



# ENQA QUALITY ASSURANCE PROFESSIONAL COMPETENCIES FRAMEWORK



# Introduction

This document represents the latest efforts of the ENQA Staff Development Group, as a follow-up to our initial report in April 2014 where we identified, at a high level, the common core competencies of quality assurance and quality enhancement professionals in ENQA member agencies.

For this latest work we examined in detail the competencies as a basis for developing a framework that agencies could use in job design, recruitment and staff development activities. We have identified competencies for both new entrants to our sector and for experienced professionals, and a broad range of activities that agencies can use to develop their staff.

We hope that agencies will find it a useful tool that they can adapt for their own purposes and for ENQA in scheduling future activities.



Douglas Blackstock  
Chair, ENQA Staff Development Group

# Quality assurance professionals – core competencies

## KNOWLEDGE

### Higher education sector knowledge

- Higher education system, and institution and provider types
- The 'legal' framework
- Agency procedures

### Quality assurance and enhancement

- National reference points and external review methods
- Internal quality arrangements of institutions/providers
- Agency work in other countries, the European dimension

## SYSTEMIC/TECHNICAL

### Analytical/Problem solving

- Identifying issues and resolving them
- Investigating
- Collecting and analysing information from different sources to inform recommendations
- Probing and interpreting evidence

### Project management

- Managing and coordinating work
- Project management
- Financial management

## SOCIAL SKILLS

### Communication/Teamwork

- Report writing
- Presentation skills
- Influencing and negotiation
- Team leadership and coaching

### Autonomy and resilience

- Using judgement, discretion and initiative
- Professional values
- Integrity and resilience under pressure

# Detailed competencies synthesised from frameworks of ENQA member agencies

## KNOWLEDGE COMPETENCIES

	HIGHER EDUCATION SECTOR KNOWLEDGE		
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>• General knowledge of national higher education system</li> <li>• Operational understanding of universities and colleges, and other higher education provider types</li> <li>• Understanding of higher education in other countries is beneficial</li> <li>• Awareness of the different stakeholders in the domestic higher education sector</li> </ul>	<p><i>Application form, interview, presentation</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Work experience within the higher education sector</li> </ul>	<ul style="list-style-type: none"> <li>• Desk-based research including relevant legislation and agency documentation</li> <li>• Peer coaching</li> <li>• Informal discussion</li> <li>• Shadowing review coordinators</li> <li>• Shadowing team meetings</li> <li>• Attendance at relevant seminars, workshops, courses and forums</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>• In-depth understanding of the national higher education system</li> <li>• Appreciation of challenges presented across the sector and internationally</li> <li>• Political awareness and appreciation of the drivers of the domestic higher education context</li> <li>• Understanding of the global nature of higher education including cross-border education</li> </ul>	<p><i>Application form, interview, presentations, references</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Discussion of complex issues with Board members</li> <li>• Delivery of presentations and workshops to HEIs on writing a self-evaluation report, setting up internal QA teams, development of procedures and development of learning outcomes</li> <li>• Delivery of training for national and international reviewers</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at international seminars, conferences and workshops, and dissemination of the information gathered to colleagues</li> <li>• Participation in and collaboration with international projects</li> <li>• Participation in national higher education sector, including liaison visits and field research</li> <li>• Undertaking further study</li> <li>• Mentoring of junior colleagues</li> <li>• Being mentored by senior colleagues</li> </ul>

NATIONAL QUALITY ASSURANCE			
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>Understanding of the basic concept of the national system for quality assurance and enhancement and of the internal quality practices of institutions</li> </ul>	<p><i>Application form, interview, presentation</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>Work experience within the higher education sector</li> <li>Work experience in a similar regulatory environment</li> <li>Willingness and ability to gradually take responsibility for more complex assignments</li> </ul>	<ul style="list-style-type: none"> <li>Desk-based research including relevant legislation and agency documentation</li> <li>Peer coaching</li> <li>Informal discussion</li> <li>Shadowing review coordinators</li> <li>Shadowing team meetings</li> <li>Attendance at relevant seminars, workshops, courses and forums</li> <li>Gradual delegation of more complex assignments by line manager</li> <li>Observation of review/evaluation/audit procedure</li> <li>Shadowing of a colleague leading to participation as a review secretary in an institutional audit/review</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>In-depth understanding of the national quality assurance system</li> <li>Understanding of implementation of quality assurance techniques in a broad range of types of higher education providers</li> <li>Ability to act as 'expert' in one or more quality assurance areas</li> </ul>	<p><i>Application form, interview, presentations, references, colleague feedback</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>Discussion of complex issues with Board members</li> <li>Delivery of presentations and workshops to HEIs on writing a self-evaluation report, setting up internal quality assurance teams, development of procedures and development of learning outcomes</li> <li>Delivery of training for national and international reviewers and for audit secretaries/coordinators</li> <li>Development of quality assurance instruments</li> <li>Quality of thematic analysis</li> <li>Contribution to working groups responsible for the development and improvement of quality assurance</li> <li>Contribution to national and international quality assurance discussion</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at international seminars, conferences and workshops, and dissemination of the information gathered to colleagues</li> <li>Participation in and collaboration with international projects</li> <li>Participation in national higher education sector, including liaison visits and field research</li> <li>Completion of INQAAHE Quality Assurance Professional Development Programme (QAP)</li> <li>Mentoring</li> <li>Reading specialised publications</li> </ul>

INTERNATIONAL DIMENSION OF QUALITY ASSURANCE AND QUALITY ENHANCEMENT			
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>• Familiarity with the concept of the European Higher Education Area</li> <li>• Understanding of the existence and role of the European Standards and Guidelines in quality assurance</li> </ul>	<p><i>Application form, interview, presentation</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Work experience within the higher education sector</li> <li>• Knowledge of the European Standards and Guidelines, and the role of ENQA in European quality assurance</li> <li>• Willingness and ability to develop knowledge and understanding and to gradually take responsibility for more complex assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Desk-based research - reading relevant documentation</li> <li>• Peer coaching</li> <li>• Work shadowing</li> <li>• Involvement in preparation for the agency's ENQA review</li> <li>• Gradual delegation of assignments involving international perspective by line manager</li> <li>• Networking</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>• Comprehensive knowledge of how national quality assurance fits within the context of the European Standards and Guidelines</li> <li>• Understanding of national quality assurance in a wider, international context</li> <li>• Ability to operate confidently in the international quality assurance arena</li> </ul>	<p><i>Application form, interview, presentations, references</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Development of evaluation and assessment procedures in line with the European Standards and Guidelines</li> <li>• Dissemination of information regarding changes and developments in the international context, including development of the European Standards and Guidelines</li> <li>• Contribution to activities from an international perspective, either as project leader or team member</li> <li>• Coordination of the agency's ENQA review</li> </ul>	<ul style="list-style-type: none"> <li>• Independent monitoring of and research into developments in the international higher education area</li> <li>• Attendance at international and national seminars and workshops</li> <li>• Attendance at training events for ENQA experts</li> <li>• Participation as an expert in an ENQA review</li> <li>• Participation in national or international ESG-related projects</li> </ul>

## SYSTEMIC/TECHNICAL COMPETENCIES

PROJECT MANAGEMENT (ORGANISATIONAL AND PLANNING SKILLS)			
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>Basic organisational and planning skills</li> <li>Ability to manage own workload and to work effectively with other teams/colleagues, meeting deadlines</li> <li>Ability to plan ahead and to anticipate challenges</li> </ul>	<p><i>Interview, presentations, written test, references</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>Previous project experience</li> <li>Quality and throughput of work</li> </ul>	<ul style="list-style-type: none"> <li>Supervised practice</li> <li>Work shadowing</li> <li>Peer coaching</li> <li>Constructive feedback through progress meetings with line manager</li> <li>Contribution to project work</li> <li>Training on project management training</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>Experience in project management, including the development of a project scope, time management, budgetary responsibility, quality assurance, communications, risk assessment, procurement and human resource considerations</li> </ul>	<p><i>Application form, interview, presentations, references</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>Ability to define the scope of and launch a new accreditation/evaluation cycle</li> <li>Ability to achieve time efficient realisation of project outcomes</li> <li>Ability to achieve cost efficient realisation of project outcomes</li> <li>Production or supervision of production of high-quality material for publication</li> <li>Ability to effectively engage others in project work to achieve results</li> </ul>	<ul style="list-style-type: none"> <li>Participation in international projects</li> <li>Knowledge exchange visits to other ENQA member agencies to gather insight into areas of good practice for implementation in the national agency</li> <li>Formal training (internal or external)</li> </ul>

IT AND DATA SKILLS			
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>Working knowledge of standard office software packages</li> <li>Awareness of and adherence to data protection and security measures</li> </ul>	<p><i>Application form, interview, presentations, tests</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>Work experience</li> </ul>	<ul style="list-style-type: none"> <li>Software training</li> <li>Peer coaching</li> <li>Information security and data protection training</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>Working knowledge of standard office software packages</li> <li>Ability to interpret a wide variety of data and make recommendations</li> <li>Understanding of statistical parameters</li> <li>Comprehensive knowledge of information security and data protection regulations</li> <li>Demonstration and encouragement of good practice in information processing and storage</li> </ul>	<p><i>Application form, interview, references, tests</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>Quality of analytical reports</li> <li>IT responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Development into 'expert' role for specific area of quality assurance</li> <li>Software training</li> <li>Peer coaching</li> <li>Information security and data protection training</li> </ul>



PROBLEM SOLVING/ANALYTICAL SKILLS AND CONTINUOUS LEARNING SKILLS			
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>• Ability to grasp new concepts, and comprehend approaches and systems</li> <li>• Ability to process and interpret complex data and information from a wide variety of sources, distilling essential information from non-essential information</li> <li>• Ability to formulate results-focussed recommendations and make decisions based on analysis</li> <li>• Ability to define parameters and desired objectives</li> <li>• Ability to anticipate potential challenges and opportunities through consideration of environment and data</li> <li>• Ability to think and operate flexibly to meet changing demands and to seek innovative solutions</li> </ul>	<p><i>Application form, interview, presentations, written test</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Previous work experience</li> <li>• Psychology test at interview</li> <li>• Evidence of ability to develop in-role, and to assume more responsibility</li> <li>• Ability to develop into role, with a view to working independently within one year of appointment</li> <li>• Coaching</li> <li>• Secondment to other departments or organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Desk-based research</li> <li>• Work shadowing</li> <li>• Attendance at relevant workshops, conferences and training events</li> <li>• Peer coaching by senior colleagues</li> <li>• Participation in working groups</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>• Ability to grasp new concepts quickly, and to comprehend approaches and systems</li> <li>• Ability to comprehend complex interrelationships, identifying individual components and interplay between them and the individual, workable issues arising</li> <li>• Ability to direct and coordinate complex projects with various stakeholders</li> <li>• Ability to process and interpret data from a wide variety of sources, distilling essential information from non-essential information</li> <li>• Ability to define and articulate parameters and desired objectives, encouraging others to adopt and deliver on those objectives</li> <li>• Ability to formulate results-focussed and relevant recommendations and make timely, accurate and well-informed decisions based on analysis</li> <li>• Ability to anticipate potential challenges and opportunities through detailed comprehension of internal and external environment, and both the national and international contexts</li> <li>• Ability to structure, organise and communicate ideas and information in a way that is accessible, useful, and encourages others to adopt them</li> </ul>	<p><i>Application form, interview, presentations, references, written test, published work</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Quality of written work and of proposals and decisions</li> <li>• Development of standards and criteria for evaluation and review</li> <li>• Ability to synthesise evaluation reports by scientific area</li> <li>• Development of method handbooks and evaluation procedures</li> <li>• Development of reporting and summary reporting methods</li> <li>• Knowledge sharing based on experiences at a national and international level</li> </ul>	<ul style="list-style-type: none"> <li>• Development into 'expert' role for specific area of quality assurance</li> <li>• Formal training</li> <li>• Participation in working groups</li> <li>• Secondment to other departments or organisations</li> <li>• Knowledge exchange visits to other ENQA member organisations to gain insight into examples of good practice</li> <li>• Continuous professional development and education</li> </ul>

## INTERPERSONAL COMPETENCIES

DIPLOMACY AND POLITICAL SENSITIVITY			
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>Ability to communicate tactfully, using appropriate behaviour and reasoning patterns in the event of conflict</li> <li>Awareness of the political sensitivity of review and audit outcomes</li> <li>Demonstration of respect and professionalism when expressing and accepting criticism</li> </ul>	<p><i>Application form, interview, presentations, references, psychometric testing</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>Working with sensitive information</li> </ul>	<ul style="list-style-type: none"> <li>Peer coaching</li> <li>Specific training</li> <li>Shadowing of an audit/review and/or participation as an audit secretary</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>Ability to communicate tactfully, using appropriate behaviour and reasoning patterns in the event of conflict</li> <li>Awareness of the political sensitivity of review and audit outcomes</li> <li>Well-developed interpersonal skills which ensure high-quality outcomes</li> </ul>	<p><i>Application form, interview, presentations, references, group discussion</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>Stakeholder and partner satisfaction survey</li> <li>Informal feedback from colleagues and board members</li> <li>Demonstration of proactivity further to feedback</li> <li>Ability to encourage and engender a respectful and professional working environment</li> </ul>	<ul style="list-style-type: none"> <li>Formal training</li> <li>Contribution to working groups and meetings</li> </ul>

COMMUNICATION (ORAL AND WRITTEN)			
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>• Ability to listen actively</li> <li>• Ability to articulate ideas and concepts clearly, concisely and factually, both orally and in writing</li> <li>• Understanding of the need to share relevant information, and the constraints within which information can or cannot be shared</li> <li>• Ability to feed back constructively to others, and openness to receive constructive feedback</li> <li>• Ability to adapt to different audiences, ensuring that messages are clearly articulated in plain, intelligible language</li> <li>• Ability to construct clear reports</li> <li>• A very good practitioner level knowledge of a second language, and/or professional practitioner level knowledge of English</li> </ul>	<p><i>Application form, interview, presentations, written test, language test, references</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Previous work experience</li> <li>• Ability to communicate with different audiences for different purposes</li> <li>• Ability to comprehend and to communicate information</li> <li>• Ability to develop in-role, and to assume more responsibility</li> <li>• Quality of written reports</li> </ul>	<ul style="list-style-type: none"> <li>• Work shadowing</li> <li>• Supervised practice</li> <li>• Peer coaching</li> <li>• Desk-based research - reading reports created by other colleagues</li> <li>• Presentation skills training</li> <li>• Working in a multilingual team environment</li> <li>• Language instruction</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>• Ability to listen actively and to distil and communicate key issues from lengthy conversations/ presentations</li> <li>• Ability to comprehend and persuasively articulate complex ideas and concepts clearly, concisely and factually, both orally and in writing</li> <li>• Understanding of the need to share relevant information, and the constraints within which information can or cannot be shared</li> <li>• Ability to feed back constructively to others in a way that is developmental, and openness to receive constructive feedback and act upon it</li> <li>• Ability to communicate to different audiences, ensuring that messages are clearly articulated in plain, intelligible language</li> <li>• Experience of communicating complex or sensitive information in an appropriate manner</li> <li>• A very good practitioner level knowledge of a second language, and/or professional practitioner level knowledge of English</li> </ul>	<p><i>Application form, interview, presentations, references, feedback from colleagues and stakeholders, group discussion</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Previous work experience</li> <li>• Ability to communicate with different audiences for different purposes</li> <li>• Ability to comprehend and to communicate information</li> <li>• Willingness to commit to continuing personal and professional development</li> <li>• Quality of written reports and meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation skills training</li> <li>• Assignment of complex quality assurance tasks</li> <li>• Assuming Chairmanship responsibilities for working groups</li> <li>• Working in a multilingual team environment</li> <li>• Language instruction</li> </ul>

PROFESSIONAL ATTITUDE			
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>• Willingness to take responsibility for own professionalism, including seeking information before taking action</li> <li>• Ability to communicate respectfully</li> <li>• Awareness of own role in relation to the internal and external environment</li> <li>• Considerate in the use of resources</li> <li>• Service-focussed, and able to empathise with stakeholder needs and expectations</li> <li>• Commitment to providing the best possible service through flexibility and compliance with procedure</li> <li>• Adherence to the agency's values and principles</li> <li>• Appreciation of importance of demonstrating commonly-accepted professional conduct, values and principles at all times</li> </ul>	<p><i>Interview, presentations, references</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Attitude and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Peer coaching</li> <li>• Training on agency values and principles</li> <li>• Review/audit shadowing and/or participation as an audit secretary</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>• Willingness to take responsibility for own actions, and for those of direct reports</li> <li>• Ability to communicate respectfully and model agency values and principles</li> <li>• Service-focussed, and able to the need for flexibility to meet stakeholder needs and expectations</li> <li>• Comprehension of procedural and resource requirements and awareness of need to balance compliance with flexibility</li> </ul>	<p><i>Application form, interview, presentations, references</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Employer references</li> <li>• Attitude and behaviour</li> <li>• Design of 'fit for purpose' procedures</li> <li>• Design of processes and instruments which meet stakeholder need</li> <li>• Representation of the agency at national and international level</li> </ul>	<ul style="list-style-type: none"> <li>• Peer coaching</li> <li>• Training on agency values and principles</li> <li>• Review/audit shadowing and/or participation as an audit secretary</li> <li>• Attendance at national and international workshops</li> </ul>

TEAMWORK AND FLEXIBILITY			
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>• Commitment to working collaboratively for the benefit of the organisation</li> <li>• Solutions-focus</li> <li>• Willingness to take responsibility for own actions and activities</li> <li>• Ability to organise resources to accomplish tasks with maximum efficiency</li> <li>• Ability to integrate into and contribute effectively to teams that work together to perform tasks</li> <li>• Ability to use appropriate teamworking methods to steer other team members towards set goals</li> </ul>	<p><i>Interview, presentations, references, written test</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Previous work experience</li> <li>• Ability to develop in-role, and to assume more responsibility</li> <li>• Informal feedback gathering from colleagues and external stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Shadowing of coordinators</li> <li>• Participation in project team work</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>• Commitment to working collaboratively for the benefit of the organisation</li> <li>• Commitment to continuous improvement, and to identifying and developing strengths and skills in others</li> <li>• Solutions-focused taking responsibility for own actions and activities, and ability to encourage others to do so</li> <li>• Ability to organise resources to accomplish tasks with maximum efficiency, including the management of projects within specified budgetary restraints</li> <li>• Ability to use appropriate teamworking methods to steer other team members towards set goals</li> </ul>	<p><i>Application form, interview, presentations, references, group discussion</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Feedback from stakeholder and partner satisfaction surveys</li> <li>• Informal feedback from colleagues</li> <li>• Contribution to working group meetings which achieve desired results</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in senior level meetings</li> <li>• Work experience</li> </ul>

PERSONAL RESILIENCE (STRESS AND PRESSURE RESISTANCE)			
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>• Ability to manage emotions and demonstrate integrity under pressure</li> <li>• Ability to adopt a considerate approach to others</li> <li>• Ability to manage conflict and take responsibility for and resolve matters</li> <li>• Reflective approach to own role and its interrelation with others, as well as to own strengths and weaknesses</li> <li>• Ability to accept and act upon constructive criticism and reflect upon own behaviour</li> </ul>	<p><i>Interview, presentations, written test, psychometric test</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Previous work experience</li> <li>• Ability to develop in-role, and to assume more responsibility</li> <li>• Informal feedback gathering from colleagues and external stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Specific training on stress in the workplace</li> <li>• Constructive feedback in progress meetings with line manager</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>• Ability to manage emotions and demonstrate integrity</li> <li>• Collegiate, considerate and empathetic in approach</li> <li>• Ability to manage conflict, both with and between others, constructively</li> <li>• Ability to take responsibility for and resolve matters</li> <li>• Ability to both maintain personal resilience and integrity and encourage this in others whilst under pressure</li> <li>• Reflective approach to own role and its interrelation with others, as well as to own strengths and weaknesses</li> <li>• Ability to accept and act upon constructive criticism and reflect upon own behaviour</li> </ul>	<p><i>Interview, presentations, written test, psychometric test</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Informal feedback from colleagues</li> <li>• Contribution to working groups and senior level meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Specific training on stress management</li> <li>• Specific training on conflict management</li> <li>• Constructive feedback in meetings with line manager</li> </ul>

AUTONOMY AND PROACTIVITY			
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	<ul style="list-style-type: none"> <li>• Ability to identify patterns and trends from diverse sources and perspectives</li> <li>• Ability to formulate recommendations for, or where appropriate to develop, creative and innovative programmes, projects and activities</li> <li>• Ability to resolve work problems independently although more senior staff will usually be available to provide help and support should it be required</li> </ul>	<p><i>Interview, presentations, references</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Previous work experience</li> <li>• Evidence of ability to develop in-role, and to assume more responsibility</li> <li>• Informal feedback gathering from colleagues and external stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Work practice</li> </ul>
EXPERIENCED/SENIOR STAFF	<ul style="list-style-type: none"> <li>• Ability to identify patterns and trends from diverse sources and perspectives</li> <li>• Ability to develop creative and innovative programmes, projects and activities</li> <li>• Ability to anticipate challenges and opportunities and develop appropriate responses</li> <li>• Ability to exercise discretion and judgement in interpreting guidelines, regulatory or other statutory requirements - choosing the appropriate course of action within those parameters</li> </ul>	<p><i>Application form, interview, references, feedback from colleagues and supervisors</i></p> <p><b>Evidence of</b></p> <ul style="list-style-type: none"> <li>• Contribution to working groups and senior level management groups</li> </ul>	<ul style="list-style-type: none"> <li>• Work practice</li> </ul>

# ENQA Competencies Route Map

