



**UCL**

**UCL Professional  
Services Careers Framework  
Data and Insight**

July 2020

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## What should the Careers Framework be used for?

- Reflecting on opportunities and career pathways within your own job family.
- Considering career and progression options across other job families, or the wider institution.
- Understanding behaviours linked to a successful career at UCL.
- Thinking about transferable skills and personal strengths.
- Identifying your skills and experience gaps in reference to career progression.
- Building a personal development plan.
- Preparing for development or career conversations.
- Learning more about UCL colleagues and how they have successfully navigated their careers.

UCL Human Resources and your HR Business Partners can advise on all the above:  
[www.ucl.ac.uk/hr](http://www.ucl.ac.uk/hr).

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## UCL Professional Services Careers Framework

### – Data and Insight

The Professional Services staff population at UCL work across the University, based either in centralised roles or locally in Faculties, Departments and Divisions. This group encompasses an extraordinary range of talent, skills and experience. The UCL Professional Services Careers Framework is designed to help staff to have better career conversations, plan meaningful development, and to experience fulfilling careers. This supports our long-range strategy, UCL 2034, and UCL's commitment to valuing staff.

For information on Career Frameworks and Pathways in other areas in UCL please search for 'Career Pathways' on the UCL website.

The Framework provides the following information within each job family:

- Core experience at professional levels within job families.
- Transferable skills associated with each professional level.
- Development activities that may support vertical and lateral career progression.
- UCL Ways of Working – behaviours linked to success at professional levels throughout the organisation.

The UCL Professional Services Careers Framework should not be considered as an exhaustive resource, or as a guarantee of progression along any defined career pathway, but rather as a tool to support you to consider, discuss and plan your career and development at UCL.



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## What is the Data and Insight Careers Framework?

This framework is a development tool designed to support your thinking about career progression and development in Data and Insight at UCL. This is a generic framework for Data and Insight roles in professional services\* across UCL. It provides clarity and detail about the different job families in this area, signposts potential opportunities to seek out for personal and professional development, highlights transferable skills against each role, and provides a complete overview of the UCL Ways of Working framework.

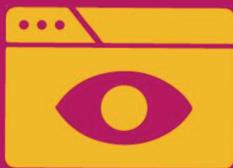
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## Are you a thinker, a browser, a mover or a supporter? How might you use the Careers Framework?

The Professional Services Careers Framework aims to support your career whether you are based centrally or work in a Faculty, Department or Division. It provides clear and consistent information to help you to develop, and to plan your progress.

Depending on where you are in your career journey, the Framework could be used to inform conversations with your Line Manager by providing a foundation for discussions about your ongoing training and development needs, or preparation for the next stage in your career.

## How can you use the Careers Framework?



### Browsers

You are reflecting broadly on a career in one of the UCL Professional Service areas. You use the framework to look at the kinds of experiences and development you might need to join different job families at different grades. You are interested in transferable skills to see what pathway best suits you, and Ways of Working to understand our culture.



### Thinkers

You are thinking about your longer term career, and may be deliberating between a few directions. You use the framework to understand how to gain the kind of experience you need to progress your longer term ambitions. You gain insight into the kinds of development you might consider to take action.



### Movers

You are ready to progress, you know exactly where you want to go. You use a single page of this framework to gain information for your next move. You locate the professional job family and level you are interested in and find relevant information on job titles, experience, skills, development and Ways of Working.



### Supporters

You are a manager, a coach, a mentor or a supportive friend. You use the framework to recruit, inspire and develop staff through meaningful conversations, even if you are not a subject matter expert in this professional field.

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The framework is organised in the following categories:

### **Job Families**

A job family represents a group of jobs that have similar professional characteristics. Although the level of responsibility will differ, the essential nature of activities carried out is consistent across the job family and there is a reasonable expectation that people would progress within the job family between levels.

### **Personal and Professional Development**

The Careers Framework highlights three ways in which Professional Services staff can actively develop their personal and professional skills:

- 1. On the job learning** (learning by doing)
- 2. Learning from others** (through observing and interacting with other people or groups)
- 3. Formal learning** (classroom based).

These are derived from workplace learning theory that suggests:

“The odds are that development will be about 70% from on-the-job experiences – working on tasks and problems; about 20% from feedback and working around good and bad examples of the need; and 10% from courses and reading.”

*Lombardo and Eichinger, 1996.*

The Professional Services Careers Framework points to relevant learning and development suggestions to reach the level at which they are displayed. For example, information displayed at an Advanced Level page refers to the development required to reach an Advanced Level role in that job family.

In most cases development options should not be considered as essential, but as useful suggestions to build, encourage and support staff to build expertise, confidence and experience to enable their next chosen move.

Mandatory training for certain roles (e.g. Health and Safety and GDPR) is not included on the job family pages, as this will be discussed and arranged directly with line managers. Look at the Learning and Development information on the UCL HR site to find more information on development provision. UCL also provides access to LinkedIn Learning, an online training resource.

### **Transferable Skills**

The Transferable Skills Framework supports a flexible professional approach to career planning through highlighting abilities, attributes and behaviours that underpin effective performance. They give a preliminary basis for identifying where transferable skills could be helpful to job mobility, and provide a starting point for understanding strengths. These skills can be developed and refined through working experience or learning interventions as part of Personal and Professional Development. Refer to pages 18 & 19 for further information.

### UCL Ways of Working

- **Personal Excellence**
- **Working Together**
- **Achieving our Mission**

These are UCL's ways of working, which describe how we work, the ways in which we do our jobs and relate to each other, our colleagues, students and stakeholders. They are based on UCL's values and culture, and are key to supporting our 2034 goals. These were identified in consultation with members of staff across UCL, and indicate ways of working that are likely to support a successful career at UCL at each level of the organisation. Refer to pages 20&21 for further information.

### Reference

Lombardo, M.M. and Eichinger, R.W. (1996).  
The Career Architect Development Planner (1st ed.). Minneapolis: Lominger.



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## Job family: Data and Insight

The role of Data and Insight is to help UCL staff to make better decisions using data. Whether we are based in the central Data and Insight team, or another professional service or Vice-Provost office, data and insight professionals at UCL combine an understanding of data management, science, engineering, analysis and visualisation with a drive to help embed a data and insight-driven culture at UCL, and the ability to communicate clearly and effectively with a diverse and demanding set of internal customers.

We are focused on helping UCL staff make better decisions, using leading data and business intelligence technologies to deliver sector-leading analysis and insight to support UCL's strategy. Data and Insight professionals will also be valuable members of the Data and Insight Community of Practice, working collaboratively with the community to develop cross-UCL innovation and good practice. We work with colleagues from different departments across UCL; collaborate closely with colleagues in ISD; and are active contributors in the implementation of UCL's Data and Insight Strategy. We also network within the data and insight field, in higher education and beyond.

We use both technical and communicative skills to help embed the cultural importance of good quality data, and combine subject matter expertise with technical fluency, project management skills and an entrepreneurial spirit. The balance of colleagues' technical expertise will vary: some will be big-data engineers; some will be data management or governance professionals; some will be data storytellers. However, we all have excellent critical-thinking skills, good data intuition, curiosity, a bias to action - and impeccable standards which are recognised as outstanding by customers and peers. Above all we value listening to customers of data and delivering what they need, when they need it.



## Level: Developing/Skilled

### Data and Insight Grade 6

**Typical roles:** Data/Analysis Support, Data Project Support

#### Transferable skills and competencies

FOLLOWING INSTRUCTIONS AND PROCEDURES

WRITING AND REPORTING

WORKING WITH PEOPLE

(see pages 18-19)

#### Experiences

*Activities and responsibilities likely to be required when working at this level*

Maintaining data sources, statistical information and standardised dashboards; utilising a range of techniques, including desk research, to gather data to inform decision-making; developing insights by analysing data; presenting insights from data clearly to facilitate discussion; developing methods of communication of data and insights to a variety of audiences; becoming familiar with one or more of UCL's corporate data systems or statutory returns, including Heidi Plus; analysing, extracting and manipulating data or presenting information using Excel, Tableau or other standard software; cultivating a basic understanding of chart choice; ensuring that data is of the right quality to meet user requirements.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Developing basic skills in Excel; developing experience of working with large, complex datasets; improving data literacy.

##### Learning from others

Member of wider or core Community of Practice (CoP); work shadowing; attend HE data conferences; build an awareness of the HE data landscape.

##### Formal learning

Training in the areas of: Heidi Plus, HESA, statistics, data visualisation, data preparation.

#### UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 20-21). For Ways of Working indicators and steps to development please refer to the Ways of Working website [www.ucl.ac.uk/human-resources/policies-advice/ways-working](http://www.ucl.ac.uk/human-resources/policies-advice/ways-working).

## Level: Independent

### Data and Insight Grade 7

**Typical Roles:** Data Analysis, Reporting Analysis, MI Analysis

#### Experiences

*Activities and responsibilities likely to be required when working at this level*

Delivering data analysis using one or more tools, including Excel, Tableau or Alteryx; producing written reports informed by data and statistics; project management of small team data analytical projects; basic data visualization/ data preparation or data management or engineering work in support of data analysis for a single data domain; forming good relationships with customers to understand their data requirements; explaining the importance of data governance, data protection, and good data-quality; verbal presentation of complex issues and the ability to present recommendations evidenced by data clearly; analysing large data sets and relational databases.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Developing intermediate skills in Excel; developing an understanding of why different data visualisations are effective; developing basic coding skills; improving data literacy; recognising the pros and cons of methods of storing and modelling data; learning how to speak to customers to gather requirements; finding opportunities to back-up statements with data.

##### Learning from others

Member of wider or core Community of Practice (CoP); work shadowing; attend HE data conferences; build an awareness of the HE data landscape; join dissemination events to present information about service area; building a relationship with other internal data professionals.

##### Formal learning

Training in the areas of: Heidi Plus, statistics, data visualisation, coding languages, data preparation, data storytelling, data governance.

#### Transferable skills and competencies

ANALYSING

PRESENTING AND COMMUNICATING INFORMATION

WORKING WITH PEOPLE

(see pages 18-19)

#### UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 20-21).

For Ways of Working indicators and steps to development please refer to the Ways of Working website [www.ucl.ac.uk/human-resources/policies-advice/ways-working](http://www.ucl.ac.uk/human-resources/policies-advice/ways-working).

## Level: Advanced

### Data and Insight Grade 8

**Typical Role:** Senior Level Analysis, Management, Head of Functional area

#### Transferable skills and competencies

PLANNING AND ORGANISING

APPLYING EXPERTISE AND TECHNOLOGY

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

(see pages 18-19)

#### Experiences

*Activities and responsibilities likely to be required when working at this level*

Planning, leading and delivering complex institutional data projects; deep knowledge of a data domain and understanding of how it fits with other domains; leading and developing a team; producing data and insight reports used by senior management across UCL; working with senior staff and stakeholders to understand business requirements for data analysis; using data analysis to inform team strategy; supporting others to deliver data science, collection and analysis projects; taking responsibility for data governance and the data literacy of your team; understanding the HE data domain and its limitations; presenting data visualisation and reports to senior leadership; creating good interpersonal relationships both within teams and with those you do not line manage; recognising future opportunities and threats and leveraging people and technology to deliver timely data solutions; understanding, embedding and influencing others on the importance of data governance, data protection, and good data-quality.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Developing advanced skills in Excel and/or other tools e.g. SQL, or coding languages; developing predictive analytical skills; start thinking about an area of specialism; project management, more advanced data literacy.

##### Learning from others

Presenting data concepts to large audiences; leading a large Community of Practice (CoP) project; attending relevant conferences; mentoring data professionals.

##### Formal learning

Training in the areas of; data science, statistics, Tableau, data visualisation, coding languages or Alteryx, data engineering, project management, data governance.

#### UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 20-21). For Ways of Working indicators and steps to development please refer to the Ways of Working website [www.ucl.ac.uk/human-resources/policies-advice/ways-working](http://www.ucl.ac.uk/human-resources/policies-advice/ways-working).

## Level: Senior

### Data and Insight Grade 9

**Typical Roles:** Deputy Director, Associate Director, Head of Functional area

#### Transferable skills and competencies

CREATING AND INNOVATING

LEADING AND SUPERVISING

DECIDING AND INITIATING ACTION

(see pages 18-19)

#### Experiences

*Activities and responsibilities likely to be required when working at this level*

Presenting, influencing and persuading senior leadership using data; developing and defending strategy using data evidence; prioritising work according to strategic objectives; leading and inspiring teams; cultivating a culture of customer focus and high quality; managing a cross institution analytical service working with, and influencing, ISD; working through complicated and detailed technical issues; delivering sector-leading analysis and insight; advising senior colleagues on strategic data issues and decision making; networking in HE and beyond; delivering projects enabling UCL customers to make better decisions; keeping abreast of the strategic environment; coordinating multiple complex projects to deadline; broad knowledge of data domains; understanding, embedding and influencing others on the importance of data governance, data protection, and good data-quality.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Developing data and insight tools using Tableau, Alteryx, and coding languages; making recommendations to the head of department based on data; workshop facilitation to understand customer needs; developing some aspects of strategy, especially with reference to data.

##### Learning from others

Lead role in a Community of Practice (CoP) or leading a CoP project; attending and presenting at conferences; networking at a more senior level – amongst HE and non-HE; joining a UCL level working group to provide data expertise.

##### Formal learning

Training in the areas of; statistics, Tableau, data visualisation, coding languages or Alteryx, data engineering, data governance; leadership training, train the trainer type of training.

#### UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 20-21). For Ways of Working indicators and steps to development please refer to the Ways of Working website [www.ucl.ac.uk/human-resources/policies-advice/ways-working](http://www.ucl.ac.uk/human-resources/policies-advice/ways-working).

## Leadership level

### Data and Insight Grade 10

**Typical roles:** Senior Management/Director

#### Transferable skills and competencies

FORMULATING STRATEGIES AND CONCEPTS

ENTREPRENEURIAL AND COMMERCIAL THINKING

PERSUADING AND INFLUENCING

(see pages 18-19)

#### Experiences

*Activities and responsibilities likely to be required when working at this level*

Understanding and guiding UCL's data and insight requirements in depth; delivering on institution-wide data and insight technology implementations; influencing and working with UCL's SMT and other senior customers, advising them of internal and external trends; using analysis to make recommendations for UCL-critical decisions; leading and inspiring UCL's data community; co-ordinating, delivering and implementing UCL's data strategy; providing vision and direction for data-driven decision making at institution and sector level; acting as a trusted data supplier and advisor on critical UCL projects; developing and improving UCL's data governance framework; negotiating the political and budgetary landscape to deliver analytical projects; leading the data and insight teams; embedding and deepening UCL's data culture; networking in HE and beyond – nationally and internationally; understanding the strategic environment and best in class data and technology tools.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Working on strategies; leading major data projects; initiating new and creative ways of working; seeking out opportunities to credibly represent UCL in high profile setting, including by leading and embedding data and insight governance.

##### Learning from others

Coaching; advising other HEIs regarding data and technology issues; being seen as a sector expert; attending and presenting at relevant conferences.

##### Formal learning

Leadership and management training; data engineering, data governance.

#### UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 20-21). For Ways of Working indicators and steps to development please refer to the Ways of Working website [www.ucl.ac.uk/human-resources/policies-advice/ways-working](http://www.ucl.ac.uk/human-resources/policies-advice/ways-working).

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## Career Case Studies



### **Si Ning Yeoh** **Research Data Analyst, IOE Research Development Team**

As the Research Data Analyst in the Institute of Education's (IOE) Research Development team, I develop, optimise and maintain IOE's research

information systems, provide key support for IOE's research development initiatives, and manage the data and processes around IOE's preparations for the Research Excellence Framework submission.

Prior to UCL, I was a Research Data Manager at Natcen Social Research. This role provided me with a firm understanding of data governance through the research lifecycle. When I joined UCL late 2018, I relied heavily on this understanding to tackle the interesting challenges of my role.

One of these key challenges has been to set up a dependable, single source of truth on data related to the IOE and beyond. It is vitally important that we

understand how our various data-hosting platforms and processes link to each other, to ensure that we can be confident in our data's integrity and consistency for its reliable use in reporting and decision-making.

The Data and Insight Community of Practice (CoP) has been helpful in this endeavour by allowing me to connect with data professionals across UCL. As a core member of this CoP, I've had the opportunity to co-lead a project to map out the data skills landscape in UCL and set up resources to promote data skills development.

My advice to colleagues would be – experiment! Join new networks, try new best practices, and learn new skills. I've recently become a core member of the Project and Programme Management CoP as well, which has provided fresh new opportunities to improve ways of working and participate in interesting projects.

## Career Case Studies



### **Sam-Aaron Butler** **Data and Insight Analyst, UCL's Planning Division**

My role at UCL is as a Data and Insight Analyst in the Data and Insight Team within the Planning Division. I've been working in this role since April 2019.

The Data and Insight team aim to improve decision making across the university by providing clear and accurate data, and my role largely involves taking data, shaping it, and presenting it in visually engaging ways.

My long term ambition is to work as an academic. I love education and research, so in the last couple of years my focus had been to try and get a role (almost any role) at a University. I was very lucky to find a role at such a prestigious university which has both made good use of my existing skills, and really challenged me to refine them and learn new ones.

My two previous roles since originally graduating had involved data in some form – first as a Knowledge Management Team Leader at a major charity, then as a Business Analyst at a Housing Association. In these two roles I'd learnt the value of data, some of the pitfalls of data when not used

appropriately, and some fairly basic visualisation techniques. These roles certainly helped me into my current role, but I wouldn't have been confident applying for the role if I hadn't done some of the learning I did outside of work.

In the few months before applying for the role at UCL, I finished a part time Master's in Social Research which was great for understanding some statistical concepts and how to apply them practically. However, I think the most important learning for getting me to this point was the various free online training I undertook. I used MOOCs (Massive Online Open Courses) to teach myself Tableau, R, and some Data Storytelling techniques, all of which I utilised in the interview process at UCL. Because of that I'd say my biggest piece of advice for anyone interested in a career in data would be to not feel boxed in by what you already know, or even what you need to know for your current job. There's an incredibly rich array of resources online (and also offline with various Meetups) and some really good support communities for when you get stuck. Anyone at UCL should also definitely get involved with the Data and Insight Community of Practice, which is a great way to learn more, and be inspired about data."

## Career Case Studies



### **Rebecca Allen** **Head of Data & Insight Service (interim),** **Planning Division**

My current role at UCL is as interim Head of the Data & Insight service in the Planning Division, where I've been on secondment since September 2019. I

run the D&I service on a day-to-day basis, develop dashboards, continually look for ways for us to improve our service, and I also work with other data professionals outside our team to develop data skills across UCL and to increase the flow of high quality products onto our server. I also get involved in presenting to and training other teams, working with our Customer Insight governance group to prioritise future work and continually assess our progress, and manage the communications and engagement for the Data & Insight service.

Prior to this I worked in the Office of the Vice-Provost (Education & Student Affairs), where I started as a grade 7 in 2015, running and developing institutional student surveys such as the NSS. Within this team I went on to work in a more senior capacity on broader education and student experience data projects. I joined UCL from the rail industry, so working in that team gave me a good grounding in understanding UCL, access to senior leadership, getting to know the huge and varied user base we have here, as well as an introduction to the broader HE data landscape. I spent a lot of time listening to what people wanted from data insights, and improving and simplifying what had been produced before to help them to make better decisions based on evidence rather than gut feeling. I also learned a huge amount about the importance of good data governance prior to data collection.

I did an English Literature degree (and Master's) so I don't have a statistical or mathematical background. This has meant I've had to work harder than I might have otherwise to prove myself, learn complex statistical concepts and to feel like I was credible in my field, but I feel confident that this background also helps me to understand the perspective of our users and to communicate effectively with them. I tend to learn in a hands-on way, so I advanced my career by volunteering for projects and learning as I did them, saying yes to things I didn't feel quite ready or qualified for, and picking up knowledge from others who were further ahead in their careers than I was. I co-led the Data & Insight Community of Practice for the first two years of its inception, which was a really rich and humbling experience. I learned a lot about how to get the best out of people, as well as the value of pooling our skills and knowledge as data professionals.

I would advise any aspiring (or veteran!) analyst at UCL to get involved with this brilliant and generous community. I'd also recommend finding some people you admire professionally and asking for their advice. People usually love to be asked and as long as you aren't taking up too much of their time, will happily share their advice and experience with you. It is important to get to know your own learning and development style and lean into this – perhaps you like to learn on the job, or maybe you prefer to quietly work your way through online courses. Either way, try to get to know who the key people are in your field, say yes to opportunities that come your way, apply for secondments, and don't be afraid to try anything, even if you don't think you have all the skills yet.

I'm about to go on maternity leave for a year so that's what is next for me. After that – who knows!





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## Transferable Skills

UCL uses a transferable skills and competency framework to highlight abilities and attributes that underpin performance. This approach supports a flexible and inclusive professional approach to career planning. Considering transferable skills can be a starting point in identifying opportunities for job mobility, and in supporting you to recognise and build on your personal strengths. Individuals can develop and refine these transferable skills through working experience and through learning interventions as part of their Personal and Professional Development.

UCL uses the Universal Competency Framework (UCF) to discuss transferable skills. The UCF has been developed for use across different sectors, professions and countries (see Bartram, D. 2002).

### DECIDING AND INITIATING ACTION

Making decisions. Taking responsibility. Acting with Confidence. Acting on own initiative. Taking action. Taking calculated risks.

### RELATING AND NETWORKING

Building rapport. Networking. Relating across levels. Managing conflict. Using humour.

### APPLYING EXPERTISE AND TECHNOLOGY

Applying technical expertise. Building technical expertise. Sharing expertise. Using technology resources. Demonstrating physical and manual skills. Demonstrating cross-functional awareness. Demonstrating spatial awareness.

### FORMULATING STRATEGIES AND CONCEPTS

Thinking broadly. Approaching work strategically. Setting and developing strategy. Visioning.

### ADAPTING AND RESPONDING TO CHANGE

Adapting. Accepting new ideas. Adapting interpersonal style. Showing cross-cultural awareness. Dealing with ambiguity.

### Reference

Bartram, D., 2006. The SHL universal competency framework. Surrey, UK: SHL White Paper.

### LEADING AND SUPERVISING

Providing direction and co-ordinating action. Supervising and monitoring behaviour. Coaching. Delegating. Empowering staff. Motivating others. Developing staff. Identifying and recruiting talent.

### WORKING WITH PEOPLE

Understanding others. Adapting to the team. Building team spirit. Recognising and rewarding contributions. Listening. Consulting others. Communicating proactively. Showing tolerance and consideration. Showing empathy. Supporting others. Caring for others. Developing and communicating self-knowledge and insight.

### ADHERING TO PRINCIPLES AND VALUES

Upholding ethics and values. Acting with integrity. Utilising diversity. Showing social and environmental responsibility.

### PERSUADING AND INFLUENCING

Making an impact. Shaping conversations. Appealing to emotions. Promoting ideas. Negotiating and gaining agreement. Dealing with political issues.

### PRESENTING AND COMMUNICATING INFORMATION

Speaking fluently. Explaining concepts and opinions. Articulating key points of an argument. Presenting and public speaking. Projecting credibility. Responding to an audience.

### WRITING AND REPORTING

Writing correctly. Writing clearly and fluently. Writing in an expressive and engaging style. Targeting communication.

### ANALYSING

Analysing and evaluating information. Testing assumptions and investigating. Producing solutions. Making judgements. Demonstrating systems thinking.

### LEARNING AND RESEARCHING

Learning quickly. Gathering information. Thinking quickly. Encouraging and supporting organisational learning. Managing knowledge.

### CREATING AND INNOVATING

Innovating. Seeking and introducing change.

### PLANNING AND ORGANISING

Setting objectives. Planning. Managing time. Managing resources. Monitoring progress.

### DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

Focusing on customer needs and satisfaction. Setting high standards for quality. Monitoring and maintaining quality. Working systematically. Managing quality processes. Maintaining productivity levels. Driving projects to success.

### FOLLOWING INSTRUCTIONS AND PROCEDURES

Following directions. Following procedures. Time keeping and attending. Demonstrating commitment. Showing awareness of safety issues. Complying with legal obligations.

### COPING WITH PRESSURE AND SETBACKS

Coping with pressures. Showing emotional self-control. Balancing work and personal life. Maintaining a positive outlook. Handling criticism.

### ACHIEVING PERSONAL WORK GOALS AND OBJECTIVES

Achieving objectives. Working energetically and enthusiastically. Pursuing self-development. Demonstrating ambition.

### ENTREPRENEURIAL AND COMMERCIAL THINKING

Monitoring markets and competitors. Identifying business opportunities. Demonstrating financial awareness. Controlling costs. Keeping aware of organisational issues.

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UCL Ways of Working



**UCL Ways of Working.**

These describe ways of working that reflect UCL's culture and values. They are designed to support you to understand and navigate expectations around how we work successfully.

These ways of working were identified in consultation with members of staff across, and provide detail and example around ways of working that are likely to support a successful career at UCL at each level of the organisation.

## Descriptors for UCL Ways of Working

<b>PERSONAL EXCELLENCE</b>	
<b>Commitment</b>	We are persistent in our shared commitment to our goals, our 2034 mission, and to taking care of ourselves, our students and each other.
<b>Outstanding Service</b>	We take pride in delivering a positive and proactive service to our colleagues and communities, striving for high quality outcomes and smarter ways of working.
<b>Integrity</b>	We insist on honesty, inclusion and respect for each other in line with UCL's core values, recognising excellence in different forms. We take full accountability for our actions and leading by positive example.

<b>WORKING TOGETHER</b>	
<b>Communication</b>	We communicate with intention and clarity, building strong relationships – listening and responding with fairness and compassion.
<b>Collaboration</b>	We work creatively in empowered cross-functional teams and partnerships, where we build trust and recognise each other's contributions.
<b>Shared Learning</b>	We create learning-focused working environments, where we ask challenging questions, encourage respectful inquiry, seek continuous improvement and development, and value constructive feedback.

<b>ACHIEVING OUR MISSION</b>	
<b>Vision</b>	We know why our work is important to our 2034 mission, and we respond to the 'bigger picture', drawing out opportunities through being ambitious, united and forward-thinking.
<b>Innovative Practice</b>	We review our practices and innovate where necessary to use our resources effectively, to achieve our aims and support our mission into 2034 and beyond.
<b>Ownership</b>	We understand our responsibilities for delivering timely and effective outcomes, which we achieve through decisive, clear strategies, and well-communicated, consultative plans.

Transferable Skills and UCL Ways of Working are crucial to recruiting and retaining talented staff. They can be used:

- By individuals and managers at UCL to consider and discuss meaningful personal and professional development.
- By managers to who are making hiring or progression decisions to thoroughly explore HOW people work as well as WHAT they do.

To find detailed indicators and examples of how the ways of working can be related to different grades, look at the 'UCL Ways of Working' on the UCL website: [www.ucl.ac.uk/human-resources/policies-advice/ways-working](http://www.ucl.ac.uk/human-resources/policies-advice/ways-working).





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[www.ucl.ac.uk/hr](http://www.ucl.ac.uk/hr)

