

Aberystwyth University - Role Profile Description

Title: Administration, Managerial and Professional 8

COMMUNICATION

(a) Oral Communication

The role holder understands and communicates complex conceptual ideas or information, as well as that which is more straightforward or requires some interpretation or explanation, and will need to take into account both what to communicate and how.

For example:

- Explain processes, procedures, legislation and University regulations to staff and students ensuring that they understand, these may be complex matters requiring careful explanation
- Deliver presentations, briefings or workshop sessions to staff, students or external bodies, taking account of the knowledge base of the participants and the complexity of the subject matter
- Deal with queries about the service which may be procedural or technical, gain understanding of the problem or issue and provide an effective and accurate response
- Participate in various meetings, may be required to discuss policy issues, deliver reports or persuade members of the benefits of a particular course of action
- Negotiate contracts with suppliers or partnership working with outside bodies
- Handle issues such as recruitment and selection, pastoral problems, disciplinary matters, grievances or complaints from service users, these may be complex or difficult

(b) Written Communication

The role holder understands and communicates complex conceptual ideas or information, as well as that which is more straightforward or requires some interpretation or explanation, and will need to take into account both what to communicate and how.

For example:

- Draft letters and emails to staff, students, suppliers and other users of the service, these may need to convey complex procedures in an accessible manner
- Draft presentations, briefings or workshop notes
- Write marketing literature, articles for publication in newspapers or magazines, promotional leaflets, web pages
- Produce operating instructions, user guides, training and policy manuals
- Write reports for internal or external committees or other such bodies
- Produce funding applications, tender or specification documents for suppliers which may be complex, and draft contracts for successful bidders

TEAM WORK AND MOTIVATION

Lead/Manage/Supervise a team, including setting work, monitoring results and providing feedback to the team and its members.

Frequently undertake some senior management duties in a team, including setting overall team objectives and work, monitoring performance and outputs and developing the team.

For example:

- Set objectives, organise and delegate work to team members according to their individual skills and abilities
- Ensure staff are aware of deadlines for work, reassign or reschedule work if priorities change
- Encourage staff to cooperate to resolve problems or where work demands the involvement of staff with different skills
- Motivate staff by ensuring they have the skills necessary to do the work and involving them in team discussions
- Frequently monitor the progress of work or projects against their objectives to ensure timely completion and address any issues

LIAISON AND NETWORKING

Have contact with staff outside own work team or external to the University using existing procedures to ensure effective collaboration to achieve shared goals.

Participate in internal or external, formal networks, committees or working groups to ensure effective collaboration to achieve shared goals.

For example:

- Create links to members of other teams or departments to facilitate effective collaboration to achieve shared goals e.g. Estates, Residential Services, HR, Finance, Data Protection and Student Welfare, Academic Departments
- Create links to external bodies to facilitate effective collaboration to achieve shared goals e.g. other universities on collaborative projects, HEPCW Purchasing Consortia, HESA, Research Councils in the UK and abroad, WAG, British Council, HEFCW, Ceredigion Sports forum, Ceredigion County Council, various suppliers
- Participate in University groups to facilitate effective collaboration to achieve shared goals e.g. IS Senior Management Group, University Management Information Committee, Information Services User Committee, Web Steering Committee, AStRA Project Board, CASIS Project Board, University Safety Committee
- Participate in external groups to facilitate effective collaboration to achieve shared goals e.g. Wales HE Library Training Group, UK-China Higher Education Consortium, Go Wales Strategy Group, Higher Education Careers Services Unit Board, Welsh for Adults Centres National Steering Group

SERVICE DELIVERY

Explore the customer's requirements and adapt the service provided to ensure that those requirements are met. May also approach internal or external contacts to deliver a service that falls within current policies or procedures.

May on occasion be required to set service standards across a function or area of the University, monitor and adapt the service in light of actual or predicted changed in demand, and ensure others have the ability and support to deliver the appropriate service.

For example:

- Determine the standards of service required through discussion with the service user, board or relevant University committee
- Adapt the service, where possible, to meet changing users' requirements or external factors
- Monitor service levels, ask for feedback regarding the service and act upon any suggestions for improvement
- Promote services to potential users e.g. through leaflets, posters, personal visits, mailing lists, websites, presentations
- May on occasion agree strategic direction and the design of services and service level agreements that impact on a significant area of work, ensuring they meet current and projected needs and that staff are able to deliver against them

DECISION MAKING PROCESSES

Take decisions that have a short to medium term effect on the work team or a number of customers.

Work with others to reach decisions that have a medium to long term effect on the department or a significant number of customers.

Provide advice to others to enable them to reach decisions that have a medium to long term effect on the department or a significant number of customers.

For example:

- Take independent decisions on the interpretation of data to allow others to act upon it, the purchase of stock, supplies or contractors within a budget, personal authorisation limit and to agreed specification and the recruitment of temporary staff
- Take decisions with others on the purchase of major equipment or software systems, strategic decisions in conjunction with directorate senior management team or the institute board, development of budgets and staffing strategies
- Provide advice to various management committees within the University on areas of specialism which contribute to strategic decisions e.g. the strategic direction of management information systems, changes to major areas of policy. Provide advice to external bodies including the WAG and HEFCW on the impact of various proposals

PLANNING AND ORGANISING RESOURCES

Organise the work and resources of the work team to meet agreed objectives, or manage a specific project requiring detailed project planning.

Frequently plan and organise the work of a department or a large research or collaborative project, including managing budgets, workloads, resources and monitoring progress.

For example:

- Plan the work loads of self and staff ensuring that they have the knowledge and resources to carry out the work to time and in budget, ensure a flexible response to changes in demand and the relevant work cycles of the department or University
- Organise the work of tutors, contract, temporary or trainee staff, including the resources they require to undertake the work required
- Organise project work, including planning University or department events to meet agreed objectives and deadlines
- Frequently act as project leader or manager for a significant collaborative project or working partnership, plan the work, monitor progress, ensure appropriate staffing and budget

INITIATIVE AND PROBLEM SOLVING

Solve problems where the solution is not necessarily obvious using initiative and reasoning.

Frequently solve problems when the information available is incomplete or conflicting and there is a requirement to use initiative and creativity to develop an optimal solution.

For example:

- Resolve technical issues with computer hardware, software and websites
- Resolve a variety of problems raised by staff, students, parents or visitors, these may be straightforward or demand a more lateral solution
- Resolve problems with accessing or processing data from computer systems
- Frequently create new systems or procedures to address problems or new initiatives taking into account the needs of all users
- Frequently resolve issues where a number of parties are impacted by any changes, identify their interests and concerns and develop a solution that is workable for all parties
- Frequently responding to changes in budgets or grant funding considering staffing levels or roles, equipment and consumable spending, building usage, alternative funding streams
- Frequently resolve issues of staff or student discipline or grievance recognising where decisions may set a precedent

ANALYSIS AND RESEARCH

Determine which existing method of analysis to use, recognise or interpret trends in the data and identify additional data or information required to further the investigation.

For example:

- Gather, analyse and report on statistics related to the use of a service or a resource, may include year on year or month on month comparisons
- Collect and analyse feedback information from users of a service and report, this can include conducting surveys
- Generate reports from computer systems e.g. finance and AStRA and provide a commentary on the outcomes indicating trends or investigate discrepancies
- Model business processes to find all interfaces, determine data requirements and usage and ensure the system meets all user needs
- Conduct research into best practice on relevant issues and report, recommend solutions when appropriate
- Conduct or commission market research and analyse the results to determine the direction of future projects, target student markets, organisations to approach to sell services externally

SENSORY AND PHYSICAL DEMANDS

Complete basic tasks that need little instruction and involve light, if any, physical effort.

WORK ENVIRONMENT

Recognise when an environment could adversely affect own work or that of colleagues and take action, within guidelines, to minimise any negative impact, e.g. through following risk assessments.

For example:

- Ensure the correct protective clothing is provided and worn
- Ensure staff are trained and relevant operating procedures and risk assessments are followed
- Ensure tutors are aware of the risk assessments and health and safety procedures for the premises they use

PASTORAL CARE AND WELFARE

Respond sensitively to those needing help or showing signs of distress and involve relevant trained people when appropriate.

On occasions use standard procedures to provide advice on commonly occurring welfare issues, and refer on to professionally trained staff when appropriate.

For example:

- Deal tactfully and sensitively with staff or students when they come into contact with them through their work, , refer users to appropriate help when necessary
- Occasionally advise on financial or personal problems, sickness, absence, grievance, disciplinary and other procedures for staff, know at what point to refer the matter on

TEAM DEVELOPMENT

On occasions provide advice or guidance to new colleagues in the role or team on standard procedures and information.

Train or guide others on specific tasks, issues or activities on the basis of own knowledge and experience.

On occasions carry out training or development activities with individuals or groups, including assessment of current capability, use of appropriate training techniques, assessment of outcomes and provision of feedback.

For example:

- On occasion may participate in the induction of new staff
- Deliver or organise relevant training for staff to enable them to perform their work when required
- May on occasion assess training needs of staff and deliver appropriate activities to meet the needs, assess the effectiveness and provide feedback through formal and informal means

TEACHING AND LEARNING SUPPORT

Design and deliver learning materials within frameworks to introduce students or others to standard information or procedures.

Design and deliver learning materials within frameworks to teach or train students or others on specific tasks, issues or activities and assess performance and provide feedback.

For example:

- Design learning materials and deliver training on a variety of processes or procedures including introduction to laboratory health and safety procedures, introduce the careers service and how to use it, presentations on specific technical issues, student and staff induction on how to use the library provision, operation of software including AStRA
- Design and deliver training on a variety of subjects including pre-undergraduate foundation programme for use abroad, staff development programmes in UK culture for potential staff coming from abroad, how to make effective career choices, television production and audio visual facilities

KNOWLEDGE AND EXPERIENCE

Have a breadth or depth of knowledge sufficient to act as a point of reference to others, continuously develop specialist or general knowledge, skills and expertise.

For example:

- Demonstrate a complete understanding of the technical theory and practice associated with the role
- Demonstrate a continued desire and ability to expand knowledge to encompass new analytical and technological developments