UCL Professional
Services Careers Framework
Human Resources (HR)

May 2020

Contents

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.

UCL Professional Services Careers Framework – HR

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.

Please note, this version is a working draft as we wanted to undertake an extended review period.
If you have any feedback or suggestions, please contact od@ucl.ac.uk

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What is the HR Careers Framework?

This framework is a development tool designed to support your thinking about career progression and development in Human Resources 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.

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?
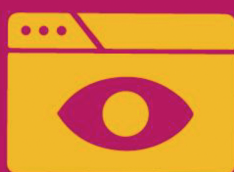
Browsers

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 interest 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.
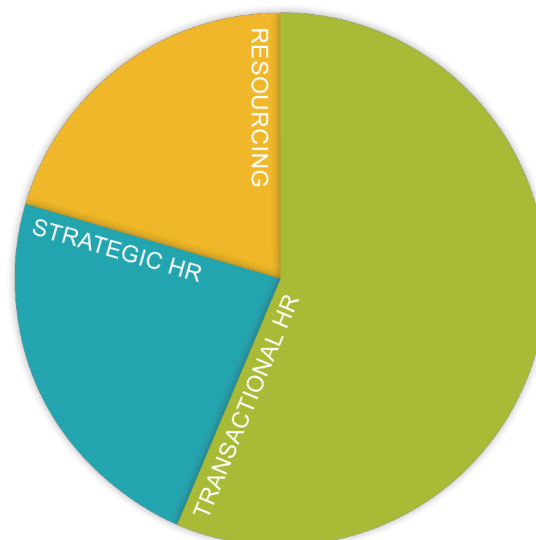
HR teams at UCL are inclusive of a wide range of skills and experience. While some roles and job families will require deep technical experience in HR-related skills, experience required for other job families may have been acquired in different professional backgrounds, such as operations, communications, and clinical practice. This balance of experience creates a broad, diverse and creative set of skills to build impactful HR support, with transferable skills such as **Working with People** central to the HR community.

This framework covers the 6 main job families in HR at UCL.

1. **Learning and Development**

2. **Transactional HR**

3. **Strategic HR**

4. **Resourcing and Talent**

5. **Employee Engagement**

6. **Culture and Change**

Which job family or combination of job families do you belong to in HR? How is your current role structured? How would you like to progress?

Many job roles in central HR, in Vice Provost offices or in departments or faculties will contain a combination of more than one of these HR job families. Think about how your role is reflected in one or more 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 and development in your areas of interest. Use the framework information about development and transferable skills to support your thinking.

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Personal and Professional Development

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

1. **On the job learning** (learning by doing)

2. **Learning from others** (through observing and interacting with other people or groups)

3. **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 Chartered Institute of Personnel and Development (www.cipd.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 48&49 for further information.

UCL Ways of Working

• **Personal Excellence**

• **Working Together**

• **Achieving our Mission**

These are UCL's ways of working for staff, 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 pages 50&51 for further information.

Reference

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

Job family: Learning and Development

Whether based centrally or in departments, Learning and Development at UCL sets out to support sustainable organisational strategic priorities across the institution and in departments through developing capabilities, competencies and skills in staff, both as groups and as individuals.

The Learning and Development function within HR works with other areas to obtain data to understand people-related trends and patterns to best anticipate and support training and development needs. They then make budget and best practice-based decisions around how to best support staff through development activities and make plans for delivery – either commissioning suppliers or creating and delivering training themselves.

A crucial role of Learning and Development is to ensure compliance with essential/mandatory training (e.g. Health and Safety and General Data Protection Regulation (GDPR) and ensuring that staff receive appropriate training opportunities to support their needs as they grow at UCL.

Development activities are not limited to Formal learning, however, but also encompass blended learning approaches, learning through interactions with others and On the job learning (known as the 70/20/10 model).

Practitioners in Learning and Development at UCL model best practice and innovation and principles around inclusion and accessibility (e.g. location, content, mode of delivery and accounting for part-time working). This approach is reflected in the design, delivery and commissioning of learning opportunities, as part of a culture of learning, investing in people and supporting growth and mobility that applies to our diverse staff population at all stages of their careers.

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Learning and Development

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

Level: Independent

Learning and Development Grade 7

Typical Role: Learning Coordination/Management

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.

UCL Ways of Working

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Transferable skills and competencies

LEARNING AND RESEARCHING

DECIDING AND INITIATING ACTION

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

(see pages 46-47)

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Learning and Development

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

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

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

PERSUADING AND INFLUENCING

FORMULATING STRATEGIES AND CONCEPTS

DECIDING AND INITIATING ACTION

(see pages 46-47)

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Career Case Studies

Jay Gerrans
HR Officer, UCL Innovation & Enterprise

I started at UCL three years ago working as an Administrative Assistant in the Comprehensive Clinical Trials Unit. In this role I was responsible for providing administrative support to the Directors as well as undertaking all HR-related activities for the department. Working in this role re-affirmed that HR was the right path for me and really helped to shape the future direction of my career. I joined Innovation & Enterprise as a HR Coordinator and Office Administrator in 2018. Since then I have gained a wealth of knowledge and have recently been promoted to HR Officer. I really enjoy this role and find it immensely rewarding to work in such a dynamic and vibrant department. Each day I face a variety of tasks and challenges and am constantly learning new things.

I am also currently studying for my CIPD qualification which will enable me to expand and build upon my current skillset. In the future, I would like to progress into a management role, taking on more responsibility and looking after a team of my own.

The advice I would give to others working in HR is to increase your network as much as you can - by speaking to others and working together, you can solve problems more quickly and effectively. Networking will also prove invaluable if you're looking to move roles and progress. I would advise individuals to widen their skill set as much as possible by taking every opportunity that comes their way. This could be by attending formal training events and studying for a professional qualification, or by simply shadowing more senior colleagues and continuing with informal learning. More than anything, anyone wishing to progress their career in HR should never give up - it will all be worth the up-hill climb!

Job family: Transactional HR

This job family supports people throughout their employee journey at UCL, through delivering timely effective, accurate and customer-based transactional HR services to UCL staff, managers and the wider organisation. We are usually the first point of contact for people-related queries in departments or centrally, often acting as an interface between key stakeholders. We also have responsibility for ensuring UCL'S compliance with key HR-related legislation (e.g. Right to work, Equality Act, GDPR and HMRC), communicating and working flexibly to ensure that individual needs are met within policy guidelines and in managing data with sensitivity and respect.

Whether based in a local department, or within central services this job family is about understanding workplace context and culture - drawing on our knowledge of the area, the institution and HEI best practice to plan and to provide advice. In Workplace Health this includes preparing students (e.g. medical) for a work environment (e.g. NHS, Laboratory work). We know how and when to draw on expertise and specialisations across the organisation, and work in an organised and agile way with deal effectively with competing demands in a changing landscape.

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Level: Developing/Skilled

Transactional HR Grade 5

Typical roles: HR Administration, Payroll Support, Workplace Health Administration

Transferable skills and competencies

FOLLOWING INSTRUCTIONS AND PROCEDURES

ACHIEVING PERSONAL WORK GOALS AND OBJECTIVES

WORKING WITH PEOPLE

(see pages 46-47)

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

First point of contact for general queries, providing excellent customer-focused support to colleagues in faculties/ department (e.g. MyView updates and systems support, P60s, payslips); using face-to-face, phone and email communication, escalating appropriately; checking key documentation (e.g. GP certificates), archiving and uploading HR documentation to personal files; preparing standard letters and templates (e.g. references, changes to appointment); accurately collating and updating management information as instructed within set parameters (e.g. starters/ leavers lists); checking compliance with employment policy, escalating where necessary; working to agreed targets within set timeframes to deliver an efficient service; entering data accurately (e.g. payroll, forms 6&7).

Personal and professional development
Development options to consider when working towards this level

On the job learning

Taking opportunities to have formal interaction with customers e.g. answering calls and greeting visitors formally; doing data entry work with systems to develop systems understanding and knowledge; gain experience of working in an organised and accurate way within set deadlines.

Learning from others

Learning from colleagues about what good customer service looks like through job shadowing/ mentoring. Gain experience of working in formal or informal teams and supporting colleagues collaboratively.

Formal learning

Basic Microsoft Office usage.

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

Level: Developing/Skilled

Transactional HR Grade 6

Typical roles: Administration Support for HR/EDI/ or Staffing, HR Service Advice, IT and Data Coordination

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

Acting as a key contact for general issues arising in the area of responsibility; understanding, applying and communicating standard policy; providing relevant and timely advice to colleagues around standard issues (e.g. probation queries, advice relating to implementation of policies); managing team workloads and monitoring delivery against set timeframes, escalating risks and issues where appropriate (e.g. following policy to provide a reasonable adjustment; oversight of temporary staff); providing on the job training for team; maintaining compliance with processes and procedures; keeping colleagues informed about progress and managing expectations; supporting the team to focus on customer needs and expectations; understanding and role-modelling best practice and customer service excellence, and acting as an ambassador for the team.

Personal and professional development
Development options to consider when working towards this level

On the job learning

Gain experience in discreetly dealing with sensitive data; take opportunities to start to provide and communicate advice to customers (verbal/written); gain experience in supporting new team members to be successful; gain a broad understanding of and familiarity with statutory regulations and UCL policies - and how they might impact the work of the team.

Learning from others

Volunteer to engage in different groups outside of direct team (e.g. Green champion). Take on roles within the department outside of existing responsibilities (e.g. First Aider/fire marshal). Join a relevant UCL Community of Practice, ideally as a member of a working group. Volunteer to shadow a more senior member of staff in order to be exposed to different working challenges.

Formal learning

Consider CIPD (Chartered Institute of Personnel and Development) Level 3 or equivalent. Gain confidence working with excel tables and database management.

UCL Ways of Working
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Transferable skills and competencies

ADHERING TO PRINCIPLES AND VALUES

PLANNING AND ORGANISING

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

(see pages 46-47)

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Level: Independent

Transactional HR Grade 7

Typical Roles: Senior HR/Staff Administration, Payroll Supervision, Workplace Health Management, Occupational Health Nursing

Transferable skills and competencies

FOLLOWING INSTRUCTIONS AND PROCEDURES

ACHIEVING PERSONAL WORK GOALS AND OBJECTIVES

WORKING WITH PEOPLE

(see pages 46-47)

Experiences

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

Working independently and taking responsibility for decisions in a particular area (e.g. within a department); developing in depth knowledge of policies and procedures and awareness of employment/equality law that they are based on; providing non-routine advice to colleagues (e.g. interpreting policy outside the usual course of employment); sign off forms 6 and 7; providing administration support for HR related meetings, drafting correspondence and taking, writing up and distributing notes – including informal ER meetings (e.g. disciplinary/ grievances); providing updates and reports for senior management, including interpreting data and giving insights and providing information for senior decision-makers; coming up with ideas for problem-solving through continuous improvements, escalating for more significant changes; providing input into HR-related meetings, providing advice on non-standard issues or those with no explicit policy guidance; taking responsibility for checking, preparing and administering detailed paperwork for complex HR related meetings (e.g. formal ER meetings, senior academic promotions); supervising and coaching staff, potentially line managing depending on context; escalation point of any issues relating to temporary staff working within the area; reviewing service delivery processes to maximize efficiency; influencing how the team works and how services are delivered within the context; building collaborative relationships with peers and stakeholders across the organisation. *Where practising clinical service delivery a nursing qualification is required.

Personal and professional development

Development options to consider when working towards this level

On the job learning

Gain experience of providing administration support for HR related meetings (e.g. Disciplinary/grievances); take opportunities to develop confidence in providing advice and information to customers; seek out opportunities to deputise for your manager in the team and as a representative in a senior stakeholder meeting; engage in thinking about process and service improvements and coming up with innovative and practical suggestions; gain experience in basic data analysis and reporting; finding opportunities to support the team (e.g. training /induction for new staff members).

Learning from others

Getting involved in wider change programmes outside of own area. Taking on additional responsibilities (e.g. Well-being champion) in order to engage with different groups dealing with broader HR-related issues across the piece. Seek out a mentor in the field. Buddy new team members. Spend time understanding distinct customer groups and needs.

Formal learning

Attend early management training and self-led learning e.g. through LinkedIn Learning Consider CIPD (Chartered Institute of Personnel and Development) training at level 5 or equivalent.

UCL Ways of Working

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www.ucl.ac.uk/human-resources/policies-advice/ways-working

Level: Advanced

Transactional HR Grade 8

Typical Roles: HR Business Partnering, HR/Staffing Management

Experiences

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

Leading a team to promote institutional-wide HR policies and practices within an area of responsibility; being accountable for and managing HR-related activities (e.g. appraisal roll-out, data reporting); signposting centres of expertise for specific issues (e.g. talent, recruitment, development); managing Occupational Health referrals and putting any follow-up actions in place; role modelling behaviour that promotes dignity at work principles. Managing budgets and people; managing performance; driving team performance while ensuring team have the time and resource to deliver and develop; accountability for team outcomes (e.g. meeting timeframes, services expectations); identifying and acting to deliver potential improvements in policy and practices, Providing early resolution of issues arising (e.g. mediation) to avoid formal processes; investigate or support investigation of formal ER case work (e.g. performance management, sexual harassment); working with stakeholders on HR-related projects and issues across UCL (e.g. Equality Diversity and Inclusion, Occupational Health and Wellbeing) collaboration; ensuring that the team are prepared and resourced to deliver excellent customer service instigate meetings; managing external relationships; contribute to decision-making at a senior management level, providing advice and support to senior staff and managers around complex issues.

Personal and professional development

Development options to consider when working towards this level

On the job learning

Seek opportunities to practice budget management (e.g. training budget) and resource management (e.g. identifying trends and gaps in teams); gain opportunities to handle more complex customer issues and queries – using own initiative where set policies do not exist; gaining confidence and experience in challenging and influencing senior stakeholders.

Learning from others

Taking a leading role in a relevant UCL Community of Practice. Participate in working groups or networks that produce recommendations to senior groups for changes. Playing an active part in external networks (e.g. CIPD (Chartered Institute of Personnel and Development), UCEA (Universities & Colleges Employers Association). Engaging with external suppliers and providers.

Formal learning

Attend basic budget management training or self-led learning (e.g. through LinkedIn Learning). Gain advanced Excel skills (e.g. pivot tables). Seek out management and leadership development to include people interactions such as 'Difficult Conversation'. Attend training for formal conversations (e.g. disciplinary/grievances)

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

Transferable skills and competencies

LEADING AND SUPERVISING

PERSUADING AND INFLUENCING

COPING WITH PRESSURE AND SETBACKS

(see pages 46-47)

Career Case Studies

Georgia Payne

My career thus far at UCL has been within the HR Services Team. My journey commenced in 2016 when I joined the HR Services team as an Administrator. Shortly after joining, I realised I had joined a large and busy team, that was responsible for a wide range of processes and tackled the pressures of payroll each month. In early 2017 I progressed into a Senior Administrator role and then in late 2018 I was appointed to the role of HR Services Manager.

My role as HR Services Manager was to manage the newly created Support Desk. The Support Desk was created to be a central point of contact for HR Services, responsible for all incoming emails and phone calls. In one calendar month we can receive up to 8000 emails, phone calls and customer visits. My role required me to maintain and deliver an efficient, accurate and compliant service, within service standards whilst driving high performance, engaging with key stakeholders and considering continuous improvement opportunities.

My first two roles at UCL really gave me a good basis and understanding to transition smoothly into the Manager role. I still value the skills and experiences I gained as an Administrator and Senior Administrator, many of these skills have enabled me to manage and truly understand the workload of the team. Whilst I was in the Senior Administrator role I completed my Level 3 CIPD, this is not a necessity for my current role but did enable me to hone some key skills and learn from other HR Professionals across various sectors. I joined HR Services with an open mind and was keen to explore different opportunities and challenges to facilitate my development. During my time at UCL I have embraced opportunity and volunteered for as much as I can, taking part in a variety of projects, such as the HR Communities of

Practice. In 2017 I completed a secondment within the Institute of Education, this gave insight into the operations within a UCL department and the challenges that they face. Taking part in additional projects has provided me with the opportunity to build relationships and networks across UCL. In addition to the above the working relationships I have built with my managers and peers has been invaluable for my learning and development.

My advice to anyone wishing to follow a similar path would be to jump at the chance for opportunities such as training, knowledge sharing and networking. Welcoming feedback from my managers, peers and key stakeholders and then learning from it where possible has also proved to be invaluable. I have also found that networking with those outside of my direct team has enabled me to broaden my understanding and perspectives. This has been particularly useful for the development of the Support Desk as a service and on my ability to manage key expectations. I would also advise self-led research and learning to ensure you remain up to date with key changes across UCL as well as Employment Legislation changes. This has enabled me to make proactive and well informed decisions.

As of September 2019, I have started a secondment, as the Continuous Improvement Manager for the Professional Services Hub. This role has taken elements of what I really enjoyed as part of my HR Services Manager role and has broaden them across other key functions of the PS Hub. My first step is to enhance the relationships I already have with key stakeholders (Hub Managers) and to establish their needs and priorities. Some key deliverables I am working on is the roll out and development of a Customer Relationship Management tool and increasing the PS Hub's digital presence, such as a website and monthly newsletters. All of the relationships, skills and understanding the complexities of UCL I have developed are highly beneficial and transferrable to this secondment.

Career Case Studies

Angelina Blackwood-Hernandez
Staffing & HR Manager at the UCL School of Pharmacy.

My name is Angelina Blackwood-Hernandez and I am the Staffing & HR Manager at the UCL School of Pharmacy. I started my career in HR at the University of Manchester where I worked as a full time Data Entry Administrator whilst I studied part time for my Masters in Latin American Cultural studies. At that time, I was not really sure what I wanted to do with my life and just knew that I enjoyed Latin American Studies enough to do more of it at a higher level. During my studies I fell pregnant with my first child which prompted me to move to London so I could be closer to family.

I transferred my MA degree credits to UCL and started working part time in the HR Office in the School of Pharmacy. My time working with the School of Pharmacy has always been positive, supportive and fulfilling and I have grown to a level that I never really believed I actually would during my time here. I worked closely with the HR Manager at the time and learnt a lot whilst working on the job and just observing from afar. Then one of my colleagues went on maternity leave twice, giving me the opportunity to act up to the role of HR Officer, full time. I enjoyed the work that I was doing so much, I remember saying to myself "I want to be a HR Manager myself one day". I was privileged enough to be supported in obtaining my MSc in HR Management and my CIPD accreditation. Soon after handing in my dissertation on Reward and Motivation, I gave birth to my third child and went on maternity leave. When I came back from maternity leave, the School of Pharmacy HR team was going through a restructure and there was an opportunity for me to interview for the position of HR Manager.

I successfully interviewed for the post of Staffing & HR Manager. When I started in HR I had originally set out to become an academic or a researcher in Latin American Studies. I always wanted to do a PhD but life and a growing family was telling me I needed to get out and earn some money. Once I started working in Human Resources I set out to: a) do my very best to help people come to work and be happy in the work that they do b) go as high as possible in my field. Each time I secured a new role I would aim for the next level up. I would definitely like to secure the position of HR Director within the next five years.

At the moment I am particularly interested in Staff Engagement and Organisational Development. I am a UCL mentor and have mentored at least ten people during my time as manager here through U-Mentor. I also coach and mentor my own team. I love to see staff happy and growing in their roles. I enjoy looking into situations where things are not working quite right in the workplace and engaging in meaningful dialogues with staff to find out what is stopping them from feeling fulfilled in their roles and putting solutions in place to make an improvement and put a smile on people's faces. I love it when the staff survey comes around as it is a great opportunity to make UCL an even greater place to work. One piece of work that I am particularly proud of, that came out of the staff survey, is the well-being initiative that I launched at the School of Pharmacy, which did a lot to bring about wide reaching culture change within the UCL.

The thing that supported me most in my career was working in an office where I got to experience the complete employee life cycle and had the opportunity to get involved in every possible aspect of that cycle. Working very closely with someone who is very good at what they do and has the experience that you are hoping to gain yourself is also invaluable. Placing yourself in the proximity of the person who you consider to be your next or future step is a very powerful technique that has worked well in my career.

I also was able to attend leadership development and was provided with several mentors along the way whilst being given the freedom to set and achieve my own inspiring objectives. For me, it was really important to keep learning and finding out new things. This led me to go out and meet different people and be inspired by ideas on new ways of doing things. So, after 16 years of experience in HR, what next? I would like to organise a conference for BME staff who work within the university sector with a view to setting more BME staff up for success when obtaining senior positions (grade 8 and above) in Higher Education administration. Now that I have had the wide exposure as a generalist in HR, I feel that it is time for me to delve into some of those areas that I have enjoyed most. Ideally my next career move would be in a more senior role that involves leading on staff engagement or organisational development. A career planning or talent management role with a bit of executive coaching and motivational speaking would be great for me. I would also be open to working in another sector outside of Higher Education just because I'm curious to see what it's like.

Job family: Strategic HR

While all HR job families operate in line with UCL strategy, goals and mission – the Strategic HR job family represents elements of senior roles which provide direction across different services areas by translating strategic organisational needs into actionable plans – bringing the additional benefits of specialist knowledge of external markets and the evolving nature of work.

Many senior staff have elements of Strategic HR within their roles (e.g. HR Business Partners and Heads of HR, HR Services Managers and Directors, HR Managers and Senior HR specialists such as Employee Relations, Workplace Health, Equality, Diversity and Inclusion (EDI), Policy, and Reward).

In this job family senior staff use specialist HR skills and knowledge to create interventions and initiatives to support long-term organisational business outcomes through a strategic framework. This work is present throughout the employee lifecycle – for example, ensuring fair and equitable reward, creating and implementing mental health and well-being strategies, improving employee performance and development, streamlining organisational structure. In practice the work in this job family could mean driving the formulation of strategic operating plans (from an overarching HR perspective or a particular specialist area such as reward or equality, diversity and inclusion), ensuring the relationship between an organisation and its people is managed through transparent and inclusive communications and engagement, ensuring that HR practices are legally and financially compliant, introducing staff development, remuneration and benefits approaches which are aligned to current and future organisation needs and market conditions.

Level: Advanced

Strategic HR Grade 8

Typical Roles: Management of a function; HR, Policy, Employee Relations, Equality Diversity and Inclusion, HR Business Partner

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

Wide experience within HR, having worked in or with a few different areas. Working with stakeholders to identify barriers and opportunities with regard to achieving HR strategic aims; gathering data and information to understand and build intelligence to identify arising people management issues (e.g. sickness absence), making recommendations and developing an action plan to address concerns (e.g. where negative work cultures exclude some team members); understanding the overall HR strategy and goals, developing a sense of how it is best applied and delivered at a local level, within a department or across faculty; contributing to the development and implementation of departmental strategic operating plans, and creating bespoke initiatives that support key priorities; using HR expertise to lead or contribute to UCL working groups; working on particular projects based on knowledge and experience, collaborating with other specialist areas and centres of excellence for support (e.g. Talent, EDI, Resourcing).

Personal and professional development
Development options to consider when working towards this level

On the job learning	Learning from others	Formal learning
Undertaking project work that contributes to a key strategic aim.	Being a member of working groups; contributing meaningfully to local team meetings.	Member of Chartered Institute of Personal Development (CIPD) or equivalent experience. Coaching

UCL Ways of Working
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Transferable skills and competencies

RELATING AND NETWORKING

ADHERING TO PRINCIPLES AND VALUES

PERSUADING AND INFLUENCING

(see pages 46-47)

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If you have any feedback or suggestions, please contact od@ucl.ac.uk

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Level: Senior

Strategic HR Grade 9

Typical Roles: Head of Function, Pensions, Workplace Wellbeing, Employment Policy

Transferable skills and competencies

ENTREPRENEURIAL AND COMMERCIAL THINKING

APPLYING EXPERTISE AND TECHNOLOGY

CREATING AND INNOVATING

(see pages 46-47)

Experiences

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

Senior HR Specialist operating within a key function of HR; working closely with members of the HR Leadership team to understand UCL HR's strategic direction and priorities; leading and developing initiatives to support the implementation of the HR Strategy and UCL 2034; responsible for scoping, designing and delivery of projects, managing risk (e.g. through equality impact assessments), as well as stakeholder engagement to ensure buy-in and alignment. Responsible for translating HR strategy into action using specialist knowledge of external markets and the evolving nature of work. Setting and reviewing agreed KPIs, measurable targets and milestones in line with business performance.

Personal and professional development

Development options to consider when working towards this level

On the job learning

Managing and Developing a team. Developing a new initiative for staff across UCL

Learning from others

Lead a working group. Leading team meetings. Presenting papers/proposals to SMT based on new initiatives.

Formal learning

Professional HR qualification e.g. Member of the Chartered Institute of Personnel and Development (MCIPD) or equivalent experience. Project management. Business improvement.

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Career Case Studies

Ben Webb
Departmental Manager, Department of Political Science, Faculty of Social Historical Sciences

My current role at UCL is the Manager in the Department of Political Science in the Faculty of Social Historical Sciences; I started my current role in August 2018. The focus of my role is to manage the Department Professional Services team and to oversee the operations and resourcing of the Department; this includes HR, Finance, Education and Estates management. I started my career at UCL in 2009, where I joined as a HR administrative assistant in SLMS as a one year maternity leave cover. I never set out to have a career at UCL, but the diversity, culture and size of UCL captured my interest and my passion.

Since 2009, I have had six roles at UCL, these have been across the Institution, both permanent and fixed terms, which has enabled me to have a diverse career at UCL, for example, I have been on two secondments and my roles have been in different Faculties and within UCL central HR. These opportunities have provided me to move into exciting and different roles, moving from my first post into a HR and Finance administrator post to a Unit administrator, Senior HR Policy Advisor and a Deputy Institute Manager/ HR Lead. Very early on in my career at UCL, my mentor told me that if I wanted to progress effectively at UCL, that I should not expect to stay in one place, but to move around UCL. This would make me an asset to any department as I would build my experience, broaden my skill set and get a wide understanding of the Institution. This guidance has been the foundation to my career progression at UCL, and a piece of advice I would give any staff member. Through my career, I have demonstrated my adaptability and a willingness to change my responsibilities and take career risks in the roles.

All the roles I have held, have had a focus or elements of HR, which has been my main passion and interest, but what has been important to me is learning how and why we do things. Moving into different roles has given me a broad prospective and understanding of this and how the Institution operates, exposure to new areas of work, networks and how the different aspects of the business and come together. One huge advantage of working at UCL is the resource and exposure to training and development opportunities, both in the classroom and on the job, I have experienced. I was lucky enough to win a scholarship from my Faculty to contribute to my CIPD, this was an excellent foundation to build my HR career on, it provided me with not only the theory, but also the practical skills to enable me to improve day to day at work. These skills, along with the leadership and managing training programmes and other courses (received at UCL) has enabled me to build on my management and leadership skills, as leading and developing a team has provided me with the most satisfaction in my career.

Another crucial element to helping in progressing with my career is acting ups, secondments and taking a leadership role in a community practice. These opportunities have enabled me to test and develop my skills at the next grade or new areas in UCL outside of my current role. I would highly recommend secondments, these have been a great opportunity to find out how another part of the organisation operates, build networks and provide me with a new experience. My secondment in HR provided me with key insight into a strategic HR role and insight into how the centre operates at an Institutional level that I did not have exposure to at a department. Lastly, utilising inspirational, supportive and encouraging managers and mentors in all my roles has guided me through my career at UCL. My mentors have provided me with direction, enabled me to learn from their experiences and help build my confidence in my abilities and my skills. If I was to provide advice to anyone is that if you want to progress, firstly, look within UCL, there is a wealth of opportunities in; new roles, secondments, communities of practices, attending conferences, and training and in other UCL citizenships roles. It is so important to network with other colleagues in the wider UCL community. The network I have built throughout my ten years has enabled me to do my job better every day and learn best practices from others. Lastly, we are at our best when we are proactive rather than reactive working, so be restlessly curious, take risks, learn new things, have new experiences, apply them to your role and use them to make it, as well as the team and department even better.

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Career Case Studies

Sydonnie Hyman
Institute Deputy Manager and Human Resources Lead, Institute of Epidemiology and Health Care

My role as Institute Deputy Manager and Human Resources Lead at the Institute of Epidemiology and Health Care is multi-functional. As HR Lead, I lead on enabling the full employee lifecycle across IEHC, delivering on all aspects of Human Resources for all staff categories. As Deputy Institute Manager, I provide research department specific administrative management for Epidemiology and Public Health as well as deputise for the Institute Manager.

Working at UCL has been a positively challenging and rewarding experience. I started the most recent leg of my HR career at the Faculty of Laws in the capacity of HR Administrator in 2016. As the Faculty expanded so did the need for further support. Over a period of 12 months, my role rapidly developed into an HR management role. Following the stabilisation of HR Operations within the faculty, the assistance of a fantastic team, I was keen on taking on a more advisory role. I successfully explored secondment as a way of preparing for my next career move. I have since applied for the substantive role and have secured what is now my current post.

My transition over the last 3 years has been from HR Administrator to HR Officer to Senior HR Officer to Institute Deputy Manager and Human Resources Lead. Of course these transitions were supported through professional and management training and development courses as well as leadership support from mentors, managers and other HR Professionals.

I wanted to explore my potential and develop new skills to deliver a better service professionally. My passion is people. Why? Because people are at the heart and the core of every organisation and UCL is no exception. At the core of this global institution is the eclectic partnership of our students, staff, collaborators and stakeholders. The stakeholder scope is so wide that you could collaborate across multiple continents in less than a day. We work with some of the greatest minds internationally; so to be able to contribute to world changing research through HR is a bonus.

In terms of my personal development, networking, mentors, supportive colleagues, HR Communities of Practice have fostered a genuine culture shift at UCL; I also take responsibility for my learning. There has been a real spotlight on the development of professional services staff which has redefined the 'career pathways'; pun intended. This has synergistically opened avenues for professional services staff to develop their careers at UCL; either in a specific discipline or generalist way. The complexity of UCL can be quite a challenge but it is also one of the reasons we are a leading global institution.

UCL has supported my career development as an HR Professional through assisting with supporting my MSc in Human Resource Development and Consultancy (MCIPD); as well as leadership opportunities such as leading projects, leading a team, working on strategic committees and through multifaceted training opportunities e.g. shadowing, coaching, online courses, etc.

Believe in yourself and be intentional about your development. Take advantage of the opportunities that are available to you. There is a wealth of knowledge, expertise and support available at UCL. Maximise your appraisal sessions which should include discussions around you and your career development. Participate in conferences, workshops and activities that will help you to develop skills and building new working relationships. Managers, mentors and coaches can be very influential in your career journey as they are in mine. Their expertise, guidance and support has contributed to my confidence and professional experience. Finally, develop and nurture relationships beyond your department, discipline and team; it yields new skills, better working relationship, improves processes, bolsters organisational citizenship and adds value to your UCL experience and career.

Job family: Recruitment and Talent

UCL has a focus on best practice recruitment and selection techniques that necessitates a specialised approach to ensure that UCL is able to attract, identify, grow and retain the very best talent. Our growing talent capability supports staff to develop potential in individuals and to plan for necessary skills to fit our changing organizational needs.

Recruitment and Talent activity at UCL is generally decentralised and is rarely part of a specialised role outside of central HR. This work is frequently carried out by departmental administrators and managers, local HR officers, or staffing team within departments.

Whether working in local or central specialist recruitment environments, the skill sets of recruitment and talent professionals at different levels in this job family include understanding and translating data and reporting into resourcing and talent management approaches, designing and tailoring recruitment and talent management approaches across diverse demographics.

 In recruitment work includes identifying and selecting the best routes to the job market for specific roles, seeking diversity through proactive initiatives, designing and selecting assessment approaches. In talent the focus is on identifying and acting on key succession data around skills shortages, understanding longer-term career potential, the exclusion of under-represented groups and 'critical contributors' in the organisation.

Colleagues with a focus on talent support carrying out appraisal processes in a timely and meaningful way, either from a central overview or local perspective. They support line managers to identify key skills and career experiences needed for their staff to succeed at work and help address any patterns and themes in barriers that may be blocking that process.

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Level: Developing/Skilled

Recruitment and Talent Grade 6

Typical roles: HR/Staffing Administration, Recruitment Advisory Support, Talent Coordination Support

Transferable skills and competencies

FOLLOWING INSTRUCTIONS AND PROCEDURES

WORKING WITH PEOPLE

PLANNING AND ORGANISING

(see pages 46-47)

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

Supporting the activities of a recruitment/talent campaign. Understanding and following standard procedures to support recruitment and talent processes (e.g. using recruitment systems, redeployment policies, recruitment and selection policies, exit interviews, appraisal, mentoring allocations); ensuring that relevant accurate data around recruitment and talent is captured and shared, flagging data integrity issues as they arise, and requiring basic understanding and adherence to relevant legislation (Equality Act, GDPR, rights to work checks). Key administrative duties in a recruitment focused role include checking the content of a job description, circulating applications, arranging interviews, putting together interview packs and offers and managing unsuccessful candidates; supporting onboarding and induction (e.g. arranging passes and IT access); processing and checking data relating to employment and talent (e.g. HR and recruitment systems); ensuring that secondment opportunities are circulated within the area, following a process to ensure that sequencing is in place and is supporting the capturing of learning outcomes. In a specialist Talent role, activities could be supporting the design of central procedures on developmental programmes such as Erasmus+, coaching and mentoring allocations. In a specialist Recruitment role, activities could include carrying out qualification calls with candidates and conducting longlisting in line with EDI good practice.

Personal and professional development
Development options to consider when working towards this level

On the job learning

Build a basic understanding of using HR/ recruitment systems; experience of following key processes and policy/guidance with a basic understanding of the requirements that they are supporting (e.g. basic employment and immigration law).

Learning from others

Join forums/networks/ Communities of Practice in related areas to enhance own knowledge and understanding. Network/ attend events to familiarise self with wider UCL or Higher Education communities and contexts. Look for opportunities to job shadow in relevant roles.

Formal learning

Explore CIPD (Chartered Institute of Personnel and Development) or REC (Recruitment and Employment Confederation) level training related to resourcing/ talent (suggested level 3). Intermediate knowledge of Microsoft office packages (Word / Excel/PowerPoint/Outlook).

UCL Ways of Working
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Level: Independent

Recruitment and Talent Grade 7

Typical Roles: Senior Talent Coordination, Senior HR/Staffing Administration , Senior Recruitment Advisory Support

Experiences

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

Using knowledge and judgement to coordinate and add value to recruitment campaigns and talent-related events, ensuring that activity is reflected in Strategic Operating Plans and adhere to EDI good practice; working to translate central UCL approaches to make sense in the context of a particular department and area; Ensuring that relevant accurate data around recruitment and talent is captured and shared, flagging data integrity issues as they arise. In recruitment, gaining an understanding of needs of the campaign from the hiring manager (e.g. role requirements, budgets, recruitment channels); provide informed advice relating to the brief; Independently manage the campaign delivery through the use of relevant systems (e.g. Applicant Tracking Systems - ATS) including creating text for job descriptions and adverts (including reference to the UCL Ways of Working), liaising with external agencies and job boards; collating shortlist packs and sharing with hiring managers for review; supporting offer process by sharing details of offer with HR services for contract production; working with agencies to conduct search campaigns for senior positions; in Talent, reporting key findings and increasing visibility of activities to support talent processes (e.g. appraisal, exit interview, mentoring allocations); problem solving (e.g. resourcing and talent challenges); reporting on and highlighting issues suggested by data-led trends and themes; supporting learning outcomes on talent processes, (e.g. appraisal and probation); in specialist recruitment roles this would include end-to-end recruitment campaign management including candidate and stakeholder management, acting as the single point of contact throughout (e.g. sharing information on interview scheduling and reasonable adjustment requests); supporting the offer process by providing unconditional offer and contracts to candidates; Conducting research for executive search positions across UCL, delivering related data (e.g. relevant demographics and candidate pools). In specialised Talent roles, supporting the design of central procedures and mobility programmes (e.g. Erasmus Plus).

Personal and professional development

Development options to consider when working towards this level

On the job learning

Build an understanding on how to take briefing from hiring managers and translate these into compelling recruitment adverts; experience of pro-actively sourcing for candidates through social recruitment channels e.g. LinkedIn; build an understanding of relevant labour markets and candidate pools; build familiarity with relevant key UCL initiatives e.g. Ways of Working. Build familiarity of systems and processes, e.g. Recruitment Applicant Tracking System (ATS).

Learning from others

Seek out forums/ networks/Communities of Practice in related areas to enhance own knowledge and understanding. Work closely with assigned faculty/ department to understand specific recruitment challenges and create credible and trusted relationships.

Formal learning

Explore CIPD (Chartered Institute of Personnel and Development) or REC (Recruitment and Employment Confederation) level training related to resourcing / talent (suggested level 5).

UCL Ways of Working

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Transferable skills and competencies

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

DECIDING AND INITIATING ACTION

LEARNING AND RESEARCHING

(see pages 46-47)

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Level: Advanced

Recruitment and Talent Grade 8

Typical Roles: HR Business Partnering, HR/Recruitment Management, Talent Consultancy

Transferable skills and competencies

LEADING AND
SUPERVISING

ENTREPRENEURIAL AND
COMMERCIAL THINKING

ADAPTING AND
RESPONDING
TO CHANGE

(see pages 46-47)

Experiences

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

Developing an understanding of relevant labour markets (e.g. Engineering) and of current skills, anticipated future skills, planned workforce adjustments (e.g. maternity covers) within area of responsibility (e.g. department); able to use workforce planning to identify current tactical recruitment and talent needs within area of responsibility and routes to markets (where and how to advertise); understanding of HERA frameworks - grading new jobs through cross referencing HERA to job descriptions; creating plans around support for apprentice assessment and development; ensuring that the UCL Ways of Working and core behaviours are embedded within approaches. In a specialist recruitment role (e.g. Unitemps): Responsibility for managing KPIs, adherence to SLA (Service Level Agreements) and a team of recruiters within area of responsibility, ensuring adherence to EDI best practice, tracking recruitment diversity trends, designing and selecting appropriate assessment approaches. Run and manage cost-effective internal executive search campaigns that deliver high-quality appointments within candidate-focused process - managing candidates, stakeholders and salary negotiations; In a specialist Talent role: navigating interventions on coaching requirements to resolve a range of issues (e.g. new roles, conflict, well-being); Planning performance and developmental support based on appraisal (or other) data, or line manager request for input; Providing advice and support on succession and resource planning; Raising awareness of, and integrating UCL people planning activities with departmental contexts;

Personal and professional development

Development options to consider when working towards this level

On the job learning

Familiarise yourself with the workforce planning principles, building an understanding on how to employ various methods to support resource planning; gain experience of managing a team of recruiters/administrators and demonstrating adherence to KPIs build experience of executive search recruitment including candidate and stakeholder relationships take opportunities to design or observe assessment and selection approaches gain familiarity with financial and line management approaches.

Learning from others

Taking an active role in or creating forums/networks/Communities of Practice in related areas to enhance own knowledge and understanding. Maintain and manage multiple candidate and stakeholder relationships; job shadowing to gain experience in managing others.

Formal learning

Explore CIPD (Chartered Institute of Personnel and Development) or REC (Recruitment and Employment Confederation) level training related to resourcing/talent (suggested level 5). Attend training related to financial and line management (e.g. Managers toolbox)

UCL Ways of Working

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Level: Senior

Recruitment and Talent Grade 9

Typical Roles: Head of Function; Recruitment, Resourcing, Talent

Experiences

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

Play a key role in ensuring UCL has the right people with the right skills in the right roles at the right time. Develop a broad understanding of labour markets across a number of sectors and industries understanding of relevant labour markets (e.g. Engineering) and of national/ international challenges to current skills, anticipated future skills at an organisational level. Able to create and use new methods of workforce planning tools and formulating pan-institutional strategies to compete across multiple labour markets. Able to lead operational teams of recruiters and develop KPIs. Oversees performance reviews, ensuring high completion rates and that outcomes are of a high quality. Identifies people who fully demonstrate UCL Ways of Working and inspirational leaders. Works to ensure there are consequences to the extreme cases of high performance and sub-optimal performance. Identifies key strategic developmental themes with the population, managing interventions as well as coordinating succession-planning programmes. Will work to ensure visibility of key contributors (staff who have high potential and/or have skills/expertise that are critical to UCL's future), and that development/retention/knowledge management plans are in place. Oversees learning and development nominations. Will lead in the development of inclusive people practices and will attend to interventions required for under-represented groups and skills shortages, such as technical skills per UCL's Technician Commitment and securing local responsibilities for recruiting and onboarding entry level apprentices. Designing recruitment and talent strategies in line with best practice EDI guidance, working with UCL stakeholders to implement initiatives to improve and simplify the recruitment and talent experiences across the organisation; Defining and role-modelling organisational principles and values, ensuring that UCL leads the way in fair and inclusive practices and processes relating to talent and recruitment; working with stakeholders to implement positive action initiatives, where appropriate, to support UCL 2034 goals.

Personal and professional development

Development options to consider when working towards this level

On the job learning	Learning from others	Formal learning
Expand current knowledge of labour market by overlaying with institutional understanding; experience of developing KPIs relevant to organisation and aligned with best practice.	Taking an active role in or creating forums/ networks/Communities of Practice in related areas to enhance own knowledge and understanding. Maintain and manage strategic stakeholder relationships.	Explore CIPD (Chartered Institute of Personnel and Development) or REC (Recruitment and Employment Confederation) level training related to resourcing/ talent (suggested level 7).

UCL Ways of Working

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Transferable skills and competencies

PERSUADING AND INFLUENCING

ADHERING TO PRINCIPLES AND VALUES

FORMULATING STRATEGIES AND CONCEPTS

(see pages 46-47)

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Career Case Studies

Nadia Ali
Manager for Division of Biosciences

I am the Staffing Team Manager for Division of Biosciences. I am responsible for the staffing affairs of the Division at both the strategic and operational level. I started at UCL following the merger of School of Pharmacy as a HR Support Assistant in 2012. I applied for this role as I was keen to pursue a career in HR, this meant taking a pay cut and starting again but it was my first step in the direction I wanted to be heading. After a restructure of the team, I secured the role as a Staffing & HR Administrator. We were a small team of three and this allowed me opportunities to participate in project work and exposed me to complex HR matters.

I took any opportunity that came my way, which in turn helped build my knowledge base, skills and confidence. In this post, I had some coaching sessions, which really helped me identify my goals and some of my 'blockers' that was stopping me from reaching to my potential. After returning from maternity leave, I spent my time adjusting to my new working lifestyle and building the momentum up to move on. When the opportunity came along to act-up to the post of Staffing and HR Officer, I took it without any hesitation. This allowed me to gain the right set of skill to secure my post in the Institute of Education (IOE) as a Recruitment and Payments Coordinator. The IOE also underwent a merger and I was responsible for a newly established team after a restructure.

This was my first line management role overseeing a team of five. I was put forward to complete the twelve month Leadership and Management Programme which really boosted by skills and confidence as a line manager. My post at the IOE specialised in recruitment, which opened up an opportunity to engage with TOPS Recruitment. A lot of the work for this project was completed in my personal time but it was an opportunity to work with Central HR and help tackle the challenges we face collaboratively. After being in a specialised role, I found myself wanting to broaden my knowledge and experience. I was drawn to the generalist role and wanted to explore this. I sought the opportunity to undertake a short-term secondment as Operations Manager in Bartlett School of Environment, Energy and Resources (BSEER). This role was responsible for IT, Estates, Finance and the Staffing Team.

This short-term secondment was extremely valuable in broadening my understanding of each professional services area but most importantly I discovered my skill set and what I enjoyed the most was specific to the HR Career pathway. This led me to apply for my current role as Staffing Team Manager. My advice to others would be to move around UCL and take the advantage of working in such a large organisation. Build your network with colleagues across UCL, share practices and try out new ideas. If there is an area you want to explore don't shy away from it, you just don't know where it will lead you. Secondments are a great way of gaining experience and helps with networking. Get involved with the wider UCL community and most importantly enjoy doing what you do. My immediate goal is to establish myself in my new role and complete my CIPD. I have also been asking the question, what lies outside of UCL and HE sector?

Career Case Studies

Sagal Elmi
**Recruitment and Payments Administrator,
Governance and Operations**

I've worked as a Recruitment and Payments Administrator at the Institute of Education for almost two years now. My team and I work closely with our HR colleagues in order to facilitate the recruitment and payment of all staff working at the IOE, providing support to staff throughout the entire employee lifecycle. I'm responsible for delivering a staffing service to all staff, coordinating recruitment campaigns from end to end, advising hiring managers on HR policies and procedures, ensuring compliance with right to work, and much more. As a small team, we work closely together to ensure a fair and equitable recruitment and selection process for all.

I first joined UCL as a graduate, where I temporarily worked at Student/Academic Services until I could determine the career pathway that I wanted . A few months later, when I saw a six month secondment circulated in the Recruitment team that interested me, I applied and successfully moved into this team. Right from the very beginning of my role, HR was a whole new area for me, but I had a supportive line manager who assisted my development in such a fast-paced and varied role. I also found there were valuable initiatives launched at UCL at the time which I felt were significant, and closely connected not only to my role, but my values too. I got involved in UCL's Fair Recruitment Specialist Scheme, designed to tackle the existing unconscious bias in recruitment and selection and offer visible diversity on panels. Most recently, I've become a member of both the HR Generalist & Recruitment Communities of Practice. I think these opportunities for wider UCL staff to get together and introduce transformative projects will be lasting.

I think that my career pathway is definitely much clearer now than when I first started at UCL and I see myself furthering my practice in HR, whether in Higher Education, or the public sector. My advice, particularly for those starting off their career journey is: get involved in UCL's various initiatives as a way to meet more people, even those areas or spaces you don't feel welcome. Check out the secondments available that interest you, and apply because it's always worth a try, and a good way to identify what works well for you, and what doesn't.

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Job family: Employee Engagement

Employee engagement is centred around employees' emotional commitment to an organisation and having a clear line of sight between their job role, purpose and objectives of the organisation. We know, that having an engaged workforce plays a key role in achieving our vision and can lead to higher levels of talent retention, innovation and productivity as well as employee satisfaction and fulfilment.

Given its broad scope, employee engagement is an area that is rarely specialised in and tends to be carried out by Transactional HRs and business partners as well as change managers, Equality, Diversity and Inclusion managers, and communication leads in centralised divisions and in academic departments.

People working in employee engagement have an understanding of what drives engagement levels, and how to mitigate the exclusion of marginalised groups. The role-model engagement themselves. They analyse and interpret data to get a clearer picture of staff needs and define what is really working and what can be improved. The activities involved are varied and could include designing and implementing approaches to assess employee engagement, anticipating future trends and integrating employee engagement into wider policy frameworks.

Level: Independent

Employee Engagement Grade 7

Typical Roles: Senior HR/Staffing Administration, Recruitment Coordination, Data Analysis

Experiences

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

Building surveys to understand engagement levels using questions provided. Coordinating activities relating to on-boarding and training according to an agreed policy. Managing an allocated budget. Communication and publicity for engagement activities e.g. creating and writing communication plans. Networking across the organisation to understand best practice and to understand what is going on 'on the ground'. Interpret and advise on policies (e.g. work life balance). Translating and promoting the policies relating to employee engagement into simple communications to clearly demonstrate how they contribute to the benefits of working at UCL. Developing engagement activities that explicitly include marginalised/minority staff groups. Advising managers on how to improve engagement in problematic areas. Implementing strategies to ensure the workplace is a fair and inclusive environment.

Personal and professional development

Development options to consider when working towards this level

On the job learning	Learning from others	Formal learning
Get some preliminary understanding on how to design effective questions for surveys; gain experience in working with communication planners, understanding the value of the individual elements they entail get involved in projects or working groups outside of your department/area; build experience in reviewing and improving or developing key engagement processes (e.g. induction). Gain experience comparing and contrasting survey results by protected characteristics.	Ask a colleague to talk you through budget management in your area; gain some experience of activity in this area, through job shadowing and mentoring. Join a Community of Practice. Find opportunities to provide advice regarding policy or guidelines to others.	Seek out advanced excel training (either classroom or online – LinkedIn Learning and UCL Finance bite size). Consider CIPD (Chartered Institute of Personnel and Development) / ACAS (Advisory, Conciliation and Arbitration Service) training. Seek out presentation skills training.

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Transferable skills and competencies

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

RELATING AND NETWORKING

PLANNING AND ORGANISING

(see pages 46-47)

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Level: Advanced

Employee Engagement Grade 8

Typical Roles: Specialist Practitioner in Occupational Health, HR Business Partnering / Managment, HR/Communication and Engagement Management

Transferable skills and competencies

ANALYSING

LEADING AND SUPERVISING

PRESENTING AND COMMUNICATING INFORMATION

(see pages 46-47)

Experiences

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

Create relevant survey questions, analyze and interpret data to create reports for senior management. Provide recommendations to senior management for action and for evaluation of progress. Implementation of engagement strategy; finding creative solutions to address ongoing barriers to engagement (e.g. social activities, lunchtime sessions, outreach to marginalised/minority groups); evaluate impact according to pre-set metrics; understand the needs of all relevant staff groups in order to identify challenges, barriers and opportunities; budget holder for engagement activities and adjusting resource as necessary to support the plan. In depth understanding of institutional policy relating to employee engagement; advising on complex issues, and developing local strategies to support the wider policy e.g. developing and implementing local on-boarding and training policies based on engagement feedback; increasing awareness and advocating the positive outcomes of career experiences such as coaching and secondments, particularly with line managers; developing strategies to ensure the workplace is a fair and inclusive environment (e.g. ensure voices of diverse staff are included in strategies and plans).

Personal and professional development

Development options to consider when working towards this level

On the job learning

Work with senior staff in developing engagement strategies and activities presenting data and insights and recommendations to wider audiences;.gain experience of organising and delivering events to engage staff;get involved with delivering targeted engagement initiatives.

Learning from others

Consider a secondment to get exposure to more strategic working; get involved with data-led projects such as Athena SWAN and EDI initiatives. Seek out job shadowing/ mentoring in this area and coaching for development.

Formal learning

Consider taking a CIPD (Chartered Institute of Personnel and Development) qualification. Seek out training in data evaluation and statistical analysis; find data visualisation training (start with LinkedIn Learning).

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Level: Senior

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Employee Engagement Grade 9

Typical Roles: Head of function; Employee Experience

Experiences

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

Working at Institutional/Faculty/larger departments: Creating an inclusive engagement strategy for the relevant area (from information gathering to continuous improvement); leading on designing on-boarding and training policies at Faculty, Department or Institutional levels in collaboration with key stakeholders; understanding what is happening across UCL/ Faculty and creating a holistic approach and strategy.

Information gathering: Understanding what metrics need to be continually measured for a variety of needs and the best methods to do so; monitor trends in workforce data and actively listen to employee voice throughout the employee lifecycle in order to keep on top of issues and raise concerns where necessary; ensuring data collection methods are accessible to those using assistive technology; identifying gaps in existing data and developing effective, collaborative and sustainable methods at institutional or faculty to address the gaps (e.g. Athena SWAN data, creating relevant survey questions at institutional or Faculty level). Analysing and interpreting data to create reports for senior management; provide recommendations for action and how to evaluate of progress e.g. setting KPIs and other evaluative metrics.

Turning information into impactful measurable actions: Lead on action-planning to resolve any engagement problems. Managing stakeholder requests and expectations in order to ensure fair outcomes; using data to inform and support engagement interventions (e.g. influencing behaviours, promoting well-being; informing development needs; recognition and appreciation activities; team building and cohesion); leverage stakeholder support to drive and deliver meaningful engagement activities; ensuring that local engagement activities play into wider organisational and faculty goals.

Evaluating and refining in a continuous cycle: Overseeing strategies to ensure the workplace is a fair and inclusive environment. Approving and endorsing engagement activities at department/institution level. Ensuring that local engagement activities play into wider goals. Designing a measurement framework to ensure continual improvement; identifying emerging trends beyond UCL across other HE institutions and sectors; working with HR policy teams to ensure policies positively impact employee experience. Capturing the impact and long term gains/positive outcomes of policies relating to employee engagement and influencing culture.

Transferable skills and competencies

PERSUADING AND INFLUENCING

DECIDING AND INITIATING ACTION

FORMULATING STRATEGIES AND CONCEPTS

(see pages 46-47)

Personal and professional development

Development options to consider when working towards this level

On the job learning

Seek opportunities to deputise at key institutional or faculty meetings; join special action groups at a institutional/faculty level (e.g. Athena SWAN); take on and lead an engagement project from information gathering to evaluation.

Learning from others

Gain an awareness of the work being done by other faculty/areas; talk to representative members of staff (eg HR Heads). Seek out a secondment that exposes you to a wider area of work; industry groups Organisational Development in Higher Education (ODHE) network; lead an engagement project through a Community of Practice.

Formal learning

Leadership development programme.

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Career Case Studies

Michelle Mhlanga
STEaPP

I am the HR and Facilities Manager in Science, Technology, Engineering and Public Policy (STEaPP). My role is varied and no one day is the same. I lead on the day to day management of HR operations, advising on complex HR matters and ensuring the training and development is organised in the department. I'm also involved in developing and implementing operational procedures at a strategic level, with a focus on employee engagement and equality, diversity and inclusion. I joined UCL three years ago as a Senior Employment Contracts Administrator in central HR. I gained experience in how HR operates in a world class university and this cemented my passion for HR.

I realised in order to achieve my passion and progress within the profession, I needed to be fully qualified and a member of Chartered Institute of Professional Development (CIPD) so I studied part time whilst working full time. I also grabbed the opportunity to join STEaPP in 2017 as an HR and Facilities Officer as I knew I could translate what I was learning into the workplace. Studying and working full time was challenging, but with the support from my department,

I'm now CIPD Level 7 qualified. During this time, I looked for opportunities to improve our employee engagement, particularly as we are a rapidly growing department. What was important to me was ensuring employee engagement started from the interview process because I aimed to make people feel like they were a part of the STEaPP's future. I love gathering and analysing survey data and identifying ways to better engage staff. I really enjoy the employee engagement aspect of my role. it's so important and its possible to really see the difference my contribution has made. I envisage myself continuously progressing, using the HR career pathways as a guide with the aim to be a HR Director in the future. I am extremely lucky to have mentor and sponsor at UCL who pushed me to lead and be part of UCL wide projects that stretched and developed me.

For anyone who wants to pursue a career in HR, it's interesting and rewarding to see how you've helped someone and played the role of an agent for change. My advice would be to always find opportunities for development in your skills, whether it's getting involved in projects or secondment opportunities. Network with colleagues from other faculties and central HR to share good practice. Also, don't be afraid to fail, that's when you learn the most!

Career Case Studies

Kate Faxen
Head of Employee Experience

I've been at UCL for almost twenty years, since joining as a medical photographer in the year 2000. Just how a medical photographer ends up as head of employee experience is as much a mystery to me as I'm sure it must be to you. I didn't ever have a clear plan of where I wanted to be, but I've always enjoyed taking on new challenges and opportunities as they present themselves to me.

From medical photography, I moved into graphic design and then web design. From web design I discovered I had a talent for creating content so moved seamlessly into communications and then on into marketing. And it turns out, that communication is a key part of employee engagement and so I practically fell into the role of communications and engagement manager before being promoted into the post of head of employee experience last year, a post which didn't exist before then. I think this job family is perfectly suited to me, not only because of my professional experience, but also because of the type of person I am. I ask a lot of questions, I listen,

I care and sometimes, when it's needed, I intervene. I'm also a problem solver, always trying to think of ways to improve things (and for us all to have more fun in the process!)

Over the course of my career at UCL, I have been lucky enough to be sponsored to take on extra studies a number of times. I've completed an MSc in Digital Colour Imaging, a Professional Diploma in Marketing, and a Professional Certificate in Advertising. None of which are directly relevant to the job I'm in now of course! But I am glad that I did them, as there are skills and approaches that I learnt from my studies that I can apply to this role, like project planning, analysis models and strategic frameworks. But I attribute my success in this role more to 'On the job learning' and my interactions with others; getting involved in the Communities of Practice, volunteering for WHEN, and accepting invitations to push myself outside of my comfort zone (I'm thinking particularly about presenting at the Professional Services Conference). Did you know that 65% of jobs that will be advertised in ten years' time don't even exist yet? So, I'm thinking in ten years I could well be the Vice-Provost Happiness.

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Job family: Organisational Culture and Change

Work in organisational culture and change is about making meaningful links between individual behaviour, team dynamics and institutional culture - aligning people, processes and strategy.

At UCL we carry out this work at both institutional and local levels. Our activity can be based centrally (e.g. in HR or Organisational Development) where we work on pan-UCL change, or based within areas in the organisation (e.g. in faculties, departments or VP offices) where the work relates to the specific work area and forms a key part of wider roles (e.g. HR Manager, HR Business Partner), Faculty Manager).

Work can take place at several levels - from strategic, systemic people-related change that impacts across the organization, to focusing on the everyday business of supporting smaller emerging continual change and improvement in distinct areas of responsibility. Within this work we use change frameworks and business cases, and social and behavioural knowledge to underpin our activities, including leadership, group dynamics, process analysis, work design, and building inclusive practice. This work can often take the form of an advisory services to provide advice to individuals or leaders in order to support successful business outcomes, through the different organisational lenses (e.g. Equalities, Diversity and Inclusion, or Health and Wellbeing).

Our work is usually concerned with improving working life for colleagues and making jobs easier and more fulfilling. In this, we understand the development benefits of cross-collaboration and sharing organisational knowledge - breaking down barriers created by 'norms' that benefit some but exclude others, creating and promoting peer-learning and networks, communities of practice, mentoring and coaching schemes, and supporting the wider UCL community to successfully contribute to planning and implementing change. It can also involve working on culture and change from a particular perspective like staff who share particular identities such as black and minority ethnic staff and disabled staff.

Level: Independent

Organisational Culture and Change Grade 7

Typical Roles: Faculty Equality, Diversity and Inclusion Coordination

Experiences

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

Understanding the purpose of the business case for change and how it relates to wider UCL goals and academic mission; contributing to, or undertaking evidence-based research and analysis to understand reasons for change; engaging with design work and diagnostic tools (e.g. SWOT); project coordination of staff performance development initiatives (e.g. mentoring, coaching, performance feedback). Coordinating the use of diagnostic goals to support performance improvement initiatives (e.g. 360 feedback, TetraMap, Myers–Briggs Type Indicator (MBTI) etc); engaging with how UCL supports different learning styles and where to find further information; identifying risks and issues (e.g. taking an inclusive rather than one size fits all approach) and escalating where appropriate.

Personal and professional development

Development options to consider when working towards this level

On the job learning	Learning from others	Formal learning
Gain some understanding of how to interpret a business case; build up knowledge through exposure to business case preparation; find ways to attend or sit in on meetings (e.g. business planning); volunteer to be part of a relevant project (e.g. to build analytical skills).	Attend or join a Community of Practice	Seek out managing change/ project management training including analytical skills; Organisational Development training (e.g. CIPD (Chartered Institute of Personnel and Development) or equivalent). Self-paced learning through relevant resources, books and articles e.g. Harvard Business Review, Ted Talks

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Transferable skills and competencies

ANALYSING

ADAPTING AND RESPONDING TO CHANGE

PLANNING AND ORGANISING

(see pages 46-47)

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Level: Advanced

Organisational Culture and Change Grade 8

Typical Roles: Organisational Development consultancy; HR/Equality, Diversity and Inclusion Management, HR Business Partnering

Transferable skills and competencies

PERSUADING AND INFLUENCING

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

CREATING AND INNOVATING

(see pages 46-47)

Experiences

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

Developing and implementing plans to support emerging programmes of change; using data interpretation to inform the local implantation of organisational goals; identifying and delivering on opportunities for individual and team performance development initiatives through diagnostics (Myers Briggs Type Indicator (MBTI), TetraMap) process reviews and sharing good practice (aligned with organisational goals); ensuring that the UCL Ways of Working and core behaviours are embedded within approaches to change; build staff development initiatives (e.g. mentoring, coaching, etc.), identifying issues/knowledge and capacity gaps and coming up with strategic solutions (e.g. readiness for change) assessing risks (e.g. through equality impact assessments) and coming up with mitigating actions (unintended consequences of change, inappropriate behaviours); responsible for reporting on impact of interventions, (two-way comms) consultation meetings, comms strategy and plan; role-modelling flexibility and adaptability to change.

Personal and professional development

Development options to consider when working towards this level

On the job learning

Gain experience in working on wider projects and working groups (e.g. cross discipline / cross faculty groups); build your profile and brand through connecting with others and expanding your institutional network.

Learning from others

Take an active part in leading a Community of Practice project; volunteer time to be a coach/mentor to others and seek out the same for yourself; find opportunities to join wider UCL networks, or a wider institutional project; attend conferences to build up external network and learn about best practice. Become a member of AUA (Association of University Administrators)/Advance HE or similar and/or attend activities to better understand the sector.

Formal learning

Self-paced learning through relevant resources, books and articles, Harvard Business Review, Ted talks; training in appropriate psychometric tools (e.g. MBTI, TetraMap); attend training in change and organisational development methodology.

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Level: Senior

Organisational Culture and Change Grade 9

Typical Roles: Head of function Culture and Change, Workplace Wellbeing

Experiences

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

Working with senior management team to identify strategies for change; leading the implementation of goals relating to change and/or culture (in a central role likely to be at an institutional level, in a faculty role this would be about implementing local goals in this space). Enable and empowering the team to deliver; painting a compelling vision of the future and identifying long term impact of change; expert use of design work and diagnostic tools in order; taking accountability for end-to-end programme planning and management, including managing and reporting on finance and risk (e.g. disproportionate impact on specific staff groups). Values and behaviours; communication – expectations for what the change will deliver and the benefits; maintaining an overview of direction of travel.

Personal and professional development

Development options to consider when working towards this level

On the job learning

Gain membership of cross-disciplinary/Faculty leadership groups – providing opportunity to:

Act as a key advisor to influence and support the management of organisational and change programmes.

Evaluate the outcome of change programmes to facilitate continuous improvement.

Learning from others

Lead a project within a Community of Practice; network with senior colleagues across UCL and other organisations to keep abreast of best practice; engage with professional bodies – e.g. CIPD (Chartered Institute of Personnel and Development).

Formal learning

Attend training to support a business-focused mind-set and approach (e.g. strategic planning and change management);

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Transferable skills and competencies

ADHERING TO PRINCIPLES AND VALUES

COPING WITH PRESSURE AND SETBACKS

ENTREPRENEURIAL AND COMMERCIAL THINKING

(see pages 46-47)

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Career Case Studies

Shalrina Alcantara

I am the HR Business Partner (HRBP) for Art and Humanities, School of Slavonic & East European Studies (SSEES), Laws and VP Education which come under SLASH (Social Historical Sciences, Laws, Arts and Humanities Faculties and SSEES). I have been doing this role for the last 9 months. Previously, I worked in Organisational Development (OD), as an OD Programme Manager, and then as an OD Consultant.

Before joining UCL I worked in HR, then Training and Development for the Voluntary Sector. This experience formed the foundation to my knowledge and skills that I was able to bring across into my various roles.

When I worked in Organisational Development, I was responsible for the professional development programme and the leadership and management programmes; contributing towards short and long term developments/change, evaluation of course delivery, impact of learning on department/UCL performance. I then moved into the OD Consultant role providing internal consultancy support working with senior management teams to embed strategy, implement organisational change and improve individual, team and organisational effectiveness. I did this through the development of the women in leadership programme, team away days, professional development facilitation, 360 feedback sessions, coaching and mentoring. A key part of this role falls under the organisational change and culture job family.

My role as HR Business Partner continues to influence organisational change, as I support Heads of Department and Departmental Managers by contributing not in the development and implementation of local strategies for attraction, retention, engagement and the development of people in line with the people strategies whilst providing advice and guidance on complex people management issues. I work with the Centres of Expertise including Organisational Development, Equalities, Diversity and Inclusion (EDI), Employee Relations, Workplace Health (to name a few) to influence change in varying degrees. Therefore, not only does my role as HRBP impact on change and culture, it also encompasses elements of all the other job families.

In addition to my role, I am involved with several working groups and co-lead the HR Generalist Community of Practice. The reason I chose to co-lead in the community is to help share expertise and best practice, foster communication with likeminded people and assist with continuous development both personally and professionally. Overall, I want to continue to help individuals/teams grow, improve and embed change.

For those wanting to progress, I would say think about your destination and how you are going to get there. Take advantage of the opportunities available to you, as you create them. Start broadening your network and get involved with projects, working groups and committees and join the various HR Communities of Practice; as we are here to equip and empower you.

Finally, to elevate your profile; push yourself outside of your comfort zone, always be curious and go for it!

Career Case Studies

Vicki Baars
Equality, Diversity and Inclusion Manager

I am Vicki Baars. I work as an Equality, Diversity and Inclusion (EDI) Manager in the Office of the President and Provost. My main responsibility within the Equality, Diversity and Inclusion team is to support strategic EDI work across the School of Medical and Life Sciences. I am also the organisational lead for our Inclusive Advocacy programme, a sponsorship scheme for BME staff at grades 7 & 8.

When I applied for university I had ambitions of being a physiotherapist for professional dancers. I didn't get the grades I needed to study physiotherapy so I opted to study biomedical sciences as there was an option to do postgraduate convertion to a physiotherapy qualification. While at university I got very involved in the student liberation campaigns around abortion rights, LGBTQ+ inclusion and anti-racism. This involvement in student activism changed my mind entirely on what I wanted to do. My activism led me to spending 5 years as a paid elected student officer in my local students' union and then in the National Union of Students (NUS).

One of the key pieces of work that I undertook, which more specifically led me towards a career in Equality, Diversity and Inclusion, was writing an organisational strategy and work plan for the Equality Act (2010) coming into effect. During those 5 years as an elected officer I led campaign and change management projects, I was a trustee for a number of charities, I created and delivered a wide variety of training to name a few things. Working for NUS also allowed me to get to know a huge number of further and higher education institutions, so it's no surprise that my career has consistently been in higher education.

I returned to UCL in September 2019 after a brief tour of 2 other universities in London. I briefly worked at Queen Mary where I worked in the Human Resources team as an EDI coordinator. I then spent 2.5 years at Goldsmiths as their Strategy & Review Manager – Sexual Harassment.

A lot of people think that EDI is a HR function and that you have to be a HR professional to move into such a role. My experience was that I was most able to influence change when I wasn't based in HR.

If colleagues are thinking about getting involved in EDI I would advise them to follow their passions. Get involved in campaigns and influencing positive change. This builds up a bank of experience and is far more useful that a professional qualification.

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Leadership level across Human Resources

Indicative Grade 10

Not every job family in HR 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

Overall - Leadership level Grade 10

Typical roles: Faculty Tutor, Director of function; HR, Organisational Development

Experiences

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

Setting out, and delivering against, a strategic vision; deep 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 stakeholder environments and relationships; substantial senior level experience 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/leading on UCL-wide projects and groups.

Learning from others

Working in a leadership role in an external capacity (e.g. as a nonexec board role or charity, school governor); be part of an external network.

Formal learning

Leadership/Management training; professional qualifications.

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

Transferable skills and competencies

DECIDING AND INITIATING ACTION

FORMULATING STRATEGIES AND CONCEPTS

PERSUADING AND INFLUENCING

(see pages 46-47)

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Transferable Skills

UCL uses a transferable skills and competency framework to highlight abilities and attributes that underpin effective 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).

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.

Reference

Bartram, D., 2006. The SHL universal competency framework. Surrey, UK: SHL White Paper.

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 across UCL, 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	
Commitment	We are persistent in our shared commitment to our goals, our 2034 mission, and to taking care of ourselves, our students and each other.
Outstanding Service	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.
Integrity	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	
Communication	We communicate with intention and clarity, building strong relationships – listening and responding with fairness and compassion.
Collaboration	We work creatively in empowered cross-functional teams and partnerships, where we build trust and recognise each other's contributions.
Shared Learning	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	
Vision	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.
Innovative Practice	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.
Ownership	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).

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Notes

Notes

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www.ucl.ac.uk/hr