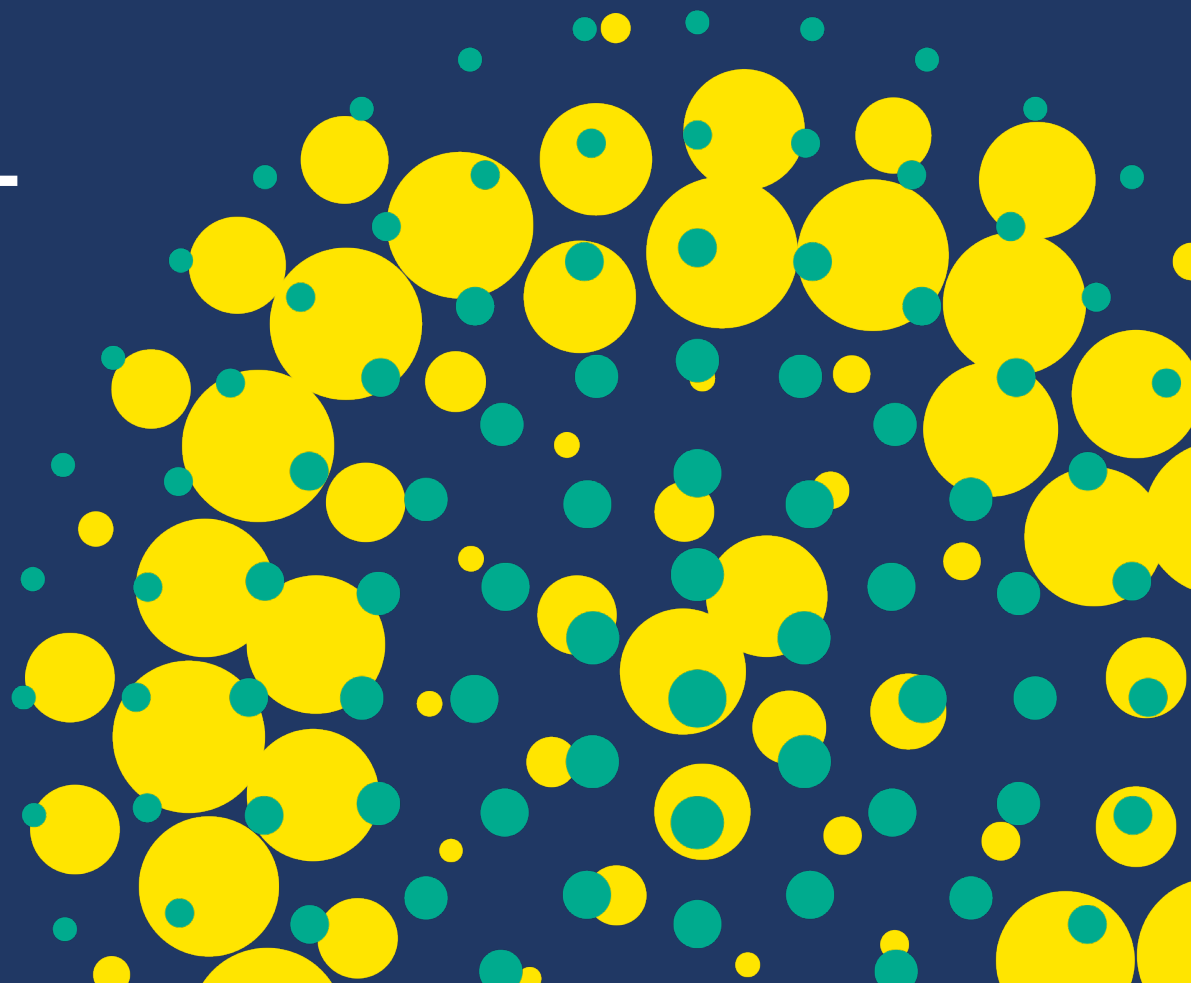
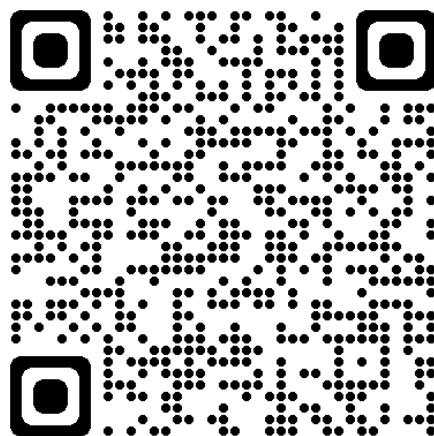


LIVERPOOL RESEARCH TECHNICAL PROFESSIONAL PATHWAY

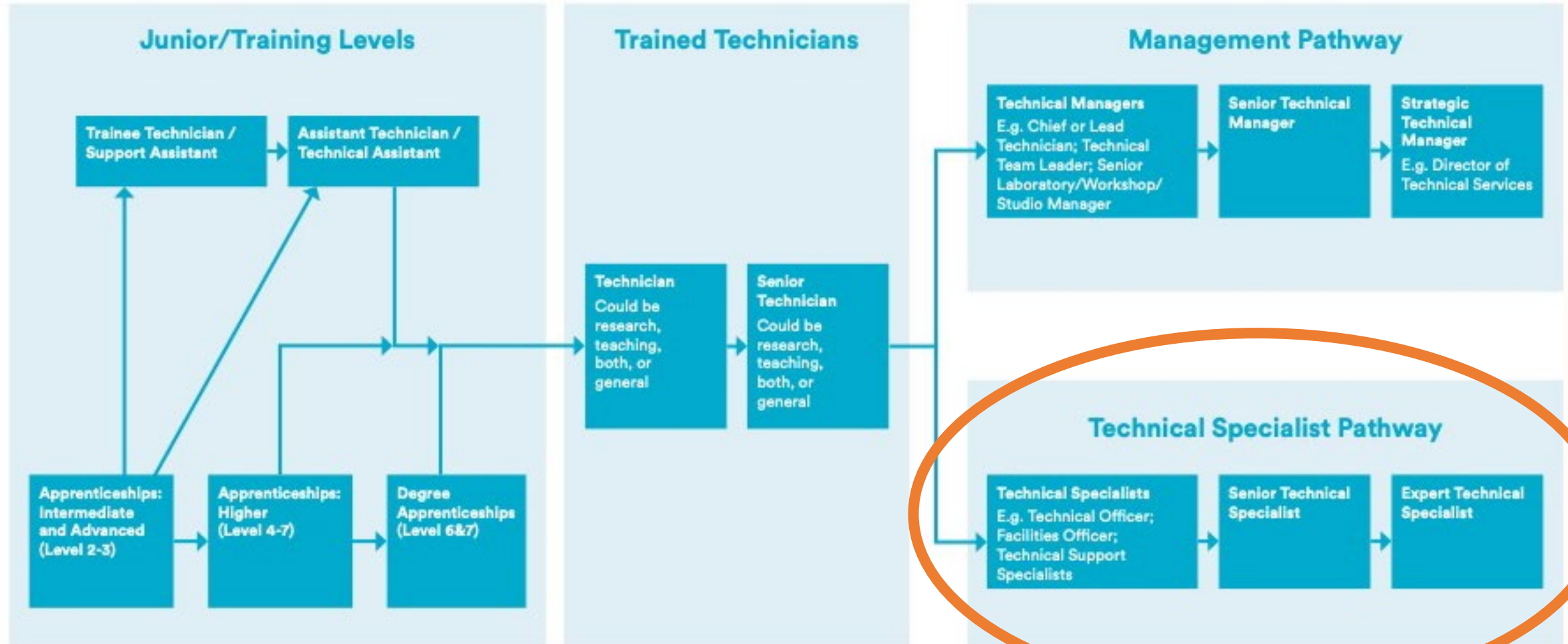
Ian Prior
University of Liverpool
29th September 2024



RESEARCH TECHNICAL PROFESSIONAL (RTP) PATHWAY

- 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 – developing methodology, technology and research facilities.

WHY DID WE NEED A NEW PATHWAY?



RESEARCH TECHNICAL PROFESSIONAL PATHWAY OVERVIEW

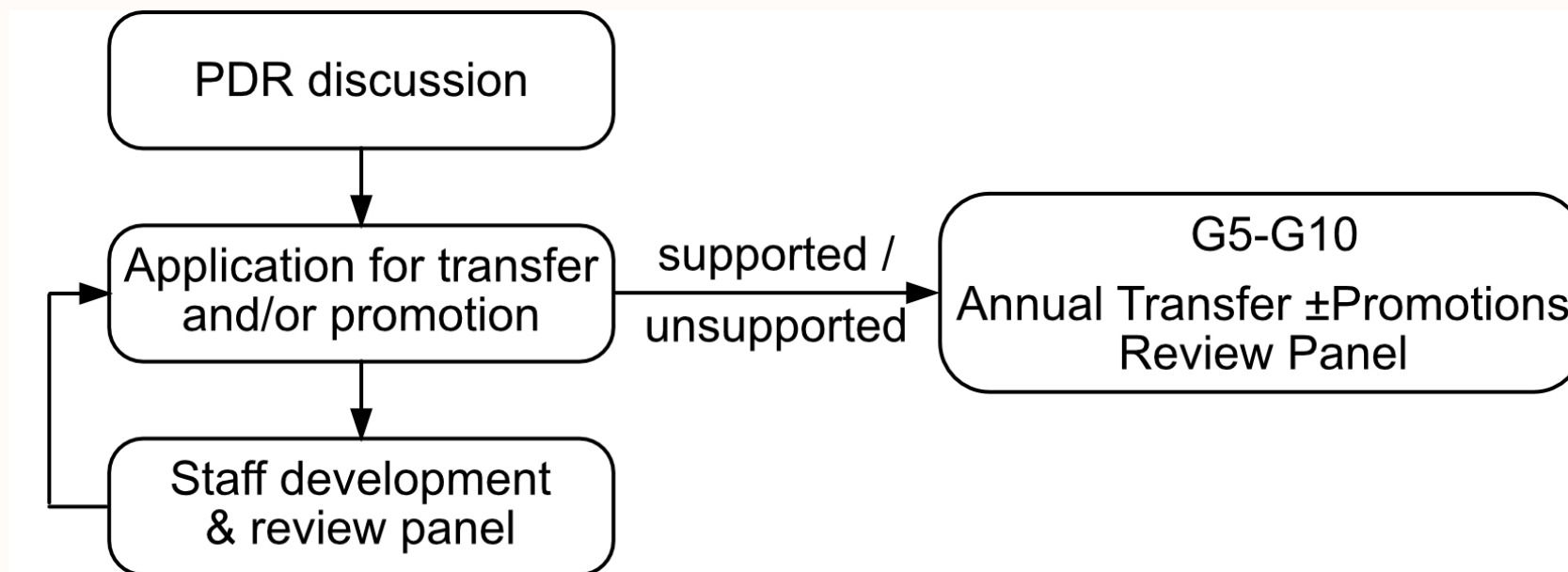
- G6-G10 pathway, G5 can apply for promotion into it.
- Non-compulsory.
- Joining via application for transfer +/- a promotion case.
- Promotion indicators recognise role and professional development.

RESEARCH TECHNICAL PROFESSIONAL PATHWAY *ELIGIBILITY*

- Relevant staff are 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 / <u>UoL's</u> 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 / <u>UoL's</u> 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 through 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 / <u>UoL's</u> 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 <u>UoL</u> priorities.	- You are applying expert specialist scientific / technical knowledge and expertise to lead the development and delivery of team / <u>UoL's</u> 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 <u>UoL</u> 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 <u>UoL's</u> 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.

CURRENT PROGRESS WITH IMPLEMENTATION



- Launched February 2023
- >120 institutions in contact
- Speculative job enquiries from RTPs at other HEIs
- Have now completed 2 cycles
- Will now formally review
- 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.
- Refining guidance given to managers

This year 2023-2024	Last year 2022-2023
Total applications =32 7 Transfer only 6 Promotion only (transfer last year) 20 Transfer and Promotion	Total applications = 52 11 Transfer only 41 Transfer and promotion
13 Transferred	46 Transferred
5 promoted	18 promoted
Overall transfer success rate = 52%	Overall transfer success rate = 89%
Promotion success rate = 31%	Promotion success rate = 51%

TECHNICIAN CASE STUDY



Tony Topping
Promoted to Grade 8

Senior Learning Technologist
School of Engineering

‘The **flexibility of the RTP** is one of its biggest successes and my case highlights this. My activities are pretty varied, from development and dissemination of practice at school level to being the regional co-lead of an international education initiative.

The RTP has allowed me to **show the impact** I’ve had by acknowledging that colleagues can have **a wide range of outputs** and without necessarily **ranking** one output over another.’

POSITIVE IMPACTS

- **Diversified career progression options**
- **Raised aspirations**
- **Culture change**
- **Profile of UoL**
- **Recruitment**
- **Development of MSc**

RISKS / CHALLENGES CREATED

- **Perception of multi-tier system**
- **Managing expectations**
- **Staff structure challenges**
- **Administration**

**Cross-University
approach**

**Push-back on
affordability concerns**

Voluntary scheme

Stakeholder buy-in

**Transfers to RTP need to
be evidenced and justified**

**Supplement with
training and support**



Learn from others

**Communication,
communication,
communication**

Manager / HoD input

Won't be perfect first time

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



CREATING A RESEARCH TECHNICAL PROFESSIONAL CAREER PATHWAY

FURTHER DETAILS

- RTPCareerPathway@liverpool.ac.uk
- Google: Liverpool Research Technical Professional

