



**UCL**

UCL Professional  
Services Careers Framework  
**Education Administration  
and Student Support (EASS)**

May 2020

## Contents

UCL Professional Services Careers Framework – EASS	3
What is the EASS Careers Framework?	4
Are you a thinker, a browser, a mover or a supporter? How might you use the Careers Framework?	4

EASS Job families	
Student Support and Success	7
Student Lifecycle	15
Programme Administration	23
Planning and Governance	30
Leadership level	36
Transferable Skills	38
UCL Ways of Working	40

## 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 – EASS

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

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

The Framework provides the following information within each job family:

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

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



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## What is the EASS Careers Framework?

This framework is a development tool designed to support your thinking about career progression and development in Education Administration and Student Support (EASS) at UCL. It provides clarity and detail about the different job families in this area, signposts potential opportunities to seek out for personal and professional development, highlights transferable skills against each role, and provides a complete overview of the UCL Ways of Working framework.

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

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

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

## How can you use the Careers Framework?



### Browsers

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



### Thinkers

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



### Movers

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



### Supporters

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

The framework is organised in the following categories:

### Job Families

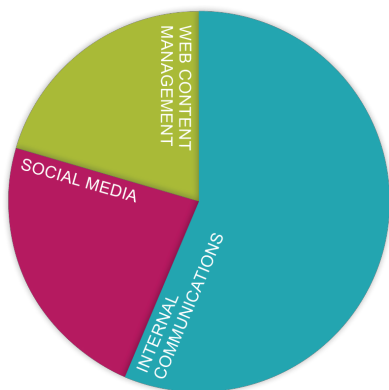
A job family represents a group of jobs that have similar professional characteristics. Although the level of responsibility will differ, the essential nature of activities carried out is consistent across the job family and there is a reasonable expectation that people would progress within the job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

This framework covers the four main job families in EASS at UCL.

1. Student Support and Success
2. Student Lifecycle
3. Programme Administration
4. Planning and Governance

A single job family tends to represent an area of specialist expertise, described at different role levels. Many job roles within Education Administration and Student Support, combine more than one of the EASS job families, meaning that the role holder has expertise in more than one of the EASS specialisms. In using this framework for thinking about your development, consider how your role is reflected in one or a combination of the job families, and how you would like to build your career going forward. Consider where you would like to focus your energies in building experience in your area of interest and potentially increasing your specialisation within a certain job family. Use the information in the framework relating to development and transferable skills to support your thinking.

Roles in EASS often combine elements of different job families.



### Personal and Professional Development

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

5. On the job learning (learning by doing)
6. Learning from others (through observing and interacting with other people or groups)
7. Formal learning (classroom based).

These are derived from workplace learning theory that suggests:

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

*Lombardo and Eichinger, 1996.*

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

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

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

Professional bodies such as the Association of University Administrators ([www.aua.co.uk](http://www.aua.co.uk)) is a useful source 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 38-39 for further information.

### **UCL Ways of Working**

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

These are UCL's ways of working, which describe how we work, the ways in which we do our jobs and relate to each other, our colleagues, students and stakeholders. They are based on UCL's values and culture, and are key to supporting our 2034 goals. These were identified in consultation with members of staff across UCL, and indicate ways of working that are likely to support a successful career at UCL at each level of the organisation. Refer to page 40-41 for further information.

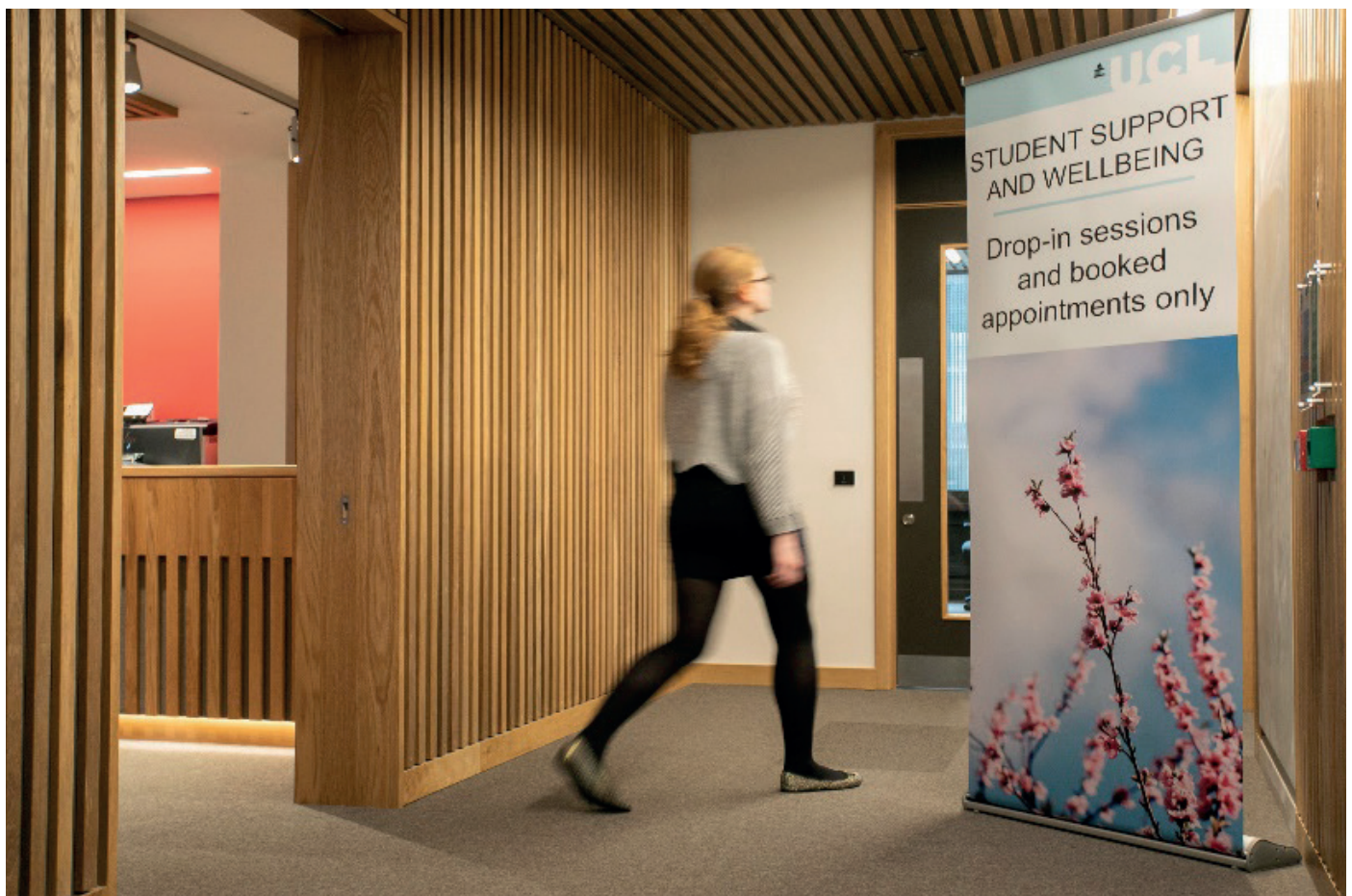
### **Reference**

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

## Job family: Student Support and Success

The role of Student Support and Success is to support proactively an inclusive, caring and supportive student experience. We act as a point of contact for students providing consistent and accurate information, and advice and guidance to allow students to achieve their full potential whilst studying at UCL. Our work requires us to be fully engaged with, and to support a culture of wellbeing, kindness and fairness at all levels.

We are predominantly student facing and based in departments, faculties and central professional services. We have an understanding of UCL policy and procedure, directing students to support services in more complex cases, and support students with welfare and pastoral issues, encouraging positive physical and mental health and well-being among the student body. Within academic departments we are responsible for co-ordinating activities such as academic advice sessions and personal tutoring as well as induction and social activities that foster a positive student experience. Staff within central professional services will be in more specialist roles, requiring a professional qualification in their field, and the ability to draw on their expertise in national policy to support students (such as welfare, Tier-4 visa advice etc.). Whether in departments, faculties or central professional services our aim is to act with empathy and respect for the student to positively impact their experience at UCL.



## Level: Developing/Skilled

### Student Support and Success Grade 6

**Typical roles:** Administration/Advisory Assistance

#### Transferable skills and competencies

WORKING WITH PEOPLE

FOLLOWING INSTRUCTIONS AND PROCEDURES

ADHERING TO PRINCIPLES AND VALUES

(see pages 38-39)

#### Experiences

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

First point of contact to receive personal student information, with a view to assessing complexity and either handling, or referring onwards, following standard procedures (e.g. personal circumstances/welfare/well-being/ability to study); liaising effectively with students, student representatives and academics in departments; identifying and appropriately referring on potential student related issues and problems; providing administrative support for student support and success activities; reviewing student data for accuracy and completeness; providing available information on request (e.g. advice and guidance to students), responding to transactional enquiries, keeping full records (escalating or referring onwards where necessary); identifying and escalating instances of deviation from standard practices; responding to sensitive information with emotional intelligence; understanding self-management and self-care in relation to dealing with sensitive and potentially distressing situations or information.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Gain a basic understanding of database management and client management data systems; build experience of working with set procedures and protocols; gain experience in tailoring communication to different audiences and mediums; spend some time working with reception and other student-facing roles in academic departments.

##### Learning from others

Find opportunities to interact with people positively and deliver high-quality customer services; seek out an appropriate mentor; attend staff student consultative meetings, where appropriate.

##### Formal learning

Attend training on having 'challenging conversations'; complete national e-learning for suicide prevention and mental health first aid; attend UCL ARENA training in relevant areas.

#### UCL Ways of Working

*These describe expected behaviours in line with UCL culture and values (see pages 40-41).*

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



## Level: Independent

### Student Support and Success Grade 7

**Typical Roles:** Administration/Advisory Support

#### Transferable skills and competencies

DECIDING AND INITIATING ACTION

RELATING AND NETWORKING

WORKING WITH PEOPLE

(see pages 38-39)

#### Experiences

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

Managing the coordination of activities and support for students (e.g. implementing arrangements for adjustments, student induction, well-being events); working with academics and other stakeholders to ensure that support for students is fair and consistent; organising personal tutoring; using the student success platform; challenging/escalating instances of deviation from standard practices; evaluating and reviewing practices and procedures and making recommendations to change, and influencing policy direction; potential for line management responsibility and delegating to others, depending on context; keeping updated on current compliance issues, regulatory changes and sector best practice (e.g. duty of care and safeguarding, GDPR and Tier 4 requirements); oversight of issues relating to personal student information; resolution of more complex student support issues; responding to sensitive information with emotional intelligence; understanding and supporting others with self-management and self-care in relation to dealing with sensitive and potentially distressing situations or information.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Contribute to projects, and discussions to further continuous improvement; take a reflective approach to your work and suggest improvements; get involved with citizenship projects that widen your perspective and experience; demonstrate ability to anticipate and respond proactively to arising issues.

##### Learning from others

Seek out opportunities to employ and refine coaching and active listening skills; gain an understanding of the HE context and challenges; network actively with peers and colleagues, get involved with professional organisations (e.g. Association of University Administrators (AUA), Association of Managers of Student Services in Higher Education (AMOSSHE)); act as mentor to others; stay up to date with student news, social media platforms and with UCL networks; attend the UCL Teaching Administrator Conference.

##### Formal learning

'Practitioners' at this level (e.g. clinical roles) will be expected to hold and maintain appropriate professional qualifications (e.g. British Association for Counselling and Psychotherapy (BACP)); attend training on having 'challenging conversations'; complete national e-learning for suicide prevention and mental health first aid; attend relevant ARENA training at UCL; consider an Higher Education Academy (HEA) accreditation.

#### UCL Ways of Working

*These describe expected behaviours in line with UCL culture and values (see pages 40-41). For Ways of Working indicators and steps to development please refer to the Ways of Working website [www.ucl.ac.uk/human-resources/policies-advice/ways-working](http://www.ucl.ac.uk/human-resources/policies-advice/ways-working)*

## Level: Advanced

### Student Support and Success Grade 8

**Typical Role:** Management

#### Transferable skills and competencies

PERSUADING AND INFLUENCING

ADAPTING AND RESPONDING TO CHANGE

LEADING AND SUPERVISING

(see pages 38-39)

#### Experiences

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

Lead the development and delivery of fair and consistent student support services; engage proactively and empathetically with the student population to ensure that student needs are fully understood and responded to; liaising with wider communities (at UCL and external organisations and partners) to best understand and service their needs; consistently champion and support student wellbeing through understanding and deploying optimal strategies and approaches; using initiative to anticipate and resolve issues, referring only the more complex or those requiring policy decisions; recognising opportunities for improvements and following through with implementation; taking line management responsibility, including facilitating development needs for staff; ensuring that practices around compliance, information provision and advice/guidance are fully up to date and communicated effectively; keeping well-informed and responding to wider UK and international context (e.g. impact of Office for Students); monitoring data to identify and respond to trends and patterns relating to student needs and perspectives (e.g. internal surveys); supporting others to respond to sensitive information with emotional intelligence; Promoting self-management and self-care in relation to dealing with potentially distressing situations or information.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Develop a deeper understanding of student needs (e.g. volunteering at Open Days, talking to prospective parents and students); initiate projects, and discussions to further continuous improvement.

##### Learning from others

Actively participate in internal and external professional networks, making connections, contributing to and learning about wider best practice; attending conferences; stay up to date with student news and social media platforms.

##### Formal learning

'Practitioners' at this level will be expected hold and maintain appropriate professional qualifications (e.g. British Association for Counselling and Psychotherapy (BACP)); maintain professional qualifications; attend management/leadership training.

#### UCL Ways of Working

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## Level: Senior

### Student Support and Success Grade 9

**Typical Roles:** Head/Deputy Director of Functional area

#### Transferable skills and competencies

PERSUADING AND INFLUENCING

FORMULATING STRATEGIES AND CONCEPTS

DECIDING AND INITIATING ACTION

(see pages 38-39)

#### Experiences

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

**Practitioners at this level will be expected hold and maintain appropriate professional qualifications (e.g. British Association for Counselling and Psychotherapy (BACP))**

Deep understanding of the HE context, active at a National level, and to be cognisant of national strategy and policy development; develop and implement local strategic plans; looking for sector best practice and using this to create, direct and influence policies which could impact on student wellbeing and the student experience at UCL; leadership and line management of student support teams; maintaining a strong relationship with current student needs, applying practical experience and specialist knowledge/understanding to a given situation; responsibility for managing complex student cases; providing guidance for senior leadership teams on student support; horizon scanning; accountable for UCL's statutory responsibilities and financial, risk and crisis management; consulting with student communities to best understand their needs to develop an outstanding student experience. Actively managing stakeholder expectations regarding student support. Building relationships with organisations and services outside UCL (e.g. charities, NUS, NHS and police) to ensure our students receive the most appropriate support; promoting self-management and self-care in relation to dealing with potentially distressing situations or information.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Build up a portfolio of activities and projects that demonstrate your expertise and strategic leadership skills and your commitment to students and their wellbeing.

##### Learning from others

Attending conferences, including delivering sessions; Initiating and developing professional networks.

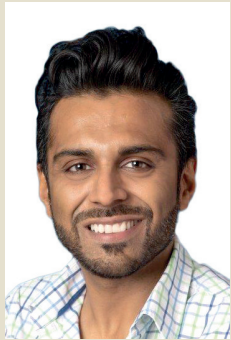
##### Formal learning

Seek out resource management training and leadership development; Risk and crisis management (e.g. Trauma Risk Management (TRiM)).

#### UCL Ways of Working

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## Career Case Studies



### **Mitesh Vagadia** **Head of Student Support and Wellbeing** **(Development, Communications and Projects)**

I joined UCL in 2013 after working for Hertfordshire County Council for six years as a Personal Adviser to care leavers in higher education. But my actual job career

started with Asda supermarket, working part time stacking shelves in the 'fruit and veg' department whilst going to college and then onto university. It's been a somewhat ambiguous journey to get to where I am today, but I wouldn't change it. After five years of Asda and with a 2:2 in BA Marketing and Business under my belt I decided to pursue a career in marketing with my first opportunity coming at BPP. After a year of working there, I'd had enough and decided at the time that marketing wasn't for me. So, I packed up my things and for the next year I went travelling around the world, doing various temp jobs from bar tending to call centre work. This might sound cliché, but I actually came back a different person with a different perspective. I started working with young people in a Pupil Referral Unit (PRU) and became an Adviser/Support Worker to young people from disadvantaged backgrounds.

Even though my background and experience were in welfare and support, my UCL journey started in the Student Funding Office. An area of work which was also fundamental to supporting care leavers who progressed to university. I joined a great team which was led by a great manager (shout out to KK) who gave me the foundation to build my UCL career path by encouraging my personal and professional growth. With the gradual expansion of the Student Funding Office, which started providing bespoke student funding advice, my career swiftly progressed within the department and I became the lead Student Funding Adviser for UCL. From day one at UCL, I was keen to get to know people and would say yes to every opportunity or request. For example, within a few months of starting I was asked if I wanted to be trained to sit on interview panels, something I'd never experienced. I attended a half day 'Selection and Interview' training course and was ready to be on an interview panel. Within a few weeks I was

asked to join a recruitment panel for Student Residence Adviser (then known as Vice Wardens). I didn't have a clue what they did but was eager to find out. That's when I met Frank Penter, then Warden of Ramsay Hall who filled me in about the role of a Warden and SRA which I had no idea even existed.

I was fascinated by the role of a Warden and wanted to use my background and experience to one day become a Warden. So, when the next Warden opportunity came up the following year, I applied and boom I got it. With the role of the Warden focusing on welfare and pastoral support and based within the Student Support and Wellbeing (SSW) team, it provided me the opportunity to work closely and build positive relationships with SSW colleagues including fellow Wardens. I've been a Warden now for five years and its undoubtedly supported my development both professionally and personally. It's helped me develop the ability to think on my feet and deal with serious 'student' incidents first hand.

These skills along with managing a team of thirteen SRAs and my experience working as a Student Funding Welfare Adviser gave me the platform to apply for my current role as Head of Student Support and Wellbeing (Development, Communications and Projects). I've been in my current role since October 2018. At first imposter syndrome crept in and I believe this was down to my own ego. I moved from a role where I was the guy who had the answers to the questions to a guy who was always asking the questions, this and moving from a grade 7 position to a grade 9 position took a few months to overcome. I'm glad I did and can now openly share this with you. I'm an ambitious person by nature and always have one eye on the next possible opportunity. My advice to colleagues who feel the same would be to remain open-minded and say yes more, embrace change and most importantly build relationships (really get to know the amazing people who work here) and instead of sending them an email take them for a coffee/tea.

## Career Case Studies



### **Chilima Sianyeuka** **Student Support and Wellbeing Manager** **(Mental Health and Wellbeing)**

I currently work as part of the Disability, Mental Health and Wellbeing team. Our service is one of the services provided by UCL Student Support and Wellbeing.

My current role is Student Support and Wellbeing Manager (Mental Health and Wellbeing).

Students can approach the service to speak to an adviser about any concerns related to their wellbeing and/or mental health. This encompasses any personal or emotional challenges they may be experiencing. We also offer support to students with long-term mental health conditions, ensuring that appropriate support is in place. Our advisers work collaboratively with students, academic departments and external stakeholders throughout to ensure students can access help and support.

I left Further Education for Higher Education as I was looking for a new challenge and an institution that could provide me with opportunities to grow and challenge myself. I was ready for a step up and saw the SSW adviser role at UCL; I thought it would be a good chance for me to make the transition into Higher Education and demonstrate my capabilities.

I was really keen to learn how things work at UCL and add value to the team; I set out to absorb all of the expertise and knowledge around me and apply what I had learned throughout my career. It was important for me to apply my years of experience plus my knowledge of organisational psychology and mental health in a way that would support the work that was currently being carried out at UCL; I was keen to take on more responsibility and help make our service one of the best.

While in my previous role, I completed their aspirational manager's programme. This was a six-month programme that my line manager recommended me for. I had previous management experience as a team leader, supervisor and coach, however, this course paired with my MSc Organisational Psychology and Psychiatry really made me think about the type of leader I wanted to become. I began taking steps to lead projects and work with different groups of people to develop these skills.

Before officially being appointed to my current role; I was lucky enough to temporarily take on the role as an acting up opportunity. This created a safe space for me to learn more about what the role entails and the challenges I may face if in the role permanently. This experience gave me the confidence to apply for the permanent position. The mentorship given by colleagues and the training provided have contributed to my personal and professional development.

My advice would be to dedicate some time to figuring out what you're passionate about and how you can link your values/passions with the work you are doing or work you want to do. I think when our work is meaningful, we can really enjoy our work and feel fulfilled; self-awareness and emotional intelligence are so important in whichever area you work in. I also think you must be prepared to try new things and stretch yourself; the growth often happens outside of your comfort zone.

I have been in my role for less than a year now, so I am still excited about continuing to develop the service for students. I am enjoying my time at UCL and I look forward to collaborating with even more colleagues across the organisation.

## Career Case Studies



### **Natalie Humphrey** **Head of Student Support and Wellbeing** **(Disability, Mental Health and Wellbeing)**

I am one of the Heads of Student Support and Wellbeing responsible for The Disability Mental Health and Wellbeing Team. I joined UCL in November 2017, having worked for 2 previous

universities, specifically within Disability Support. I joined as the Deputy Manager for the Disability and Specific Difficulties Team. A few months after joining my line manager resigned creating a vacancy. Her vacancy was amended slightly (made into a bigger role) and I got it. I acted up for a few months before applying and getting the job permanently. Before leaving my last university, I knew that I wanted to head up a service and progress through management. I came to this realisation after having some mentoring via a BAME staff development programme. Before Higher Education I worked within the community providing support to vulnerable adults via charities.

When I started my career, I did not know what I wanted to do. It took a few years to learn that I was interested in people and supporting people. I grew up around disability, substance misuse, homelessness and from this I have an interest in understanding how people get there and supporting them out of it. This led me to the first half of my career working in the community. From there I just progressed and took chances as they came to me. Moving into Higher Education started out because I thought I would get better holidays! However, it was the best career move I made. As I have developed in this part of my career, I have found an interest in management and strategy and developing services to enable support and success. My current role has a lot of this involved along with still being able to interact with and support students.

Training is great and there is a place for it; but where I have gained the most is through mentoring, effective management and networking. I like to talk about things, I like to be encouraged to find the answer and I like to get things done or give things a go. I

recently attended coaching training, which I found incredibly helpful. It was a very practical programme and during it you are also coached (as practice for others). I also attended a Women in Leadership Programme at UCL and the opportunity to learn from the other women in the room and reflect on yourself as a Leader were meaningful. In terms of experience, for me the most valuable experience has come from dealing with extreme experiences. Experiences, such as the death of a student or service user, or the great success of a student or service user. A great success I remember is a homeless ex-gang member securing a job as an apprentice support worker and then securing a permanent home for themselves. From these experiences you reflect on what went well, what could have been done better and learn. You are rarely working on these cases in a silo, so you can also learn from others involved.

To constantly reflect and learn from yourself and those around you. I am lucky enough to be surrounded by a team of experts in their field and I learn from them, as well as sharing my knowledge and experience.

I think as a manager, in this area, I would say it is important to create a network. You might not have someone in the same role as you to act as a direct peer, but you might find people in the wider UCL community or sector community that can give you that peer to peer support. Management can be difficult, so having a network of peers is really important so you can debrief, support each other and learn from each other.

I am happy in my career at the moment. I have achieved my goal of heading a service and I am working more in strategy and service development. I think my goals now are around developing as a manager and my management style and to develop the wellbeing of my staff. At a university our primary business is to students and I think we can, as managers, be at risk of forgetting our duty or care to our staff.

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## Job family: Student Lifecycle

The student lifecycle teams are responsible for managing the processes that underpin a student's official status and relationship with UCL and provide a specialist understanding of the regulatory context. We provide professional administrative support to progress students from admissions and enrolment, through to module selection, examinations and awards. Teams are based around the main campus in central Student Registry Services, or directly in faculties or departments and will be using the SITS and UCLSelect IT systems. We work with students, staff and external stakeholders (e.g. applicants, schools, national organisations) to ensure the student journey through UCL is as smooth as possible. Our main activities tend to be process-led within a policy or legislative framework, alongside supporting students on an individual basis. We build strong relationships with UCL colleagues and staff, providing guidance on essential and best practice to benefit and support our students.



## Level: Developing/Skilled

### Student Lifecycle Grade 5

**Typical role:** Student Assistance

#### Transferable skills and competencies

WORKING WITH PEOPLE

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

FOLLOWING INSTRUCTIONS AND PROCEDURES

(see pages 38-39)

#### Experiences

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

First point of contact for responding to students/applicants as part of their UCL lifecycle; communication largely by phone and email, occasionally face to face; dealing initially with routine enquiries and signposting other relevant services; processing applicant and student data, potentially in large volumes; able to understand, interpret and communicate set guidelines and procedures in order to support applicants/students and when to refer complex problems to managers/colleagues; carrying out general administrative tasks to support the team as needed; supporting colleagues' work as part of a team.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Gain experience of working with a database tool (e.g. student systems), and with large volumes of data; work as an active part of a team; gain experience of administration including performing of repetitive tasks accurately.

##### Learning from others

Build your understanding of HE sector; find a way to gain experience of dealing with people/customers.

##### Formal learning

Gain skills in use and application of basic MS Office packages.

#### UCL Ways of Working

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## Level: Developing/Skilled

### Student Lifecycle Grade 6

**Typical role:** Administration

#### Experiences

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

First point of contact for student/applicant queries coming to the team as part of the student lifecycle (largely via phone and email, occasionally face to face); making decisions around student eligibility across at key points of the student journey at UCL using set criteria and policy; understanding when to upwardly refer complex cases; sound understanding of UCL policy and its application to student issues; practical awareness of external regulatory requirements; liaise with other departments and services and external institutions – usually as an advocate for individual student cases. (e.g. UCAS, academics, school partners); prioritising and managing own workload and, keeping senior colleagues informed as to potential difficulties or problems; carrying out routine administration, including taking minutes at meetings.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Obtain admissions/student records specific knowledge; gain experience in showing judgement and decision-making through using set criteria; finding opportunities to engage in largescale lifecycle events (e.g. enrolment events/open days).

##### Learning from others

Seek out a mentor in this area; pay attention to activity in the different national forums (e.g. UCAS); Join UCL teaching and learning administrator forums and network at events.

##### Formal learning

Attend training in servicing committees and customer service; attend training on effective time management and working practices (e.g. LinkedIn Learning); learn specialist database tool.

#### UCL Ways of Working

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#### Transferable skills and competencies

ADHERING TO PRINCIPLES AND VALUES

ACHIEVING PERSONAL WORK GOALS AND OBJECTIVES

COPING WITH PRESSURE AND SETBACKS

(see pages 38-39)

## Level: Independent

### Student Lifecycle Grade 7

**Typical Roles:** Senior Administration

#### Transferable skills and competencies

LEADING AND SUPERVISING

ANALYSING

ADAPTING AND RESPONDING TO CHANGE

(see pages 38-39)

#### Experiences

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

Coordinating an area or process that supports the student lifecycle, providing technical expertise on records, regulations and the external context; thorough understanding of regulation and legislation within and outside of UCL, and being able to apply and communicate appropriately; commitment and contribution to continuous process improvement; dealing with complex and sensitive student and applicant cases, identifying any wider issues that need further referral; point of contact for departments and external organisations; drafting and cascading communications on a variety of subjects (e.g. individual students, programmes and wider procedures); contributing to drafting and designing procedures and policies; planning and managing day to day work of a team or area, anticipating issues and monitoring progress against the set plan; can include providing line management/supervisory support for team or service area, acting as a point of escalation; building and maintaining relationships with UCL colleagues and external stakeholders, sharing good practice and enable smooth running of your areas of responsibility; ensuring the quality of the service being delivered and adherence to best practice.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Gain detailed knowledge of student record systems; take on projects that develop your negotiation and people management skills; make positive suggestions to contribute to continuous improvement.

##### Learning from others

Attend user-group and forums to expand knowledge of the sector and current issues; meet with peers to share best practice; volunteer to attend seminars where the opportunity arises; consider a secondment or job shadowing to gain broader experience.

##### Formal learning

Develop analysis and data manipulation skills supported by advanced knowledge of excel packages and reporting; attend management training or review opportunities on LinkedIn Learning. Become a skilled user of the specialist database tools which support student support and success (e.g. Portico).

#### UCL Ways of Working

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## Level: Advanced

### Student Lifecycle Grade 8

**Typical Role:** Management

#### Experiences

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

Leading on operational management for an area of the student lifecycle; responsible for day to day management of teams/processes, escalating to senior staff as appropriate; planning, monitoring, reporting on and developing delivery of service according to departmental priorities and other drivers; responding to issues that have been escalated by the team/other colleagues; ensuring staff are equipped with guidance and development to support them to successfully carry out their work; fostering positive relationships with other UCL colleagues (e.g. academics, faculty tutors, senior administrators); devising and delivering training for UCL colleagues that are involved with student lifecycle processes; being a point of expertise on complex regulation and legislation within and outside of UCL – and able to translate into processes and procedures; acting on internal and external developments to interpret impact and synthesize into the UCL context; representing department or UCL on internal and external working groups; communicating process changes, and ensuring a consistent message across the team; identifying and consulting on process improvements in the student lifecycle and instigating change.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Find opportunities to get involved with projects that demonstrate a knowledge of wider processes; develop an understanding of HR and finance practices and policies; gain student record system expertise.

##### Learning from others

Attend relevant conferences to understand sector best practice and application to own role and team; build networks with colleagues across organisation and externally; consider a secondment or job shadowing to gain broader experience.

##### Formal learning

Undertake management and leadership development; attend project management training and/or Presentation skills (e.g. LinkedIn Learning); learn specialist database tool.

#### UCL Ways of Working

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#### Transferable skills and competencies

PERSUADING AND INFLUENCING

PRESENTING AND COMMUNICATING INFORMATION

PLANNING AND ORGANISING

(see pages 38-39)

## Level: Senior

### Student Lifecycle Grade 9

**Typical Roles:** Senior Management

#### Transferable skills and competencies

CREATING AND INNOVATING

ENTREPRENEURIAL AND COMMERCIAL THINKING

FORMULATING STRATEGIES AND CONCEPTS

(see pages 38-39)

#### Experiences

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

Leading the delivery of a service area within student lifecycle; working with the relevant Director or senior manager to set the strategic direction and leadership for the lifecycle area, while ensuring adequate workforce planning is in place to deliver; drafting policy and improvements to student lifecycle for approval by the relevant management/committee structure; using networks, contacts and experience to understand upcoming changes to legislation/policy systems and advising on their impact and implications for UCL; representing UCL externally to share experience and best practice (e.g. schools, conferences); monitoring the applicant/student experience, identifying enhancement opportunities, benchmarking against other institutions, and leading on improvements; leading a network of staff across UCL to ensure consistent best practice; setting and monitoring service delivery standards for students and staff; managing teams of experienced senior staff; communicating to broad UCL audiences (e.g. policy changes, updates in national context; team performance); point of contact and advice for senior colleagues (e.g. Faculty Tutors, Deans, Vice Provosts).

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Gain experience in negotiating and resolving conflicts with senior colleagues and stakeholders; demonstrate initiative in identifying and delivering on opportunities for continuous improvement.

##### Learning from others

Attending/presenting at national conferences that support your area of expertise; representing the institution at sector working groups; building networks with internal and external peers; consider acting as a mentor for others; consider a secondment or job shadowing to broaden your knowledge.

##### Formal learning

Seek out leadership development; gain professional accreditation (e.g. Higher Education Academy).

#### UCL Ways of Working

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## Career Case Studies



### **Vicki Kimmins** Faculty Education Officer, Engineering Sciences

I'm working in Engineering Sciences as the Faculty Education Officer, which is a new role for the Faculty.

I started at UCL in 2013 as an Undergraduate Administrator. I found

my colleagues and managers really supportive of building my experience, and also of taking on new responsibilities. I think you need good managerial and team support to advance in your career in any industry. UCL is a really lively place to work with loads of opportunities.

It's important to be aware of opportunities outside of your Department and immediate area. Professional Services staff don't have the natural career progression of Academic Staff, so we have to keep alert to new job opportunities. I would advise anyone looking for a new role to keep an eye on secondments and not be afraid to take a chance on applying for a new role. I applied for a Faculty level role in MAPs and was sure I wouldn't get it but you have to take chances.



## Career Case Studies



### **Alex Bull** **Undergraduate Admissions Manager,** **Student & Registry Services**

I've worked in the role of Undergraduate Admissions Manager within Student & Registry Services for the last two years. Working in partnership with the other UG Admissions Manager, I'm

responsible for ensuring that the team delivers a positive application experience to students and their supporters as well as collaborating with colleagues across UCL who are involved in the admissions process.

The UG Admissions Manager post was a newly created role so there has been plenty of opportunity to develop and to contribute to enabling change within a large team. It's been a challenging and busy two years! I've seen application numbers increase in my Faculty areas so learning to adapt quickly, manage your resources effectively and make processes more efficient for the team as well as keeping in mind applicant experience has been key. My area of responsibility has also expanded to incorporate an admissions specific widening participation team to support the introduction of UCL's contextual offer scheme, Access UCL. This has been a particularly rewarding experience and the project has involved various aspects from the development and testing of contextual checks on UCLSelect, to integrating a new team into the wider admissions team.

Before joining UCL, I worked in a variety of different roles within an academic registry setting to build up my experience and knowledge. I've held roles in exams, teaching and learning and compliance which has given me a certain level of versatility and has

allowed me to successfully transfer between different registry areas. However, I found that admissions was a work stream which brought together a lot of my experience as it is involved in compliance areas such as CMA, DBS & OH and Visa as well as systems and process development. Working for a range of different HE institutions has really supported my career progression and has generated a professional network for me. Each institution I've worked for has had different priorities and pressures, so you learn to consider different approaches to tackling a problem and appreciate different ways of working. My roles at University of Reading and LSHTM have certainly shaped the direction of my career as they gave me numerous opportunities to focus on developing my people management, systems knowledge and strategic skills within an admission setting – these experiences have very much enabled me to get to my current role and to succeed within.

My advice to those interested in the Student Lifecycle Pathway is to be open to new experiences and not be afraid of taking on different roles or projects to work out what exactly where your interests lie. Be curious and look to develop your systems knowledge as this can help you further with designing efficient processes. As registry teams work with colleagues across UCL, keep your people management skills up to date by attending available training courses, not just on performance or team management, but also on influencing and negotiating. Talking to other managers and colleagues at Community of Practice events is also helpful and can provide some useful insights or inspire you to take an approach you may not have considered.

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## Job family: Programme Administration

The role of programme administration is to support academic Programme Directors in the professional planning, effective delivery and evaluation of programmes. This is a predominantly staff facing role which is mostly based in academic departments or faculties with staff using Moodle, CMIS and Portico. We carry out a variety of activities in the day-to-day support and planning for programmes including providing information for timetabling, servicing committees, organising/ allocating seminar groups, organising events (such as field trips, clinical placements and industrial placements), organisation around assessments (including arranging marking and inputting of marks) and attendance monitoring. We also work with the programme director to support QA processes, such as academic review, at programme level and gathering and sharing programme and module information. Where we deal with Postgraduate Research students, we will manage the arrangements around upgrades, exams and awards. We liaise with senior academic staff in relation to teaching delivery and with external contributors to the programme as necessary. We also build and maintain effective professional relationships and have the tact and diplomacy to deal with senior colleagues and students.



## Level: Developing/Skilled

### Programme Administration Grade 5

**Typical role:** Programme Assistance

#### Transferable skills and competencies

WORKING WITH PEOPLE

FOLLOWING  
INSTRUCTIONS  
AND PROCEDURES

LEARNING AND  
RESEARCHING

(see pages 38-39)

#### Experiences

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

Supporting the effective delivery of education; first point of contact for responding to student programme-related queries by phone and email and face to face; dealing initially with routine enquiries and signposting other relevant services; able to understand, interpret and communicate set guidelines and procedures in order to support students; knowing when to refer complex problems to managers/colleagues; carrying out general administrative tasks to support the team as needed; supporting colleagues during busy times; taking responsibility for high volume, sometimes repetitive tasks (e.g. scanning exam papers for marking, attendance monitoring, returning coursework to students, checking coursework submissions); maintaining records and files; providing support for events as required, including ordering resources.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Get involved with a project or work-stream where you can gain experience in supporting events and tasks; build familiarity with HE cycle and typical related student issues.

##### Learning from others

Gain some experience of working with an appropriate customer service etiquette; gain experience of collaborating with teams or groups on shared tasks.

##### Formal learning

Gain skills of use and application of MS Office packages (particularly Excel and Word).

#### UCL Ways of Working

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## Level: Developing/Skilled

### Programme Administration Grade 6

**Typical roles:** Programme Administration

#### Experiences

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

Supporting the effective delivery of education; coordinating the response and resolution to student programme-related issues, keeping your manager informed as to potential difficulties or problems; understanding and ensuring adherence to UCL policies and academic regulations, and their application to programme administration; understanding when to upwardly refer complex cases; liaise with other departments, services and external institutions in relation to the delivery of education, including supporting timetabling, organising/allocating seminar groups, organising events (such as field trips, clinical placements and industrial placements); providing information for organisation around assessments (including arranging marking and inputting of marks); collecting key student data for reporting purposes (e.g. attendance monitoring); where we deal with Postgraduate Research students managing the arrangements around upgrades, exams, awards and monitoring progress; prioritising and managing own workload; carry out routine administration and servicing committees; use of IT systems related to the delivery of the programme (e.g. Moodle, CMIS and Portico).

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Find an opportunity to support the collection of relevant data (e.g. timetable information); assist in the organisation of departmental events; work with colleagues to coordinate efforts in a particular task (e.g. timetabling).

##### Learning from others

Participate in established teaching and learning forums and communities (e.g. TA Forum and Conference, InEDITA).

##### Formal learning

Procurement package for placing orders and raising POs e.g. MyFinance; timetabling package e.g. CMIS, Portico, student record system e.g. SITS; Virtual Learning Environment e.g. Moodle; minute-taking, committee servicing; content management system e.g. Drupal

#### UCL Ways of Working

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#### Transferable skills and competencies

WRITING AND REPORTING

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

FOLLOWING INSTRUCTIONS AND PROCEDURES

(see pages 38-39)

## Level: Independent

### Programme Administration Grade 7

**Typical Roles:** Programme Administration/Coordination

#### Transferable skills and competencies

RELATING AND NETWORKING

PLANNING AND ORGANISING

LEADING AND SUPERVISING

(see pages 38-39)

#### Experiences

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

Supporting the delivery of either a large complex programme and/or multiple programmes; can include providing line management/supervisory support for teams, acting as a point of escalation; ensuring the quality of the service being delivered and adherence to best practice; building and maintaining effective professional relationships with senior academic colleagues, particularly in relation to teaching delivery, and with external contributors to the programme as necessary; thorough understanding of regulation and legislation within and outside of UCL, and being able to apply and communicate appropriately; skilled user of IT programme systems (e.g. Moodle, CMIS and Portico); drafting and designing programme-related procedures and policies; carrying out and supervising a variety of activities in the support and planning for programmes including providing information for timetabling, servicing committees, organising/allocating seminar groups, organising events (such as field trips, clinical placements and industrial placements); organising student ambassadors to assist with open days; organisation around assessments (including arranging marking and inputting of marks); overseeing the collection of key student data (e.g. attendance monitoring) and managing the engagement monitoring process for compliance purposes; liaise with the programme director and other senior staff to support QA processes e.g. Annual Status of Education Report (ASER), academic review, gathering and sharing programme and module information and participating in the student load exercise; where we deal with Postgraduate Research students overseeing the arrangements around upgrades, exams and awards, and managing the monitoring process.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Supervising or leading a small project (e.g. developing a SOP); developing an in depth understanding of HE; learning by applying regulations to specific cases; becoming familiar with Faculty or department-associated discipline.

##### Learning from others

Observe and learn from colleagues modelling good management of difficult student cases; seek out an experienced mentor for guidance; Join and participate in networks.

##### Formal learning

Recruitment/interview training including systems (e.g. Rome); appraisal training; student records system – advanced use (e.g. exam boards); online recruitment systems; training in finance (e.g. MyFinance).

#### UCL Ways of Working

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## Level: Advanced

### Programme Administration Grade 8

**Typical Role:** Management

#### Experiences

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

Leading and managing the administration of multiple programmes; providing line management for teams and acting as a point of escalation; reviewing and developing the quality of the service to promote best practice, overseeing the design of programme-related procedures and policies; thorough understanding of regulation and legislation within and outside of UCL – communicating these to senior staff, and informing/influencing UCL policy and regulations; skilled user of IT programme systems (e.g. Moodle, CMIS and Portico); managing varied activities to support and plan programmes including serving on committees, overseeing timetabling, programme events and organisation around assessments; overseeing collection of key student data (e.g. attendance) and acting as liaison point for central professional services; authorising student fees on student information system; Recruitment of student demonstrators/teaching assistants to modules; work closely with the programme director and senior staff to deliver QA processes (e.g. ASER and IQR), ensuring compliance with approval processes as part of the academic review, making necessary amendments and programme changes; overseeing student load exercise; overseeing Postgraduate Research support where applicable; building and maintaining effective professional relationships with senior academic staff and external contributors to the programme; acting to ensure consistency across the departments from Faculty perspective.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Develop the ability to deal with more complicated or difficult student cases/issues; gain experience of complex workload management, especially with multiple priorities; gain experience of managing people, including overseeing the work of a medium to large team; applying regulations in complicated cases; influencing decision-making – balancing needs and priorities.

##### Learning from others

Active participation in relevant forums and communities, contributing to their development (e.g. present at the TA conference, develop workshops); be a mentor; be a member of a community of practice.

##### Formal learning

HEA Fellowship and/or Certified Member of the Association of Learning Technology (CMALT); Finance and HR Systems (e.g. MyFinance/Axiom, SiP); management skills e.g. dealing with difficult people; project management training; personal skills development (e.g. resilience, team working/personal effectiveness).

#### UCL Ways of Working

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#### Transferable skills and competencies

COPING WITH  
PRESSURE  
AND SETBACKS

ADAPTING AND  
RESPONDING  
TO CHANGE

DECIDING AND  
INITIATING ACTION

(see pages 38-39)

## Career Case Studies



### **Stephanie Dutton** **Undergraduate Programmes Administrator,** **Dept of Greek & Latin**

I am currently working as the Undergraduate Programmes Administrator in the department of Greek and Latin. I am responsible for the administration of all our undergraduate programmes

from induction to final exams. I work in a team of three Administrators and together we ensure the successful running of the department.

I first joined UCL in September 2014 as Student Enquiries Officer in the School of Slavonic and East European Studies (SSEES). I worked on the reception desk in the Student Administration Office and dealt with enquiries, extenuating circumstances and affiliate student administration. Before this I had worked as a receptionist at Imperial College London which was my first experience of working in higher education.

After working at SSEES for 18 months, I left for Greek and Latin and started as the Teaching and Reception Administrative Assistant. In December 2017, I applied for a secondment in the UCL Medical School as a Teaching Administrator. I was in this role for four months and it was very different to what I had done at SSEES and Greek and Latin, however I was able to apply some of my past experience to my responsibilities there. When I returned to Greek and Latin, my role had been re-graded with the new title of Undergraduate Programmes Administrator.

Student support has greatly increased in importance in the role of Programme Administrators in recent years, so I want to make sure I am as informed as possible about UCL's resources and training in supporting students.

From December 2016 to June 2017, I worked on my application to become an Associate Fellow of the Higher Education Academy through UCL Arena. I was awarded Associate Fellowship in July 2017 and was among a very small group of professional services staff to do so. I have attended conferences organised by UCL and the Association of University Administrators (AUA), of which I am a member. I have kept in touch with my colleagues in the UCL Medical School by coaching my successor in UCL systems, which I hope will teach me key skills in line management.

I would strongly advise others in my area to apply for Arena Fellowship. It is a fantastic way to reflect on what you do and remember what additional skills you bring to your role. It can be difficult to fit in around your working day, but my department were very supportive of my application and granted me some study leave to work on it. Attend as many workshops, training sessions and conferences as you can. I would also recommend enrolling on the InEDITA Moodle page, which has been specifically designed for Administrators by Administrators, and there are great resources there in best practice and further training.

At the moment, I'm shadowing my manager in his role as Exams Liaison Officer so I can gain further experience that will allow me to apply for management roles. I am doing a lot of self-training in Microsoft Office 365 and adapting our current procedures to make them as efficient as possible for our students. I am on the lookout for secondments in management roles and continuing to coach my successor in my previous secondment role.

## Career Case Studies

### **Jenni Todd** **Teaching Administrator, Division of Biosciences**

I started working at UCL in 2008 as a grade 3 Lab Assistant. A year later I injured my neck outside of work and was unable to continue doing manual work. I was lucky I was able to move to a desk job in our divisional Teaching and Learning office. When I started in the office my role was still at grade 3. My responsibilities were to sort the incoming post and provide general admin support to the rest of the team. After I worked in the office for a while, I was mostly providing support to our Deputy Manager who looked after the Masters courses. When the

Division expanded the number of Masters courses we offered and increased our student numbers my role was regraded to a 6 and I became a Teaching Administrator. I was lucky the change of career path worked for me and my manager was very supportive of me and helped me to get regraded from a 3 to a 6. I still enjoy my role supporting the Masters courses. I have worked on some of these programmes since they started, and it is satisfying to see how they have developed over the years. I hope to apply for a grade 7 Teaching Support position in the future.



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## Job family: Planning and Governance

This job family supports UCL to be well-prepared to deliver a high quality of education in the present and future - enabling students to optimise their potential. Roles contribute to the lifecycle of processes that ensure fairness, consistency and enhancement of educational quality and standards.

In Planning this means advising within faculties and at an institutional level on decision-making and governance around future requirements, changes and resources. The focus of the work is around forward planning and predicting or anticipating needs based on best practice, research and evidence. People in this job family work within a strategic framework to shape their day to day priorities through analysing and responding to a range of internal and external factors.

In Governance this means ensuring compliance with internal regulations and external bodies, meaning a consistent approach to the application of regulations, policy development and approvals. People working in this area maintain and manage the academic standards on which UCL's reputation is formed (e.g. student satisfaction, degree standards and research integrity). This includes feedback systems, complaints management and student discipline.



## Level: Developing/Skilled

### Planning and Governance Grade 6

**Typical roles:** Administration

#### Transferable skills and competencies

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

WRITING AND REPORTING

ANALYSING

(see pages 38-39)

#### Experiences

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

Working relatively independently within quality assurance frameworks; Planning and undertaking specific and core activities across the academic year (e.g. timetabling/room booking); supporting academic review; planning and coordinating assessment scheduling and ensure that marks and records are handled and maintained correctly to ensure quality; understanding the importance of your work to the overall student experience; interpret and apply regulations as appropriate; servicing committees; coordinate and analyse student surveys as part of QA processes; servicing committees and working groups (providing administrative support and coordination); communicating verbally and in writing across a variety of groups and people.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Familiarity with UCL regulations; find opportunities to hone written and other communication styles; develop opportunities to exercise judgement and make decisions based on set guidelines or frameworks; gain some understanding of how to interpret basic data such as surveys.

##### Learning from others

Get involved with appropriate networks and forums (e.g. teaching administration); support/shadow colleagues in servicing committees.

##### Formal learning

Learning how to make effective use of MS Office packages (Excel, Word, Outlook); attend training to learn how to service committees effectively; develop an understanding of education support systems such as Portico and Moodle.

#### UCL Ways of Working

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## Level: Independent

### Planning and Governance Grade 7

**Typical Roles:** Advisory Support, Senior Administration, Management

#### Transferable skills and competencies

ADAPTING AND RESPONDING TO CHANGE

ANALYSING

PLANNING AND ORGANISING

(see pages 38-39)

#### Experiences

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

Operating and developing technical knowledge within a defined area of expertise (e.g. student surveys and engagement, quality assurance, research misconduct) or within an academic unit; developing and applying regulations within the defined area (expertise or academic unit) and possibly leading a team; working independently within quality assurance frameworks; providing expert advice and guidance, including in some complex/new situations (e.g. fair application of regulations and policies, complaints management, student discipline); producing and/or using data to inform insight (e.g. analysing results of student surveys, reporting on outcomes of extenuating circumstances applications); planning and undertaking activities that respond emerging priorities alongside business as usual tasks; contributing to the development of policies and practices (expertise or academic unit); awareness of the wider internal and external context (e.g. other UCL academic units and HEIs); involvement in the management of committees and working groups; confident communication of complex information including high quality reports and presentations to senior staff and committees within a defined work area.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Taking on projects that help develop an advanced practical application how to make best use appropriate technology (e.g. Excel) in order to manage work; build expertise in advising with reference to UCL regulations, both as they relate to your area of work, and the wider institution and sector; develop experience of managing resources (e.g. people supervision and/or finance).

##### Learning from others

Get involved with the Association of University Administrators (AUA) sign up to mailing lists or attend conference or meetings; take the initiative to join and contribute to a change project or a working group.

##### Formal learning

Building advanced knowledge of education support systems such as Portico and Moodle; advanced training in MS Office packages (Excel, Word, Outlook); attend training in data analysis and manipulation (e.g. LinkedIn Learning and UCL training).

#### UCL Ways of Working

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## Level: Advanced

### Planning and Governance Grade 8

**Typical Roles:** Senior Advisory Support, Management

#### Experiences

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

In a central role this means being an expert lead for the institution in a particular area (e.g. regulations, programme approval, quality assurance). In an academic unit this means having a broader based remit with an expertise around the individual area context; implement and apply UCL strategies and policy to the individual context; expert knowledge of relevant HE and/or professional context; providing expert advice and guidance to committees and senior managers largely relating to change and complex issues (e.g. development of new regulations, practices and procedures); overseeing the production, interpretation and evaluation of a variety of data sources to inform change, decision-making and planning; advise how the insights relate to the wider picture (e.g. strategic priorities, quality framework); prioritising and delegating appropriately, recognising and responding to crucial issues; staff management and team development; embedding a positive student culture and commitment to UCL's reputational excellence in the team/academic unit; represent UCL externally at events and for a related to area of specialist knowledge; expert at taking forward faculty level education initiatives - and being an advisor of regulations and management of academic standards.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Consider becoming a Fellow of Higher Education Academy.

##### Learning from others

Take opportunities to present at internal conferences and to attend external conferences and events.

##### Formal learning

Leadership development training.

#### UCL Ways of Working

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#### Transferable skills and competencies

PRESENTING AND COMMUNICATING INFORMATION

DECIDING AND INITIATING ACTION

LEADING AND SUPERVISING

(see pages 38-39)

## Level: Senior

### Planning and Governance Grade 9

**Typical Roles:** Senior Management

#### Transferable skills and competencies

CREATING AND  
INNOVATING

ENTREPRENEURIAL AND  
COMMERCIAL THINKING

FORMULATING  
STRATEGIES  
AND CONCEPTS

(see pages 38-39)

#### Experiences

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

Producing and/or using data to inform insight; using considered and expert judgement in dealing with arising issues.

In Governance this is about providing a strategic overview to the wider team around developing or applying regulations, academics, and other stakeholders; leading, managing and developing a small team; dealing with complex issues that sit outside regulations, resolving issues quickly and logically.

In Planning this is about leading strategic initiatives and contributing to faculty planning documentation.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Participate in cases or issues that deal with situations outside of regulations; lead and deliver a strategic initiative.

##### Learning from others

Delivering presentations at high profile relevant conferences outside UCL; lead network events inside and outside of UCL; shadow a senior colleague to gain an insight into judgement calls.

##### Formal learning

Attend leadership training.

#### UCL Ways of Working

*These describe expected behaviours in line with UCL culture and values (see pages 40-41).*

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

## Career Case Studies



### **Joe Noteboom** **Faculty Education Manager, The MAPS Faculty Office**

I've just started a secondment as Faculty Education Manager in the MAPS Faculty Office. In this role, I'll be working closely with the Faculty Head of Education and Student Experience and Vice

Dean (Education), as well as other academic and professional services colleagues across the faculty and UCL, to support and enhance educational provision and the student experience across the Faculty of Mathematical and Physical Sciences.

Previously, I'd been working as the Joint Faculty Quality Assurance and Governance Officer since January 2018, supporting the Faculties of Arts and Humanities and Social and Historical Sciences, along with School of Slavonic and East European Studies, in the Joint Faculty Office. My role supported a wide range of functions related to education administration and governance, including servicing Joint Faculty learning and teaching committees, supporting various quality assurance and enhancement processes and coordinating faculty-level examinations procedures. I was also involved with student academic representation activities for the faculties, administering a small grants fund and coordinating selection processes for scholarship schemes, among other things.

Prior to coming to UCL, I worked as an English language teacher in several universities in Vietnam and Japan. I came to the UK to do an MA at the Institute of Education focusing on higher education policy and practice, with a view to transitioning from teaching to a career in university policy and administration. During my time as a student, I started working as an intern in Academic Services, which, after returning from a visa-related absence

from the UK, led to a permanent position as Policy Coordinator in the Academic Policy and Quality Assurance team, where I support central quality assurance processes including external examining, programme approval and Annual Student Experience Review. After a relatively short time in this role, I was offered an opportunity to apply for a short-term placement and then a secondment in the Joint Faculty Office, which led eventually to my current permanent position.

Since deciding to come to the UK and to UCL, my overall aim has been to learn as much as I can about teaching and learning in higher education in the broadest possible sense and to contribute to the valuable work that universities do educating students. Therefore, my priority has been to gain experience in as many areas related to teaching and learning as possible and to develop my administrative skills and competencies to enable me to take advantage of opportunities that suit my interests and values. My role in the Joint Faculty Office has been ideal in this regard, as supporting and coordinating the teaching and learning activities of 19 departments and liaising between departments and central services has provided a unique opportunity to understand and contribute to teaching and learning at UCL, while gaining a wide range of professional experience in a small team.

My advice to others in this area would be to take advantage of opportunities that present themselves and always be looking to learn something new. It's important to have a sense of any gaps in your own experience, skills or knowledge and always to be on the look-out for opportunities to address those gaps, whether through formal learning, involvement in a project or a secondment – and when opportunities do present themselves, don't be afraid to take chances!

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## Leadership level across Education Administration and Student Support

### Indicative Grade 10

Not every job family in EASS 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

**Typical roles:** Faculty Tutor, Director

### Experiences

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

Setting out, and delivering against, a strategic vision; broad 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).

#### Learning from others

Engagement in discreet/individual projects which have a defined start and end date. Consider working in a leadership role in an external capacity (e.g. as a non-exec board role or charity, school governor); take a leading role in an internal/ cross department or Faculty network.

#### Formal learning

Leadership/management training.

### UCL Ways of Working

*These describe expected behaviours in line with UCL culture and values (see pages 40-41). For Ways of Working indicators and steps to development please refer to the Ways of Working website [www.ucl.ac.uk/human-resources/policies-advice/ways-working](http://www.ucl.ac.uk/human-resources/policies-advice/ways-working)*

## Transferable skills and competencies

DECIDING AND INITIATING ACTION

FORMULATING STRATEGIES AND CONCEPTS

PERSUADING AND INFLUENCING

(see pages 38-39)

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## Transferable Skills

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

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

### 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



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

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



## Descriptors for UCL Ways of Working

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 are crucial to recruiting and retaining talented staff. They can be used:

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

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





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

