



## Competency Framework



REGENT'S COLLEGE  
LONDON

# Introduction

Regent's College has developed a Competency Framework for all employees to help managers assess the performance of team members and provide constructive feedback. This has been developed from the values & behaviours identified in many of our corporate documents including the Regent's People Paper of August 2008. The Framework can also be used to help individuals identify their own strengths and development needs. It has been designed to be used in conjunction with the College's PDR scheme.

The framework comprises of seven core competencies which apply to all staff (Technical/Support, Administrative/Clerical, Professional/Academic and Research, Managerial); two leadership competencies; three management competencies for staff who manage tasks and/or people; and two competencies for academic and research staff.

Each competency has a definition which outlines the overall behavioural expectation, followed by a broad range of associated behaviours.

**Please note that individuals are not expected to demonstrate all the associated behaviours for each competency, only those relevant to their role. Below is an outline of the core behaviours that have been agreed by the College which all staff and the College itself is expected to demonstrate.**

An organisation which is professional and business like shows respect for those it comes into contact with. It does this by :

- focussing on the needs of its students by providing an excellent environment in which they can gain the professional skills and global perspectives that will enhance their future careers.
- establishing a strong, clear, unified brand that reflects its values, history, location and aspirations.
- investing in quality through people by creating a Collegiate working environment where: the contributions of all are valued and celebrated, diversity and equality are the cornerstones of policy, and all staff have an opportunity to develop their own careers and to make a contribution to the College's success.
- building a culture where all staff take an interest in the work of others, recognise and celebrate success, participate fully in the College's academic, cultural and social activities and engage with alumni worldwide.
- being well managed and governed through a strong, efficiently structured, professional management team with effective oversight provided by a Board of dedicated Trustees who hold essential knowledge in key fields.
- contributing to the public benefit by providing access to its facilities and programmes through combinations of events, scholarships and bursaries which will meet the needs of the local and international communities that it serves and provide assistance in gaining access to excellent education for those who may be financially disadvantaged
- being respected by employers, governments, professional bodies and regulators worldwide forming key relationships with those who are its neighbours in London and enjoying the reciprocal benefits of establishing placement and employment opportunities for its learners and services and consultancy for its partners.
- becoming an aspirational employer through its commitment to scholarship, personal career development, equal opportunities, diversity and the provision of a stimulating and excellent working environment.

# Mapping competencies to roles and responsibilities

<p><b>All employees:</b></p>	<p><b>Core Competencies (for all staff):</b></p> <ul style="list-style-type: none"> <li>• Student focussed</li> <li>• Quality driven</li> <li>• Market facing</li> <li>• Professional</li> <li>• Ethical</li> <li>• Charitable</li> <li>• Collegiate</li> </ul>	
<p><b>All staff with leadership responsibilities:</b></p>	<p><b>Core Competencies (for all staff):</b></p> <ul style="list-style-type: none"> <li>• Student focussed</li> <li>• Quality driven</li> <li>• Market facing</li> <li>• Professional</li> <li>• Ethical</li> <li>• Charitable</li> <li>• Collegiate</li> </ul>	<p><b>Leadership Competencies (for staff who manage tasks and/or people):</b></p> <ul style="list-style-type: none"> <li>• Giving Purpose and Direction</li> <li>• Thinking Strategically</li> </ul>
<p><b>All staff with management responsibilities:</b></p>	<p><b>Core Competencies (for all staff):</b></p> <ul style="list-style-type: none"> <li>• Student focussed</li> <li>• Quality driven</li> <li>• Market facing</li> <li>• Professional</li> <li>• Ethical</li> <li>• Charitable</li> <li>• Collegiate</li> </ul>	<p><b>Management Competencies (for staff who manage tasks and/or people):</b></p> <ul style="list-style-type: none"> <li>• Managing People</li> <li>• Developing Individuals and Teams</li> <li>• Managing Quality, Standards and Resources</li> </ul>
<p><b>All academic staff:</b></p>	<p><b>Core Competencies (for all staff):</b></p> <ul style="list-style-type: none"> <li>• Student focussed</li> <li>• Quality driven</li> <li>• Market facing</li> <li>• Professional</li> <li>• Ethical</li> <li>• Charitable</li> <li>• Collegiate</li> </ul>	<p><b>Academic Competencies (for academic and research staff):</b></p> <ul style="list-style-type: none"> <li>• Teaching and Course Development</li> <li>• Research/Scholarship, External and Professional Contribution</li> </ul>
<p><b>All academic staff with leadership responsibilities:</b></p>	<p><b>Core Competencies (for all staff):</b></p> <ul style="list-style-type: none"> <li>• Student focussed</li> <li>• Quality driven</li> <li>• Market facing</li> <li>• Professional</li> <li>• Ethical</li> <li>• Charitable</li> <li>• Collegiate</li> </ul>	<p><b>Leadership Competencies (for staff who manage tasks and/or people):</b></p> <ul style="list-style-type: none"> <li>• Giving Purpose and Direction</li> <li>• Thinking Strategically</li> </ul> <p><b>Academic Competencies (for academic and research staff):</b></p> <ul style="list-style-type: none"> <li>• Teaching and Course Development</li> <li>• Research/Scholarship, External and Professional Contribution</li> </ul>
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## What are competencies?

Competencies are general descriptions of the behaviour and underlying characteristics needed to successfully perform a particular role at the required level. They are concerned with how an individual carries out a particular element of their role rather than merely what they do.

For example, 'Being Student Focused' – which is concerned with “how” an individual meets the needs of the students. An individual may fulfil their role by answering all student queries when presented to them (the “what”) but does not respond in an understanding and courteous way (the “how”).

## Why do we use competencies?

Competencies provide us with the following:

- a consistent measure of performance, making it easier to be more objective when assessing and monitoring the performance of individuals
- a common approach for describing desired behaviour in the College
- a tool to help managers and staff give constructive feedback
- a self-assessment tool to help individuals identify their strengths and development needs
- a mechanism to support the development of an individual's current role and future potential
- an opportunity to demonstrate the behaviours aligned with the College's Core Values as below.

**Employability**

**Excellence**

**Internationalism**

**Multi-disciplinary**

**Entrepreneurship**

**Diversity**

**Maximising students potentials**

**Good Citizenship**

# Core Competencies

1

## Student Focused

Understanding the aspirations and needs of students, listening to their concerns and addressing these wherever reasonable or explaining why this may not be possible.

### Typical Behaviours:

1. Implements strategies for student feedback and consultation.
2. Establishes and understands the needs of the student.
3. Designs and develops existing and new provision to meet the needs of the student.
4. Keeps promises and delivers services punctually as agreed.
5. Deals with students in a polite, friendly and professional manner.
6. Creates an encouraging, supportive environment during tutorials and when providing pastoral care.
7. Shares ideas, knowledge and information with team members and others within own School/Department.
8. Responds positively to student requests for information and help.

2

## Quality Driven

Co-ordinated through the College academic registry, all staff must seek to ensure that the highest quality standards are maintained, monitored and enhanced.

### Typical Behaviours:

1. Complies with College policies and procedures.
2. Consistently delivers high quality product and / or results.
3. Celebrates and values the contributions of staff.
4. Seeks continuous improvement in daily work and processes.
5. Creates an excellent learning environment.
6. Actively participates in ensuring quality towards achieving the goal of taught degree awarding powers.

3

## Market Facing

Providing programmes demanded by the current market in addition to being in touch with the market place, projecting forward, anticipating future trends and essential programmes that will be required as economies and societies change.

### Typical Behaviours:

1. Updates in key skills and knowledge for professionals operating in the subjects that we support
2. Meets the needs of students/customers today in the ways that fulfil the needs of potential employers
3. Anticipates future trends & essential programmes that will be required as economies and societies change
4. Remains alert to the changes in the market place through contact with key organisations and opinion formers
5. Educates the marketplace about the benefits of current and future programmes offered by Regent's College

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## Professional

Being expert, qualified, proficient, skilled, trained, practised, honest and ethical in all that you do and in all their relationships with stakeholders

### Typical Behaviours:

1. In all relationships with others, exhibits a courteous conscientious and professional manner
2. Maintains a level of expertise in terms of qualifications, proficiency, skills and training
3. Undertakes appropriate management and leadership CPD in accordance with their role
4. Strives to continuously improve and develop professionally.
5. Actively pursues a life-long learning philosophy and encourages others to do so.

# Core Competencies

5

**Ethical**

This means constant honesty, respect for others, a commitment to all aspects of equality and a duty of care to all those with whom they have contact. In particular to the students they teach and meet.

**Typical Behaviours:**

1. Avoids inappropriate relationships between staff and students
2. Creates an open and trusting environment for all staff and students
3. Demonstrates commitment to all aspects of equality and duty of care for those with whom they have contact
4. Maintains constant integrity and respect for others

6

**Charitable**

All members of staff to contribute to the delivery of public benefit as defined by the 'objects' of Regent's College as a Charity.

**Typical Behaviours:**

1. Advances education for the public benefit
2. Ensures all contributions are to the public benefit
3. Encourages public access to the College facilities and programmes
4. Provides access to excellent education to those who may be financially disadvantaged

7

**Collegiate**

A recognition and demonstration by all staff that they are part of a single organisation.

**Typical Behaviours:**

1. Exchange & shares, good practice
2. Develops interdisciplinary programmes
3. Collaborates on research
4. Attends events presented by other faculties, schools or departments
5. Participates fully in the College's academic, cultural and social activities
6. Identifies opportunities for student to continue studies within the College
7. Circulates intelligence on potential partnerships
8. Shares course modules with others
9. Collaborates with other departments on staff development issues
10. Promotes the Regents' College brand as well as their own faculty or School
11. Celebrates the success of others
12. Provides assistance to solve problems

# Leadership Competencies

## 1

### Giving Purpose and Direction

Providing direction, inspiring others and taking responsibility for contributing to and delivering results to achieve the College's vision/goals. Creating a stimulating environment for people to think creatively and implement new ideas that add value to the organisation.

#### Typical Behaviours:

1. Scans the horizon and appreciates what needs to be achieved and is sensitive to the wider political and organisational priorities.
2. Represents and champions the College/School/Department in the wider environment.
3. Creates momentum and excitement about what needs to be done.
4. Communicates a clear picture of the College's vision, strategic aims, objectives and priorities to the team and emphasises the importance of delivering results.
5. Ensures that departmental, team and individual objectives are aligned to the College's vision, strategic aims and objectives.
6. Inspires/supports others through involvement and encouragement and creates a strong sense of team identity.
7. Creates new opportunities and innovative solutions by bringing together people with different perspectives and experiences to think about complex situations in fresh and exciting ways.
8. Creates an encouraging, supportive environment where people feel able to stretch themselves and try new ways of working.
9. Decision making with an ability to act autonomously and to identify occasions when referral to others is necessary.
10. Must be able to decide when to escalate serious matters to the relevant individual or authority and will need to consider when to seek advice from professional advisors on a variety of issues.
11. Assessment of risk to institutional reputation, relationship with awarding bodies and financial security of any decisions being taken
12. Proactive approach and ability to make systematic and rational judgments based upon knowledge, experience and other relevant information.
13. Ability to look at alternative solutions and be innovative, whilst adopting best practice and ensuring that issues are dealt with in an ethical and professional manner.
14. Proactive approach and ability to make systematic and rational judgments based upon knowledge, experience and other relevant information.
15. Ability to look at alternative solutions and be innovative, whilst adopting best practice and ensuring that issues are dealt with in an ethical and professional manner.
16. Ability to make decisions, take the initiative and originate action to improve the service provided.
17. Ability to take responsibility for making tough decisions

# Leadership Competencies

## 2

### Thinking Strategically

Seeing and contributing to the big picture, showing the way forward so others understand what they must do to align their efforts to College-wide goals

#### Typical Behaviours:

1. Takes into account global trends and feedback from the wider environment when planning the future.
2. Takes responsibility for developing and delivering strategic policy across the College/School/Department.
3. Recognises the importance of intellectual flexibility when developing strategies, policies and plans in order to meet College goals.
4. Thinks through the longer-term implications and consequences of College / School / Departmental strategies.
5. Ensures that resources are directed towards strategic priorities.
6. Maintains a long-term perspective when tackling short-term issues and problems.
7. Develops/implements new strategies, policies, innovative administrative procedures and/or best practices that improve efficiency, effectiveness and add value to the organisation.
8. Identifies potential in others and strategically plans career paths for individual and organisational needs
9. Ability to understand and contribute to the organisations' overall objectives and culture.
10. Ability to focus upon the "big picture" whilst paying attention to detail.
11. Ability to manage own time effectively, to set up and monitor plans and timescales for projects and regular activities, and to deliver to deadlines.

# Management Competencies

## 1

### Managing People

Providing direction for others and motivating them in order to build an effective team.  
Managing staff and resources in order to deliver tasks to the required standard.

#### Typical Behaviours:

1. Conveys a clear picture of the College's goals/departmental objectives to the team.
2. Explains individual roles in achieving team and departmental objectives and how individuals fit into the overall picture.
3. Agrees SMART objectives with team members (ensuring that they are aligned to departmental objectives) and continually monitors/evaluates individual and team performance to ensure that they are directed towards achieving their objectives.
4. Delegates tasks and responsibilities, clarifies limits of authority and provides guidance as appropriate.
5. Carries out staff PDRs and provides team members with constructive feedback on the scope and quality of their performance.
6. Tackles poor performance or inappropriate behaviour constructively but firmly, and encourages individuals to suggest ways of addressing performance issues themselves.
7. Understands the needs of individual team members/different situations and adopts the most appropriate management style to get the best from them.
8. Plans and manages team meetings effectively, communicates useful/relevant information to the team and ensures that everyone in the team has the opportunity to contribute.
9. Generates enthusiasm, commitment in others and encourages team members to discuss new ideas/approaches and try innovative ways of working.
10. Praises achievements and celebrates individual and team successes.

## 2

### Developing Individuals and Teams

Creating a learning and performing environment where people develop as individuals and as a member of the team.

#### Typical Behaviours:

1. Embeds an encouraging, supportive environment where people feel able to stretch themselves and try new skills.
2. Provides an appropriate induction programme for new team members.
3. Identifies and discusses training and development needs with individuals and team and identifies appropriate resources.
4. Identifies potential in others and strategically plans career paths for individuals and the team.
5. Helps people to learn by building their confidence through encouraging self-belief, self awareness and giving constructive feedback – both positive and developmental.
6. Devotes time and energy to developing/coaching the capabilities of individuals and the team in order to mobilise knowledge and learning and get the best out of people.
7. Ensures that individuals get the time, resources and support they need for their development.
8. Ability to develop, lead and motivate a team effectively.
9. Delegation of responsibility to team members.
10. Recognizing and celebrating the success of individuals or the team as a whole.
11. Promoting a learning and supportive culture rather than a blame culture in the team

# Management Competencies

## 3 Managing Quality, Standards and Resources

Demonstrating commitment to high standards, continuously seeking improvement and ensuring best value for money.

### Typical Behaviours:

1. Understands the need for continuous improvement.
2. Promotes the need for attention to detail/accuracy and ensures that any errors are rectified.
3. Regularly reviews individual performance to ensure that they are delivering to the agreed standard, meeting Service Level Agreements and/or complying with legislation and standards set out by external bodies.
4. Takes responsibility for identifying, monitoring, evaluating and sustaining the quality and volume of output as well as completion of tasks/delivery of services.
5. Gathers information and maintains records for auditing purposes.
6. Identifies opportunities to procure and develop resources in their area.
7. Ensures that individuals get the time, resources and support they need to meet their agreed objectives.
8. Makes best use of diverse talents, technology and resources to deliver results.
9. Forecasts, plans and manages use of resources to deliver services/ work on time and within budget for their area.
10. Ability to communicate effectively both verbally and in writing at all levels and through all media.
11. Ability to influence and persuade others to push through requirements and new ideas whilst avoiding jargon.
12. Ability to maintain objectivity at all times whilst actively listening to others.

# Academic Competencies

## 1 Teaching and Course Development

Working collaboratively to develop best practice in teaching and learning, and demonstrating commitment to high standards and continuously seeking improvement.

### Typical Behaviours:

1. Responds to student feedback of all kinds and actively communicates with students on actions taken to address feedback.
2. Actively engages in the maintenance, management and appropriate improvement of academic standards and quality in all aspects of the educational offer.
3. Participates in the recruitment and selection of students of the appropriate standard and motivation.
4. Keeps up-to-date and assesses the latest academic and business developments for their subject area(s).
5. Uses a range of teaching/learning methodologies and assessment techniques and takes into account individual learning styles.
6. Works with others to develop a variety of teaching/learning methodologies and assessment techniques in order to disseminate good practice in teaching and learning.
7. Teaches on a range of courses/programmes as appropriate.
8. Designs and develops (and/or contributes to) existing and new courses/programmes.
9. Monitors and evaluates the quality and effectiveness of teaching and assessment within their own discipline.
10. Is open to new ideas from other disciplines.
11. Monitors and evaluates the quality and effectiveness of tutorial and pastoral work within their own discipline.
12. Contributes to inter-disciplinary teaching and/or course development.
13. Mentors other staff in relation to teaching (if appropriate).
14. Participates and engages in peer review and its outcomes.
15. Responds to feedback from peer observation.

## 2 Research/Scholarship, External and Professional

Demonstrating a commitment to research and scholarly development of their subject area(s). Contributing to the external profile of the College and to the enhancement of professional and academic disciplines.

### Typical Behaviours:

1. Regularly writes and/or contributes to articles, book chapters, books, peer reviewed publications, etc. (joint papers should indicate an author's contribution)
2. Contributes to research that has not yet yielded a publication or report.
3. Contributes to the development of policy, practice or education for a professional, national or international body.
4. Contributes to or is a member of high-level professional or committee advisory groups.
5. Contributes to reviews, the editorship or membership of editorial boards.
6. Provides services to other institutions (e.g. as external examiner) and demonstrates a range of consultancy activity.
7. Contributes to the development of existing or new (non-teaching) activities (e.g. a consultancy service), when appropriate.
8. Promotes/encourages the establishment of strategic relationships with other bodies.
9. Identifies opportunities to procure and develop resources in their own area (e.g. includes bids for development funding).
10. Seeks financial support (grants and awards) for developing teaching and learning and/or the direct conduct of research.
11. Researches, designs and produces innovative products.
12. Delivers presentations at national/international conferences, when appropriate.

# APPENDIX I

## EXAMPLES OF EVIDENCE FOR DIFFERENT ROLES

### All Staff

Competencies	All Staff	Manages Tasks and/or People	Academic and Research Staff
<b>Student Focused</b>	<p>Met with student to discuss needs.</p> <p>Contacted student to ensure that their query had been dealt with to their satisfaction.</p>	<p>Designed process for student feedback.</p> <p>Held departmental meeting to convey results of student feedback to team.</p>	<p>Interviewed students to establish interest in new course.</p> <p>Met with lecturers to discuss content of new programme to see if it met needs of the student.</p> <p>Maintained student confidentiality and anonymity for research project.</p>
<b>Quality Driven</b>	Maintained and monitored the quality standards of a specific task.	Enhanced and monitored the quality standards of a specific project.	
<b>Market Facing</b>	Read and understood articles relating to the future needs of higher education.	Held departmental meeting to share articles relating to the future business requirements of higher education.	Met with key businesses to agree content of new programme to meet their future needs.
<b>Professional</b>	<p>Specific task completed on time.</p> <p>Carried out agreed elements of a team project to the required standard and within deadline.</p>	<p>Completed all staff PDRs to set timescales.</p> <p>Familiarised themselves with the College's vision/ goals and aligned individual/ team objectives to them.</p>	
<b>Ethical</b>	<p>Read and understood the code of conduct.</p> <p>Maintained appropriate relationship with staff and students.</p>	Held departmental meeting to ensure staff are aware of the requirements of the code of conduct.	Developed learning and teaching materials that demonstrate an understanding of the ethics of the subject matter.
<b>Charitable</b>			
<b>Collegiate</b>	<p>Implement a new process / task that unify approach and / or systems throughout the college.</p> <p>Briefly explain the work of other disciplines.</p> <p>Provide support to other disciplines and attend events organised by them.</p>	<p>Met with managers in other disciplines to explore ways in which tasks / processes can be unified.</p> <p>Shared the success of other disciplines with their immediate team.</p>	Developed and promoted an interdisciplinary programme.

# APPENDIX 2

## EXAMPLES OF EVIDENCE FOR DIFFERENT ROLES

### Leadership Competencies

Competencies	All Staff	Manages Tasks and/or People	Academic and Research Staff
<b>Giving Purpose and Direction</b>		<p>Communicated to team a clear picture of the College's vision, aims and objectives.</p> <p>Used group work to encourage team to discuss new ideas/ways of achieving aims and objectives.</p>	<p><b>NB</b> Academic/research staff responsible for managing tasks and/or people, should discuss with their manager which of the management competencies are relevant to their role.</p>
<b>Thinking Strategically</b>		<p>Took into account the global trends, longer-term implications and consequences when planning for the future (producing the Departmental Plan, a new course, policy or procedure).</p> <p>Ensured that resources were directed towards strategic priorities.</p>	
<b>Managing People</b>		<p>Discussed/agreed SMART objectives with team members.</p> <p>Carried out staff PDRs/provided constructive feedback on their performance.</p>	
<b>Developing Individuals and Teams</b>		<p>Discussed training/development needs with individuals.</p> <p>Coached direct report on how to deal with a performance issue.</p>	
<b>Managing Quality, Standards and Resources</b>		<p>Agreed performance indicators with team members.</p> <p>Identified opportunity to procure resources for new system.</p>	

# APPENDIX 3

## EXAMPLES OF EVIDENCE FOR DIFFERENT ROLES

### Management Competencies

Competencies	All Staff	Manages Tasks and/or People	Academic and Research Staff
<b>Managing People</b>		<p>Discussed/agreed SMART objectives with team members.</p> <p>Carried out staff PDRs/provided constructive feedback on their performance.</p>	
<b>Developing Individuals and Teams</b>		<p>Discussed training/development needs with individuals.</p> <p>Coached direct report on how to deal with a performance issue.</p>	
<b>Managing Quality, Standards and Resources</b>		<p>Agreed performance indicators with team members.</p> <p>Identified opportunity to procure resources for new system.</p>	

**NB Individuals with management responsibility (for tasks and/or people), should discuss with their manager, which competencies and associated behaviours are relevant to their role. Not all competencies and associated behaviours will apply to all managers.**

# APPENDIX 4 EXAMPLES OF EVIDENCE FOR DIFFERENT ROLES

## Academic Competencies

Competencies	All Staff	Manages Tasks and/or People	Academic and Research Staff
Teaching and Course Development			<p>Worked with people from other disciplines to design a new course.</p> <p>Observed colleague running a seminar to assess quality and effectiveness of teaching methods.</p>
Research / Scholarship, External and Professional Contribution			<p>Wrote/published articles on subject area in relevant publications.</p> <p>Worked as an external examiner.</p> <p>Shared outcomes from research with students and lecturers.</p>