

## Level: Developing/Skilled

### Planning and Governance Grade 6

Typical roles: Administration

#### Experiences

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

: RUNLQJ UHODWLYHO\ LQGSHQGHQWO\ ZLWKLQ TXDOLW\ DVVXUDQFH IUDPHZBUNY 3ODQQLQJ D activities across the academic year (e.g. timetabling/room booking); supporting academic review; planning and coordinating assessment scheduling and ensure that marks and records are handled and maintained correctly to ensure quality; understanding the importance of your work to the overall student experience; interpret and apply regulations as appropriate; servicing committees; coordinate and analyse student surveys as part of QA processes; servicing committees and working groups (providing administrative support and coordination); communicating verbally and in writing across a variety of groups and people.

#### Personal and professional development

Development options to consider when working towards this level

##### On the job learning

Familiarity with UCL regulations; ç QG RSSRUWXQLWLHV W networks and forums (e.g. teaching written and other communication styles; develop opportunities to exercise judgement and make decisions based on set guidelines or frameworks; gain some understanding of how to interpret basic data such as surveys.

##### Learning from others

Get involved with appropriate networks and forums (e.g. teaching administration); support/shadow colleagues in servicing committees.

##### Formal learning

Learning how to make effective XVH RI 06 2I ç FH SDFNDJHV (Excel, Word, Outlook); attend training to learn how to service committees effectively; develop an understanding of education support systems such as Portico and Moodle.

#### UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 40-41). For Ways of Working indicators and steps to development please refer to the Ways of Working website [www.ucl.ac.uk/human-resources/policies-advice/ways-working](http://www.ucl.ac.uk/human-resources/policies-advice/ways-working)

Transferable skills and competencies

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

WRITING AND REPORTING

ANALYSING

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## Planning and Governance Grade 7

**Typical Roles:** Advisory Support, Senior Administration, Management

### Experiences

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

2 SHUDWLQJ DQG GHYHORSLQJ WHFKQLFDO NQRZOHGJH ZLWKLQ D GH¿QH DUHD quality assurance, research misconduct) or within an academic unit; developing and applying regulations within the GH¿QH DUHD H[SHUWLHV RU DFDGHPLF XQLW DQG SRVVLEO\ OHDGLQJ D WHDFK frameworks; providing expert advice and guidance, including in some complex/new situations (e.g. fair application of regulations and policies, complaints management, student discipline); producing and/or using data to inform insight (e.g. analysing results of student surveys, reporting on outcomes of extenuating circumstances applications); planning and undertaking activities that respond emerging priorities alongside business as usual tasks; contributing to the development of policies and practices (expertise or academic unit); awareness of the wider internal and external context (e.g. other UCL DFDGHPLF XQLWV DQG +,V LQYROYHPHQW LQ WKH PDQDJHPHQW RI FRPLWWLWV RI FRPSOH[ LQIRUPDWLRQ LQFOXGLQJ KLJK TXDOLEHQW GHSRROLWV DQG VSZLHWKQV D work area.

### Personal and professional development

Development options to consider when working towards this level

#### On the job learning

Taking on projects that help develop an advanced practical application how to make best use appropriate technology (e.g. Excel) in order to manage work; build expertise in advising with reference to UCL regulations, both as they relate to your area of work, and the wider institution and sector; develop experience of managing resources (e.g. people supervision and/or ¿QDQFH

#### Learning from others

Get involved with the Association of University Administrators (AUA) sign up to mailing lists or attend conference or meetings; take the initiative to join and contribute to a change project or a working group.

#### Formal learning

Building advanced knowledge of education support systems such as Portico and Moodle; DGYDQFHG WUDLQLQJ LQ 06 2 packages (Excel, Word, Outlook); attend training in data analysis and manipulation (e.g. LinkedIn Learning and UCL training).

UCL Ways of Workingorkin.

## Level: Advanced

### Planning and Governance Grade 8

**Typical Roles:** Senior Advisory Support, Management

#### Transferable skills and competencies

PRESENTING AND COMMUNICATING INFORMATION

DECIDING AND INITIATING ACTION

LEADING AND SUPERVISING

#### Experiences

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

In a central role this means being an expert lead for the institution in a particular area (e.g. regulations, programme approval, quality assurance). In an academic unit this means having a broader based remit with an expertise around the individual area context; implement and apply UCL strategies and policy to the individual context; expert knowledge of relevant HE and/or professional context; providing expert advice and guidance to committees and senior managers largely relating to change and complex issues (e.g. development of new regulations, practices and procedures); overseeing the production, interpretation and evaluation of a variety of data sources to inform change, decision-making and planning; advise how the insights relate to the wider picture (e.g. strategic priorities, quality framework); prioritising and delegating appropriately, recognising and responding to crucial issues; staff management and team development; embedding a positive student culture and commitment to UCL's reputational excellence in the team/academic unit; represent UCL externally at events and for a related to area of specialist knowledge; expert at taking forward faculty level education initiatives - and being an advisor of regulations and management of academic standards.

#### Personal and professional development

Development options to consider when working towards this level

##### On the job learning

Consider becoming a Fellow of Higher Education Academy.

##### Learning from others

Take opportunities to present at internal conferences and to attend external conferences and events.

##### Formal learning

Leadership development training.

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## Planning and Governance Grade 9

### Typical Roles: Senior Management

#### Experiences

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

Producing and/or using data to inform insight; using considered and expert judgement in dealing with arising issues.

In Governance this is about providing a strategic overview to the wider team around developing or applying regulations, academics, and other stakeholders; leading, managing and developing a small team; dealing with complex issues that sit outside regulations, resolving issues quickly and logically.

In Planning this is about leading strategic initiatives and contributing to faculty planning documentation.

#### Personal and professional development

Development options to consider when working towards this level

##### On the job learning

Participate in cases or issues that deal with situations outside of regulations; lead and deliver a strategic initiative.

##### Learning from others

Delivering presentations at high SUR & OH UHOHYDQW FRQIHUHQFHV RXWVLGH UCL; lead network events inside and outside of UCL; shadow a senior colleague to gain an insight into judgement calls.

##### Formal learning

Attend leadership training.

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