

# Competency framework 2020

wea.org.uk

A photograph of a person wearing a light blue button-down shirt, sitting at a dark wooden desk. They are holding a black marker and writing on a white notebook. The background is a blurred orange wall. The image is partially obscured by a white banner at the top and an orange banner at the bottom.

**WEA**

Adult Learning  
Within Reach

# About this framework

The framework is made up of five competencies that we believe will support successful performance across the WEA. They describe 'how' we want everyone to perform at work, whatever their role. The framework has been designed and developed with staff to make sure it is applicable to all core staff and is right for the WEA.

Our aim is to embed the framework into everything we do. It will be used to support recruitment, performance management and development.



# How it applies to you

**For each of the five competencies, we have developed a number of statements or 'behaviours' that explain how we want you to put them into practice at work.**

To ensure it reflects our structure and your differing responsibilities, we have split these into five levels. The table gives a guide to help you identify the appropriate level for you.

Once you have identified the appropriate level, you will know what behaviours apply to you. For instance if you are at Level 3 you will be expected to demonstrate the behaviours at that level.

The competencies have been designed to be cumulative so, if you are at Level 3, it is expected that you would naturally also be demonstrating Levels 1 and 2 behaviours.

## Guide to the Levels

The guide helps you to identify the level appropriate to you. If you are still unsure please speak to your line manager or HR. The level will also be identified in the person specification in your job description.

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Applies to all trainee and apprentice roles</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Applies to all staff who do not have line management responsibility</li> <li>Examples of roles at this level include HR Administrator, Education Support Assistants, Support Centre Assistants, Purchase Ledger/Sales &amp; General Ledger/Payroll Assistants</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Applies to all staff who have line management responsibility or who manage projects or processes</li> <li>Additionally, this may apply to staff in professional or specialist roles</li> <li>Examples of roles at this level include Education Co-ordinators, HR Advisors, Payroll Team Leader, Financial Support Officer</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Applies to all managers with operational responsibility for a number of teams</li> <li>Additionally, this applies to managers providing strategic or specialist advice to those at a more senior/strategic level</li> <li>Examples of roles at this level include Senior and Area Education Managers, Financial Business Partners, Support Centre Managers, Senior/Business Development Managers</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>Applies to all strategic and senior leads across the WEA</li> <li>At this level managers will be responsible for a large work area, department, region or function Examples of role includes all Executive Senior Members, Heads of business units and functions and REMs</li> </ul>

# Student and WEA Values Focused

Takes positive action to maximise success for students; is committed to and actively promotes the WEA's vision, mission and values to tutors, volunteers, branches, members, partners, internal colleagues and other relevant stakeholders (all referred to as 'stakeholders' below).

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates clear commitment to the WEA's vision, mission and values (including equality and diversity) in all aspects of work	Presents the organisation in a positive light by promoting and supporting the organisation's vision, mission and values	Challenges others appropriately to ensure the focus is on the overall mission, vision and values of the WEA	Is aware of the changing needs of students, anticipating resulting changes for work agendas	Shows a deep motivation and commitment to improving adult and community learning and to making a real difference to students
Understands how own role and contribution relates to the vision, mission and values of the WEA and the success of students	Understands and manages stakeholder expectations	Puts the student at the heart of decision-making	Effectively translates and role models the WEA vision, mission and values to stakeholders	Develops and leads the meaningful communication of a compelling vision, mission and values to inspire, influence and motivate
Presents a credible and positive image, internally and externally	Understands the bigger picture and the context of the WEA's work	Influences internal and external perceptions of the WEA	Proactively undertakes opportunities to promote the work of the WEA	Acts as an ambassador for both the WEA, raising its profile internally and externally
Proactively builds personal understanding of the WEA as an educational movement	Identifies where processes and practices are not aligned to the WEA's vision, mission and values (including equality and diversity) and the needs of students	Helps stakeholders to understand how they fit in the overall picture of the WEA	Works with stakeholders to develop joined up strategies and plans to maintain the WEA as a vibrant educational movement	Inspires confidence in own leadership and the WEA when presenting to internal and external audiences

## What it is not

Not role modelling WEA values  
 Unaware of WEA vision or mission  
 Negative and cynical of WEA work  
 Not defending or protecting the WEA's reputation

Failing to assert leadership  
 Not understanding the bigger picture  
 Not being influential or credible  
 Working in isolation of students' needs  
 Putting self before wider mission of WEA

# Achieves results

The planning and delivery of work, demonstrating personal drive to achieve the WEA’s vision and mission, making effective decisions and adapting and contributing to developing change agendas.

Level 1	Level 2	Level 3	Level 4	Level 5
Delivers multiple tasks to agreed standards and deadlines	Plans and organises own work effectively	Utilises resources and skills effectively, delegating appropriate responsibility and decision-making	Aligns and manages plans and resources effectively to deliver the WEA strategic priorities	Uses strong internal and external insights to identify and drive the delivery of strategic priorities and plans
Works with energy and pace to get the job done	Takes ownership of activities, delivering tasks with minimal supervision	Sets SMART objectives and monitors progress and delivery	Proactively leads, motivates and achieves alignment across diverse groups of internal and external stakeholders to effectively deliver	Communicates and translates strategic priorities, setting clear metrics and deliverables to drive continuous improvement and high performance
Re-prioritises work appropriately	Adopts a flexible and adaptable approach to work	Supports the implementation of decisions, working positively and proactively to find the best ways to achieve results	Is agile to changing direction, adapting priorities, plans and resources accordingly	Challenges the status quo and applies lessons learned to enhance future ways of working
Is open-minded, deals well with new and unfamiliar situations	Uses sound judgement and initiative in the absence of complete information or guidance to progress a task	Shows persistence and resourcefulness, overcoming obstacles to achieve results	Takes appropriate action to resolve issues, making the best possible decisions and being accountable for decisions made	Makes informed, brave and relevant strategic decisions and finds solutions which will work effectively within the culture and capability of the WEA
<b>What it is not</b>				
Giving up easily Not taking responsibility Accepting mediocrity Failing to provide clarity & direction		Resisting change Failing to stand by decisions Losing sight of priorities Missing deadlines Setting unrealistic objectives/deliverables		

# Works collaboratively with others

The ability to work effectively with others, building and maintaining positive relationships, being respectful of diversity and equality and taking actions which respect the needs and contributions of students, tutors, volunteers, branches, members, partners, internal colleagues and other relevant stakeholders (all referred to as 'stakeholders' below).

Level 1	Level 2	Level 3	Level 4	Level 5
Recognises and diverse views and perspectives	Ensures everyone is treated fairly and consistently	Understands and utilises diverse ideas, working styles, skills and backgrounds	Respects and is committed to equality of opportunity, diversity and inclusion	Promotes an respects environment of trust, respect and integrity
Responsive to stakeholder needs	Demonstrates care and concern for stakeholders, proactively offering	Has a genuine interest in everyone's views, listens and responds appropriately	Proactively works with stakeholders to identify common goals, valuing stakeholder contribution	Fosters an environment of common focus and team spirit support
Supports colleagues their day-to-day work	Readily shares knowledge and information	Builds and maintains strong relationships and regular direct communication with relevant stakeholders a substantial area	Ensures effective collaboration with internal and external clear stakeholders which breaks down silo in thinking, identifies and manages potential sources of conflict	Promotes a culture in of transparent and open two-way communication
Works cooperatively with others	Builds stakeholder relationships outside immediate team	Creates opportunities for cross-functional team working	Uses internal connections to collaborate effectively to enhance the stakeholder experience	Identifies, establishes and maintains strong of strategic stakeholder partnerships and alliances at an Association/national level

## What it is not

Working in isolation (not collaboratively)  
Withholding information  
Set in own ways  
Dismissive of others' views  
Dominates conversations

Unapproachable  
Failing to consult (when necessary)  
Openly critical of others  
Uncooperative  
Not listening

# Manages Self, Learning and Personal Development

Shows commitment to own and others' continuing professional development, undertaking development activities and acting on feedback to realise full potential and build individual and WEA's capability for the future.

Level 1	Level 2	Level 3	Level 4	Level 5
Shows keenness to undertake activities identified in personal development plan	Seeks learning activities to broaden experience, knowledge, skills and self-insight	Understand connections between wider organisational issues and own role	Reviews own and others' objectives and development plans to effectively deliver against WEA needs	Shows an on-going commitment to learning and self-improvement, evaluating own effectiveness, actioning learning accordingly
Shows curiosity about current WEA issues and developments	Takes an active interest in what is happening more widely at the WEA	Understands own and others' learning and wellbeing needs, working to build personal resilience	Keeps up-to-date with professional area, bringing insights back to the WEA to evolve and improve advice and solutions	Actively keeps up-to-date with organisational wider sector issues and professional developments
Identifies and asks for help when needs recognising and drawing on the expertise and knowledge of others	Seeks, listens, accepts and acts upon feedback, and learns from it	Encourages shared learning and best practice	Role models and reflects on own practice and performance and solicits feedback from others	Uses expertise and knowledge it, to innovate and continuously develop self, individuals and the WEA
Actively participates in team learning and development activities	Engages in formal and informal learning and development activities. Commits to continuous personal development (CPD) of self and others		Engages with other professionals to reflect upon own personal and professional learning	Readily uses and shares knowledge and learning from own and others' experience to improve WEA performance

What it is not	
<ul style="list-style-type: none"> <li>Not seeking feedback</li> <li>Declining opportunities to learn</li> <li>Being defensive</li> <li>Lacking interest in own development</li> <li>Not supporting others' development</li> </ul>	<ul style="list-style-type: none"> <li>Dismissive of feedback</li> <li>Unaware of impact on others</li> <li>Not transferring learning to work</li> <li>Only focusing on others' weaknesses</li> <li>Not sharing knowledge or expertise</li> </ul>

# Delivers excellent service

Consistently delivers and maintains high quality work and communication in all interactions with students, tutors, volunteers, branches, members, partners, internal colleagues and other relevant stakeholders (referred to as 'stakeholders' below).

Level 1	Level 2	Level 3	Level 4	Level 5
Consistently delivers work of highest quality in line with the WEA's service standards, conduct and processes	Maintains clear communication and manages stakeholder expectations	Motivates and empowers others to deliver high service standards	Establishes measures to identify strengths and shortfalls in service and acts on the information	Uses internal and external insights to determine and drive service outcomes and quality
Provides a helpful, professional and friendly service	Promptly responds and resolves verbal and written enquiries, requests and complaints	Negotiates and manages conflicting views and priorities effectively	Continuously looks to improve quality and service standards	Champions and benchmarks high quality standards across all aspects of service delivery
Goes the 'extra mile' to help meet stakeholder needs	Proactively seeks ways to improve a stakeholder's experience	Proactively and creatively tailors approaches to meet the differing needs of stakeholders	Re-shapes services in line with stakeholder needs to deliver significant improvements	Sees the wider picture and understands the levels of service that are valued by stakeholders
Provides relevant information or advice	Manages stakeholder issues with empathy and understanding, finding an appropriate solution	Listens to and sees things from stakeholders' perspective	Understands the stakeholder context, developing new and innovative options to meet requirements	Anticipates stakeholders' future needs and identifies their key priorities
<b>What it is not</b>				
Deferring responsibility Reacting defensively to complaints Short-term view Unhelpfulness Giving indirect or undermining feedback Not responding to emails		Inconsistent quality of service Making incorrect assumptions Not keeping people informed Unable/unwilling to understand the stakeholder perspective		



# Development hints and tips

These provide some useful prompts to support your development in each area and can apply at any level.

<p><b>Student and WEA Values Focused</b></p>	<ul style="list-style-type: none"> <li>● Seek opportunities to spend time with students and volunteers Proactively seek opportunities to promote the WEA</li> <li>● Develop understanding of effective communication styles and methods Reflect on practical ways to apply WEA values to the role</li> <li>● Attend internal briefings and events to develop understanding of the WEA's current work and priorities</li> </ul>
<p><b>Achieves Results</b></p>	<ul style="list-style-type: none"> <li>● Use time and project management techniques to manage tasks effectively Keep stakeholders /colleagues updated</li> <li>● Reflect and act on lessons learnt</li> <li>● Use internal communication mechanisms to engage and motivate others Apply internal and external best practice change management principles</li> <li>●</li> </ul>
<p><b>Works Collaboratively With Others</b></p>	<ul style="list-style-type: none"> <li>● Identify opportunities to work with other Business Units Attend meetings outside of immediate team</li> <li>● Identify internal and external networking opportunities</li> <li>● Consider the best communication methods to engage with relevant parties</li> <li>●</li> </ul>
<p><b>Manages Self, Learning and Personal Development</b></p>	<ul style="list-style-type: none"> <li>● Ensure development is discussed at one-to-ones</li> <li>● Set aside time for reading of internal communications Review your personal development plan on a quarterly basis</li> <li>● Proactively share and evaluate learning after undertaking development Ask peer and external colleagues for feedback on performance</li> <li>● Reflect on own performance</li> <li>●</li> </ul>
<p><b>Delivers Excellent Services</b></p>	<ul style="list-style-type: none"> <li>● Shadow stakeholders to find out more about their priorities and issues Step back to see things from a stakeholder point of view</li> <li>● Reflect on own internal service standards and conduct</li> <li>● Continually review stakeholders needs and priorities</li> <li>● Involve stakeholders when defining and reviewing processes</li> <li>●</li> </ul>

**The WEA**  
4 Luke Street  
London EC2A  
4XW

T. 0300 303 3464  
E. [national@wea.org.uk](mailto:national@wea.org.uk)  
W. [wea.org.uk](http://wea.org.uk)



@WEAadulted  
[weadulteducation](https://www.facebook.com/weadulteducation)