



**UCL**

UCL Professional  
Services Careers Framework  
**Communications and  
Marketing (CAM Plus)**

February 2019

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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 – CAM Plus

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 for Professional Services – 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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### A message from Collette Lux, Executive Director of CAM

The Professional Services Career Framework isn't just important to communications and marketing professionals across UCL, it's vital.

Whether you're new to UCL or a stalwart, we each have an important role to play in supporting the vision set out in UCL 2034, helping the UCL community transform how the world is understood, how knowledge is created and shared and the way that global problems are solved. To ensure we will achieve our mission to communicate and engage effectively with the world, every one of us across CAM Plus needs to be engaged, motivated and confident of success.

That's where Career Pathways comes in. Whether you're starting out in your CAM career, establishing yourself or looking to take the next step, Career Pathways offers every member of CAM Plus, opportunities to find out what they need to do to develop their skills, seek out experiences and progress their careers. It will help create more consistent approaches and practices to progression across the UCL community, making it easier to understand all the career options available, whether that means moving to new roles across UCL or within your current division.

Please get involved as everyone wins – you'll explore how to take your career forward by developing the direction you want to achieve, and UCL gains better qualified professionals who are more engaged and motivated to achieve our vision.



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## How to use the Professional Services 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.

The framework is organised in the following categories:

**Job Families.** The CAM Plus Careers Framework encompasses five different job families that span Communications and Marketing roles across the breadth of Professional Services at UCL. A job family represents a group of jobs that operate at different levels, but have similar professional characteristics. Although the level of responsibility and experience 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. Please note that some general roles may be related to more than one job family. You can still use the different job family frameworks to think about career options, and the experience, skills

and development to support your progression.

This framework intends to reflect core job families, but inevitably may not be applicable to every job role.

**Professional Levels.** The Careers Framework uses five levels of seniority to describe career paths. These are displayed with associated indicative UCL grades for clarity. Not all job families will spread across all job levels, but a viable job family should contain three levels as a minimum.

**Experiences.** This section indicates the kind of activities and responsibilities that people are very likely to have experienced professionally when they are operating at this job level. This should provide job-level based information for each job family, rather than describe individual jobs. The information is therefore not exhaustive, and is focused on general indicative experience rather than job-specific tasks. For details around specific jobs you will need to refer to individual job descriptions (look at the UCL Recruitment pages on the HR website for further details). Please note that similar experience may be present across several levels, differing in context and complexity.





### Personal and Professional Development

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

1. **Learning by doing** (on the job learning)
2. **Interactions with others** (through observing and interacting with other people or groups)
3. **Formal training** (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 chosen next move.

Mandatory training for certain roles (eg 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 Lynda.com, an online training resource.

Professional bodies such as the Chartered Institute of Marketing ([www.cim.co.uk](http://www.cim.co.uk)) and the Institute of Practitioners in Advertising ([www.ipa.co.uk](http://www.ipa.co.uk)) are useful sources of good quality industry-recognised courses and qualifications.



### **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 8 & 9 for further information.

### **Reference**

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

### **UCL Ways of Working for Professional Services**

- Personal Excellence
- Working Together
- Achieving our Mission

These are UCL's ways of working for Professional Services, 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 Professional Services, and indicate ways of working that are likely to support a successful career at UCL at each level of the organisation. Refer to page 10&11 for further information.

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## Background to the Professional Services Careers Framework

### How was the information identified?

The UCL Organisational Development team worked closely with representatives of each job family across UCL, ensuring equal representation from people based in faculties, departments or divisions alongside those based centrally. The groups worked out key expectations around skills, experience and transferable skills in their own areas. Existing job descriptions, strategic direction and individual professional judgement and experience were used to distinguish as clearly as possible between levels. This

information was then validated and tested by other members of the job families, and finally approved by senior teams.

### What are Communities of Practice?

Fostering greater clarity, cohesion and continuous improvement, Communities of Practice bring together colleagues working in similar practice areas from across UCL.

The CAM Plus Community of Practice brings together people who are involved with communications and marketing from across UCL.

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## CAM Plus Communities of Practice

CAM Plus Communities of Practice			
Student Recruitment	Internal Communications	Digital Communications	Events Management
Staff who inform and influence prospective student choice from raising awareness through to enrolment. It is the first stage in both the student lifecycle and the student experience.	Staff who use the full range of communications tools and techniques to understand, respond, inform and excite UCL staff and students so that they feel delighted with their experience as members of the UCL community.	Staff who understand and employ the most effective suite of digital tools and techniques to inform, engage and influence UCL's internal and external audiences.	Staff who use organisational skills to envision, plan and execute time-bound events that are delivered to defined audiences from the UCL stakeholder community.

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## Transferable Skills

UCL uses a transferable skills and competency framework to highlight abilities and attributes that underpin effective 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).

### Reference

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

### 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.

### 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 for Professional Services



**UCL Ways of Working for Professional Services.** 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 Professional Services, 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.

Within each level of the Professional Services Careers Framework you will see the outline indicators for each core behaviour. These are a starting point to consider ways of working at different job levels.

## Descriptors for UCL Ways of Working for Professional Services

PERSONAL EXCELLENCE	
<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.

WORKING TOGETHER	
<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.

ACHIEVING OUR MISSION	
<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 for Professional Services 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 for Professional Services' on the UCL website .

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### Web content management job family

#### **What is web content management?**

Web content management is currently undertaken by thousands of people at UCL. It plays a bigger part in digital communication roles but across academic departments, the role is rarely specialized and is often carried out by communication generalists, administrators or academic staff.

However, as the importance of digital communication, marketing and engagement grows, developing an expert understanding of web content management as part of a specific role at UCL should ideally grow in importance, as expertise in Search Engine Optimisation (SEO), user experience, digital accessibility and digital marketing are vital to effective web content management.

Depending on the skill level of someone working in web content management, they might need to know how to create, upload and format user-friendly SEO-optimised web content that is written for web and mobile, manage multi-media (images and video) according to best practice, understand how to optimise web content for multi-channel campaigns, and have a thorough understanding of digital accessibility across all these areas.



## Career case study

### Clare Kennedy

I've worked in the role of Digital Service and Experience Manager in the Digital Presence team within Information Services Division for three years.



Our team's main focus is to support colleagues across UCL through our website building service. As well as providing content strategy and user experience advice to UCL web content managers, my role as product owner within the team is to represent our stakeholders and ensure that development of UCL's main Content Management System (CMS) truly meets the needs of digital communication and marketing staff at UCL.

Before joining UCL I worked in a variety of digital production and communication roles in the private and HE sectors. My experience at University of the Arts London, providing web support and managing corporate website content, has certainly shaped the direction of my career and I've gradually moved from communication and content management roles to this more technically-focused role within a large IT department. This has allowed me to learn a whole range of new skills and I find our recently adopted agile approach to digital platform development particularly rewarding.

A slight career diversion in 2015 led me to become UAL's first Internal Communications Manager and my work on their first staff and student portal has definitely paved the path leading to my latest challenge: the role of Technical Lead in the development of the first UCL-wide staff intranet.

Web content management is rarely a dedicated role, even in large organisations, as it cuts across all aspects of communication and marketing. Internal and external communication, digital marketing, CRM and digital engagement all depend in some way on well-presented and compelling digital content. Because of its importance and because it requires specialist knowledge and expertise, it definitely deserves recognition as a career pathway. A good content manager needs a range of digital skills: web writing, accessibility, SEO and user experience are vital and an appreciation of web design and development are always useful.

My advice for those on the web content management pathway at UCL would be to hone those basic content management skills as they are the bedrock of communication and marketing success and they can pave the way to a range of roles within the communication and marketing area at UCL and beyond. UCL's content landscape is rich and varied and optimising the way we present our content to the world underpins our strategic aims of showcasing our ground-breaking research and engaging with a global audience.

Finally, do join one of the Communities of Practice. The Digital Community would be ideal for someone in a web content management role. In a large and complex organisation like ours, the Digital Community provides opportunities to shape UCL's digital presence for the better. As a member, you will benefit from shared expertise, access learning that will improve your own skillset and gain valuable exposure to the many digital roles available at UCL.

## Career case study

### Charlotte Choudhry

I am the Communications and Marketing Manager for the Faculty of Mathematical & Physical Sciences; I started out at UCL specialising in digital communications but have gradually moved over to marketing and communications.



A large part of my role definitely falls under the Web Content Management job family, however, the other job families are also relevant to my current position. A typical day can involve anything from discussing UCL academics' roles in the latest NASA space mission, to writing marketing plans and creating campaigns across digital platforms to help us achieve our student recruitment targets.

All of these elements require a strong web presence; a marketing campaign will only be as strong as the landing page that you select. It is imperative that departmental websites are attractive and user-friendly as well as being adapted for SEO. I've recently completed the CIM Diploma in Professional Marketing and this has helped underline the importance of having a strong understanding of web-based technologies.

I started at UCL as an Administrative Coordinator in a department eight years ago and got involved with additional projects such as digitising UCL Academic Regulations, migrating websites and teaching myself CSS coding as I transitioned from administration into digital communications and then to marcomms. Working at departmental level really helped give me insight into the student experience, which was invaluable when I started web content management. I was awarded a Faculty-funded scholarship for external courses in web content management and digital marketing, and this, along with attending and contributing to UCL Web Standards and other groups, helped me to progress to my current role.

My experience in the Faculty enabled me to put a business case together for my CIM Diploma in Professional Marketing. This, complemented by my existing expertise in web content management, further honed my skills in strategic marketing, allowing me to have the opportunity to expand and build upon my current skillset.

I would give the following advice to anyone looking to follow a similar path: make the most of any training opportunities that come your way. Mixing with others who work in the similar roles in different sectors was really interesting and I learnt a lot from that interaction alone. If you are unable to commit to part-time study, then attending conferences or joining an industry recognised group and going along to their workshops or socialising events can be really eye-opening.

## Level: Developing/Skilled

### Indicative grade 5/6

**Example job title:** Web Content Assistant, Digital Communications Assistant

#### Experiences

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

Drafting and formatting web content using CMS; Edit pictures for the web (ideally using Adobe Creative Suite or similar); Being a first point of contact for CMS; Collate and coordinate web content

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Familiarity with UCL guidelines (visual identity, and house style); Basic CMS use; Customer relationship management; CMA aware/apply knowledge; Awareness of legislation relating to web content; 'Writing for the web'.

##### Interactions with others

Shadowing to learn about CAM/ Faculty activities; Communities of Practice; Lunch and learn.

##### Formal training

'Writing for the web' training courses/plain English; CMS training course; Drupal training.

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Being able to recognise and report bullying, harassment and discriminatory behaviour.  
Serving colleague and stakeholder needs as efficiently and effectively as possible.  
Being consistent and doing what you say you will do.  
Planning effectively so that work is delivered and others are not delayed.

##### Working Together

Being a collaborative member of your team.  
Actively seeking out feedback and opportunities to develop.  
Building rapport and being comfortable talking to others.  
Being open to feedback to improve the quality of your work.

##### Achieving Our Mission

Understanding how your work fits in with others' and its importance in the wider context.  
Bringing a positive attitude to change or innovation.  
Working methodically, prioritising and managing a reasonable amount of tasks.  
Planning effectively and recognising and flagging any delivery problems ahead of time.

#### Transferable skills and competencies

FOLLOWING INSTRUCTIONS AND PROCEDURES

WRITING AND REPORTING

ACHIEVING PERSONAL WORK GOALS AND OBJECTIVES

(see pages 8-9)

## Level: Independent

### Indicative grade 7

**Example job title:** Web Content Manager/Web Content Editor

#### Transferable skills and competencies

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

APPLYING EXPERTISE AND TECHNOLOGY

PERSUADING AND INFLUENCING

(see pages 8-9)

#### Experiences

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

Write/edit content; producing/maintaining website structure; Awareness of user-centred design; Advise and guide editors to use CMS effectively; Plan content according to content production schedule; Report on performance of content (analytics); Oversee and edit the work of others; Managing discrete web content projects; Liaise with professional and academic stakeholders across UCL; Promoting good web practice and ensuring that standards are adhered to; Put together and control project budgets.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Adapt content to meet SEO accessibility, usability best practice; Project working. Creating and managing project related budgets.

##### Interactions with others

Join Digital networks; Shadowing to learn specific skills; attend relevant conferences.

##### Formal training

CMA, SEO; Analytics; Web architecture/taxonomy course; User experience (UX) training; using design, maintenance interface (developer). Plan for undertaking a professional qualification.

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Being supportive and kind to others around you.  
Persistently committed to providing a responsive and helpful service.  
Taking time to appraise situations and to consult where necessary.  
Having zero tolerance to bullying, harassment and discriminatory behaviour in teams.

##### Working Together

Delegating with appropriate guidance and encouraging initiative.  
Giving timely, actionable feedback and seeking feedback yourself.  
Promoting personal and professional development for yourself and others.  
Finding creative ways to document and share solutions to standard situations and/or problems.

##### Achieving Our Mission

Willing to try new ideas which may improve outcomes.  
Being clear on how your work and that of your team fits into overall UCL 2034 objectives.  
Willing to work with teams from the extended UCL community on cross-institutional projects.  
Working to a plan and knowing how individual tasks and responsibilities fit into it.

## Level: Advanced

### Indicative grade 8

**Example job title:** Digital Manager, Web Manager

#### Experiences

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

Contribute to digital strategy; Content design and modelling; Create and disseminate content guidelines and policies/governance; Design staff training programmes for web; Manage other content producers/managers and supplier relationships; implementing user research and UX best practice; Using Google Analytics to inform strategy; Project management and use of project management software; Apply knowledge of enterprise and open source CMS platforms (e.g. Drupal); Apply knowledge of information security and digital accessibility.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Expert user of CMS;  
Understanding of Agile development methodology.

##### Interactions with others

Represent web standards at senior levels and championing best practice; attending and speaking at relevant conferences; get involved with informal sharing with other HE institutions.

##### Formal training

UX training; Content design;  
Content strategy/taxonomy.

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Responding proactively to the needs of colleagues and students.  
Making inclusivity core to actions and decision-making for self and team.  
Role-modelling an ability to balance work and personal needs.  
Delivering on commitments to tasks and people.

##### Working Together

Listening closely, and speaking with clarity to colleagues, students and stakeholders to build rapport and credibility.  
Sharing relevant knowledge and experience and encouraging those around you to do the same.  
Empowering others by giving them freedom to act, and recognising their achievements.  
Letting relevant colleagues, stakeholders and wider communities know what's happening at all stages.

##### Achieving Our Mission

Demonstrating clarity about how your work fits into the wider UCL mission and what you can do to support the 2034 goals.  
Defining objectives and setting out clear and relevant future goals.  
Being able to monitor and manage multiple projects.  
Accepting accountability for your own decisions and actions.

#### Transferable skills and competencies

LEADING AND SUPERVISING

ANALYSING

RELATING AND NETWORKING

(see pages 8-9)

## Level: Senior

### Indicative grade 9

**Example job title:** Head of Digital, Head of Web Content

#### Transferable skills and competencies

CREATING AND INNOVATING

FORMULATING STRATEGIES AND CONCEPTS

PRESENTING AND COMMUNICATING INFORMATION

(see pages 8-9)

#### Experiences

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

Own digital strategy and governance in line with business objectives; Oversee content production capability including resource and technology decisions; Negotiate and approve contracts or service level agreements relating to content production; Manage a programme of interrelated projects; Lead team of content managers and producers; Apply knowledge of emerging technologies, APIs and platform/social integrations; Apply knowledge of information security and accessibility.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Lead a team within a matrix environment; HR issues; Keep abreast of new trends and emerging digital channels/social media platforms; budget/finance management.

##### Interactions with others

Presenting to Governance Groups and project boards.

##### Formal training

Project/ Programme Management training; Management and Leadership Training; Managing budgets/ finance training.

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Following through on commitments to people and tasks.  
Having an adaptable and flexible approach, seeking ways to do things better.  
Showing an active commitment to inclusion and diversity.  
Visibly demonstrating supportive leadership.

##### Working Together

Encouraging others to pursue their development needs, and exploring options with them.  
Being able to give, and receive timely and constructive feedback.  
Proactively working with other people, teams and functions for the benefit of the institution.  
Sharing information and keeping all relevant parties in the loop.

##### Achieving Our Mission

Providing a clear strategic direction and making sure everyone has what they need to get the job done.  
Encouraging innovative ways of working that benefit the organisation, based on robust understanding of processes and practices.  
Setting appropriate challenges and being clear around individual responsibilities.  
Letting others take ownership of their decisions.

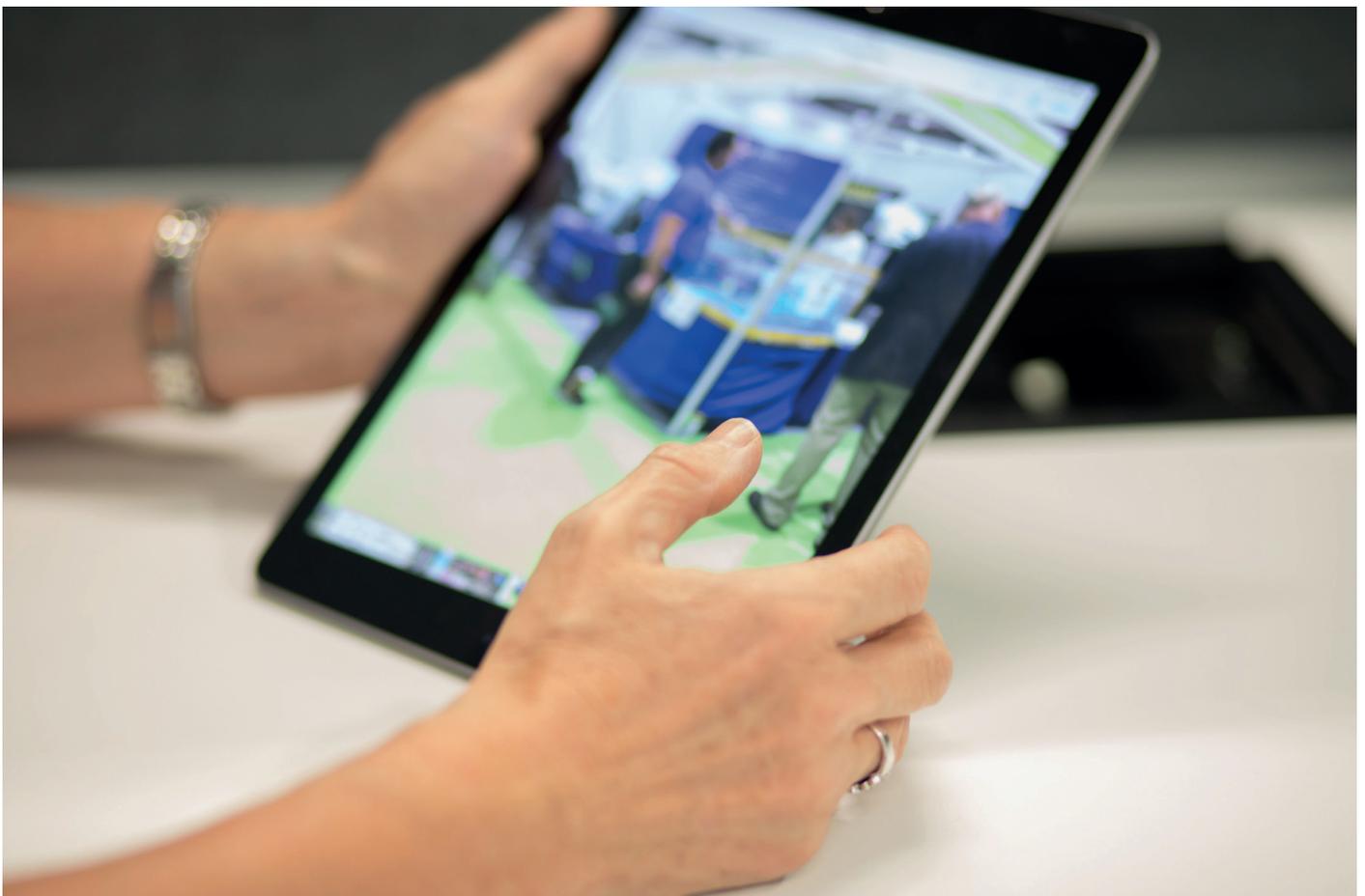
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## Social media job family

### What is social media?

Social media plays an important part of many people's work at UCL, especially for those of us who specialise in Digital Communications. However, while many people use social media in their jobs, developing an expert understanding of social media as part of a specific role at UCL is still fairly rare, although it is an emerging area that is likely to grow.

Depending on the skill level of someone working in social media, they might need to know how to post content, understand how to plan and evaluate multi-channel campaigns to effectively engage with a wide audience, or be able to respond effectively to a Twitter crisis.



## Career case study

### Therese Johns

I'm currently Acting Communications and Marketing Manager, Faculty of Brain Sciences. This role encompasses all of the job families to varying degrees, but I've made social media a particular priority.



I'm responsible for developing and implementing strategies to communicate the Faculty's reputation and reach through a range of channels (mostly digital). I also help shape communications for the Faculty's institutes and divisions – most of which don't have a full-time comms lead. What interests me most is unifying our variety of departments and channels to form cohesive cross-Faculty communications. I'm particularly keen on establishing best practice standards for all kinds of digital content, to make sure that Institute/Division, Faculty, School and UCL messages are as consistent as possible.

For example, Twitter is a really important external and internal channel for us; to embed best practice, I've held workshops, managed our annual 'Communication is Key' event, and created social media guidelines.

I started in the Faculty as a graduate trainee over two years ago and was made permanent as Communications Officer six months later. I began acting up as Manager about 18 months after that.

I recently finished a part-time secondment to UCL Engineering, working on student communications. Working in a different Faculty and encountering new challenges and audiences was fantastic. For the Digital Community of Practice, I recently led a successful project on 'Smarter Social Media' which joined up institutional UG Open Day communications.

Social media is a tricky pathway. Often, job descriptions that call for social media experience actually want digital marketing experience. It also usually forms part of a wider digital communications role, but not as a specialism.

However, your social media management reflects your wider communications management: how do you develop key messages? How do you produce and coordinate content? How do you evaluate success? Social media is a highly visible and accessible channel, so don't underplay its importance.

My main advice to colleagues is – just ask! This doesn't always feel easy to do – but I've found that others are generally really willing to help out, share their expertise, or get on board with your project.

Also, seize opportunities to break out of your bubble and get involved with projects and work with new colleagues across the wider university. Networks and groups like the Communities of Practice are invaluable for this!

Finally: know yourself. Recognise and address your weaknesses, but be confident in your strengths and value too.

## Level: Developing/Skilled

Indicative grade 5/6

Example job titles: Communications Assistant/Communications Officer

### Transferable skills and competencies

PLANNING AND ORGANISING

FOLLOWING INSTRUCTIONS AND PROCEDURES

WRITING AND REPORTING

(see pages 8-9)

### Experiences

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

Draft content and post to social media; Day-to-day maintenance and monitoring of social media accounts, which would include curating and posting content across relevant channels; Flag/escalate issues when necessary; Implement communication plans using scheduling software where necessary; Perform administrative duties as required.

### Personal and professional development

*Development options to consider when working towards this level*

#### On the Job Learning

Familiarise self with UCL guidelines.

#### Interactions with others

Join Community of Practice to gain knowledge of main social media channels; Observe different social media activities from a variety of sectors.

#### Formal training

Awareness of different digital tools and platforms; Gain understanding of analytics or scheduling tools eg Google analytics; Instagram analytics.

### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

#### Personal Excellence

Being able to recognise and report bullying, harassment and discriminatory behaviour.

Serving colleague and stakeholder needs as efficiently and effectively as possible.

Being consistent and doing what you say you will do.

Planning effectively so that work is delivered and others are not delayed.

#### Working Together

Being a collaborative member of your team.

Actively seeking out feedback and opportunities to develop.

Building rapport and being comfortable talking to others.

Being open to feedback to improve the quality of your work.

#### Achieving Our Mission

Understanding how your work fits in with others' and its importance in the wider context.

Bringing a positive attitude to change or innovation.

Working methodically, prioritising and managing a reasonable amount of tasks.

Planning effectively and recognising and flagging any delivery problems ahead of time.

## Level: Independent

### Indicative grade 7

**Example job titles:** Communications Officer/Senior Communications Officer

#### Transferable skills and competencies

ANALYSING

PRESENTING AND COMMUNICATING INFORMATION

CREATING AND INNOVATING

(see pages 8-9)

#### Experiences

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

Create/ approve content; Plan and deliver social media campaigns using social media management tools, in line with wider strategy and goals; Oversight of social media activity with responsibility for escalating crisis where necessary; Analysing and reporting on social media activities; Delivering training for teams and other relevant stakeholders on request; Delegating where applicable; Supervise/manage team members and external consultants and agencies.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Understanding digital best practice and protocols; Using online channels to target groups, increase engagement and influence behaviour; Use of analytics; Social media scheduling software

##### Interactions with others

Become a core member of the Community of Practice and attend Lunch and Learns.

##### Formal training

Professional certificate/ qualification in digital comms or marketing eg CIM/IPA modules/ City and Guilds Social Media and Digital Marketing Qualification. Project management training. Plan for undertaking a professional qualification.

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Being supportive and kind to others around you.  
Persistently committed to providing a responsive and helpful service.  
Taking time to appraise situations and to consult where necessary.  
Having zero tolerance to bullying, harassment and discriminatory behaviour in teams.

##### Working Together

Delegating with appropriate guidance and encouraging initiative.  
Giving timely, actionable feedback and seeking feedback yourself.  
Promoting personal and professional development for yourself and others.  
Finding creative ways to document and share solutions to standard situations and/or problems.

##### Achieving Our Mission

Willing to try new ideas which may improve outcomes.  
Being clear on how your work and that of your team fits into overall UCL 2034 objectives.  
Willing to work with teams from the extended UCL community on cross-institutional projects.  
Working to a plan and knowing how individual tasks and responsibilities fit into it.

## Level: Advanced

### Indicative grade 8

**Example job titles:** Social Media Manager/Communications Manager

### Transferable skills and competencies

LEADING AND SUPERVISING

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

DECIDING AND INITIATING ACTION

(see pages 8-9)

### Experiences

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

Setting strategy and goals in line with UCL business objectives; Produce and evaluate comms strategies in line with faculty goals and UCL 2034 Strategy; Lead, sign off and report on social media campaigns; Crisis resolution with limited supervision, escalating to relevant senior leaders; Analyse social media analytics and use findings to inform strategy; Engage and manage team and external consultants/agency staff.

### Personal and professional development

*Development options to consider when working towards this level*

#### On the Job Learning

Supporting the production and evaluation of comms strategies in line with faculty goals and UCL 2034 Strategy. Keep up with emerging trends to ensure best mix of social media channels and up-to-date platforms.

#### Interactions with others

Networking and building relationships with Heads of Departments; attending and contributing to senior meetings.

#### Formal training

Professional diploma/qualification in digital comms or marketing eg CIM/IPA; Training on managing marketing budgets on campaigns or sponsored contents.

### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

#### Personal Excellence

Responding proactively to the needs of colleagues and students.

Making inclusivity core to actions and decision-making for self and team.

Role-modelling an ability to balance work and personal needs.

Delivering on commitments to tasks and people.

#### Working Together

Listening closely, and speaking with clarity to colleagues, students and stakeholders to build rapport and credibility.

Sharing relevant knowledge and experience and encouraging those around you to do the same.

Empowering others by giving them freedom to act, and recognising their achievements.

Letting relevant colleagues, stakeholders and wider communities know what's happening at all stages.

#### Achieving Our Mission

Demonstrating clarity about how your work fits into the wider UCL mission and what you can do to support the 2034 goals.

Defining objectives and setting out clear and relevant future goals.

Being able to monitor and manage multiple projects.

Accepting accountability for your own decisions and actions.

**Level: Senior**

**Indicative grade 9**

**Example job title:** Head of Communications

**Transferable skills and competencies**

ENTREPRENEURIAL AND COMMERCIAL THINKING

PERSUADING AND INFLUENCING

FORMULATING STRATEGIES AND CONCEPTS

(see pages 8-9)

**Experiences**

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

Responsibility for leadership, innovation and new ways of thinking across communications; Produce policies to ensure effective use by multiple users; Lead, support and develop a team; Produce social media strategy in line with departmental business objectives; Responsibility for crisis planning and resolution, working with other senior UCL staff and stakeholders; Risk analysis and sign off for contracts or service level agreements.

**Personal and professional development**

*Development options to consider when working towards this level*

**On the Job Learning**

Line managing a team; delivering strategies; plan and work to a budget.

**Interactions with others**

Senior team network; Chairing seminar groups; represent your department at institutional level.

**Formal training**

Management / leadership training/ financial or budget training.

**UCL Ways of Working for Professional Services**

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search “UCL Ways for Working for Professional Services” on the UCL website.*

**Personal Excellence**

Following through on commitments to people and tasks.  
 Having an adaptable and flexible approach, seeking ways to do things better.  
 Showing an active commitment to inclusion and diversity.  
 Visibly demonstrating supportive leadership.

**Working Together**

Encouraging others to pursue their development needs, and exploring options with them.  
 Being able to give, and receive timely and constructive feedback.  
 Proactively working with other people, teams and functions for the benefit of the institution.  
 Sharing information and keeping all relevant parties in the loop.

**Achieving Our Mission**

Providing a clear strategic direction and making sure everyone has what they need to get the job done.  
 Encouraging innovative ways of working that benefit the organisation, based on robust understanding of processes and practices.  
 Setting appropriate challenges and being clear around individual responsibilities.  
 Letting others take ownership of their decisions.

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## Internal communications

### What is internal communications?

Internal communications staff use the full range of communications tools and techniques to understand, respond, inform and excite UCL staff and students so that they feel delighted with their experience as members of the UCL community.



## Career case Study

### Manpreet Dhese

I am The Bartlett's Faculty Director of Communication and Marketing. My role entails every part of the full Marketing Communications spectrum within Higher Education, but I would say my role falls under internal



communications. Being in a faculty role requires internal stakeholder engagement and communications about projects and initiatives – without internal buy-in, none of them would happen or be as successful as they are.

The Faculty Communications and Marketing team are all specialists looking after areas that are aligned to the Communities of Practice; this enable me to be very diverse and that's what I really enjoy about my role – I get to have my fingers in many pies and focusing on many audiences. A typical day could go from having a meeting about strategic initiatives the Dean would like to implement, to a conversation about student recruitment marketing through to some events planning, to looking at printed proofs and seeing how this publication could also work online.

I joined UCL eight years ago and I started as a Marketing and Communications Officer in a Professional Services department – this taught me an incredible amount in terms of working collaboratively at UCL. I got involved in Astrea when that was launching and I got to work on projects that covered the full spectrum of Marketing Communications both within Astrea and my day job, but I was also completing my Master's degree and running a coffee shop I owned with my brother! I came over to The Bartlett on a secondment and the reason I applied was that I was looking at the scale of the projects I could be involved in – I didn't want to do the same thing I was doing on a day-to-day basis and The Bartlett had a number of high-profile change management projects, which placed me firmly outside my comfort zone, but has ultimately helped me grow and become even more ambitious on projects.

My advice is simple: be strategic in what you do. I was signed off with exhaustion by my 28th birthday as I was doing far too much – you get into the mindset that you need to do everything to get experience or have an edge and being signed off taught me the most valuable lesson I've learnt to date: everything in moderation. Think about the longer-term goal and what steps you can take to get there without it being detrimental to your health!

## Level: Developing/Skilled

### Indicative grade 5/6

**Example job titles:** Communications Assistant, Communications Officer

#### Experiences

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

Draft copy, under the guidance of more senior comms staff; Assist with the production of newsletters; Write/draft copy; Update webpages and/or intranet; Using digital communication channels; Organise general team support

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Hone writing, and proofreading skills; proofreading sharing key messages on digital channels; Read and recall UCL values, brand, house style etc; Develop basic skills in design/graphics software e.g. Adobe or free online resources (dependent on channels); Writing for the web/different channels.

##### Interactions with others

Attend Community of Practice and Communications Forum sessions to learn from more experienced colleagues; Observe best digital practice across web; being proactive in seeking out opportunities to support comms across your area.

##### Formal training

E-newsletter training session (external or internal provider); Proofreading training; Website CMS training (internal UCL provider); basic image editing in photoshop: Design/graphics software e.g. Adobe or free online resources (dependent on channels).

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Being able to recognise and report bullying, harassment and discriminatory behaviour.  
Serving colleague and stakeholder needs as efficiently and effectively as possible.  
Being consistent and doing what you say you will do.  
Planning effectively so that work is delivered and others are not delayed.

##### Working Together

Being a collaborative member of your team.  
Actively seeking out feedback and opportunities to develop.  
Building rapport and being comfortable talking to others.  
Being open to feedback to improve the quality of your work.

##### Achieving Our Mission

Understanding how your work fits in with others' and its importance in the wider context.  
Bringing a positive attitude to change or innovation.  
Working methodically, prioritising and managing a reasonable amount of tasks.  
Planning effectively and recognising and flagging any delivery problems ahead of time.

#### Transferable skills and competencies

WRITING AND REPORTING

FOLLOWING INSTRUCTIONS AND PROCEDURES

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

(see pages 8-9)

## Level: Independent

### Indicative grade 7

**Example job titles:** Communications Officer, Senior Communications Officer, Communications Manager, Faculty Communications Manager

#### Transferable skills and competencies

CREATING AND INNOVATING

PRESENTING AND COMMUNICATING INFORMATION

DECIDING AND INITIATING ACTION

(see pages 8-9)

#### Experiences

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

Deliver effective internal communications; Align local communications with broader strategic aims; Pro-actively network across UCL, and with external institutions and partners; Develop working relationships with external communications colleagues; Evaluate existing comms channels to maximise and deliver improvement where necessary; Supervise and deliver projects; Ideally supervise people. Put together and control project budgets.

#### Personal and professional development

*Development options to consider when working towards this level*

##### Learning by doing

Determine internal audiences and segment to tailor comms; Apply the visual identity; Audit requirements of internal comms audiences and make recommendations e.g. learning how to conduct and report on effective focus groups or surveys; Scoping new potential channels. Creating and managing project-related budgets.

##### Interactions with others

Build a network, discuss issues, challenges and opportunities with other practitioners; Undertake own CPD (e.g. through professional body) Attend external events and conferences e.g. Universities UK, Innovations and Marketing for HE. Build awareness of HE landscape in order to formulate appropriate messages.

##### Formal training

Analysis/evaluation training; Develop knowledge/best practice via CPD with professional bodies or, institutional training resources e.g. Lynda.com; Introduction to project management training. How to lead a project. Plan for undertaking a professional qualification.

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Being supportive and kind to others around you.  
Persistently committed to providing a responsive and helpful service.  
Taking time to appraise situations and to consult where necessary.  
Having zero tolerance to bullying, harassment and discriminatory behaviour in teams.

##### Working Together

Delegating with appropriate guidance and encouraging initiative.  
Giving timely, actionable feedback and seeking feedback yourself.  
Promoting personal and professional development for yourself and others.  
Finding creative ways to document and share solutions to standard situations and/or problems.

##### Achieving Our Mission

Willing to try new ideas which may improve outcomes.  
Being clear on how your work and that of your team fits into overall UCL 2034 objectives.  
Willing to work with teams from the extended UCL community on cross-institutional projects.  
Working to a plan and knowing how individual tasks and responsibilities fit into it.

## Level: Advanced

### Indicative grade 8

**Example job titles:** Communications Manager, Faculty Communications Manager, Communications Business Partner

#### Experiences

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

Manage teams; Extensive knowledge in the field; Develop and deliver on internal comms strategy; Setting standards for internal comms best practice; Manage a programme of concurrent internal comms projects; Negotiating and influencing senior stakeholders to deliver internal comms strategy; Draft messages and scripts for leaders; Manage editorial calendars; Ability to plan and manage budgets; Align strategy with broader 2034 vision; Evaluating and reporting on progress on strategic aims. Professional qualification highly desirable.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Learn appropriate tone of voice for leadership messaging; Hone influencing skills, particularly with senior stakeholders presentation skills.

##### Interactions with others

Learn about good practice for comms strategies; Explore innovation in practice area.

##### Formal training

Leadership/ management training; Project or programme management training; qualification/ diploma from professional body.

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Responding proactively to the needs of colleagues and students.

Making inclusivity core to actions and decision-making for self and team.

Role-modelling an ability to balance work and personal needs.

Delivering on commitments to tasks and people.

##### Working Together

Listening closely, and speaking with clarity to colleagues, students and stakeholders to build rapport and credibility.

Sharing relevant knowledge and experience and encouraging those around you to do the same.

Empowering others by giving them freedom to act, and recognising their achievements.

Letting relevant colleagues, stakeholders and wider communities know what's happening at all stages.

##### Achieving Our Mission

Demonstrating clarity about how your work fits into the wider UCL mission and what you can do to support the 2034 goals.

Defining objectives and setting out clear and relevant future goals.

Being able to monitor and manage multiple projects.

Accepting accountability for your own decisions and actions.

#### Transferable skills and competencies

LEADING AND SUPERVISING

FORMULATING STRATEGIES AND CONCEPTS

PERSUADING AND INFLUENCING

(see pages 8-9)

## Level: Senior

### Indicative grade 9

**Example job titles:** Senior Communications Manager, Head of Communications

#### Transferable skills and competencies

PERSUADING AND INFLUENCING

ENTREPRENEURIAL AND COMMERCIAL THINKING

RELATING AND NETWORKING

(see pages 8-9)

#### Experiences

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

Set and direct internal comms strategy (based on department and institutional strategy); Guide senior leadership teams and provide expert input on comms matters, including institutional risk, reputational issues or crises; Manage complex large change projects and programmes; Network with other senior colleagues; Leading and developing teams; Taking an institutional view in decision making; Managing large budgets.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Build experience of major change projects; getting involved with crisis communication and institutional risk response teams; Enhance commercial and financial awareness.

##### Interactions with others

Network with senior colleagues across UCL and across other institutions; Extensive knowledge of the comms landscape inside and outside of the HE sector.

##### Formal training

Leadership training; Crisis Communications training; postgraduate qualification in communications (FCIM,FCIPR).

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Following through on commitments to people and tasks.  
Having an adaptable and flexible approach, seeking ways to do things better.  
Showing an active commitment to inclusion and diversity.  
Visibly demonstrating supportive leadership.

##### Working Together

Encouraging others to pursue their development needs, and exploring options with them.  
Being able to give, and receive timely and constructive feedback.  
Proactively working with other people, teams and functions for the benefit of the institution.  
Sharing information and keeping all relevant parties in the loop.

##### Achieving Our Mission

Providing a clear strategic direction and making sure everyone has what they need to get the job done.  
Encouraging innovative ways of working that benefit the organisation, based on robust understanding of processes and practices.  
Setting appropriate challenges and being clear around individual responsibilities.  
Letting others take ownership of their decisions.

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## Student recruitment job family

### What is student recruitment?

Student recruitment is the communications and marketing activity which supports the recruitment of students at all levels of study and to all subjects. Activity is undertaken in line with the Student Recruitment and Admissions chapter of the UCL Academic Manual. Our aim is to make sure UCL is the first choice for students after Oxford and Cambridge, and to meet our recruitment targets. It's a broad area and covers the student journey from raising awareness and interest, turning the interest into an application, converting an offer to study with us into an acceptance and finally to enrolment. Those working in student recruitment will be comfortable analysing and interpreting data in order to inform recruitment activity. They will have an understanding of factors affecting the ratio of applications to offers, offers to acceptances, and acceptances to enrolments, and what steps might be taken to influence these figures.

The activities involved are incredibly varied and could include face-to-face activities, using digital platforms, writing engaging copy, creating videos, using social media, commissioning market research, using information sources to understand your audience better. These are just examples; the unifying factor around the student recruitment career family is that some or all of someone's work is focused on all or part of prospective student's journey.



## Career case study

### Andy Marriott

I am the Marketing and Customer Relations Manager for the Faculty of Engineering Sciences, but I have recently spent 11 months on secondment in CAM as the Digital Marketing Manager and will soon be



returning there for a 6-month stint, this time as the Digital Communications Manager.

My role definitely falls under the Student Recruitment and Marketing job family, however, there is an element of the other job families included in this role. That is probably what I enjoy most about my job; each day you can face a variety of tasks and challenges. With a focus on student recruitment practices, I specialised in digital marketing at the earliest opportunity, meaning that our departments could come to me for help with their web content, PPC ad campaigns, online events and general conversion activity to boost student numbers.

I'd consider this activity to be the 'bread and butter' of my skillset and my career to date. I started at UCL as a Programme Administrator in a department 9 years ago and much of this knowledge was self-taught as I tried to transition from administration into marketing. Beginning with a view of the whole student journey helped me to formulate my approach and then with the unofficial mentoring from a colleague in CAM, I would attend meetings to help advise departments on how to improve their practices to achieve their student recruitment objectives. Eventually, this put me in a great position to get the Faculty marketing job.

My career pathway is clearer now and my experience in the Faculty helped me to get the secondment as the Digital Marketing Manager in CAM. This further honed my skills in the digital platforms and systems that UCL uses, which has played a large part in transitioning to my upcoming role as Digital Communications Manager, allowing me to exercise these transferable skills, with a different, internal audience in mind; staff and current students.

My advice is simple, because the Communities of Practice facilitate this: talk to like-minded people and share your approach to solving problems. Say yes to opportunities to get involved. Consider finding a mentor that you can truly learn from. Apply for secondments that would help you develop a skill. Learn a skill online if you don't have budget e.g. you can learn a lot about Google Adwords/Analytics by watching their videos.

## Level: Developing/Skilled

### Indicative grade 5/6

**Example job titles:** Communications Assistant, Marketing Research Officer, Liaison and Recruitment Officer

#### Experiences

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

Support delivery of events; Deal with email/face to face enquiries from staff and prospective students; Undertaking recruitment and conversion activity; Collate and maintain data and statistics including budget data; Maintain websites; Write, edit and proofread copy; Lay out and typeset printed student recruitment publications

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Finding opportunities to use Drupal/Indigo; Attend/volunteer at student recruitment events.

##### Interactions with others

Shadowing skilled lead.

##### Formal training

My Finance; SITS; Drupal training; Gecko/Radius; WCSIL.

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Being able to recognise and report bullying, harassment and discriminatory behaviour.

Serving colleague and stakeholder needs as efficiently and effectively as possible.

Being consistent and doing what you say you will do.

Planning effectively so that work is delivered and others are not delayed.

##### Working Together

Being a collaborative member of your team.

Actively seeking out feedback and opportunities to develop.

Building rapport and being comfortable talking to others.

Being open to feedback to improve the quality of your work.

##### Achieving Our Mission

Understanding how your work fits in with others' and its importance in the wider context.

Bringing a positive attitude to change or innovation.

Working methodically, prioritising and managing a reasonable amount of tasks.

Planning effectively and recognising and flagging any delivery problems ahead of time.

#### Transferable skills and competencies

ACHIEVING PERSONAL WORK GOALS AND OBJECTIVES

ADAPTING AND RESPONDING TO CHANGE

WRITING AND REPORTING

(see pages 8-9)

## Level: Independent

### Indicative grade 7

**Example job titles:** Senior Market Research Officer, Senior Communications Officer, Senior Liaison and Recruitment Officer

#### Transferable skills and competencies

ANALYSING

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

PRESENTING AND COMMUNICATING INFORMATION

(see pages 8-9)

#### Experiences

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

Oversee aspects of the production of UCL's recruitment publications; Check for CMA compliance; Plan and deliver events; Carry out market research and statistical analysis to support student recruitment; Liaise and collaborates with faculty to produce marketing strategy; Contribute to the design of digital marketing activities; Work with faculties and/or departments to deliver online events for enquirers and offer holders; Design student recruitment-focused video content; Research and implement website functionality to support production of recruitment publications; Building relationships with key stakeholders.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Build greater cultural/audience awareness; Report writing and proof reading; Data analysis; Secondments; undertake public speaking and presenting.

##### Interactions with others

Attend CAM Plus forums; relevant conferences (e.g BUILA, UUK,UKCISA); build up UCL network.

##### Formal training

CMA training; IPA foundations; CIM (strategic planning); Initial TMP; Financial management; Project management (advanced); digital marketing.

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Being supportive and kind to others around you.  
Persistently committed to providing a responsive and helpful service.  
Taking time to appraise situations and to consult where necessary.  
Having zero tolerance to bullying, harassment and discriminatory behaviour in teams.

##### Working Together

Delegating with appropriate guidance and encouraging initiative.  
Giving timely, actionable feedback and seeking feedback yourself.  
Promoting personal and professional development for yourself and others.  
Finding creative ways to document and share solutions to standard situations and/or problems.

##### Achieving Our Mission

Willing to try new ideas which may improve outcomes.  
Being clear on how your work and that of your team fits into overall UCL 2034 objectives.  
Willing to work with teams from the extended UCL community on cross-institutional projects.  
Working to a plan and knowing how individual tasks and responsibilities fit into it.

## Level: Advanced

### Indicative grade 8

**Example job titles:** Data and Research Manager, Design and Communications Manager, Liaison and Recruitment Manager

### Transferable skills and competencies

LEADING AND SUPERVISING

RELATING AND NETWORKING

PLANNING AND ORGANISING

(see pages 8-9)

### Experiences

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

Manage the quality, processes and staff involved in production of student recruitment marketing materials; Set objectives in line with strategy and lead a team to deliver on objectives; Carry out data and market research to support and inform student recruitment and publications; Commission external research and source external data; Develop new initiatives and seek new opportunities in line with strategy; Coordinate recruitment activity; Work with senior internal and external stakeholders to deliver departmental marketing strategy; potential budget management.

### Personal and professional development

*Development options to consider when working towards this level*

#### On the Job Learning

General planning and evaluation; People management; Lead a project.

#### Interactions with others

Shadow/ secondment project to provide experience of budget and people management; Specialist professionals; Management consultants (external).

#### Formal training

Budget management; Fundamentals of management; Tableau/analysis dashboards.

### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

#### Personal Excellence

Responding proactively to the needs of colleagues and students.

Making inclusivity core to actions and decision-making for self and team.

Role-modelling an ability to balance work and personal needs.

Delivering on commitments to tasks and people.

#### Working Together

Listening closely, and speaking with clarity to colleagues, students and stakeholders to build rapport and credibility.

Sharing relevant knowledge and experience and encouraging those around you to do the same.

Empowering others by giving them freedom to act, and recognising their achievements.

Letting relevant colleagues, stakeholders and wider communities know what's happening at all stages.

#### Achieving Our Mission

Demonstrating clarity about how your work fits into the wider UCL mission and what you can do to support the 2034 goals.

Defining objectives and setting out clear and relevant future goals.

Being able to monitor and manage multiple projects.

Accepting accountability for your own decisions and actions.

## Level: Senior

### Indicative grade 9

**Example job titles:** Head of Marketing and Communications; Head of Student Recruitment Marketing

#### Transferable skills and competencies

WORKING WITH PEOPLE

DECIDING AND INITIATING ACTION

CREATING AND INNOVATING

(see pages 8-9)

### Experiences

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

Contributes to the development of strategy, policy and practice on matters related to student recruitment and marketing; Setting objectives for teams to deliver in line with strategy; Lead on implementation of student recruitment strategy in designated area(s); Negotiate and approve contracts with suppliers, agencies, funding bodies; Manage section budget; Coordinate production of marketing collateral across print and digital media; Develop a CMA compliant framework within which UCL student recruitment communications are delivered.

### Personal and professional development

*Development options to consider when working towards this level*

#### On the Job Learning

Contribute to development of strategy; demonstrate commitment to change and innovation.

#### Interactions with others

Senior team network; Chairing seminar groups; Engage with professional bodies; Maintain links with sector bodies and peers in similar institutions.

#### Formal training

Relevant leadership training.

### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

#### Personal Excellence

Following through on commitments to people and tasks.  
Having an adaptable and flexible approach, seeking ways to do things better.  
Showing an active commitment to inclusion and diversity.  
Visibly demonstrating supportive leadership.

#### Working Together

Encouraging others to pursue their development needs, and exploring options with them.  
Being able to give, and receive timely and constructive feedback.  
Proactively working with other people, teams and functions for the benefit of the institution.  
Sharing information and keeping all relevant parties in the loop.

#### Achieving Our Mission

Providing a clear strategic direction and making sure everyone has what they need to get the job done.  
Encouraging innovative ways of working that benefit the organisation, based on robust understanding of processes and practices.  
Setting appropriate challenges and being clear around individual responsibilities.  
Letting others take ownership of their decisions.

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## Event management job family

### What is event management?

Event management at UCL is the application of project management to the creation and development of large- to small-scale events such as festivals, open days, graduation ceremonies, meetings, receptions, conferences and many more. Someone who is responsible for running an event may need to be aware of how to brand the event to fit within UCL guidelines, understand appropriate channels available to engage with their target audience (student, staff, external) and coordinate the technical aspects before actually launching the event. Depending on their experience, they may need to know about the tools and services available to UCL staff to help them with planning the pre- and post-event activities.



## Career case study

### Sonia Abrams

My job title is Senior Events Manager (Live Events) in the Office of the Vice-Provost Advancement (OVPA). UCL is currently in campaign, entitled 'It's All Academic' and my role entails designing, coordinating and executing a range of events including large-scale campaign-themed events for our offices key audiences (alumni, donors, supporters, students) whilst working closely with the events and fundraising teams. The OVPA Events Team also manages a range of flagship events included in our 'business as usual' (BAU) event portfolio such as the annual Scholarships Reception. My role falls within the OVPA Supporter Communication teams, made up of event and communications professionals. My role falls under the Events Management job family.



I really enjoy my current role and it has exceeded my expectations. I enjoy the range of events I am involved in planning and feel encouraged to be creative and plan engaging quality events. The added bonus for me is knowing that the events we deliver can lead to crucial financial gifts, supporting our projects to achieve UCL's 2034 strategy and making a positive impact on the wider world. Working with a group of passionate, focused and professionals has made the difference to me and I'm happy to build my events career here at UCL. I'm already looking forward to UCL's 200th anniversary celebrations in 2026 and the impactful events to be planned.

I had only planned to be at UCL for six months but four and a half years later I'm still here. I joined as an Event Manager in Communication and Marketing (CAM) on a short term contract and then successfully applied for the permanent role. In 2016 I was seconded to what was known then as DARO for one year as Senior Events Manager (Campaign) to work with the Events Team to deliver an ambitious campaign launch event programme. This was a very exciting opportunity, as I wanted the chance to be more creative and experience working on international events. I have fulfilled that career goal and have now planned a number of international events in America, Hong Kong and China. I am now a permanent member of the team.

I have worked in events for over 12 years, firstly running my own business, as an in-house event manager at a luxury hotel and a bespoke event planner for high net worth individuals. To be a successful event professional, I think experience of working with a variety of environments is useful as you learn how to work and negotiate with a range of suppliers and clients. Having good project management skills and keeping up-to-date on event industry news, trends, technologies and attending wider event exhibitions will enhance and provide inspiration for your events.

Top tip, try to collaborate and network. Both within UCL via the Events Management Communities of Practice by speaking to others in a similar role to you.

## Level: Developing/Skilled

### Indicative grade 5/6

**Example job titles:** Events Assistant/Administrator, Events Officer/Coordinator

#### Experiences

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

(G6) Produce a budget; Structure an event; Venue and supplier sourcing; Support medium/large events; Manage small scale events; (G5) Prepare event materials; Produce/prepare promotional copy; Deliver repeat events.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Data inputting; Booking venue space; booking internal services; Drawing up simple draft budgets, potentially using previous examples/templates; Checking copy for mistakes, corrections; Managing attendees (queues, customers); volunteer at various events to get experience of different event types.

##### Interactions with others

Connect with more senior team member or colleagues in another departments; Shadow people in similar roles from other departments.

##### Formal training

UCL Finance training; Health & Safety training.

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Being able to recognise and report bullying, harassment and discriminatory behaviour.  
Serving colleague and stakeholder needs as efficiently and effectively as possible.  
Being consistent and doing what you say you will do.  
Planning effectively so that work is delivered and others are not delayed.

##### Working Together

Being a collaborative member of your team.  
Actively seeking out feedback and opportunities to develop.  
Building rapport and being comfortable talking to others.  
Being open to feedback to improve the quality of your work.

##### Achieving Our Mission

Understanding how your work fits in with others' and its importance in the wider context.  
Bringing a positive attitude to change or innovation.  
Working methodically, prioritising and managing a reasonable amount of tasks.  
Planning effectively and recognising and flagging any delivery problems ahead of time.

#### Transferable skills and competencies

FOLLOWING INSTRUCTIONS AND PROCEDURES

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

PRESENTING AND COMMUNICATING INFORMATION

(see pages 8-9)

## Level: Independent

### Indicative grade 7

**Example job titles:** Event/Programme Manager, Senior Officer

#### Transferable skills and competencies

PLANNING AND ORGANISING

PERSUADING AND INFLUENCING

ANALYSING

(see pages 8-9)

#### Experiences

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

Subject matter expert in their areas of specialism. Delivery focused with supervisory responsibilities

Manage events; Liaise with internal and external services ; Manage a team of event staff on the day; Responsible for aspects of large event; Create detailed and useful run sheets; Budget management; Monitoring and analysing of feedback; Write event risk assessment; May have supervisory responsibilities. Put together and control project budgets.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Lead on low complexity/medium complexity events from inception to completion; writing risk assessments; Develop skills to manage: budgets, venue booking, catering, marketing, speaker liaison; conducting research and evaluation (competitors, opportunities, risks). Creating and managing project-related budgets.

##### Interactions with others

Become a member of specialist/ professional organisation; link to networks (internal and external) relating to an aspect of events management

##### Formal training

Dealing with difficult situations training; introductory project management; risk assessments; Social media or marketing training to learn how to attract people to your event; 'Making Events Accessible' training. Plan for undertaking a professional qualification.

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Being supportive and kind to others around you.  
Persistently committed to providing a responsive and helpful service.  
Taking time to appraise situations and to consult where necessary.  
Having zero tolerance to bullying, harassment and discriminatory behaviour in teams.

##### Working Together

Delegating with appropriate guidance and encouraging initiative.  
Giving timely, actionable feedback and seeking feedback yourself.  
Promoting personal and professional development for yourself and others.  
Finding creative ways to document and share solutions to standard situations and/or problems.

##### Achieving Our Mission

Willing to try new ideas which may improve outcomes.  
Being clear on how your work and that of your team fits into overall UCL 2034 objectives.  
Willing to work with teams from the extended UCL community on cross-institutional projects.  
Working to a plan and knowing how individual tasks and responsibilities fit into it.

## Level: Advanced

### Indicative grade 8

**Example job titles:** Senior Events Manager, Head of Public Programmes

### Transferable skills and competencies

LEADING AND SUPERVISING

ADAPTING AND RESPONDING TO CHANGE

CREATING AND INNOVATING

(see pages 8-9)

#### Experiences

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

Subject matter lead on larger projects; responsibility through matrix relationships. May have people management responsibilities; Manage a large-scale event (team); Write event proposals; Produce event programme/project plans; Build and maintain relationships with stakeholders; interacting with senior management.

#### Personal and professional development

*Development options to consider when working towards this level*

#### On the Job Learning

Getting high performance from team; writing strategic proposals/reports for programmes and events; creating event designs and formats.

#### Interactions with others

Take an active role in Communities of Practice; become a mentor; find opportunities to work with senior management.

#### Formal training

Leadership and management training; evaluation methods; formal project/events management training (ideally leading to professional qualifications).

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11).*

*For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

#### Personal Excellence

Responding proactively to the needs of colleagues and students.

Making inclusivity core to actions and decision-making for self and team.

Role-modelling an ability to balance work and personal needs.

Delivering on commitments to tasks and people.

#### Working Together

Listening closely, and speaking with clarity to colleagues, students and stakeholders to build rapport and credibility.

Sharing relevant knowledge and experience and encouraging those around you to do the same.

Empowering others by giving them freedom to act, and recognising their achievements.

Letting relevant colleagues, stakeholders and wider communities know what's happening at all stages.

#### Achieving Our Mission

Demonstrating clarity about how your work fits into the wider UCL mission and what you can do to support the 2034 goals.

Defining objectives and setting out clear and relevant future goals.

Being able to monitor and manage multiple projects.

Accepting accountability for your own decisions and actions.

**Level: Senior**

**Indicative grade 9**

**Example job titles:** Head of Events

**Transferable skills and competencies**

ENTREPRENEURIAL AND COMMERCIAL THINKING

CREATING AND INNOVATING

FORMULATING STRATEGIES AND CONCEPTS

(see pages 8-9)

**Experiences**

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

Accountable and driving completion of deliverables of a sub-function in line with departmental/institutional strategy; Develop compelling and thematic programme that engages audiences and stakeholders; Ensure quality, impact and benchmarking; Successful leadership and management of teams.

**Personal and professional development**

*Development options to consider when working towards this level*

**On the Job Learning**

Plan and oversee a thematic programme of events; engage senior stakeholders; diversify income streams through events; leverage relationships with colleagues on strategy/ research to proactively identify collaborative event opportunities; Play key role in senior meetings; be a go-to person for either all UCL or a large area for advice and guidance.

**Interactions with others**

Attend stakeholder meetings on broader topics to have an events presence; consider joining a professional association (eg Association of Event Organisers/Association of British Professional Conference Organisers); attend forums e.g. CASE; build relationships with event professionals across HE.

**Formal training**

Project management qualification; formal marketing qualifications e.g. CIM, depending on area of events; Strategic planning.

**UCL Ways of Working for Professional Services**

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*For further information, and more detailed indicators, search “UCL Ways for Working for Professional Services” on the UCL website.*

**Personal Excellence**

Following through on commitments to people and tasks.  
Having an adaptable and flexible approach, seeking ways to do things better.  
Showing an active commitment to inclusion and diversity.  
Visibly demonstrating supportive leadership.

**Working Together**

Encouraging others to pursue their development needs, and exploring options with them.  
Being able to give, and receive timely and constructive feedback.  
Proactively working with other people, teams and functions for the benefit of the institution.  
Sharing information and keeping all relevant parties in the loop.

**Achieving Our Mission**

Providing a clear strategic direction and making sure everyone has what they need to get the job done.  
Encouraging innovative ways of working that benefit the organisation, based on robust understanding of processes and practices.  
Setting appropriate challenges and being clear around individual responsibilities.  
Letting others take ownership of their decisions.

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## Leadership level across Communications and Marketing

### Indicative grade 10

Not every job family in CAM at UCL will lead directly to the Leadership level. This level is likely to be achieved by people with wide experience who have experienced a breadth of roles and areas of practice.



## Leadership level

### Indicative grade 10

**Example job titles:** Director of Marketing and Communication, Director of Media Relations, Director of Student Recruitment.

#### Transferable skills and competencies

DECIDING AND INITIATING ACTION

FORMULATING STRATEGIES AND CONCEPTS

PERSUADING AND INFLUENCING

(see pages 8-9)

#### Experiences

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

Setting out, and delivering against, a strategic vision; Deep subject knowledge with a practical understanding of how to apply it to different sectors; Experience of leading a substantial team, often through change; Managing complex, and often regulated, stakeholder environments and relationships; Substantial reputation in their field; Ability to innovate and create new solutions which take into account strategic implications within UCL; Managing budgets to deliver value; Exercising sound judgment and appropriate decision-making.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the Job Learning

Working on strategies (e.g. first draft); leading a major project; Initiating new and creative ideas resulting in successful implementation; Seek out opportunities to develop confidence and credibly represent UCL in high profile settings (e.g. chairing/presenting to large groups such as Lunchtime Lectures).

##### Interactions with others

Working in a leadership role in an external capacity (e.g. as a non-exec board role or charity, school governor); Be part of an external network (e.g. comms/marketing or HE).

##### Formal training

Leadership/Management training; Professional qualifications (e.g. IPA or CIM marketing).

#### UCL Ways of Working for Professional Services

*These describe expected behaviours in line with UCL culture and values (see pages 10-11). For further information, and more detailed indicators, search "UCL Ways for Working for Professional Services" on the UCL website.*

##### Personal Excellence

Ensuring that teams are trained and equipped to respond positively and effectively to needs.  
Able to focus sharply on crucial issues, and follow through with action.  
Demonstrating commitment to leadership and people, setting a positive example that motivates others to follow.  
Creating an inclusive team environment through building understanding and rapport with others, and role-modelling inclusion.

##### Working Together

Empowering others through promoting a culture of trust and appropriate delegation.  
Promoting and role-modelling the need to take care of one's self and the needs of others.  
Taking measured risks, and being prepared to learn through mistakes.  
Providing career-focused growth and learning opportunities for everyone.

##### Achieving Our Mission

Taking accountability for tasks and teams.  
Acting to ensure productivity and results-orientation in team.  
Considering the needs of UCL and the wider 2034 mission, and reflecting these in plans and communications.  
Presenting a powerful, strategic vision that aligns with long term aims of UCL.







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