UCL Professional Services Careers Framework **Information Technology**

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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.

CL Human Resources and your HR Business Partners can advise on all the above:

www.ucl.ac.uk/hr.

UCL Professional Services Careers Framework - Information Technology

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.

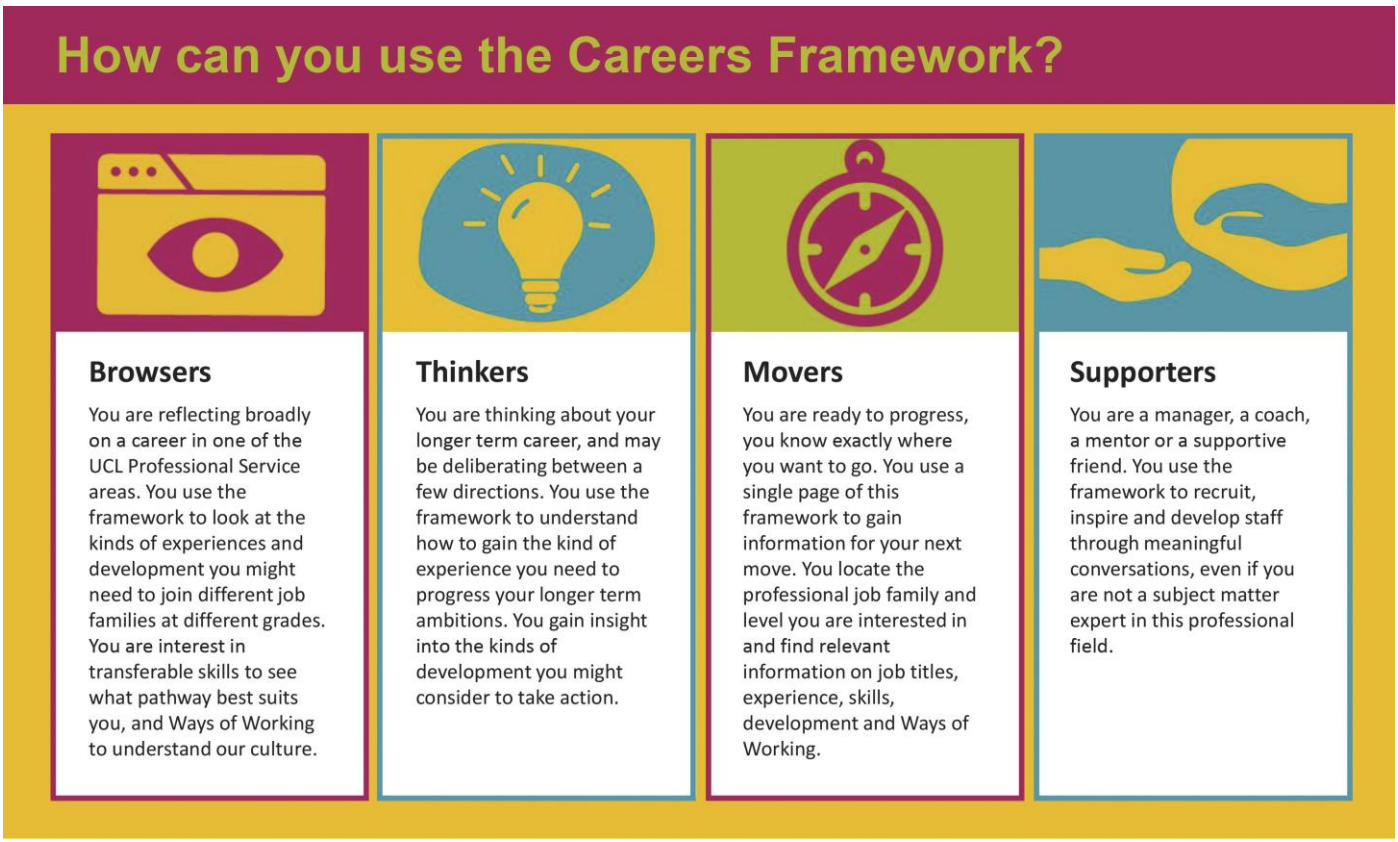
What is the Information Technology Careers Framework?

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



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.

This framework covers the seven main job families in Information Technology at UCL.

1. **Strategy and Architecture**
2. **Change and Delivery**
3. **Development and Test**
4. **Service and Operations**
5. **Business Relationship Management**
6. **Information Security**
7. **Learning and Media Technologists**

A single job family tends to represent an area of specialist expertise, described at different role levels. Many job roles within Information Technology, combine more than one of the Information Technology job families, meaning that the role holder has expertise in more than of the Information Technology specialisms. In using this framework for thinking about your development, consider how your role is reflected in one or a combination 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 in your area of interest and potentially increasing your specialisation within a certain job family. Use the information in the framework relating to development and transferable skills to support your thinking.

Personal and Professional Development

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

1. **Learning on the job**
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.

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 38-39 for further information.

UCL Ways of Working

- **Personal Excellence**
- **Working Together**
- **Achieving our Mission**

These are UCL's ways of working, 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, and indicate ways of working that are likely to support a successful career at UCL at each level of the organisation. Refer to page 40-41 for further information.

Reference

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

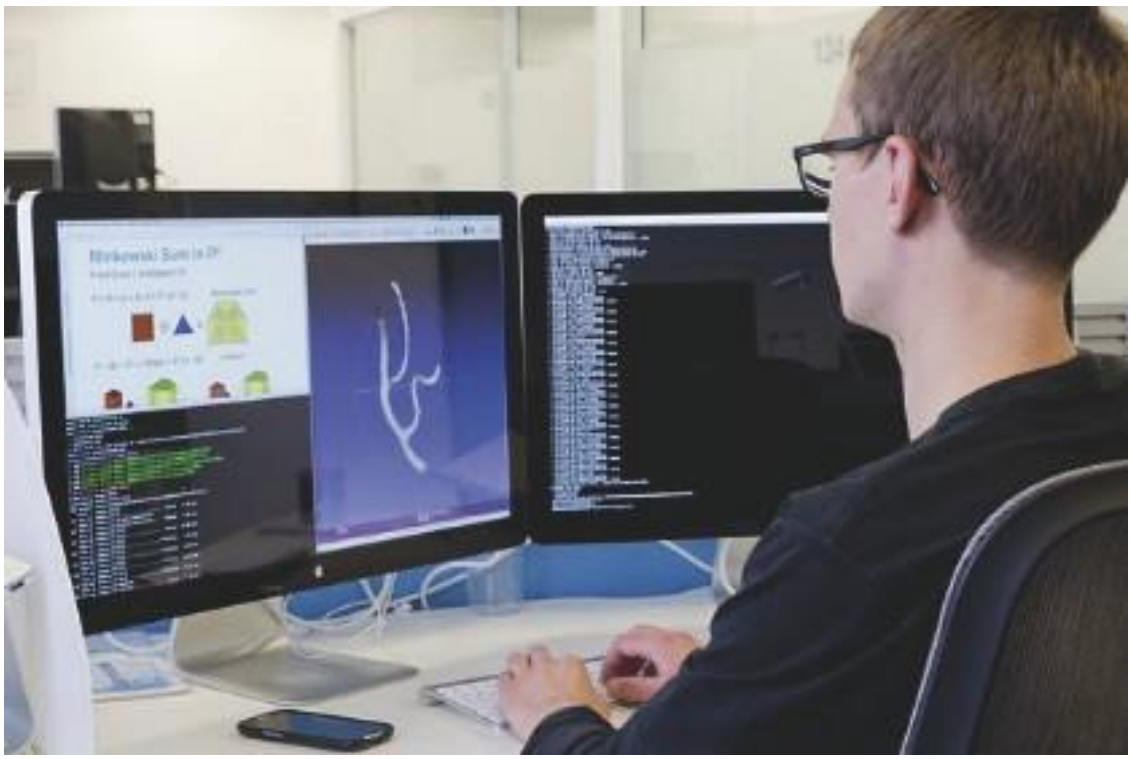
Job family: Strategy and Architecture

In Strategy and Architecture we respond to organisational needs, developing requirements and turning them into practical technical services that support and facilitate organisational goals and strategies. Often this means acting as a member of a specialist working group that is set up to deliver solutions within the context of a wider domain or value stream.

We keep one eye on the horizon, looking for emerging technologies that could meet UCL's current and future needs, and are always thinking about how we could align new products with the existing estate. We try to think in terms of services and organisational change rather than technology and understand that great solutions are instigated and driven by both the high-level strategic direction of the organisation and the detailed needs of the people who make it up.

Although based in IT functions we work with colleagues and stakeholders across the breadth of UCL, making sure that different, and sometimes competing, needs are balanced and aligned.

A significant part of what we do involves influencing, negotiating, and compromising to make sure we're developing the best possible solutions for UCL as a whole; beyond that, we're heavily involved in creating guidance, standards, frameworks and design patterns that can be used for services across UCL.



Level: Advanced

Strategy and Architecture Grade 8

Typical Role: Solution Architecture,Technical/Team Leadership, Senior Analysis/Development, Senior Systems Administration

Transferable skills and competencies

ANALYSING

CREATING AND INNOVATING

APPLYING EXPERTISE AND TECHNOLOGY

(See pages 52-53)

Experiences

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

System design for specialist technology; creation of high-level design (HLD) and low-level design (LLD) documents for IT services; subject matter expert (SME); responsibility for the operational management of IT service; technical project management; contributing to, and possibly leading on the strategic direction of IT Services(s); providing technical project management support; budgetary responsibility; attending and contributing to technical design authorities (TDA); contributing to Business as Usual (BAU) team strategies

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Understanding system problems and resolving problems identified; looking for service improvement opportunities; suggesting new technical approaches, making changes to existing processes and system configuration.
keeping up to date with external change; looking for secondment opportunities.

Learning from others

Attending and contributing to architecture and design working groups; becoming an expert in a Community of Practice (CoP); becoming a member of a project team; providing technical leadership support to colleagues; assisting others with problem solving issues; conference attendance.

Formal learning

Appropriate technical accreditation e.g., Microsoft, Cisco, Oracle, VM Ware; Methodological e.g. PRINCE2, Scrum, Agile, ITIL.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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: Senior

Strategy and Architecture Grade 9

Typical Roles: Senior Solution Architecture, Senior Technical Leadership, Technical Services Management, Design Principal, Head of functional area

Experiences

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

Managing a team; validating designs; setting standards; setting goals and strategies; collaborative working with other technologies and areas; horizon scanning; a good level of sector experience; working with others outside of the organisation; managing budgetary responsibilities; working on complex/high impact activities; influencing senior stakeholders whether in ISD or in other areas of UCL; contributing to the strategic direction of ISD as a department; participating as a member of architectural working groups.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Designing and introducing a new service; domain or product level technical leadership; taking on a service operations manager role; looking for secondment opportunities; developing service improvement plans.

Learning from others

Technical leadership of a product; leading a community of Practice (CoP); membership of the architecture sub-groups; conference attendance and presentations; maintaining networks.

Formal learning

Appropriate technical accreditation e.g., Microsoft, Cisco, Oracle, VM Ware; Methodological e.g. PRINCE2, Scrum, Agile; TOGAF, Archimate.

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Transferable skills and competencies

RELATING AND NETWORKING

FORMULATING STRATEGIES AND CONCEPTS

LEADING AND SUPERVISING

(See pages 52-53)

Job family: Change and Delivery

Change and Delivery is about executing on strategy, translating the big picture and objectives into something tangible and ensure that valuable outcomes are delivered safely, frequently and iteratively into the hands of the users and stakeholders across UCL. Those within Change and Delivery roles work cross-functionally with others across ISD and the broader University and foster an environment of collaboration and innovation across their teams.

People working in Change and Transformation are change champions and are passionate about driving through improvements. They have adaptable skillsets and aim to be a step ahead of the rest of their team to ensure delivery success. They are also advocates for promoting agile behaviours and principles and strive to coach and support others in adopting modern delivery techniques. This area is a broad and vibrant environment in which to learn and develop, offering varied work and opportunities to move and progress your career.

Work in this area at UCL includes business analysis, portfolio and delivery management at differing levels of complexity. At UCL a suite of methods and tools are used to enable the effective delivery of change.

Level: Developing/Skilled

Change and Delivery Grade 6

Typical role: Delivery Support Assistance

Experiences

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

At Grade 6 you will provide support and coordination for delivery activities at either a team or delivery domain level. You will work independently or with minimal supervision. Experiences include supporting multiple product platforms or projects; support and coordinating the development and organisation of workshops and meetings, following key processes and methodologies with excellent attention to detail. You will be able to build relationships with a variety of internal and external stakeholders, using a range of different communication methods, and are able to manipulate and present routine data for analysis.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Work as part of a delivery team, taking on delivery tasks e.g. arranging agile ceremonies; updating user stories in delivery tooling; preparing artifacts for upcoming ceremonies and meetings; supporting with logistics preparation for events and meetings; supporting with risk and dependency tracking.

Learning from others

Find an internal or external mentor to support your development: join a relevant delivery community, attend other teams' and domains' agile ceremonies to observe.

Formal learning

Formal agile delivery certifications - Certified Scrum Master (CSM) or Scaled Agile Scrum Master.

Online delivery management options such as planning and managing meetings (e.g. LinkedIn Learning).

UCL Ways of Working

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Transferable skills and competencies

PLANNING AND ORGANISING

PRESENTING AND COMMUNICATING INFORMATION

WORKING WITH PEOPLE

(See pages 52-53)

Level: Independent

Change and Delivery Grade 7

Typical Roles: Delivery Support, PMO Analysis, Digital Education coordinator

Transferable skills and competencies

PLANNING AND ORGANISING

ANALYSING

WORKING WITH PEOPLE

(See pages 52-53)

Experiences

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

Supporting and coordinating the delivery of high-quality products, platforms and projects. At this level you will either take responsibility for delivery in a small, low-risk delivery team, or support an Agile Delivery Manager or Project Manager with a more complex and challenging delivery. You may also support a Domain Delivery Manager with the smooth running of a domain. Activities may include running agile ceremonies, identifying and tracking delivery risks, dependencies, and issues. You may also prepare delivery artefacts, undertake budget management and initiate delivery tasks. You will collaborate professionally with others to achieve successful outcomes and communicate effectively in verbal and written forms with an appreciation of different stakeholder groups.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Take responsibility for delivery in a small, low risk delivery team, or support an Agile Delivery Manager or Project Manager with a more complex and challenging delivery. You may also support a Domain Delivery Manager with the smooth running of a domain.

Learning from others

Build relationships with others in delivery roles, shadow other team events and ceremonies and participate in communities. Work with an internal or external mentor to support your development. Join an outside special interest group or community to learn about best practice in other organisations and sectors.

Formal learning

Scrum Master (CSM) or Scaled Agile Scrum Master certifications. Working towards Practitioner level qualification in Project Management e.g. PRINCE2, Management of Portfolios (MoPs); project management support key skills e.g. introduction to risk management, budget/ financial awareness; stakeholder engagement, monitoring and reporting

UCL Ways of Working

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Level: Advanced

Change and Delivery Grade 8

Typical Role: Agile Delivery Management, Business Analysis, Delivery Support Management, Project Management, Senior PMO Analysis

Experiences

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

At grade 8 you are an advanced change and delivery professional. You can anticipate and resolve complex and critical issues and are adept at bringing others together in a collaborative manner. You can translate complex concepts and proactively identify risks and dependencies. Grade 8 roles will motivate and influence others, providing leadership to the teams you work with and develop and manage mature relationships with a variety of stakeholders across UCL. You communicate clearly in both written and verbal formats, able to write compelling proposals and papers and present confidently to others. You are a skilled facilitator and can design and facilitate high quality meetings and workshops. You will also be able to plan and manage budgets and manage suppliers / 3rd party activities to deliver as appropriate.

Agile Delivery/Delivery Support/Project Management; Inspire and lead a cross-functional team to deliver value safely, iteratively and frequently to users across the university. Facilitate compelling and collaborative agile ceremonies and meetings. Proactively identify and resolve issues, risks and dependencies; manage budget; manage third parties appropriately; develop relationships with stakeholders; prepare appropriate artefacts for governance and communication.

Business Analysis: Work closely with stakeholders to understand their processes, organisational context, goals and immediate needs. Help identify and shape the solution options while representing user and stakeholder perspectives and needs while maintaining a focus on delivering value. Undertake analysis to determine needs, value and benefits. Participate in feasibility assessments. Capture roadmap and backlog items clearly and ensure they have sufficient detail to deliver the change required.

Senior PMO Analysis; Portfolio level financial management; data analysis and reporting, governance and compliance; process improvement and implementation; provide specialist advisory support to colleagues.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Take ownership of a particular area of work; design and deliver compelling workshops; prepare and present at demos; adapt and improve team level ceremonies to drive maximum value; identify and act on areas for improvement.

Learning from others

Shadow other team events and ceremonies and participate in communities. Work with an internal or external mentor to support your development.

Join an outside special interest group or community to learn about best practice in other organisations and sectors.

Formal learning

Formal qualification relevant to role e.g. Scrum Master (CSM) or Scaled Agile Scrum Master certifications. PRINCE2, Management of Portfolios (MoPs); Lean Six Sigma; [add business analysis].

UCL Ways of Working

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Transferable skills and competencies

DECIDING AND INITIATING ACTION

ANALYSING

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

(See pages 52-53)

Level: Senior

Change and Delivery Grade 9

Typical Roles: Senior Agile Delivery Management, Domain Delivery Management, Senior Business Analysis, Senior Project Management, Portfolio Management

Transferable skills and competencies

LEADING AND SUPERVISING

FORMULATING STRATEGIES AND CONCEPTS

CREATING AND INNOVATING

(See pages 52-53)

Experiences

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

Grade 9 roles provide inspiring leadership and management of teams with a responsibility to build and develop industry-leading capability. A leader in your field, you help develop a strategy-aligned vision and translate this into clear outcomes, priorities, and direction for teams while fostering a highly collaborative environment. You ensure those around you can maintain a focus on delivering high quality and high-value outcomes, iteratively and frequently by pre-empting and removing blockers and impediments. You develop an innovative and empowered culture for others and improve processes and ways of working, challenging the status quo and striving for excellence. Grade 9 roles also require relationship building at all levels and engagement with leaders across the organisation. The roles will also require thoughtful planning and management of budgets, third party suppliers, and sequencing of change and communications.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Identifying and leading opportunities; getting involved in areas outside of remit in order to build personal profile; involvement in various committee/working groups; taking the lead in developing a new strategy; ownership and leadership of teams or activities; reviewing options for an approach and making appropriate decisions based on business needs.

Learning from others

Offering to mentor colleagues; attending or presenting at network events; leading a community group or project; providing advice and/or support to others; deputising for senior leaders where possible.

Formal learning

relationship and management training; training and accreditation related to the specific role.

UCL Ways of Working

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Career Case Studies

Hazel Crompton
Portfolio Manager, IT Portfolio & Product Delivery

I am the Portfolio Manager in UCL's Information Services Division. Based in the IT Portfolio and Product Delivery Department, I lead the Portfolio Management Services Group who oversee the totality of ISD's projects handling the processes for funding, resourcing and scheduling. We are responsible for ensuring appropriate governance is applied to projects and for managing project stage/gate processes, finances and project reporting.

Our remit is very broad which makes for a varied and busy workload. As a team, we try to remain focussed on facilitating project delivery whilst helping projects adhere to the correct governance processes. Team members have a mix of skills which combine a highly analytical, process-driven mind-set with a people focussed, service-oriented approach.

Prior to joining UCL, my experience was largely in IT sales and marketing roles in the private sector. In my early career, whilst studying for my A-Levels, I supervised a petrol station at the weekends. This gave me a strong sense of customer service, something I have continued to value throughout my career. Following two years as a Marketing Co-ordinator for a Management Consultancy, I joined UCL in 2002 as an Administrative Assistant in the General Office of the Information Systems department. At that time, I had decided marketing wasn't for me and had fallen back on my strong administrative skills whilst I worked out what my next career move would be.

I supported two senior managers in the Information Systems department which enabled me to get involved in lots of different project work. At that time, I was also responsible for scheduling all IT room bookings for student teaching across UCL.

When I joined UCL, I was delighted by the warm, friendly and vibrant working environment. I wanted to learn as much as possible about the Higher Education Sector. In 2005, I embarked upon the Association of University Administrator's Postgraduate Certificate in Professional Practice in Higher Education Administration and Management which not only gave me a well-rounded understanding of the sector, but also provided an opportunity to focus on my career progression.

Change and transformation is never dull and my involvement in projects meant that I got to work on some really interesting initiatives. I worked on procuring UCL's first high performance computing systems, our first centrally managed print charging system, the first lecture capture service and even our first centralised diary system. I also played a key role in co-ordinating a very large datacentre relocation. This experience led to my secondment in 2010 to the IT Portfolio Manager role in ISD's Divisional Office. I then gained the PRINCE2 Foundation and Practitioner project management qualifications and later the Management of Portfolios (MoP) Practitioner accreditation.

My advice to others would be to continue to develop your knowledge and skills in areas that interest you and to never turn down an opportunity for development. Understanding your skills set and where your skills might be transferrable is also important. It sounds clichéd but a willingness to continually learn, improve and be the best version of yourself goes

a long way. Keeping an eye on the priorities of the organisation, the latest legislation and how you can ensure your work is aligned to these is vital in these changing times. Most of all, working in change and transformation means truly championing change especially, when it impacts you directly.

Career Case Studies

Maria Carmen Fernandez
Senior Project Manager in IT Portfolio and Product Delivery (ITPPD)

I am a Senior Project Manager in IT Portfolio and Product Delivery (ITPPD), within Information Services Division (ISD) and, I am currently working on an Assignment as Domain Delivery Manager, helping ISD transition to new ways of working, Agile.

I joined UCL in 2016 as a Project Manager. Then, I was successful in a selection process and was appointed as a Senior Project Manager in 2018. The project delivery methodology followed by ITCPD has traditionally been waterfall (planning and design upfront for delivery to take place towards the end of the cycle) while the industry has been moving towards agile (iterative and shorter cycles that enable earlier value delivery). Hence, I was keen on keeping up-to-date with new ways of delivering value and as soon as the opportunity emerged,

I applied for an assignment as an Agile Delivery Manager (ADM) in one of the few existing Agile projects in ISD. Thus, during the last year I have been working as both a Project Manager and an Agile Delivery Manager, which I have thoroughly enjoyed. This has been a great opportunity to develop further my project delivery skills. In addition, this experience and my advocacy of the modernization of our project delivery practices enabled my current assignment as an Agile Domain Delivery Manager overseeing several Product Teams, which are at different stages in the Agile transition journey.

I am a results driven person and I like ‘making it happen’. While setting a strategy is essential, I also find very exciting delivering a vision so, it becomes a reality, and moving on to the next challenge. I like setting things in motion and leading teams to make progress, looking back and realising ‘how far we have become’ and in so doing we have added value to UCL.

The team culture is important to me as well. My job enables me to meet a wide base of stakeholders, which is an enriching experience. I like creating inclusive teams where everybody feels their contributions and personalities are valued and their voices heard. I enjoy creating teams consisting of individuals with different personalities and skillsets, who might have not worked together before but they start working towards a common goal and have fun while being part of the team.

I am passionate about education and research and that is what attracted me to UCL.

Previously, I worked for a large shipping company a very fast pace environment in a very different sector. On joining UCL, I had to adapt to a new organisation culture and integrate into a different working environment. I think that my previous experience of working in a continuously changing environment has equipped me to be more adaptive to change and proactive in pursuing my professional development. We are very lucky at UCL to have so many fantastic courses available for us to develop our skills - I have taken more courses in the last four years than in the previous ten! In every course, I have learnt at least one thing that I have adopted in my job and has helped me improve my performance. I also took part in the Women in Leadership program, which provided me with valuable insight into my leadership style and inspired me to aim higher in my career.

My advice to others in my area would be to think about what your areas of interest are and why you are interested in that area and what skills are required - the more aligned the role is with your ‘true self’, the more you will enjoy it. Then, be proactive about pursuing the development of any required skills or professional accreditations; as mentioned before, UCL offers wonderful courses. It is also helpful to discuss your career aspirations with more senior colleagues who might be willing to share their career development experience and provide helpful advice. Keep an open mind if you

Career Case Studies

join a new department or you encounter change, although sometimes it is not immediately obvious, your previous experience will be a great asset - focus on mapping your previous experience and skills to the new context.

I would also encourage colleagues from other UCL departments to join ISD; IT is at the core of most of our daily life and is a stimulating area to work in. In particular, IT would benefit from more female talent, both in technical and management roles. Talented and motivated females - join us in ISD!

In terms of what's next for me, that would be applying for the role I am currently working on when it is published and hopefully, being able to continue helping ISD with the transition to Agile ways of working to 'make it happen'. That is, moving from 'vision Agile' to 'visible Agile'.

Job family: Development and Test

The Development and Test job family at UCL is made up of a variety of different teams and functions working closely together to deliver technical solutions to business requirements. Colleagues working in this area are based both in central services and in academic units. Development and Test in an academic unit is rarely an entire role and can be part of a job that covers other areas, such as Strategy and Architecture.

Routine activities within this job family range from detailed requirements capture and technical design, through to build, internal and external testing, integration and go-live implementation. In addition, we have teams that provide specialist (3rd level) support to respond to more complex customer issues as they arise across the estate.

Key activities are around systems development (e.g. systems design, software programming, database design, testing and application delivery/release management), user experience (e.g. ongoing user engagement and requirements capture, data and customer satisfaction analysis, process and workflow design) and installation & integration (e.g. systems integration within wider estate, hardware architecture and management, High Performance Computing including software configuration, and systems installation/decommissioning).

Level: Developing/Skilled

Development and Test Grade 6

Typical role: IT Assistance, AV Technical Support

Experiences

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

Create basic test cases; test scripts; requirements gathering; test reports; local IT support - in person, to a lecture theatre, remotely; researching issues and escalating as appropriate.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Build customer relationship management skills; develop awareness of technology; build on familiarity with UCL systems.

Learning from others

Updating knowledge base - sharing; become a member of a Community of Practice (CoP); undergo informal work shadowing.

Formal learning

Attend training in writing skills for wider dissemination materials/ guides.

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Transferable skills and competencies

FOLLOWING INSTRUCTIONS AND PROCEDURES

WORKING WITH PEOPLE

ANALYSING

(See pages 52-53)

Level: Independent

Development and Test Grade 7

Typical Roles: Systems Administration, Web Development

Transferable skills and competencies

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

LEARNING AND RESEARCHING

APPLYING EXPERTISE AND TECHNOLOGY

(See pages 52-53)

Experiences

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

Supporting IT applications - configuring, troubleshooting and resolution of tickets; spreadsheet building and development; application development; unit testing and product release; security IT; basic web development; content management (CMS); CRM systems; web user journey; database administration; supporting user acceptance testing; system specification and business analysis; contributing to service documentation (e.g. system documents/user guides).

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Leading on small issues; start to capture requirements; develop an understanding of the bigger picture; start to identify patterns in issues raised; develop confidence in ability to escalate issues noted.

Learning from others

Work shadowing; Community of Practice (CoP) membership; build confidence in liaising with wider UCL community; develop wider engagement with users/ stakeholders, e.g. attending meetings, presenting/ discussing specific areas of work.

Formal learning

Appropriate external technical training e.g. MCP, RHCT, Cisco; LinkedIn Learning (on the individuals' specialism); ITIL foundation training.

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Level: Advanced

Development and Test Grade 8

Typical Roles: Senior Developer, IT Manager, Senior System Administration, Technical Team Leadership, Solutions Architecture

Experiences

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

Database development; application development; advanced programming; system administration e.g. SharePoint; providing coaching support to staff; team leadership and line management responsibility; project management; security testing; technical specification development; solution architecture; relationship management with stakeholders; running workshops; budget responsibility; working on job descriptions, recruitment, appraisals, disciplinary, etc.; risk assessment; service operations management; supplier management; identifying training needs and staff development; problem management; communication policy; digital media operations.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Holding requirement sessions; risk analysis; develop an understanding of the difference between issue and problem management; identify and propose service improvements; lead the delivery of work packages for projects; analysis and review; task assignment - work scheduling; awareness of priorities/deadlines; develop an understanding of financial/budget requirements.

Learning from others

Join the UCL IT Managers Forum; active engagement in a Community of Practice (CoP) project; presenting updates on an area of work to colleagues; mentoring and knowledge sharing with colleagues; facilitating and managing workshops; delivering training to staff/students; conference and seminar attendance.

Formal learning

Advanced technical training e.g. RHCE, Microsoft, Cisco; LinkedIn Learning; ITIL intermediate training. Introduction to management; recruitment training.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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

PRESENTING AND COMMUNICATING INFORMATION

PLANNING AND ORGANISING

(See pages 52-53)

Level: Senior

Development and Test Grade 9

Typical Roles: Technical Management Support, Head of functional area (Group (ISD), Faculty IT), Senior Solution Architecture, Senior Level Technical Leadership

Transferable skills and competencies

FORMULATING STRATEGIES AND CONCEPTS

DECIDING AND INITIATING ACTION

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

(See pages 52-53)

Experiences

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

IT Service ownership; relationship management, internal and external; advisory and consultation; supplier management; working on job descriptions, recruitment, appraisals, disciplinary, etc.; budgetary responsibility; service strategy; project and programme management; resource planning (financial, personnel, equipment); identifying training needs and staff development; critical incident management; communication strategy; service design changes; service design.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Develop understanding of processes related to recruitment e.g. interviews, job descriptions, job creation, resource management, inductions, appraisals; problem and resolution management; change management; problem communication to service users; project management; develop proactive and critical thinking.

Learning from others

Become a community of Practice (CoP) lead or project lead; attending conferences and presenting; collaboration with UCL and external community; join UCL IT Managers Forum; shadowing project board meetings; join other cross UCL network groups and/or committees.

Formal learning

LinkedIn Learning; ITIL Advanced; accountancy training (if required in role); leadership training; project management training.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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Career Case Studies

Sha Hussain
Head of Application Support, Development & Testing (RP)

My name is Sha Hussain, I am the Head of ITSO Resource Pool. My role interacts with many departments which provide a great insight into all the operational elements needed to run such a large university. I started out in application support, testing and management consultancy, before moving to software development and project management. One of the key elements to this role is being able to juggle the various skills in order to help deliver a project to successful completion, this is why I value my time in a testing team (which drills core foundations of IT into an individual) whilst also drawing on my time spent with the NHS working on their IT strategy and future technologies. An understanding of the skills matrix that exists within the department also plays a critical role in ensuring that the right staff are allocated to the projects based on a number of factors from those who are just starting out to those who have indicated they wish to lead (sometimes very complex projects).

When I first came to UCL, my primary objective was to understand how ITSD operates and how I can add value. When looking at different processes and procedures, it not just about getting on-board, rather it's about evaluating on a continual basis whether what we have is fit for purpose or whether we need to adapt to meet the changing and growing demands of our customers (internal and external).

It is important to know and keep up-to-date with current trends, laws and regulations because as IT and data access changes, so will the laws that govern access, retention and consequences of failure to protect data. It is also paramount that we as UCL ensure that staff have opportunities to develop (self-growth, technical ability etc) and that we support their career goals, this is done through investment in training as well as focused learning (individual and team) objectives.

Development begins with fundamentals! Learning the foundations of testing, development and application support in order to build on that and act as a motivator to increase knowledge and interact closely with business stakeholders (requirements gathering), understand and develop project management and to finally accept that mistakes happen and whilst it may not feel great at that moment in time, it will build you as an individual should you chose to accept that it is part of learning. Some of the most successful projects I have been involved in came out of past mistakes, a desire not to repeat them but also to share that learning with others (with confidence).

Getting hands-on experience during the early stages of my career has been a key factor - working with SQL databases and writing scripts to administration of Salesforce and Dynamics CRM has built sound knowledge of software development, usability and also data analytics (BI/Reporting).

Then there is the support of those around you, I have been fortunate to have had great senior managers/ directors who have supported and played instrumental parts in my career, and it is that same support and encouragement that I try to provide as well as the team managers in my area.

Depending on where you are in your career aspirations, at the core is focusing your objectives. Are you learning the technologies that are relevant today as well as tomorrow? Are you partaking in different projects or asking your managers for opportunities to further develop? Whether you want to develop technically or work towards a managerial position, it is important to set targets and then find the tools to achieve those. You will find that at UCL, you will get support, however you must communicate those aspirations clearly.

In the short term, I am looking at our work life balance, enjoying my day job whilst at the same time taking time out. I am big football fan, so a summer full of events is on the way. I am also going to spend time doing charity work….what does this have to do with my work? Simply put, it creates perspective, adds new skills and pushes boundaries in terms of new challenges I can take on.

As for the team, I want to ensure we are ready to meet the challenges of tomorrow, from the new technologies that are coming out to better handling of project delivery. Making sure we work together as a team but also enjoy the journey, which is worth the effort of everyone involved.

Job family: Service and Operations

Service and Operations is the heartbeat of IT at UCL, ensuring the continuous running and sustainability of all university activities that rely on information technology systems. Ultimately delivering defined business value and benefits to the organisation.

The job family is made up of experienced IT service operation professionals with responsibility for delivering core services, monitoring, assessing and managing underlying technology while planning for future growth. As well as experienced Service Management professionals who are operations focused and manage organisation wide processes by co-operatively working with operational colleagues.

Our Service Management approach is based on internationally recognised best practice frameworks such as ITIL. As part of these activities we are focused on delivering world class first, second and third line support (e.g. incident, request and problem management), minimising and controlling risk via change management, amid a culture of continuous service improvement.

We proactively conduct vulnerability assessments and monitor and manage system security, and capabilities via event, availability and capacity management.

This job family interacts with Development and Test through close day-to-day collaboration and team work.

Level: Developing/Skilled

Service and Operations Grade 5

Typical roles: First Line IT Support

Experiences

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

Providing face-to-face telephone and remote first-line IT support; troubleshooting, triage and initial handling of service requests/incidents; complete standard requests and resolve well understood incidents; maintain records including physical audit; documenting known problems; updating knowledge base articles and how-to.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Familiarise self with UCL guidelines; develop basic IT skills; use service management tools such as Remedy Force.

Learning from others

Join a Community of Practice (CoP); shadowing a skilled lead.

Formal learning

Internal UCL training in Manage Desktop Federated Support Model; Service Management tool training; LinkedIn Learning.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55). 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

FOLLOWING INSTRUCTIONS AND PROCEDURES

WORKING WITH PEOPLE

ADHERING TO PRINCIPLES AND VALUES

(See pages 52-53)

Level: Developing/Skilled

Service and Operations Grade 6

Typical roles: Desktop IT and AV support, IT Services Service desk analyst

Transferable skills and competencies

WORKING WITH PEOPLE

ACHIEVING PERSONAL WORK GOALS AND OBJECTIVES

ADHERING TO PRINCIPLES AND VALUES

(See pages 52-53)

Experiences

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

Providing face to face, telephone and remote first and second line IT support; troubleshooting, triage and handling and completion/resolution of more intricate service requests/incidents; increased emphasis on desk side support; maintain records including physical audit; documenting known problems; developing and maintaining knowledge base articles.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Familiarise self with UCL guidelines; develop basic IT skills.

Learning from others

Join a Community of Practice (CoP).

Formal learning

Internal UCL training in Managed Desktop Federated Support Model; Service Management tooling training; LinkedIn Learning.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55). 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

Service and Operations Grade 7

Typical Roles: Systems Administration, Research Computing Analysis, Senior Level IT Support, Senior Services Desk Analyst, ITIL Analysis

Experiences

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

Troubleshooting, triage and initial handling of service requests/incidents; managing service requests/incidents through to completion/resolution; service state monitoring; carrying out predefined agreed tasks including standard changes; software installation; hardware installation; systems administration; working in data centres; creating and updating service documentation; promoting good services and standards; working to industry standards e.g. ITIL; working with third party providers; ability to apply skills and knowledge in broad range of specialisms; service management exceptions; coordinating and holding/chairing meetings.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Gain experience in dealing with non-standard requests/ issues; independent searching for solutions; gain experience in a broader range of specialisms; demonstrate an interest in learning how to complete new tasks outside of current remit; experience in scripting.

Learning from others

Assignments or secondment opportunities; work shadowing with other teams; knowledge sharing across teams; joining a Community of Practice (CoP).

Formal learning

ITIL training; customer service training; formal learning on any of the relevant technologies relevant to the role.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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

ANALYSING

FOLLOWING INSTRUCTIONS AND PROCEDURES

ACHIEVING PERSONAL WORK GOALS AND OBJECTIVES

(See pages 52-53)

Level: Advanced

Service and Operations Grade 8

Typical Roles: Research Computing Analysis, Senior Systems Analyst, Service Lead, IT Service Management

Transferable skills and competencies

PLANNING AND ORGANISING

WORKING WITH PEOPLE

DECIDING AND INITIATING ACTION

(See pages 52-53)

Experiences

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

Software development and creating scripts; troubleshooting, triage and handling complex/escalated service requests; identifying operational risks; defining the required service state monitoring;providing technical and service leadership in a Product/Platform team; service operational management responsibility; involvement with procurement; liaising with a range of stakeholders at all levels (academic, professional services and students); keeping abreast of technological advances; contributing to technical and service improvement roadmaps; queue management; approving technical changes; planning for technical changes; implementing changes; problem investigations; delivery of training.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Identifying processes for review and ensure action is carried out; broader network and communication skills across a wide range within the organisation; engaging with and contributing to change management processes; develop awareness of domain best practice and shshare this across the team; develop an awareness of financial responsibilities; gain experience delivering new functionality/development possibly through a secondment or as part of a product/platform team.

Learning from others

Interacting with other teams across the organisation, e.g. join a Community of Practice (CoP), IT manager's forum; knowledge sharing; contributing towards service reviews; providing mentoring support to colleagues.

Formal learning

ITIL training; formal learning on any of the relevant technologies' dependent on the role; introduction to management training; recruitment training.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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

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Level: Senior

Service and Operations Grade 9

Typical Roles: Technical Support Leader, Platform and Service Owner, Domain Service Lead, Senior Technical Lead

Experiences

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

Owning and maintaining vision for product or platform; Budgetary responsibilities for operational and investment in product/platform team; aligning and contributing to organisational strategies; team management; negotiating and approving vendor service contracts and/or tenders; active engagement with a range of stakeholders at all levels (academic, professional services, and students); team building and leadership; producing service strategies and policies; producing technical roadmaps; approving technical changes; service owner responsibility; contributing to other services; service management process design / continued maturity, governance; planning and delivery of training.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Deputising for senior colleagues; develop an awareness of financial responsibilities; supplier/ vendor service management.

Learning from others

Meeting stakeholders to respond to specific needs/requirements; providing outreach support; taking a more active role in a Community of Practice (CoP); joining working groups and project boards; formal knowledge sharing; attending conferences; delivering presentations to a wider audience.

Formal learning

Management training (e.g. people management); ITIL training. Agile Training.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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

PLANNING AND ORGANISING

WORKING WITH PEOPLE

DECIDING AND INITIATING ACTION

(See pages 52-53)

Career Case Studies

Mike Cox
Head of Problem & IT Service Continuity Management, Service Management, IT Service and Operations

I am the Head of Problem and IT Service Continuity Management within ISD. I'm responsible for designing and running a number of ISD's service management processes, including Problem, Critical Incident, Availability and IT Service Continuity Management. I'm also involved in elements of Business Continuity Planning for the department. We have many highly skilled staff in ISD running IT services for UCL, and the processes that I run help our staff to deliver those services. The processes I own are mainly concerned with taking appropriate measures to proactively prevent our services going wrong, and ensuring that when things do go wrong we manage those incidents as best we can, and learn and improve as a result of any failures.

A typical day might involve identifying a problems that are proving difficult to resolve and looking at the reasons why, reviewing trends of service availability to identify possible underlying issues, or reviewing and updating our process documentation. On a less typical day, when we have a major issue on one of our services I'll be in the "war room" making sure we're managing the incident as best we can.

I joined UCL over 10 years ago as an IT Support Officer working on the Information Systems Helpdesk. This was a great introduction to working in ISD, giving broad experience with a number of technologies and services, as well as an understanding of the things our users struggled with or were frustrated by. I then spent some time on assignment to a project delivering a new service management tool for use within ISD, as part of an initiative to mature our service management capability. The experience I gained on that project led me to a role working in a newly formed service management team, initially split between supporting the change management process and developing a new problem management process. Over the years the team has grown and taken on responsibility for more processes, and my role has expanded accordingly. UCL has supported me with training across a number of service management frameworks and concepts, including ITIL, DevOps, COBIT and SIAM.

My advice to others seeking to develop their career in IT Service Management would be to seek out others working in the field to share experience and best practice with. There are a number of communities and events both within and outside the university sector which are great sources of knowledge. Secondly, try to be proactive in seeking out development opportunities. If there is a project or initiative that you think will be interesting, see if you can get involved. Assignments and secondments are valuable ways of gaining experience.

Career Case Studies

Aaron Crompton
Senior IT Project Manager

My name is Aaron and I am Senior IT Project Manager currently working on a number of large projects in Information Services Division (ISD). I have been with UCL for nearly 19 years and have been in the role as IT Project Manager since 2015.

I joined UCL in 2002 as a Web IT Administrator in the School of Public policy (now known as the Department of Political Science). I was in this role for about 5 years. During this time, I attended an evening course at Birbeck studying a Computer Science degree in Information Systems and Management. This lasted for four years which UCL supported and paid half the tuition fees through UCL's Study Assistance Scheme. The Department also supported me with this course and provided some financial assistance for the remaining half of the fees. I then successfully applied for a role as a Faculty Information Support Officer (FISO) within the Information Systems (IS) department at UCL.

This was a meaningful step forward as I was now working within a department of IT specialists whereas in my previous role I was the only IT specialist, and working in this new department meant that there was room for further progression. In this role I had the opportunity to provide IT training to different departments on building websites and using different software applications as this was one of my areas of expertise. After 2 years in this role, my manager went on a secondment which gave way to an opportunity to act up in their place. Following this, the Department underwent a restructure which is when ISD was formed and I had to re-apply for the job that I was in. I then applied for a Customer Relations Manager (CRM) role. I was in this role for about a year and was then given an opportunity to work on the Desktop@UCL project to help validate the software applications requirements for the new service. I then realised I would like to transition into Project Management and asked my line manager and director for support in transitioning which they happily agreed to give. Following this discussion, they found a development opportunity for me in IT for Change and Project Delivery (ITCPD) to further explore working as a project manager. I worked in this role for a year on a large datacentre migration programme as part of a large team.

I was in this role for a year before an opportunity came up to formally apply for a Project Manager role. I was successful in securing the role and worked for a number of years as an IT Project Manager before I successfully applied for a Senior IT Project Manager role.

I wanted to be in control of my own career and decided to go for project manager role as this was a better recognised and defined career path for someone like me who likes to be organised. When I was a CRM I gave myself a 5 year goal to get into project management and become a Senior Project Manager. I was very open about my goal with my managers and found that they were very happy to support me. I found that my managers in ISD were very happy to see people wanting to try something different and move forward in one's career. In addition to gaining a Degree in Computer Science at Birkbeck, I have also obtained professional certification in ITIL and PRINCE2.

I would advise colleagues not to be afraid to ask your line manager to support you in your career goals. Be proactive in your career journey by always keeping an eye out on what's available, perhaps even asking your managers if they would support you to take on a course to build up your skills. There are plenty of HR policies that support one's development and lots of different roles one could try at UCL. I would also advise speaking to the people who are working in the area you would like to be to gain further knowledge.

My next goal is to remain in my current role for at least two years in order to gain further experience. I will also remain proactive in looking for the next challenge in my career.

Career Case Studies

Jas Sahota

Head of IT, Faculty of Medical Sciences, Faculty IT & Partnering

I am the Head of IT for the Faculty of Medical Sciences, responsible for ensuring that the IT needs of the Faculty are met. I lead a team of nineteen providing IT Services to our customers across the Bloomsbury, Royal Free, Whittington and Stanmore Campuses.

My journey at UCL started in June 2002 after graduating from university. My first job was IT Support Officer at the Great Ormond Street Institute of Child Health, where I worked at the Institute for a number of years. This role allowed me to build my skill set and map the career path I am following today.

My first management role was a secondment to the role of IT Service Manager for the Eastman Dental and Ear Institutes. This secondment allowed me to develop my management skills. I thoroughly enjoyed and excelled in this role and was fortunate that a permanent position arose whilst I was in the post. As a result, in December 2013 I secured the role of IT Service Manager for the Royal Free Campus.

In January 2018, I was seconded into the role of Head of IT for the Faculty Population Health Sciences. The experience and skills I gained in this secondment helped me secure the permanent role of Head of IT for the Faculty of Medical Sciences in November of that year.

One of the most important factors, that has allowed me to deliver and progress in my roles at UCL, is the ability to build and maintain a strong network (internal and external). The opportunity for knowledge exchange is invaluable, both for customers and the individual. Networking allows you to gain new insights that you may not have otherwise thought of. Similarly, offering helpful ideas to a contact is an excellent way to build your reputation as an innovative thinker.

As long as you have a strong network of professional connections, you can be confident that someone within your sphere will be able to answer even your toughest questions. If there's no definitive answer, you will have a strong sounding board to bounce ideas off, as well as the ability to put into action step-by-step plans to tackle more challenging problems.

By continually putting yourself out there, meeting new people, you are effectively stepping outside of your comfort zone; building invaluable social skills and a level of self-confidence that you can take with you anywhere. The more you network, the more you will grow and learn how to make lasting connections.

My career at UCL to date demonstrates there are opportunities and paths to develop and progress individual careers across the university. During my time at UCL I have been fortunate enough to have had supportive and encouraging managers and peers. The development conversations I have had with my managers identified the continuous professional development and training needed to excel in my current role and prepare for future roles.

My advice to others is to ensure that you are in a position to take advantage of these. Utilise the appraisal process to map your career path this will identify gaps in experience and skills to build on; apply for acting up and secondment opportunities if they align with your career aspirations.

Do not hesitate to reach out to experienced peers. Discussing common challenges and opportunities opens the door to valuable suggestions and guidance. Offering assistance to your contacts also sets a strong foundation for receiving support in return when you need it.

Finally, I would encourage colleagues to use the wealth of online resources, seminars and networks available to connect with your customer base. It is important not to lose sight of UCL's and your department's vision, this ensures that we are adaptable to change and continually develop our skills to support our customers.

All my roles have given me great job satisfaction and I look forward to the next chapter.

Job family: Business Relationship Management

Colleagues in this job family work to understand UCL business requirements, facilitating conversations and agreements between IT and the stakeholder, whether they be internal or external (contractors/suppliers) in order to get the best value from the organisation's investment in IT. Staff working in this area keep themselves well informed of potential changes and new developments in the sector in order to make sure that new knowledge is brought back into the area, informing ongoing improvements across UCL.

Often called the 'eyes and ears of IT' we set out to achieve strategic alignment between internal IT provision and organisation needs through being a trusted strategic partner, and to formalise relationships around contracts to understand and realise related commercial benefit so that IT can best support and enable the organisation. We identify and exert influence with appropriate stakeholders in order to build a case and promote an appropriate course of action. Relationship and Engagement practitioners understand UCL from strategy to culture and operating practice as well as having a complete oversight of the service portfolio.

Sector-specific knowledge, for example, in research or education, and awareness is important and practitioners in this field work cooperatively with other HEIs to understand best practice in this space.

Level: Independent

Business Relationship Management grade 7

Typical Roles: Senior AV Technical Support

Transferable skills and competencies

ANALYSING

PRESENTING AND COMMUNICATING INFORMATION

WRITING AND REPORTING

(See pages 52-53)

Experiences

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

Creating communications for service users; developing user guides and general user information; organising user groups and gathering feedback, and reporting back to senior managers; surveying users to find out about the user experience; facilitating two way dialogue between users and IT; represent IT at various UCL meetings, e.g. departmental/faculty meetings; building and maintaining relationships with the users of specific services; maintaining relationships with external organisations relating to specific services; provide input to supplier review; responding to jobs through the ticketing system and supporting the customer/user; dealing with customer relationships; analysing the jobs raised and finding the most appropriate course of action to resolve this; recording engagement interactions with customers and tracking progress; understanding the peaks and troughs in demand of services and the patterns of business activity; event management support, e.g. communication with room bookings.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Managing mini projects; develop a deeper understanding of the HE/ research sector.

Learning from others

Work shadowing; coaching; join a Community of Practice (CoP); joining external groups and mailing lists; reading trade magazines.

Formal learning

Linkedin learning; courses in writing communications for the web, etc; presentation skills

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55). 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: Advanced

Business Relationships management Grade 8

Typical Roles: IT Service Manager, Digital Education Advice, Service Delivery Management

Experiences

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

Requirements management - capturing high level business requirements and translating them in a way that can be understood by IT; relationship management of senior stakeholders, suppliers and external organisations, managing expectations, applying influencing and negotiation skills; shaping and surfacing demand for services; comprehensive understanding of the entire service portfolio; responsible for the delivery of service levels agreed with the business; insight and understanding of how services are used; ensuring that UCL gets the best value from its investment in IT and how the value can be unlocked; ensuring excellent customer satisfaction and perception; identifying and understanding trends from a variety of data sources to support business decision making and strategy.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Gain an understanding of how to build a network; run events to raise awareness of technology within departments; understanding of stakeholder needs; analysing data to provide insight; look for relevant secondment opportunities.

Learning from others

Work shadowing; taking an active part in meetings, participating in training sessions; providing small group support on different technologies; preparing support/guidance materials; facilitating events; liaising with and mediation between other operational groups.

Formal learning

Certified Member of the Association for Learning Technology (CMALT) qualification; Higher Education Authority (HEA) qualification; Business Relationship Manager (BRM) Practioner; ITIL service strategy; service level management; training in persuading and influencing.

UCL Ways of Working

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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

RELATING AND NETWORKING

FORMULATING STRATEGIES AND CONCEPTS

PERSUADING AND INFLUENCING

(See pages 52-53)

Level: Senior

Business Relationship management Grade 9

Typical Roles: Head of Functional Area, Head of Faculty IT, Digital Education Advisory Leadership Support, ARC Engagement Management

Transferable skills and competencies

DECIDING AND INITIATING ACTION

LEADING AND SUPERVISING

ENTREPRENEURIAL AND COMMERCIAL THINKING

(See pages 52-53)

Experiences

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

Managing and leading a team involved in relationship and engagement activities; have a clear understanding of the organisation in terms of its culture, vision, mission, and strategic direction, in the context of the wider HE/ Research sector, in order to define and manage the capability; surfacing and filtering data and insight and presenting back to senior management across the organisation; building relationships at a senior level; managing financial responsibilities; representing UCL's interests externally e.g. other universities, partners and suppliers; representing IT at strategic meetings across UCL; acting as the point of escalation for service complaints; member of a senior management team setting strategy for relevant parts of the organisation.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Leading a team; developing initiatives - training, support, etc.; contributing to bids and writing lean business cases; future planning (service planning); preparing reports for senior management; identifying requirements and trends; developing roadmaps; contributing towards strategy.

Learning from others

Working in teams to share good practice; presentations to senior management; running a Community of Practice (CoP); presenting at conferences; liaising with and mediation between other operational groups.

Formal learning

CBRM qualification; management training; could explore academic qualifications.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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

Career Case Studies

Nicholas Mullis
Head of Faculty IT, UCL Institute of Education

My role is the Head of Faculty IT in the IT for UCL Institute of Education (UCL IOE) team within Information Services Division and have been in this role for a little over 4 years now. I am based within the Institute of Education at 20 Bedford Way.

The team operates under a faculty IT & patterning model which retains knowledgeable locally responsive faculty-based IT teams, coupled with centralised provision of services (often referred to as 'commodity' or 'utility IT').

I started my career at UCL in 2007 as an IT co-ordinator within a small IT team that supported the Cancer Institute and Wolfson Institute for Biomedical Sciences (WIBR). At the time we were a local IT team with our own IT infrastructure and managed two data centres.

After several years of gaining valuable skillsets and being a senior member of the IT team, an opportunity in 2013 arose to become IT Manager for Medical Sciences in the Bloomsbury campus within the UCL School of Life and Medical Sciences (SLMS). Managing a team was a different experience and one that I enjoyed, it required me to build on my people and communication skills to effectively support colleagues which is fundamental to being a manager.

In 2017 I had the opportunity to carry out a Secondment as Head of Faculty IT for the IOE, this again was a new challenge which required a change in mind-set with a focus on strategic thinking and less on technical experience. In 2018 I took on the role permanently and enjoy the challenge and opportunities that it brings.

My advice is to get involved in projects and working groups, join in opportunities that arise as they open up avenues for you. Get networking with colleagues as it's a great way to shares knowledge and bring groups closer. Apply for secondments that would help you develop skills which can support your career pathway.

Job family: Information Security

Many of the skills used when working in information security are already cover by other job families. If you are going to be a security architect, then you probably want to start by looking at the skills in the “strategy and architecture” family. Likewise, if you think you might be interested in working in as a Security Analyst then you should probably start off by reading up on the skills outlined in Delivery and Operation.

There are a huge range of different roles within Information Security, looked at closely there are perhaps ten different roles within the UCL security team due to differences in grade and focus of responsibility. However, for ease of presentation we have grouped all the roles into two broad categories Security Operations and Governance, Risk and Compliance. Some people will be firmly in one job family and other will have a blend of skills from both families.

Security Operations

SecOps is the skills family that most people probably think of first when security comes up. These are the people who monitor systems, respond to alerts, scan for vulnerabilities, and want to have copies of your log files.

Jobs in this family include Security Analyst, Senior Security Analyst, Security Operation Centre Manager, Vulnerability Manager and Penetration Tester

Governance, Risk and Compliance

Traditionally GRC covers drafting policies, setting standards, helping an organisation to understand security risks, and auditing and tracking compliance.

Jobs in this family include Risk Assessor, Auditor, Security Trainer, Security Awareness Coordinator and Security Architect.

Level: Developing/Skilled

Information Security Grade 6

Typical roles: Information security Analyst, Tier 1 SOC Analyst

Experiences

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

Applies and maintains specific security controls as required by organisational policy and local risk assessments; Communicates security risks and issues to managers and others. Performs basic risk assessments for small information systems; Contributes to the identification of risks that arise from potential technical solution architectures. Suggests alternate solutions or countermeasures to mitigate risks. Defines secure systems configurations in compliance with intended architectures; Supports investigation of suspected attacks and security breaches.

Personal and professional development

This is the entry level for staff who are new to security.

Learning on the job

ISG work across UCL team members at this level are expected to broaden their knowledge of UCL, familiarise themselves with the team playbook for responding to common issues and learn where to escalate more complex matters.

Learning from others

As team members identify areas, they would like to consider specialising in they will work more closely with staff in those areas to develop the relevant skills whether those be in an aspect of security operations or GRC.

Formal learning

Security+ certification. Any of the certifications listed for Grade 7. Relevant material from LinkedIn Learning or the library of training material held by the team.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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

PLANNING AND ORGANISING

FOLLOWING INSTRUCTIONS AND PROCEDURES

WORKING WITH PEOPLE

(See pages 52-53)

Level: Independent

Information Security Grade 7

Typical Roles: Information Security Officer, Tier 2 SOC Analyst

Transferable skills and competencies

ANALYSING

FOLLOWING INSTRUCTIONS AND PROCEDURES

PRESENTING AND COMMUNICATING INFORMATION

(See pages 52-53)

Experiences

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

Provides guidance on the application and operation of elementary physical, procedural, and technical security controls; Explains the purpose of security controls and performs security risk and impact analysis for medium complexity information systems; Identifies risks that arise from potential technical solution architectures. Designs alternate solutions or countermeasures and ensures they mitigate identified risks; Investigates suspected attacks and supports security incident management.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Grade 7 staff will be expected to be the team expert on their area of specialisation. They will be move from following the team playbook to recommending changes to it. A key aspect of their role will be learning how to apply the general theory they have studied to the specific environment and issues of UCL.

Learning from others

Team members will continue to learn from more senior colleagues and to cross train in other areas of security which interest them. Building an understanding of the needs and drivers for the teams they most commonly interact with.

Formal learning

CISSP, CISM, ISO27001 auditor, GCIH, GCNA or other relevant SANS course. Relevant material from LinkedIn Learning or the library of training material held by the team.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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: Advanced

Information Security Grade 8

Typical Roles: Senior Information Security Officer, Tier 3 SOC Analyst, Vulnerability Manager

Experiences

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

Provides advice and guidance on security strategies to manage identified risks and ensure adoption and adherence to standards; Contributes to development of information security policy, standards and guidelines; Obtains and acts on vulnerability information and conducts security risk assessments, impact analysis and accreditation on complex information systems. Investigates major breaches of security and recommends appropriate control improvements; Develops new architectures that mitigate the risks posed by new technologies and organisational practices.

Personal and professional development

Mentoring, presenting, ability to organise and delegate work.

Learning on the job

Staff at this level will hold significant responsibility, for example delivery of all vulnerability management and pen testing services. To do this effectively they will need to broaden their understanding from the area of specialism their delivered at Grade 7 to understand a wider field of study.

Learning from others

Understanding of the specialist areas under their remit.

Formal learning

Additional courses from the material discussed at Grade 7.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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

RELATING AND NETWORKING

FORMULATING STRATEGIES AND CONCEPTS

PERSUADING AND INFLUENCING

(See pages 52-53)

Level: Senior

Information Security Grade 9

Typical Roles: SOC Manager, Head of Risk and Governance, Security Domain Architect

Transferable skills and competencies

LEADING AND SUPERVISING

RELATING AND NETWORKING

FORMULATING STRATEGIES AND CONCEPTS

(See pages 52-53)

Experiences

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

Develops and communicates corporate information security policy, standards, and guidelines; Ensures architectural principles are applied during design to reduce risk. Drives adoption and adherence to policy, standards, and guidelines; Contributes to the development of organisational strategies that address information control requirements. Identifies and monitors environmental and market trends and proactively assesses impact on strategies, benefits, and risks; Leads the provision of authoritative advice and guidance on the requirements for security controls in collaboration with subject matter experts.

Personal and professional development

Management and Leadership skills.

Learning on the job

Networking and communication skills due to the extensive outreach at this level.

Learning from others

Due to the amount of outreach carried out at this level learning from other teams which engage outside ISD is essential.

Formal learning

security course, UCL leadership programmes, TOGAF and/or SABSA for architects.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55). 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

Job family: Learning and Media Technologists

Roles in Learning and Media Technology at UCL help academics and students access and make best use of a wide range of technologies to enhance learning and support the broader student experience. People come into this area through a wide range of routes and there is no dominant academic background. Increasingly, however, professionals in these roles have second degrees in education-related fields, and all are encouraged to gain Advance HE fellowship or Certified Membership of the Association for Learning Technology.

Many learning and media technologists move into this job family from other careers - this is perhaps unsurprising given that learning technology has really only become an established field in the last 20 years. Some have worked as teachers, from school to degree level; some have research degrees; some come from a career in supporting technology or service desk work; others have worked in a wide range of fields in both public and private sector; multimedia production is also a common background. One of the great things about this field is that we work at the intersection of technology and education, a genuinely exciting and important area for UCL.

We do try to think from a pedagogy first perspective, thinking of the needs of our staff and students - so that the educational need drives the way in which technology is used. However sometimes it is fun to discover a great teaching application of a technology that was intended for something else and the creativity of our community is a huge inspiration to us.

Roles in this area include learning technologists, media technologists, IT trainers, learning designers, videographers, graphic designers, support analysts, and accessibility technologists. Activities include end-user support, teaching and training delivery, service administration, troubleshooting, problem-solving, advisory work, advocacy, research, supporting change, and, at more senior levels, policy and strategic work. Progression tends to involve a shift from user support and service administration at junior levels through increasingly pedagogical and/or technical specialist roles at middle levels, to operational, strategic and change management and leadership at senior levels.

Whilst the activities cross over into areas covered by the other IT career families, at UCL and in other higher education institutions, learning and media technology does offer a strong and rewarding career pathway for those with the right combination of educational and technological curiosity and commitment.

The more junior roles will often to be broad, involving work with a range of media, learning and assessment tools. As staff gain more experience they might specialise - for example in media, assessment, assistive technologies, or learning design. Some may choose a more technical track; others might move into agile product roles. And, as a large team, there are a number of management roles for those seeking progression into leadership.

Level: Developing/Skilled

Learning and Media Technologists Grade 6

Typical roles: Educational Media Support Officer

Transferable skills and competencies

PLANNING AND ORGANISING

FOLLOWING INSTRUCTIONS AND PROCEDURES

WORKING WITH PEOPLE

(See pages 52-53)

Experiences

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

Provide and deliver practical support for media production activities both in the studio and on location. Understand and be able to undertake audio and video production and use technical platforms for media production, data management and distribution of content. Diagnose media and IT hardware and software issues. Produce documentation on how to create and produce media content, develop and organise workshops and demonstrations, and be able to advise on the best use of media production software.

Build relationships with a variety of stakeholders and use a range of communication methods and platforms. Be able to document discussions, actions and decisions using applications such as MS Office365; follow key processes and methodologies with excellent attention to detail. Work independently or with minimal supervision and prioritise and deliver own work in line with team priorities.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Get involved in media projects and be flexible, practical and open to change. Develop skills in using media hardware and software. Observe how media producers set up shoots and prepare people to be filmed. Learn to give advice in both a written and verbal manner, and how to demonstrate the use of hardware and software. Improve customer service skills.

Learning from others

Work alongside colleagues and ask questions, watch, listen and ask the obvious; join professional bodies.

Formal learning

LinkedIn Learning courses; industry-led courses; presentation and writing skills; digital accessibility skills; train-the-trainer courses.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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 Media Technologists Grade 7

Typical Roles: Content Developer; Digital Accessibility Technologist; Digital Education Support Analyst; Digital Research Trainer; Educational Media Producer, Learning Technologist.

Experiences

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

Supporting, configuring and testing learning, media or assistive technologies. Providing end-user support and guidance including dealing with support tickets - analysing jobs raised and finding the most appropriate course of action; recording engagement interactions with customers and tracking progress; understanding the peaks and troughs in demand of services and the patterns of business activity.

Creating documentation, training materials and communications for service users, and delivering presentations, demonstrations, training courses and facilitating workshops.

Organising user groups and gathering feedback,and reporting back to managers and product teams. Maintaining relationships with external organisations relating to specific services and providing input to supplier review. Contributing to product teams to maintain, develop and enhance learning and media provision.
Designing and producing media and/or learning content. For media production teams, setting up and directing studio and on-location video shoots, and managing the end-to-end post-production process, also understand the technological requirements for producing and delivering live and live streamed events and be able to share this knowledge with others.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Gain experience in dealing with non-standard requests/ issues; independent searching for solutions; gain experience in a broader range of specialisms; assist on training courses.

Learning from others

Work shadowing; coaching; assignments or secondment opportunities; knowledge sharing across teams; joining external groups and mailing lists; attending conferences.

Formal learning

Associate Fellowship of Advance HE. A training qualification or instructor training, Formal learning on any of the relevant technologies dependent on the role; LinkedIn Learning; courses on customer service and communications; Arena Centre courses and workshops.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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

ANALYSING

FOLLOWING INSTRUCTIONS AND PROCEDURES

PRESENTING AND COMMUNICATING INFORMATION

(See pages 52-53)

Level: Advanced

Learning and Media Technologists Grade 8

Typical Roles: Advisory roles; Senior Media/Learning Technologist; Learning Designer; Senior Trainer; Digital Accessibility Specialist; Media Production Manager.

Transferable skills and competencies

RELATING AND NETWORKING

FORMULATING STRATEGIES AND CONCEPTS

PERSUADING AND INFLUENCING

(See pages 52-53)

Experiences

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

Capturing end-user requirements and translating them in a way that can be understood by ISD; relationship management of senior stakeholders, suppliers and external organisations, managing expectations, applying influencing and negotiation skills; shaping and surfacing demand for services; comprehensive understanding of the entire service portfolio; responsible for the delivery of service levels agreed with the business; insight and understanding of how services are used; ensuring that UCL gets the best value from its investment in IT and how the value can be unlocked; ensuring excellent customer satisfaction and perception; identifying and understanding trends from a variety of data sources to support business decision making and strategy. Designing and delivering courses and facilitating workshops; presenting to large and senior audiences. For manager roles, working on job descriptions, recruitment, appraisals, disciplinary, etc.; risk assessment and identifying training needs and staff development. For specialist roles, being a source of specialist knowledge and expertise, and able to contribute to policy and strategy development.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Gain an understanding of how to build a network; run events to raise awareness of learning, media and assistive technology; understanding of stakeholder needs; analysing data to provide insight; look for relevant secondment opportunities.

Learning from others

Work shadowing; taking an active part in meetings, participating in different product teams; facilitating events; liaising with and mediation between other operational groups.

Formal learning

Certified Member of the Association for Learning Technology (CMALT) qualification; Higher Education Authority (HEA) Fellowship or Senior Fellowship; training in persuading and influencing. Management and leadership training.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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: Senior

Learning and Media Technologists Grade 9

Typical Roles: Head of Functional Area; Education Spaces Specialist.

Experiences

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

Leading on a service and/or product area in learning, media and assistive technology, including horizon scanning and strategic leadership in this area. Being a product and/or service owner and acting as authoritative source and point of escalation for product and service complaints. Having a clear understanding of the organisation in terms of its culture, vision, mission, and strategic direction, in the context of the wider HE/Research sector, in order to define and manage the capability, surfacing and filtering data and insight and resenting back to senior management across the organisation; building relationships at a senior level. Managing and leading a team; focusing on the development of others and providing effective development frameworks. Applying specialist expertise and experience; coaching/ mentoring responsibilities. Managing financial responsibilities. Representing UCL's interests externally e.g. other universities, partners and suppliers; representing IT at strategic meetings across UCL.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Leading a team; developing initiatives - training, support, etc.; contributing to bids and writing business cases; future planning (service planning); preparing reports for senior management; identifying requirements and trends; developing roadmaps; contributing towards strategy.

Learning from others

Working in teams to share good practice; presentations to senior management; running a Community of Practice (CoP); presenting at conferences; liaising with and mediation between other operational groups.

Formal learning

Senior Fellowship of Advance HE. Senior CMALT. Senior and strategic leadership programmes.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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

RELATING AND NETWORKING

FORMULATING STRATEGIES AND CONCEPTS

(See pages 52-53)

Leadership level across IT

Indicative Grade 10

Not every job family in Information Technology at UCL will lead directly to the Leadership level. This level is likely to be achieved by people who have experience in a wide breadth of roles and areas of practice.

Leadership level

Indicative Grade 10

Typical roles: Director Level/General Management

Experiences

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

Strategic leadership to set and ensure departmental objectives are met; setting the culture through leading by example; ownership of departmental budget (ensuring that expenditure and forecasting match and are appropriate); ensuring efficient systems and processes are in place to deliver projects for UCL; ensuring compliance for regulatory practices such as GDPR, Health & Safety, etc.; raising the profile of the area and managing relationships with senior stakeholders; ensuring there is confidence in the area of the department; representing the department; commercial awareness; overseeing the governance and effective running of the department; creating and promoting opportunities for staff development; translating the organisational strategy into aims and objectives for the department; negotiating and influencing; being resilient; taking responsibility for departmental level risks and issues; assessing proposals and predicting any potential impact on the department.

Personal and professional development

Development options to consider when working towards this level

Learning on the job

Taking responsibility for leadership of department wide initiatives; deputising for or taking on an acting role for the Head of department; identifying significant areas for improvement; identifying opportunities; taking responsibility for departmental level risks and issues; increased awareness and understanding of organisational funding and financial management.

Learning from others

Networking with the Professional Services Leadership Team; encouraging participation in UCL wide initiatives; attending conferences and delivering presentations; representing UCL in the HE sector at other events.

Formal learning

Strategic leadership training; internal finance training.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 54-55).
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

ADHERING TO PRINCIPLES AND VALUES

PERSUADING AND INFLUENCING

DECIDING AND INITIATING ACTION

(See pages 52-53)

Career Case Studies

Alan Harper

Director, Faculty IT & Partnering

I've been the Director of IT for a number of the Schools and Faculties of UCL for the last 6 years. My current role involves the strategic leadership and oversight of the delivery of both the local specialist IT requirements that each faculty possesses whilst ensuring and maximising the uptake and delivery of UCL's central IT provision to our users under what has been called the 'Local but Central' model of IT service delivery. To facilitate this, I work with a number of heads of Faculty IT who manage both the faculty relationships and the local IT teams responsible for day-to-day service delivery. Overall, I manage just shy of 100 staff across 4 UCL schools, whose roles encompass much of the Delivery and Operations Job family and who possess a diverse range of skills needed to deal with the sorts of problems they are asked to solve daily. My job is both varied and thought-provoking, no two days being the same and each throwing up unique challenges and issues, logistical and financial which need to be overcome, often with creative solutions to ensure we deliver the best service we can to our users. It is this endless variety within the role that makes it so exciting and stimulating.

Before joining UCL I started out with a brief 2-year foray into retail management which gave me a good understanding of just how hard this type of work can be, especially come Christmas time! From there, I joined UCL and I've been here for the past 27 years (most of my working career) and over this period undertaken numerous roles across the IT spectrum of Service, Operations and Business Relationship Management. I started my career at UCL working in an administrative role supporting an ODA 5-year work programme working for one of the departments within the GOS ICH Institute of Child Health (whilst it was still a separate postgraduate institute and before it merged with UCL). From there I joined the local IT team in a 1st/2nd line support function which gave me a good grounding on the basics of IT service delivery. I then branched out, taking an interest in networking and moved to take on the management of the local ICH network. When the opportunity presented itself, I further expanded my role to oversee the management of the incident and service delivery function. When the then IT manager, moved to take on a more senior position, I took over management of the entire local IT team, and then progressed to manage a cluster of geographically collocated supports team (a precursor to what became the Head of Faculty IT function).

During the course of my working life I've recognised the importance of the old adage "what got you here, won't get you there" and the importance of continuous professional development as you progress with your career. I undertook both internal and externally provided training courses when offered to support my career development, but also undertook further study in my own time and obtaining two further degrees in IT and management, both of which I feel were critical in making the leap first into IT and then into more senior management roles.

My advice to others starting out or mid-way way through their careers would be to think about where you want your career to take you, and think about what attributes and skills you need to best prepare yourself for when opportunities present themselves. Having a career framework helps massively in this regard as it helps signpost you toward key skills, technologies and training you might need to take that next step (whether at UCL or beyond) and into which job families you might wish to progress into. Talk to individuals who work in these areas to understand the challenges their roles present and perhaps how they made their own personal transitions and try to avail yourself of any opportunities for either training, shadowing, secondments or assignments that might

enable you to get a richer understanding of your areas of interest. Most of all chose areas that interest and stimulate you, these are likely to bring out your best work ethic, motivate you to succeed and help you stand out when thinking about future roles.

Ultimately, UCL has provided me with great opportunities to progress and develop myself and I hope you will take the opportunity to use this framework in developmental discussions with your line manager to help you in your future career at UCL.

UCL IT Careers Framework and other UCL Career Frameworks

There are a number of related career frameworks being developed in UCL, to which this framework is closely related.

Digital Research Professionals

This new framework will cover the research technology professionals whose expertise is in the use of data and compute intensive methodologies for research. They build and manage the tools, practices and systems which support and enable computational science and digital scholarship. They join research teams to add specialist staff scientist expertise, delivering the “team-based research” required by modern research methods.

Typically, though not always, coming from a research background, (often with a PhD and some time as a research associate), they have chosen to specialise in the IT aspects of the research process. Careers within this framework include:

- Research Software Engineer
- Data Scientist
- Informatician (e.g. Bioinformatician…)
- Research Infrastructure Developer
- Data Steward

The development of this career framework is being led by ARC, UCL’s new centre for data and compute intensive research, in collaboration with leading digital research professionals in UCL. We are committed to interoperability and ease of movement between related professional families. IT aspects of the Digital Research Professionals family will align closely to the core IT careers framework, so that movement between career frameworks is facilitated.

Technical Staff Framework

[Suggest Loleta to write, covering Specialist Technical Staff and Technician Managers as noted.]

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).

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.

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 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

www.ucl.ac.uk/hr