

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

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

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

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.

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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

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.

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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

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)).

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