

## Level: Developing/Skilled

### Learning and Development grade 6

**Typical roles:** Learning/Training Coordination, Workplace Wellbeing Coordination, Training Administration

#### Transferable skills and competencies

PLANNING AND ORGANISING

WORKING WITH PEOPLE

FOLLOWING INSTRUCTIONS AND PROCEDURES

(see pages 46-47)

#### Experiences

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

Providing administrative support to teams that provide training or learning opportunities (e.g. in HR/ L&D / Depts); first point of contact to staff, participants, facilitators and other stakeholders in person and email; recording and reporting on training evaluations and uptake for mandatory and non-mandatory training; tracking and taking appropriate action where information is incomplete, escalating where necessary; coordinating and administering basic finance processes (e.g. raising agreed Purchase Orders and Inter Departmental Transfers (IDTs)); supporting the team with preparation for training events, (e.g. printing learning materials, meeting accessibility requests, organising rooms and providing joining instructions to delegates); setting up training events on the day (e.g. meet and greet delegates, setting up room and IT, minute taking); post training follow up (e.g. evaluations); maintenance of L&D resources and materials, including ordering supplies as needed.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Event support such as volunteering to organise meetings and/or support training events, ideally using online tools (doodle poll etc.); working to gain a sound knowledge of organisational requirements around training and why training is important; develop effective methods of understanding and actively promoting the importance of engaging with training requirements; developing effective means of sign-posting training opportunities; working with providers to deliver training programmes successfully.

##### Learning from others

Acting as a point of contact for event delegates; engage with a UCL community of practice in a relevant area; proactively seek to engage with networking opportunities; build up good working relationships with key HR contacts and a network of training specialists including facilitators and content developers; seek out an appropriate mentor, with support from your line manager.

##### Formal learning

Attend Personal Effectiveness training; learn Microsoft Office packages; explore LinkedIn Learning and other internal learning portfolios (e.g. Information Services Division (ISD) Digital education offering) to learn more about office packages or tools to support workload management; familiarise self with planning tools such as Trello and Eventbrite.

#### UCL Ways of Working

*These describe expected behaviours in line with UCL culture and values (see pages 48-49).*

*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

### Learning and Development Grade 7

**Typical Role:** Learning Coordination/Management

#### Transferable skills and competencies

LEARNING AND RESEARCHING

DECIDING AND INITIATING ACTION

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

(see pages 46-47)

#### Experiences

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

Taking responsibility for and overseeing actions and project tasks relating to delivering L&D activities, delegating specific actions where applicable; managing recurring/regular projects with existing internal or external suppliers in conjunction with central HR; working with team members, line managing where appropriate, including identifying and managing specific training needs and opportunities across own team, using data where possible; managing and monitoring budgets relating to specific learning projects, anticipating and flagging any issues; benchmarking across HE and other sectors to ensure that learning opportunities comply with best practice in processes; network, collaborate and connect, working closely with wider UCL learning communities; acting as main point of contact for providing expert learning and development advice to colleagues and stakeholders, including recommending appropriate learning opportunities and intervening in cases of non-compliance for mandatory training (e.g. GDPR); compilation and analysis of evaluation materials for reporting; streamlining processes and evaluating efficiency, improving where necessary. Reviewing, improving and ensuring optimization of learning opportunities and services; organise and present content to support effective learning (e.g. redesigning learning materials, joining instructions); finding creative ways to document and share learning and development solutions (e.g. online site, newsletters, lunch and learns).

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Develop a sound knowledge of UCL training related guidelines and policies; gain an awareness of core training needs for staff in your area of activity and how to engage them in L&D activities that will add value to their roles; gain proficiency at budget management – including a sound understanding of UCL finance and expenses policy; develop an understanding of line management capabilities – where possible through opportunities to ‘act-up’. (This may be supervision of ‘casual staff’ for individual events). Develop and hone understanding of training theory including the training cycle, kinaesthetic learning styles and blended learning.

##### Learning from others

Gain confidence in dealing with external suppliers, central UCL team and departmental colleagues; develop and practice influencing skills with colleagues at any level; active networking; engage with Community of Practice events and lunch and learns; seek out mentoring and/or volunteer to be a mentor.

##### Formal learning

Seek out presentation skills training (e.g. LinkedIn Learning) Identify digital skills for platforms to promote and share L&D activity in your area of influence; consider certification from a professional body (e.g. CIPD (Chartered Institute of Personnel and Development)/ LPI (The Learning and Performance Institute) or equivalent; complete training on managing budgets; familiarise self with training systems that can be used to record training and events.

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## Level: Advanced

### Learning and Development Grade 8

**Typical Role:** Learning and Development Lead/Management, Specialist Practitioner in Occupational Health

#### Transferable skills and competencies

LEADING AND SUPERVISING

PRESENTING AND COMMUNICATING INFORMATION

CREATING AND INNOVATING

(see pages 46-47)

#### Experiences

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

Ensure that learning interventions follow a planned training cycle within own area of activity in line with strategic objectives; conducting training needs analysis to assess knowledge and skills gaps; generating ideas and contributing to the creation of plans and learning pathways to implement learning and development activities, including investigating market trends and identifying best practice in content (e.g. scoping project, researching and identifying providers); line manage direct report(s), leading by example for supporting personal and professional development; delivering learning interventions to respond to identified needs (e.g. running workshops, training, positive action projects, role modelling inclusive practice) - delegating and supervising projects tasks as needed; Creating, co-creating and curating content with subject matter experts to meet learning needs; commissioning internal or external suppliers, and managing bespoke projects; managing the administrative activity behind the delivery of training (e.g. maintaining accessible resource areas of information such as websites and handbooks); ensuring that the UCL Ways of Working and core behaviours are embedded within learning provision; promoting the adoption of learning and training opportunities to support and encourage best practice in the workplace (e.g. UCL campaign training); point of escalation for consistent non-compliance on mandatory training; dealing with and resolving issues relating to stakeholder feedback; key responsibility for budget management for projects; manage the evaluation process, acting on the data to guide and develop change and continuous improvement to training.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Planning learning events so that they complement the strategic direction of your area's activity; proactively manage budgets to support training events and programmes; develop ideas and solutions which support business problems or strategic aims of your area; interpret data, report and recommend training direction and solution to solve problem; proactively contribute and add to Continuous Professional Development log; develop systems and processes which ease the operational activities supporting training.

##### Learning from others

Take opportunities to present and assist senior colleagues with developing their staff community; liaise with external/internal suppliers to develop proposals based on specific needs; take an active role in a Community of Practice; seek out opportunities to join internal/external networks; lead and be part of focus groups and contribute towards solutions for supporting practical learning.

##### Formal learning

Develop presentation and facilitation skills (e.g. through LinkedIn Learning); attend training around management development and having difficult conversations; learn about influencing and negotiation through training courses or using LinkedIn Learning videos.

#### UCL Ways of Working

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## Level: Senior

### Learning and Development Grade 9

**Typical Roles:** Head of function; Learning and Development, Workplace and Wellbeing

#### Experiences

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

Using Learning and Development to support organisational strategic priorities (e.g. department strategy, strategic operating plans); managing and directing L&D delivery at a departmental/faculty/ institutional level; defining the strategy, policy, governance and legal requirements for content creation; responsibility for leading innovation and new ways of thinking across L&D; providing guidance and expertise on how to assess and prioritise objectives; identifying, anticipating and addressing potential challenges and barriers to the implementation to the learning strategy; building good relationships and collaborations across stakeholder groups, influencing and consulting to ensure delivery of learning strategy goals; leading and line-managing individuals/ team, setting objectives and reviewing progress and impact - demonstrating leadership for supporting personal and professional development; ensuring that the UCL Ways of Working and core behaviours are embedded within learning provision; managing physical and financial resources, including budgets and space. Building a credible reputation inside and outside of own area, and finding new ways to build on a culture of learning; ensuring that learning is fair, accessible and reflects UCL's principles and values; engaging and influencing senior stakeholders and others to gain buy in for innovative approaches to people development; represent L&D on institution-wide projects.

#### Personal and professional development

*Development options to consider when working towards this level*

##### On the job learning

Develop processes and procedures which streamline and increase efficiency of operational training; work regularly with senior stakeholders in an "learning expert" capacity advising on learning solutions, providing practical ways to solve knowledge and skill problems; understand institutional priorities for learning at UCL and ensure that these are implemented in local areas; offer best practice solutions that are cost efficient and which lead in innovation; develop and facilitate senior management and leadership workshops.

##### Learning from others

Work closely with senior management to develop learning strategies which support key business initiative; lead on high-profile learning events; collaborate across groups to ensure consensus and positive application of training/learning initiatives; lead projects devised in Communities of Practice; attend networking events and conferences across the sector such as the Staff Development Forum at Jisc.

##### Formal learning

Attend training on subjects such as presentation skills; managing upwards; leadership development using LinkedIn Learning or open programmes from industry leaders; seek out 360 feedback to support development of impact and influence on stakeholders.

#### UCL Ways of Working

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#### Transferable skills and competencies

PERSUADING AND INFLUENCING

FORMULATING STRATEGIES AND CONCEPTS

DECIDING AND INITIATING ACTION

(see pages 46-47)