

# Aberystwyth University - Role Profile Description

Title: Administrative, Managerial and Professional 7b

## **COMMUNICATION**

### **(a) Oral Communication**

Understands and communicates information that may be straightforward or require explanation or interpretation in order to help others understand, and will need to take into account both what to communicate and how.

On occasions there may also be a requirement to understand or communicate information which is complex conceptually or highly specialised, in terms of the information involved.

For example:

- Explain processes, procedures, legislation and University regulations to staff and students ensuring that they understand and may on occasions necessitate interpreting and conveying complex information
- Deliver presentations, briefings or workshop sessions to staff and students or external bodies
- 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 on occasions may be required to discuss policy issues or deliver reports
- On occasion may communicate detailed technical information or highly specialised problems to colleagues or other contacts

### **(b) Written Communication**

Understands and communicates information that may be straightforward or require explanation or interpretation in order to help others understand, and will need to take into account both what to communicate and how.

On occasions there may also be a requirement to understand or communicate information which is complex conceptually or highly specialised, in terms of the information involved.

For example:

- Contribute information to reports which may includes compiling statistical or financial information and writing a commentary to describe the results for internal committees or other such bodies
- Write letters and emails to staff, students, suppliers and other users of the service, on occasions 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, tender documents, training and policy manuals, on occasions these may need to convey complex information
- Draft or amend procedures to meet changes in policy

## **TEAM WORK AND MOTIVATION**

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

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
- Manage small projects, including staff and resources

## **LIAISON AND NETWORKING**

Have contact with staff outside own work team or external to the University using existing procedures to ensure the effective exchange of information and to build relationships to facilitate future working.

Participate in internal or external formal networks, committees or working groups to ensure the effective exchange of information and to build relationships to facilitate future working.

For example:

- Create links to members of other teams or departments to ensure a good level of service and co-operation e.g. academic departments, HR, finance, students, others undertaking similar roles in other departments
- Create links to external bodies to ensure a good level of service and co-operation e.g. local authorities for child care and parks and gardens, Highways Department, Standing Conference of Heads of Media Services, financial software group, Information Commissioner, Go Wales, Royal Mail
- Participate in University groups to facilitate effective communication and future working e.g. Graduation Ceremony DVD Production Group, Information Champions, University Building Evacuation Committee, Careers Marketing Group
- Participate in external groups to facilitate effective communication and future working e.g. Welsh Higher Education Records and Information Management group, National Association of Student Employment Services, Higher Education Purchasing Consortium for Wales, Postwatch

## **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.

For example:

- Determine the standards of service required through discussion with the service user
- Adapt the service, where possible, to meet the users requirements e.g. students seeking employment places, adapt the content of workshops to suit the needs of attendees
- 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

## **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 short to medium term effect on the work team or a number of customers.

Provide advice to others to enable them to reach decisions that have a short to medium term effect on the work team or a 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 projects, budgets, website content and the purchase of equipment beyond budget authorisation level, through the participation in committees and working groups.
- Provide advice to others on the application of policies, procedures and legislation to enable them to make effective and informed decisions

## **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.

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

## **INITIATIVE AND PROBLEM SOLVING**

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

On occasions may 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
- May on occasions create new systems or procedures to address problems or new initiatives taking into account the needs of all users
- May on occasions 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
- May on occasions responding to changes in budgets or grant funding considering staffing levels or roles, equipment and consumable spending, building usage, alternative funding streams
- May on occasions resolve issues of staff or student discipline or grievance recognising where decisions may set a precedent

## **ANALYSIS AND RESEARCH**

Analyse routine data or information from standard sources using existing procedures.

Frequently 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:

- Undertake internet and literature research into specific problems or to monitor trends or developments within own area of interest
- Collate and report on statistics related to the use of a service, may include year on year or month on month comparisons
- Generate reports from computer systems e.g. finance, HR, student records, may be required to provide a commentary on the outcomes indicating trends or investigate discrepancies
- Frequently participate in the design and execution of analysis and research, including on-line surveys and analyse and report on the results

## **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.

On occasions 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 occasions take part in the induction of new team members by showing them around and introducing them to the work that they do
- On occasion deliver or organise relevant training to staff to enable them to perform their work when required and/or provide guidance to staff in the team on the operation of equipment and procedures as necessary
- 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.

Deliver teaching or training materials 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 workshops, training sessions or presentations on a variety of processes or procedures e.g. payroll forms and deadlines, new HR procedures, submission of academic work, use of various computer or web applications
- Conduct briefings or seminars on changes to working practice, ensure participants understand content and can act upon it in the future

## **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