

Level: Developing/Skilled

Planning and Governance Grade 6

Typical roles: Administration

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

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

Transferable skills and competencies

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

WRITING AND REPORTING

ANALYSING

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

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).

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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.

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Transferable skills and competencies

PRESENTING AND COMMUNICATING INFORMATION

DECIDING AND INITIATING ACTION

LEADING AND SUPERVISING

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

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.

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