has to write a Job Evaluation to try and enhance their role which means different pay bandings pertain to different things now.

Previous or other (external) workplace examples

- **Other organisations** have a much more granular approach to job families – based on the functional aspects of role and career progression through the various levels with more standard JDs.

- **Vodaphone** – it wasn't just what you did, it was how you did it as well – was done it in the right collaborative way and by the Values/Behaviours etc?

- With regards to not having auto increments – **other universities** still have it so could be difficult to implement.

- **University of Liverpool** has done work around technical career structures and frameworks and reduced down the number of different job titles in place.

- How performance related feedback/remuneration process works at **some accountancy firms** - employees are grouped into cohorts at similar levels and work under different managers on various projects. After each project, they receive detailed feedback and rankings. At year-end, their line manager reviews this feedback to agree on an overall performance rating, which is then discussed in a managers' meeting to finalise rankings following a natural distribution curve. Performance ratings determine the allocation of a fixed reward pot, with higher performers receiving larger shares. Exceptional circumstances can also be considered.

Next steps

To begin shaping the future framework, we need to make several high-level decisions. To support this, three workstreams will be established - each with its own Terms of Reference, developed using the valuable feedback shared today, and accompanied by Thought Papers—to explore the available options.

Each workstream will provide monthly updates to the working group and receive feedback from its members. A paper will be presented to UMB in September/October to confirm the strategic direction and focus of the workstreams:

1. **Pay Progression**: Martina Quinn

2. **Job Families Informing Career Pathways:** Angela Kehoe

3. **Salary Structure:** Audrey Fraser

We're keen to get these workstreams underway and propose the following approach to membership:

- Each workstream will include one joint trade union representative.

- Each workstream will include one representative from a staff network.

- Ideally, each workstream will have representation from each Faculty or support services area.

- Each workstream will also include subject matter experts and, where appropriate, external representatives.

We will provide a form for you to indicate your first, second, and preferred choices.