



EMPLOYER LIAISON OFFICER COMPETENCIES

INTRODUCTION

WHAT ARE COMPETENCIES AND WHY DO WE NEED THEM?

Competencies are the skills, knowledge, practical behaviours and attitudes which inform the way you operate in working life. MMU's competency framework comprises thirteen sections designed to cover the major aspects of every support staff role in Grades 1-7 within the University. This way of looking at jobs is not new to MMU; when applying for a job at the University, you will have been assessed against a list of criteria as detailed in the person specification in order to decide whether or not you had the ability to undertake the job you applied for. The competencies are a natural progression, building on aspects of the person specification in greater detail. The result? An up-to-date description of what is needed for your job.

So why are competencies required and what will they be used for? In order to meet the evolving demands of its customers, MMU is undergoing a period of change. The competency framework will help to ensure that staff across the institution are working to the same standards so that the current high quality service is consistently maintained. By encouraging excellence within roles, the framework will enable staff and the University to respond to future changes. The framework also supports processes that lead to reward and recognition for those staff who demonstrate high levels of competency.

WHAT ELSE WILL THE COMPETENCY FRAMEWORK BE USED FOR?

Knowing which competencies relate to your role is vital. Not only will it help you to identify your development needs but it will suggest which areas could make best use of your natural talents. The competencies can also be used:

- Within recruitment to ensure that the best people are selected to meet the University's needs
- When selecting internal applicants for posts and promotions
- To determine appropriate training
- For career and personal development including the development of an exciting career path within MMU

It is important to note that the competency profile will not replace your job description.

HOW HAVE THE COMPETENCIES BEEN DETERMINED?

A dual approach was taken to the development of the competencies. Representative groups of managers and staff were involved in identifying the competencies required for different groups of support staff. These competencies were then matched to and integrated with competencies created by looking at the HERA role profiles. The final stage was to determine the appropriate level of competency required for each role for each of the thirteen sections of the competency framework.

THE COMPETENCIES

There are 13 competencies in total. The first four competencies that appear in your individual competency profile will be the **key competencies** which are considered most important to your role, the remaining 9 **further competencies** will be relevant to your role but not to the same degree, and are not listed in any order.

LEVELS

Each competency has a number of levels within it. The competency document for your role details only those levels which you are required to demonstrate, however, it is possible to see the other levels and the competencies required for other roles via your line manager and the HR website. This information can be used to build a career path within MMU, for example, should you wish to apply for a different job, the competency framework will enable you to identify which areas you are already competent in and which areas you will need to develop. Because the competencies are based on the HERA profiles, no-one will be asked to work at a higher level than that which is required for their job and grade, however, should you wish to further develop your level of competence or show that you are already working at a higher level of competency, the framework can be useful in demonstrating how.

Depending upon the role that you undertake, some of your competencies will contain two levels – a main focus (the level at which you are required to work most of the time, i.e. frequently), and an additional focus (a higher level of activity which is an important part of your role but required less often).

Where a competency level is an additional focus, some of the examples and competency indicators may not be relevant to your role, however you would be expected to undertake some of the examples at this level and meet as many of the competency indicators as possible.

Where more than one competency level is marked as a main focus, both levels are equally important to the role.

It is recognised that competencies will be developed over time and that someone new to a role might not necessarily possess the same level of competency as someone who is more experienced. The 'Competency Indicators' describe what competencies are expected at various stages. Stage 1 describes what would be expected from someone new to the role and during their probation, stage 2 describes what is expected of someone demonstrates the required level of competency for the role, and stage 3 describes indicators of a higher, well developed level of competency.

KEY COMPETENCIES

COMMUNICATION

Covers communication through written, electronic or visual means and oral communication, in both informal and formal situations. This may include the need to convey basic factual information clearly and accurately; conveying information in the most appropriate format; and explaining complex or detailed specialist information.

MAIN FOCUS

In addition, the role holder frequently receives, understands and conveys information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey information to others.

Examples *might* include:

- drafting non-routine documents (e.g. written guides, marketing materials, handbooks, letters, content for websites, etc)
- drafting short factual reports
- writing notes/minutes of meetings
- proof reading or editing the work of others when it is complex
- explaining detailed procedures, regulations or course entry requirements
- persuading staff/students to adopt a viewpoint or to complete work
- ensuring people adhere to policies and procedures
- resolving conflicts where tact and diplomacy are required
- explaining the reasoning behind a decision and its implications
- making presentations to internal and external meetings and groups
- conducting an interview/meeting/staff review
- clarifying non-routine situations in order to provide an appropriate response
- shows awareness of customer skills and abilities when designing users guides
- choosing the most appropriate medium through which to communicate i.e. PowerPoint presentation, Over Head Projector, report, formal meeting, white board, handbook, poster etc.

Competency Indicators

1	2	3
Responds appropriately to requests for information and clarifies non-routine matters	Information is well structured, clear and concise and methods are chosen and tailored to aid understanding and meet the needs of others	Explains complicated matters simply and takes the initiative to keep other people informed
Complicated matters are explained clearly	Takes action to correct any misunderstandings or mistakes	Uses a variety of techniques/formats, selected to suit the needs of others and to aid understanding
Information and messages are conveyed accurately and promptly and content of message is structured logically	Consideration is given to others' needs when choosing how to present the material and checks are made of recipient's understanding	Format of information is adapted to meet the needs of the recipient; understanding is checked and information re-presented or restructured to correct any misunderstandings or mistakes
Adjusts the format and language to suit the requirements of different audiences	Adapts style in response to feedback	Produces grammatical, well expressed, easily understood and interesting text about topics that may be unfamiliar to the reader
Initiates communication and keeps others informed as necessary	Anticipates others' needs for information	
	Is able to understand, use and explain technical terms commonly in use in own area of work	

COMMUNICATION

Covers communication through written, electronic or visual means and oral communication, in both informal and formal situations. This may include the need to convey basic factual information clearly and accurately; conveying information in the most appropriate format; and explaining complex or detailed specialist information.

ADDITIONAL FOCUS

The role holder receives, understands and conveys highly complex, conceptual ideas or complex information which may be highly detailed, technical or specialist.

Examples *might* include:

- writing complex proposals, reports, letters, etc, containing detailed recommendations
- writing detailed, complex procedures/guidelines regarding significant functions affecting large numbers of staff/students
- writing meticulous explanations of complex procedures
- providing a comprehensive explanation of how a complex system, procedure or a set of regulations operates (i.e. academic assessment regulations)
- conveying complex legal requirements and their implications on significant situations
- influencing others' thinking and negotiating with them regarding complex issues to achieve an outcome in significant situations
- making presentations to sizable or mixed interest groups or groups with diverse levels of understanding, regarding complex subject matters
- negotiating significant, long-term, complex contracts with external suppliers or customers

Competency Indicators

1	2	3
Understands and conveys information of a complex, conceptual and specialist nature; explains such information using styles and media appropriate for the recipient (including non-specialists)	Summarises and interprets information of a complex, conceptual and specialist nature using a range of styles and media selected to meet the needs of others without comprising meaning	Chooses and uses appropriate styles and media to influence the views of the others and is regarded as an engaging and well informed communicator/conveyor of ideas
Uses a range of communication methods and structures messages to meet the needs of others	Uses appropriate styles and arguments to influence and negotiate mutually satisfactory outcomes	Excites and enthuses audiences with mixed levels of understanding
Can communicate effectively to diverse audiences and individuals	Monitors the reactions and understanding of others, develops approach and takes corrective action to remedy any miscommunications if required	Marshals information and presents compelling arguments; actively canvases feedback and adapts approaches accordingly

SERVICE DELIVERY

Covers the provision of help and assistance to a high standard of service to students, visitors, members of staff and other users of the institution. This may include reacting to requests for information or advice; actively offering or promoting the services of the institution to others; and setting the overall standards of service offered.

MAIN FOCUS

The role holder is required to deal with internal or external contacts where the service is usually initiated by the role holder, working within the institution's overall procedures or policies;

AND/OR

understand and explore customer's needs; adapt the service accordingly to ensure the usefulness or appropriateness and quality of service (i.e. content, time, accuracy, level of information, cost).

Examples *might* include:

- approaching customers to establish what is required (e.g. agreeing meeting agendas, designing promotional materials, establishing the objectives of a project)
- actively involved in surveying customer needs and obtaining feedback about the service (e.g. designing student feedback questionnaires and analysing the results)
- providing feedback on the levels of service usage (e.g. levels of room occupancy or stock use) and suggesting ways in which the service can be made more effective in order to meet customer needs
- establishing a thorough understanding of more unusual problems and taking an active role in their resolution

Competency Indicators

1	2	3
Deals with complaints	Learns from complaints and takes action to resolve them	Anticipates potential problems and initiates ways of improving standards
Ability to test, monitor and evaluate level of service with the different customer groups	Develops standards of service delivery beyond those generally accepted	Identifies ways to gain competitive advantage through the delivery of superior levels of service
Actively promotes services to existing and potential customers	Initiates contact with customers to assess future needs; adapt services and systems accordingly	Collates customer feedback and keeps up-to-date with environment and market trends to inform service development
	Anticipates changes in demand and develops services based on market research	Uses quality measures to identify improvements
	Adapts services and systems to meet customers needs and identifies ways of improving standards	Anticipates potential problems and initiates ways of improving standards

PLANNING & ORGANISING RESOURCES

Covers organising, prioritising and planning time and resources, be they human, physical or financial. This may include planning and organising one's own work; planning work for others on day to day tasks or on projects; carrying out operational planning; and planning for coming years.

MAIN FOCUS

The role holder will plan, prioritise and organise the work or resources of self and others within own area on a daily, weekly or monthly basis; plan and manage small projects, ensuring the effective use of resources; receive information from and provide information to others to complete their planning; monitor progress against the plan.

Examples *might* include:

- managing and being accountable for the resources (people, equipment, money) of a sub-section of a department
- managing a specific project, e.g. organising a conference or event such as a graduation ceremony or open day
- facilitating discussions on planning processes
- developing administrative information systems

Competency Indicators

1	2	3
Plans resources and others work to meet plan objectives	Actively seeks information to support planning and prioritisation of work	Identifies ways of achieving objectives that result in service improvement and make better use of resources
Ensures that others are able to carry out the work and have the necessary resources	Ensures that time and resources are used effectively to their maximum efficiency and improve service where possible	Anticipates future demands and develops appropriate plans to meet them
Monitors progress and identifies the need for further action and resources	Checks and reports on progress against plans to key parties	Evaluates the success of projects, identifying what lessons can be learned and recognising the contributions of any project team members
Agrees the key objectives, scope of projects and available resources with key stakeholders	Develops plans to take account of problems, delays and new priorities	
	Utilises knowledge of resources to make conclusions on feasibility	Uses Project Management methodology and good practice to manage small projects

UNDERSTANDING HE & MMU VALUES

Covers the behaviour expected from staff in order to reflect the institution's values which are aimed at increasing shared understanding and protecting the rights of all.

MAIN FOCUS

The role holder is required to understand and demonstrate MMU values and principles in their own area of work.

Examples *might* include:

- understanding and adhering to University policies, ie admissions/enrolment/finance/customer services procedures
- treating all staff, students, visitors and other stakeholders (i.e. parents, potential employers) with respect, including those with disability
- identifying and reporting inappropriate behaviour i.e. sexist, racist, ageist, homophobic etc.
- observing and understanding the use of data protection procedures in dealing with sensitive material

Competency Indicators

1	2	3
Acts in a manner that is consistent with MMU policy and procedure	Focuses on students as customers and responds flexibly to meet all customers' needs	Demands excellence in all service provision
Interacts with and accepts people from diverse cultural, social and religious backgrounds and respects the rights of individuals	Recognises when others are exhibiting sexist, racist, ageist, homophobic or other forms of inappropriate behaviour and reports it to the relevant person	
Demonstrates through appropriate action clear understanding of the aims of the immediate and extended team and how its work contributes to the overall aims of the institution		

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MAIN FOCUS

The role holder is required to understand and demonstrate MMU values and principles affecting their department/unit and faculty; be able to identify when others are not meeting these standards and take appropriate action.

Examples *might* include:

- understands and contributes to the student experience
- being committed to providing staff with equal access to training and development activities
- relating own work to wider areas of work such as that of the department/faculty/unit

Competency Indicators

1	2	3
Uses knowledge of how the faculty/department/unit works to inform own work and, where appropriate, that of others	Demonstrates appropriate contribution to team and departmental goals and priorities including understanding of the academic role at MMU	Demonstrates clear understanding of MMU strategic goals and values supported by guidance from the line manager
Places an increased emphasis on high quality service	Rewards outstanding performance and invests in the development of staff	

FURTHER COMPETENCIES

TEAMWORK, MOTIVATION & TEAM DEVELOPMENT

Covers team work and team leadership when working in both internal and external teams, project and virtual teams. This may include the need to undertake delegated work; contributing as an active member of the team; motivating others in the team; and providing leadership and direction for the team.

This section also covers the development of the skills and knowledge of others in the work team. This may include the induction of new colleagues; coaching and appraising individuals who are supervised, mentored or managed by the role holder; and giving guidance or advice to team members on specific aspects of work.

MAIN FOCUS

The role holder is required to be supportive and encouraging of others in a team; help to build co-operation by setting an example and showing a flexible approach to delivering team results; contribute to building team morale as an active participant in the team.

AND

The role holder is also required to give day to day advice, guidance and feedback on specific tasks, issues or activities on the basis of their own knowledge or experience.

Examples *might* include:

- acting as a role model to less experienced colleagues
- covering for colleagues' work during absence
- actively supporting team members
- planning and prioritising own tasks and workload
- training new staff on procedures and changes to working practices
- explaining how to follow an operational procedure and the reasons for doing so
- showing a colleague how to use a new computer-based application, providing feedback and helping to make improvements to level of use

Competency Indicators

1	2	3
Actively contributes to the work of the team and sets a good example; accepts responsibility for own decisions	Demonstrates a flexible, positive 'can do' approach to delivering team results	Acts as a senior member of the team to ensure objectives are met
Assists with aspects of the induction process when asked	Follows guidelines to carry out aspects of inductions for new staff	Acts as a 'buddy', coach and role model to new colleagues without waiting to be asked
Responds to routine requests for assistance from team members	Is proactive in providing support, assistance and cover to other members of the team	Provides informal training sessions on specific tasks and activities; identifies and provides useful resource materials to support work of others
	Helps to clarify priorities and ensure they are understood by all	Acquires new knowledge and skills and shares learning with others
	Prepares for new colleagues and ensures that the information and help they may need is ready	Suggests ways of improving the provision of support to new team members

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ADDITIONAL FOCUS

The role holder is required to clarify the requirements; agree clear task objectives; organise and delegate work fairly according to individual abilities; help the team focus their efforts on the task in hand and motivate individual team members.

AND

The role holder is also required to induct staff; train or guide others on tasks, issues or activities on a regular basis; identify and carry out tailored training or development activity; define the performance standards required; give feedback and guidance on overall performance.

Examples *might* include:

- supervising the work of a team to meet operational objectives
- organising and delegating work for staff and temps when required
- overseeing the completion of a project and supervising the project team
- inducting new members of staff following procedures
- providing feedback and discussing how to make improvements to a report
- responsibility for training a group of staff regarding enrolment procedures
- conducting regular staff PDPs and agreeing what needs to be done to satisfy any training or development needs

Competency Indicators

1	2	3
Ensures that all team members understand what is expected of them and helps team to focus on priorities	Ensures appropriate resources and support are available so that the team is able to achieve its objectives	Distributes work fairly according to ability and demonstrates awareness of implications for other staff
Varies distribution of work to develop the team and its members	Monitors progress and takes appropriate action to deal with difficulties, including conflict within the team, or slippage	Anticipates difficulties and takes appropriate preventative action
Constructively suggests ways in which other team members could improve their performance	Enables team members to apply their learning	Enables staff to take ownership of tasks and to work in a manner of their own choosing
Provides induction and basic training to team members and produces learning materials	Provides ongoing training to keep knowledge of team members up-to-date	Provides specialist training to team members to develop their skills and knowledge
Motivates others within the team to achieve set objectives and supports and commends the team for achieving goals and accomplishments	Develops the skills and knowledge of others, provides feedback, carries out PDPs and reviews development needs of team members	Plans and generates training and development opportunities to meet team members current and future learning needs and to improve individual and team performance
	Facilitates and encourages staff to work together to achieve key objectives	Spots opportunities for cross team working and partnership

LIAISON & NETWORKING

Covers liaising with others both within and outside the institution, participating in formal networks and initiating and leading internal/external networks. This may include passing on information promptly to colleagues; ensuring mutual exchange of information; influencing developments through one's contacts; and building an external reputation.

LIAISON

MAIN FOCUS

The role holder liaises with a variety of contacts to ensure dissemination of information in the right format to the right people at the right time; building relationships and contacts to facilitate future exchange of information.

Examples *might* include:

- building and maintaining positive relationships with important contacts, e.g. suppliers
- exchanging information with internal contacts and discussing feedback and future needs
- co-ordinating plans with staff in other departments
- distributing information to meeting attendees in timely fashion and following up on action points before the next session is convened
- developing a mutual knowledge base and understanding with staff in other departments which can be drawn upon in future

Competency Indicators

1	2	3
Ensures mutual exchange of information between colleagues and customers	Keeps people informed to ensure co-ordination of effort and that work is done effectively	Strives to improve the quality of team and inter-team working
Identifies and approaches appropriate contacts to gather key information and clarify issues	Builds good working relationships with others both internal and external to the department to achieve immediate team goals	Builds and maintains productive working relationships to achieve demonstrable positive outcomes
Passes on a wide range of information promptly to colleagues	Ensures that accurate information is passed on to the most appropriate people in a timely fashion to improve working practices	Creates opportunities for sharing information to build relationships with people in other teams
Promotes a positive image of the Institution	Actively promotes the work and image of own team and the Institution internally and externally	Actively seeks ways of improving and developing working relationships within and beyond the team

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NETWORKING

MAIN FOCUS

The role holder actively networks with a variety of contacts and participates in networks to ensure dissemination of information in the right format to the right people at the right time; building relationships and contacts to facilitate future exchange of information.

Examples *might* include:

- attending trade-shows, conferences and seminars to exchange key information and opinions and discuss best practice with external professionals
- being a member of and actively participating in a cross-university working party
- attending support networks (i.e. user forums, special interest groups) held by professional bodies where new and useful contacts are made which are utilised in the future

Competency Indicators

1	2	3
Is involved in the wider life of the Institution to become better informed and improve the quality of own work and that of others	Building relationships with key contacts in order to exchange useful information in the future and benefit the team	Actively creates ways of being involved in relevant networks to develop approaches and ideas to benefit own and others work
Promotes a positive image of the Institution	Actively promotes the work and image of own team and the Institution internally and externally	Actively seeks ways of improving and developing relationships for future use/to benefit the team

DECISION MAKING PROCESSES & OUTCOMES

Covers the impact of decisions within the institution and externally. This may include decisions which impact on one's own work or team; decisions which impact across the institution; and decisions which could have significant impact in the longer term within or outside the institution.

MAIN FOCUS

The role holder is required to take decisions or to be involved in decision making which may endure for some time and impacts mainly on/in the work team.

Examples *might* include:

- buying non-routine stock or equipment following policy, guidelines and purchasing procedures
- authorising money from a previously agreed budget
- deciding who to involve in a working group
- delegating work to team members
- deciding on project plans with stakeholders
- advising the line manager with regards to planning for the wider team
- taking decisions that will be short-lived but effecting the department as a whole i.e. re-directing work to an alternative area for a day in the event of a closure
- awareness of implications for staff in other departments for decisions made or work allocated

Competency Indicators

1	2	3
Ensures previous learning is included	Anticipates and highlights issues that need to be taken into account	Challenges decisions, appropriately to ensure consideration and processes are robust
Enables others to contribute to decisions	Ensures that options are weighed, outcomes identified and chances of success considered	Identifies and introduces possible options previously not considered and implications that may have wider and longer term impact

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ADDITIONAL FOCUS

The role holder is required to take decisions or to be involved in decision making which is far-reaching, complex and long-lasting.

Examples *might* include:

- delegating on-going responsibilities to staff
- allocating overall resource requirements within institution-wide plans
- allocating student numbers to departments or units
- developing a new service or changing existing work practices that affect broad areas of the institution i.e. an entire faculty
- advising on how legislation affects institutional practice and helping to determine the actions needed to implement changes
- committing large amounts of money (i.e. over faculty or large areas)
- advising working parties with regards to long-term issues and faculty-wide policy
- awareness of implications for staff in other faculties for decisions made or work allocated

Competency Indicators

1	2	3
Distinguishes between the need to make a decision, when to defer and when not to take a decision	Considers wider impact of decisions and assesses possible outcomes	Uses judgement to make decisions with limited or ambiguous data and takes account of multiple factors
	Enables others to test options and assess the merits of likely outcomes against the resources needed for implementation and the chances of achievement measured against various success criteria	Provides criteria for assessing the merits of decisions
Anticipates and highlights issues that need to be taken into account	Outlines possible impacting factors, assessing their degree of influence on the choice of options	Ensures that options are weighed, outcomes identified and chances of success considered
Ensures previous learning is included	Combines rational analysis and experience to take long-lasting and or complex decisions that can be implemented	Designs processes to assist complex and sustainable decision making
	Helps others to explore options that initially appear to be inappropriate or unfeasible (and recognise when a decision is or is not needed)	Challenges decisions appropriately to ensure consideration and processes are robust

PROBLEM SOLVING & RESEARCH

Covers investigating issues, identifying or developing options and selecting solutions to problems which occur in the role. This may include following standard procedures to gather information and to identify problems and their solutions; analysing data and using initiative to select from available resolutions; carrying out research or collating and analysing a range of data from different sources; resolving problems where an immediate solution may not be apparent; anticipating and dealing with highly complex problems; and carrying out major research projects.

MAIN FOCUS

The role holder is required to resolve problems using initiative and creativity; practical options may need to be assessed or identified or the problem broken down into component parts; routine data or information is gathered from standard sources and analysed using pre-determined procedures.

Examples *might* include:

- handling grading, grievances or disciplinary issues
- evaluating the strengths and weaknesses of equipment warranties
- responding to unusual queries or requests for information that may require in-depth investigation or lateral thinking
- carrying out literature and database searches
- monitoring resource usage (e.g. expenditure against a budget, the consumption of energy or space utilisation)
- providing statistics using standard techniques (e.g. on spreadsheets) or providing data for financial purposes
- cross referencing facts and figures, reporting anomalies and identifying a range of possible causes
- researching new equipment and assessing if it is fit for purpose
- identifying trends i.e. seasonal variations or customer usage
- designing spreadsheets/ databases to meet specific needs
- researching and presenting data appropriately for reports which will be analysed by others

Competency Indicators

1	2	3
Identifies and uses an appropriate range of sources and types of data to answer questions	Identifies issues, carries out research and analysis accurately and methodically to identify the cause of problems	Uses experience, the views of others and own judgement to resolve issues
Adapts precedent and procedures to overcome obstacles and problems; obtains evidence to support and inform judgements made	Considers options and selects solutions most likely to have the desired outcome	Identifies solutions which offer wider benefits and takes action to prevent recurrence of problems
Selects appropriate methods for data gathering and analysis	Produces reports that combine relevant data to facilitate understanding of main issues	Identifies relationships between apparently separate issues and forms conclusions from analysis
Gathers data thoroughly and accurately and subjects it to analysis	Recognises when additional data is required and identifies appropriate sources	Involves others appropriately in developing solutions to resolve new problems
	Presents data to facilitate understanding of main issues	

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ADDITIONAL FOCUS

The role holder is required to resolve a range of complex problems simultaneously where there is a mass of information or diverse, partial and conflicting data, with a range of potential options available; identify an appropriate existing method of analysis or investigation according to the data and objectives; recognise and interpret trends or patterns in data; devise varied solutions to account for differing perspectives.

Examples *might* include:

- balancing multiple large budgets and resources against needs and plans
- investigating an area of ineffective working or systems failure and developing approaches to improve operational effectiveness by introducing a new system for a significant service that affects large numbers of staff or students
- developing complex and significant new guidelines or procedures i.e. those affecting large numbers of staff and students
- identifying potential external partners, consultancy opportunities or other sources of income
- in-depth analysis of complex statistics; reporting patterns and trends i.e. student destination
- selecting and designing complex questionnaires, survey methods or tests and interpreting the results
- investigating the implications of changes to funding
- conducting enquiries into complex complaints or system failures and indicating where improvements are needed i.e. assessment regulations

Competency Indicators

1	2	3
Defines the parameters of complex problems and identifies a range of possible/apparent causes	Initiates processes and procedures to resolve new problems taking into account a variety of needs	Identifies underlying issues and or areas needing further investigation
Recognises and accurately interprets patterns, trends and appropriate solutions	Designs and uses data gathering and analytical methods appropriate for each investigation	Assesses the comparative merits of data gathering and analytical methods and selects and uses those appropriate for each investigation
Carries out investigations into complex or sensitive issues, produces complex reports that identify key issues and makes recommendations	Anticipates possible implementation difficulties and identifies practical ways of overcoming or preventing them	Uses a variety of processes and includes relevant others to develop acceptable solutions with benefit for the Institution
Thoroughly gathers data from a variety of sources and subjects it to rigorous analysis	Recognises when additional data is required and identifies appropriate sources	Produces reports that identify key issues and findings (core)
Considers options in light of experience and weights their immediate and longer term benefits against their chances of success	Takes account of others and the broader context when generating options	Develops creative approaches to improve problem resolution processes

SENSORY & PHYSICAL DEMANDS

Covers the sensory and physical aspects of the role required to complete tasks. This may include physical effort, co-ordination and dexterity, using aural evidence to assess next actions; applying skilled techniques and co-ordinating sensory information; and high levels of dexterity where precision or accuracy is essential.

MAIN FOCUS

The role holder regularly carries out tasks at a level which would require light, if any, physical effort.

Examples of the tools and equipment used and the tasks to be performed include:

- pen, pencil and ruler or keyboard or other device for inputting straightforward data or finding routine information
- standard office equipment
- filing or replacing items on shelves or stores
- occasionally moving goods, equipment or other objects
- use of audiovisual equipment
- staff who only occasionally use tools or conduct physical work

Competency Indicators

1	2	3
Requires training and practice to use simple methods, tools and equipment to carry out tasks to a safe and elementary standard	Uses straightforward methods, tools and equipment to carry out tasks to a safe standard, after training and practice	Engages in practice and skill development to improve technique and ability

WORK ENVIRONMENT

Covers the impact the working environment has on the individual and their ability to respond to and control that environment safely. This may include such things as the temperature, noise or fumes, the work position and working in an outdoor environment.

Statutory Responsibility for Health and Safety – MAIN FOCUS

The role holder works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed; no specific Health and Safety responsibilities other than statutory duty of care to ensure the health & safety of self and others at all times

Examples *might* include:

- spotting any obvious hazards and raising them with the appropriate person e.g. tripping hazards such as wires, boxes piled too high and maintenance issues such as leaking water, flickering lights or faulty equipment
- following standard health and safety procedures e.g. responding to fire alarms appropriately including knowledge of fire exits and fire assembly points, posture at desks or adherence to DSE assessments
- Safe use of routine equipment such as photocopiers and PCs.
- If a team leader, being aware of the effect of the work environment on staff performance and taking appropriate action where necessary or take appropriate follow up action after an accident

Competency Indicators

1	2	3
Follow good practice guidance and comply with health, safety and welfare policies including procedures relating to the reporting of accidents	Recognise and eliminate common hazards and risks	Demonstrate safe working practice and acts as a role model
Accept responsibility for the effect actions may have on others	Advise others on their responsibilities within policies, procedures and legislation	Identify ways of improving working practices to achieve a more beneficial and productive work environment

PASTORAL CARE & WELFARE

Covers the welfare and well being of students and staff within the institution, in both informal and formal situations. This may include the need to be aware of the support services available; giving supportive advice and guidance; and counselling others on specific issues.

MAIN FOCUS

The role holder is required to show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; initiate appropriate action by involving relevant people.

Examples *might* include:

- coming into contact with students or staff who are obviously angry or emotionally distressed and dealing with any work related issues
- referring students or staff on to the relevant area having calmed them down

Competency Indicators

1	2	3
Is sensitive to the needs of others	Calms and reassures those in distress	Anticipates the need for information, help and advice and organises their provision
Promptly obtains assistance for others, if needed	Provides assistance, recognising the limits of own ability and responsibility and when to refer to others for help	Provides support and help to those in distress
		Accepts responsibility in emergency situations until help arrives

TEACHING & LEARNING SUPPORT

Covers the development of the skills and knowledge of students and others who are not part of the work team. This may include providing instruction to students or others when they are first using a particular service or working in a particular area; carrying out standard training; and the assessment and teaching of students.

STANDARD INSTRUCTION & DEMONSTRATION

Design and Delivery – MAIN FOCUS

The role holder is required to design content or learning materials within existing frameworks; make appropriate modifications to existing materials on the basis of the knowledge or experience of the learner(s) to introduce students or others who are new to the area to standard information or procedures.

Examples *might* include:

- writing guides for students/staff regarding admin/finance processes, etc
- supporting student inductions by giving presentations
- writing guides or adapting existing materials on how to operate simple equipment (such as AV equipment, or a photocopier) following basic safety procedures

Competency Indicators

1	2	3
Decide on the best way of demonstrating accurately the use of equipment or techniques	Ensure the learning environment is suitable for the needs of the particular group of learners or individual	Make use of available learning technologies
Provide appropriate written materials to support learning	Create or modify teaching and learning materials within established guidelines to provide basic and introductory information in a logical and easily understood format	Gather feedback from learners and use it to modify and improve content
	Adapt approach and style to suit learners needs and prior knowledge to assist their learning and to deal with any misunderstandings	Check learners' levels of understanding and reiterate or reinforce points if necessary

TEACHING & LEARNING SUPPORT

Covers the development of the skills and knowledge of students and others who are not part of the work team. This may include providing instruction to students or others when they are first using a particular service or working in a particular area; carrying out standard training; and the assessment and teaching of students.

TRAINING, DELIVERY & ASSESSMENT

MAIN FOCUS

The role holder is required to deliver teaching and training to students or others on specific tasks, issues or activities; assess performance and provide feedback during the event.

Examples *might* include:

- explaining the operation of complex machines, equipment or software
- running staff training courses on management techniques, applying for research grants
- coaching others on conducting a survey or research project

Competency Indicators

1	2	3
Use standard information and existing materials to deliver training and instruction and help learners to achieve the required learning outcomes	Demonstrate accurately the use of specialist equipment or techniques	Support the learning of others through coaching and mentoring
Provides guidance and support to groups of learners and individuals to aid their progress	Explains information in a logical and easily understood format and outlines procedures clearly	Use existing methods of assessment to check learners' progress and the achievement of learning outcomes, and reiterate or reinforce points if necessary
Answer learners' questions and provide feedback to help learners advance	Suggests ways of developing and improving learning events	Adapt approaches to suit the needs of different learners

PERSONAL & CAREER DEVELOPMENT

Covers career development and personal growth in the role. This may include the need to participate in development activities, undertaking training, taking responsibility for one's own development and adding value to the role and the University as an outcome of personal development. Skills developed outside of work may also be considered as ways of improving performance in the role.

MAIN FOCUS

The role holder is required to apply knowledge of theory and practice to work; undergoes periodic refresher training and updates their knowledge when required; demonstrates continuous specialist development by acquiring relevant skills and competencies.

Examples *might* include:

- knowledge and use of industry regulations
- management or supervisory skills
- going on training courses in response to changes in protocol/procedure
- developing a range of motivating personal growth goals with the help of your line manager

Competency Indicators

1	2	3
Has received formal training or education at post-16 level and has had experience relevant to area of work	Applies knowledge and experience	Proactively reflects on experience to enhance knowledge and experience continuously
Engages in updating and training activities and applies further learning to area of work	Shares learning and experience with others	Identifies suitable training for the role and puts a case forward to justify the activity
Maintains an interest and understanding of current initiatives relevant to the role	Actively pursues own development in terms of appraisals, relevant knowledge (technical, professional or specialist) appropriate experience and qualifications	