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

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

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

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

Level: Independent

Student Lifecycle Grade 7

Typical Roles: Senior Administration

Transferable skills and competencies

LEADING AND SUPERVISING

ANALYSING

ADAPTING AND RESPONDING TO CHANGE

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: Managerment

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

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

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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