

# Professional Development

Handbook for practitioners

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Any enquiries relating to the copyright of this document should be sent to:

AURIL

50 George Street

Glasgow

G1 1QE

Email: [auril@strath.ac.uk](mailto:auril@strath.ac.uk)

This document can be accessed at: [www.auril.org.uk](http://www.auril.org.uk)



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## INTRODUCTION

Welcome to the **Professional Development Framework** for those active in Knowledge Transfer (KT), Knowledge Exchange (KE). This includes those involved in:

- business engagement,
- employer engagement
- public and civic engagement
- community engagement
- intellectual property management
- lifelong learning
- social mobility and widening participation
- local/national/global economic development

### Supporting UK Plc's Needs

UK Plc's ability to increase its competitive global position and build a successful knowledge-empowered economy requires major changes. UK research, higher and further education have critical roles to play in contributing to these changes especially in the development of innovative solutions to meet changing economic, societal and environmental challenges.

Within UK Universities, Further Education and Public Sector Research Establishments (PSREs), AURIL members have a vital role, working across disciplines and sectors and acting as translators and boundary-spanners both inside their organisations and with external organisations, whether in business, public, third or community sectors.

The need to adapt their knowledge and skills and widen their capabilities has never been greater.

### Why a Professional Development Framework?

AURIL's new Professional Development Framework (PD Framework), and the Diagnostic Tool for Business and Community Engagement (BCE), developed by Jisc in collaboration with AURIL together provide an innovative new approach to the development of the roles of those involved in KT, KE and BCE. In parallel with the online Self-Diagnostic Tool, available here: <https://www.netskills.ac.uk/bcecpd2>, the Framework is intended to be a comprehensive resource for practitioners. These resources funded by Jisc will help to increase the professionalisation of KE/BCE and enable a more competent, confident and supported KE/BCE profession.

### How was the Professional Development Framework developed?

The Framework was developed as a partnership between AURIL and Jisc with advice and support from many organisations and individuals active in KE. They have all contributed to its content, ensuring the information presented here is informed by best practice across the UK. Details of those involved can be found in Annex A.

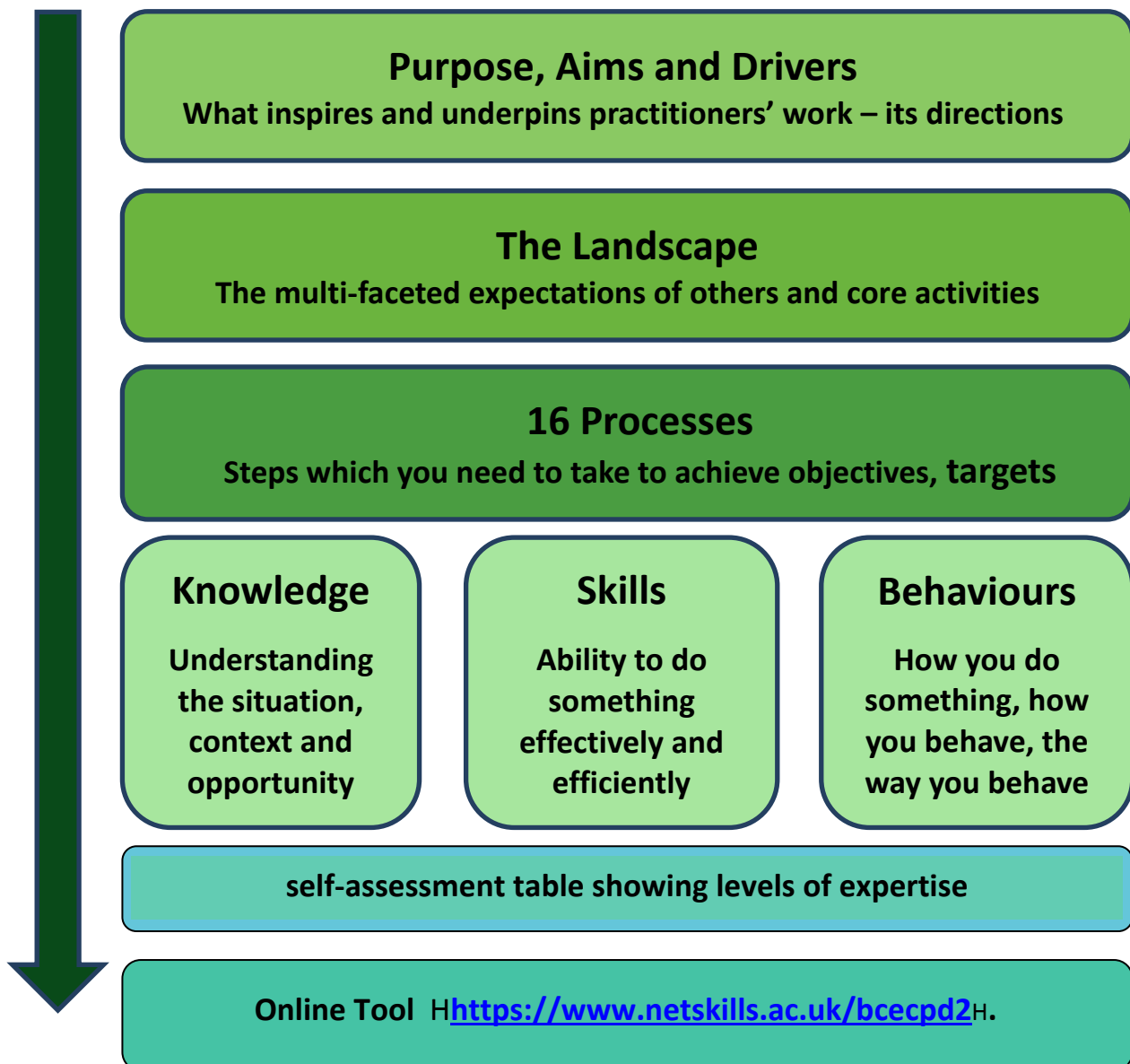
### How can I use the Professional Development Framework?

The Framework can be used for appraisals and annual reviews, professional development planning, long term career planning, for recruitment, and for strategic and capacity planning. The Framework can also aid others' understanding of your role, raise your profile and professionalism, and help "place" your role within your organisation.



**What are the Elements of the Framework?**

1. The main elements of the Professional Development Framework are explained in the following pages. They define the purpose aims and drivers of practitioners’ roles, the context in which they operate and the benefits they deliver, how activities are undertaken through 16 generic processes, and the combination of relevant knowledge, skills and behaviours required to undertake each process. These are encapsulated in an Online Self-Diagnostic Tool which provides an ongoing self-assessment, access to a wide range of training and development resources, and a social network to enable informal exchange of ideas, information and good practices among those involved in KE/BCE. The Self-Diagnostic Tool also offers facilities to find and share intelligence about resources to meet those needs.





### **How can I use the Handbook?**

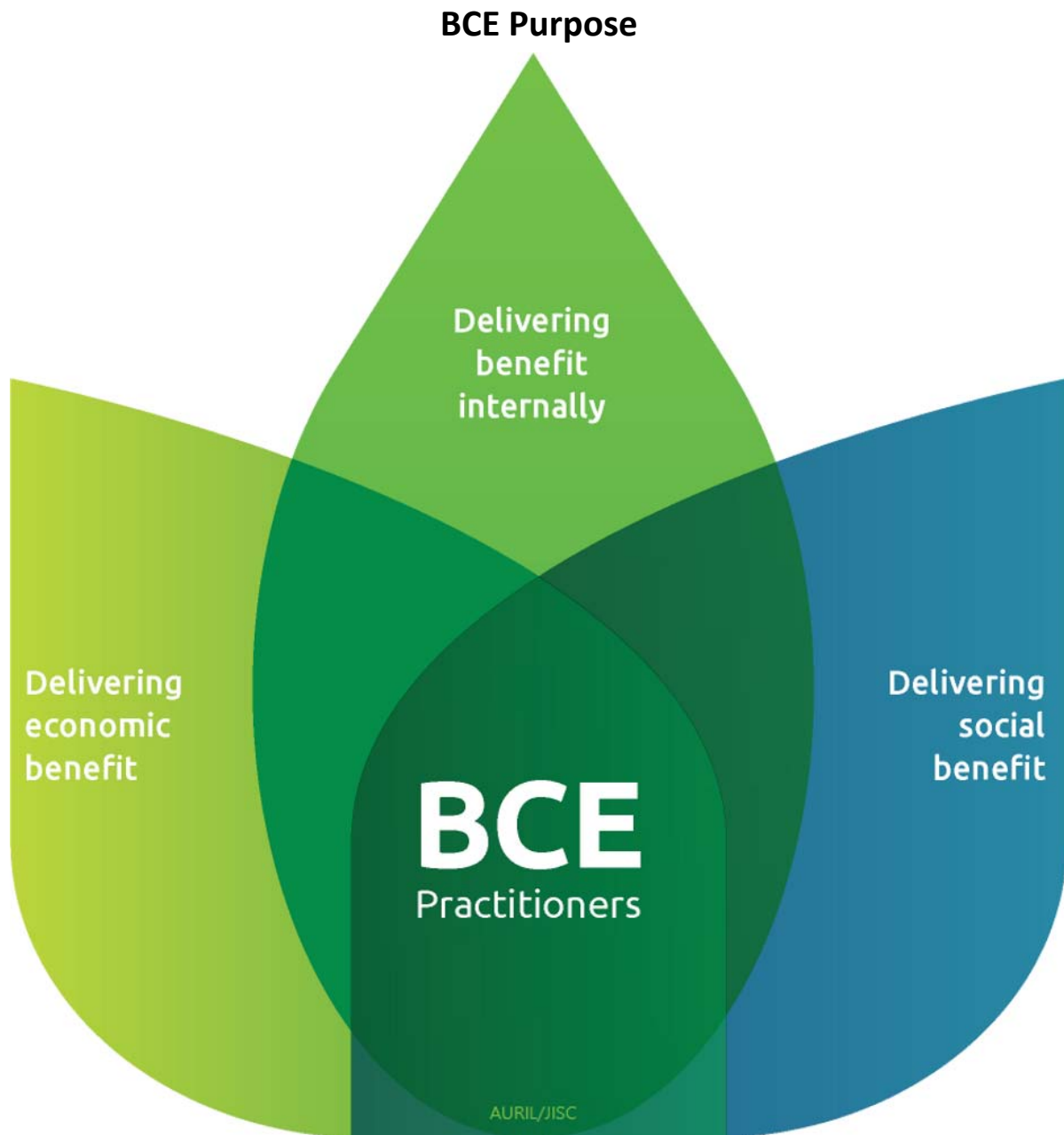
You can use this Handbook to give you a starting point before you go on to use the Self-Diagnostic Tool. The Handbook gives an overview of the Framework and also provides a reference to dip into or read.

### **How can I use the Self-Diagnostic Tool?**

To explore the Professional Development Framework further, go to the Self-Diagnostic Tool at <https://www.netskills.ac.uk/bcecpd2>. You will be asked to register to establish your level of expertise or standing in each process, and access resources if you want to improve or enhance any of your knowledge, skills or behaviour for a particular process. You can also upload resources or comment on a resource that is already there.

For each process there are links to resources which can be used for career development. This resource base is maintained by registered users so that it is relevant and current. The 16 key processes also provide the basis for the self-diagnosis feature which can be used by registered users to explore their BCE standing.

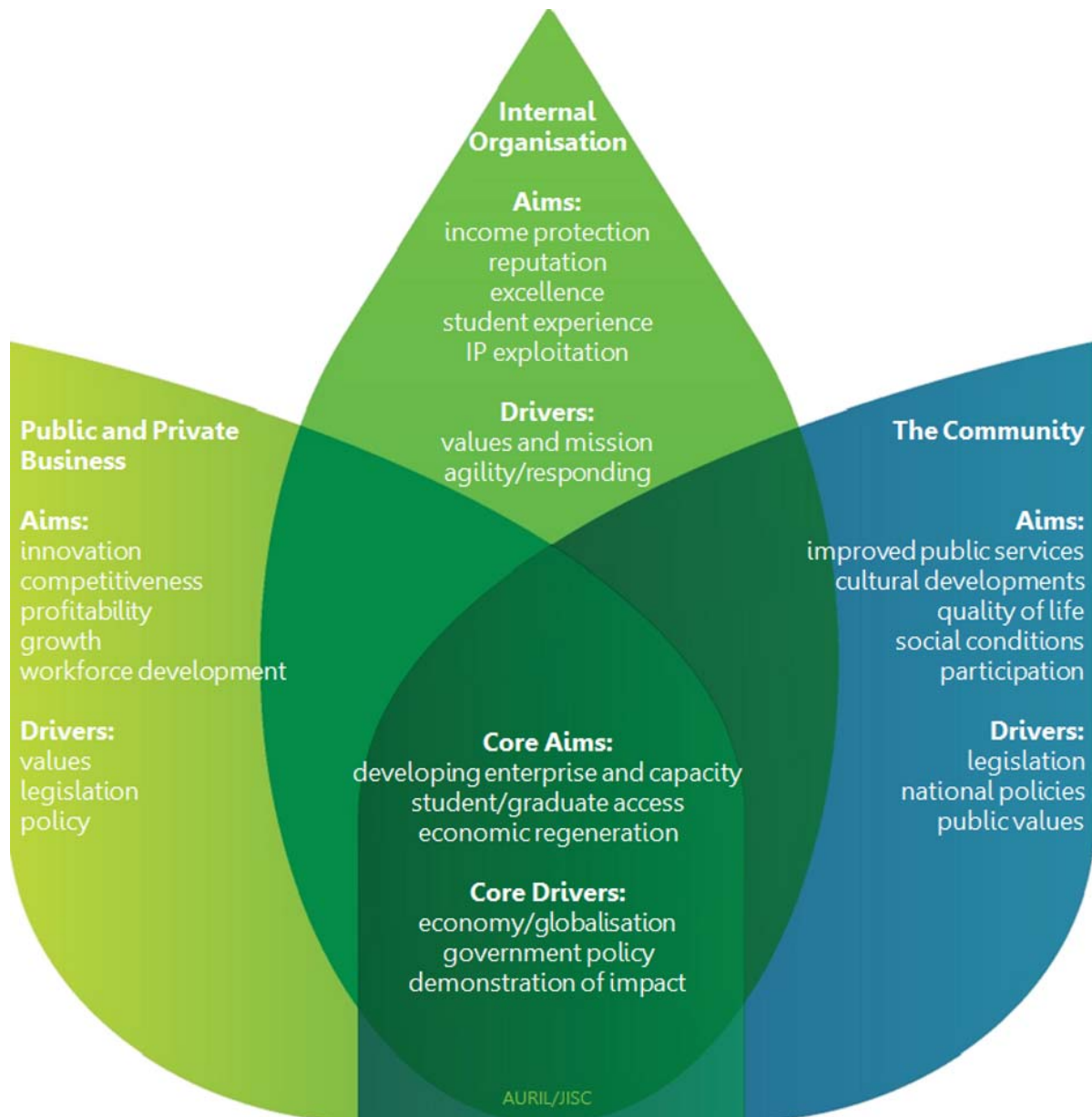
The on-line Self-Diagnostic Tool provides the functionality for the application of the Professional Development Framework. The Self-Diagnostic tool is designed to enable self-diagnosis and skills development planning.



At the heart of BCE activities is the need to deliver - or act as a catalyst for delivering - clear benefits both internally for your own employing organisation and externally for economic and/or social benefit.



## BCE Aims and Drivers

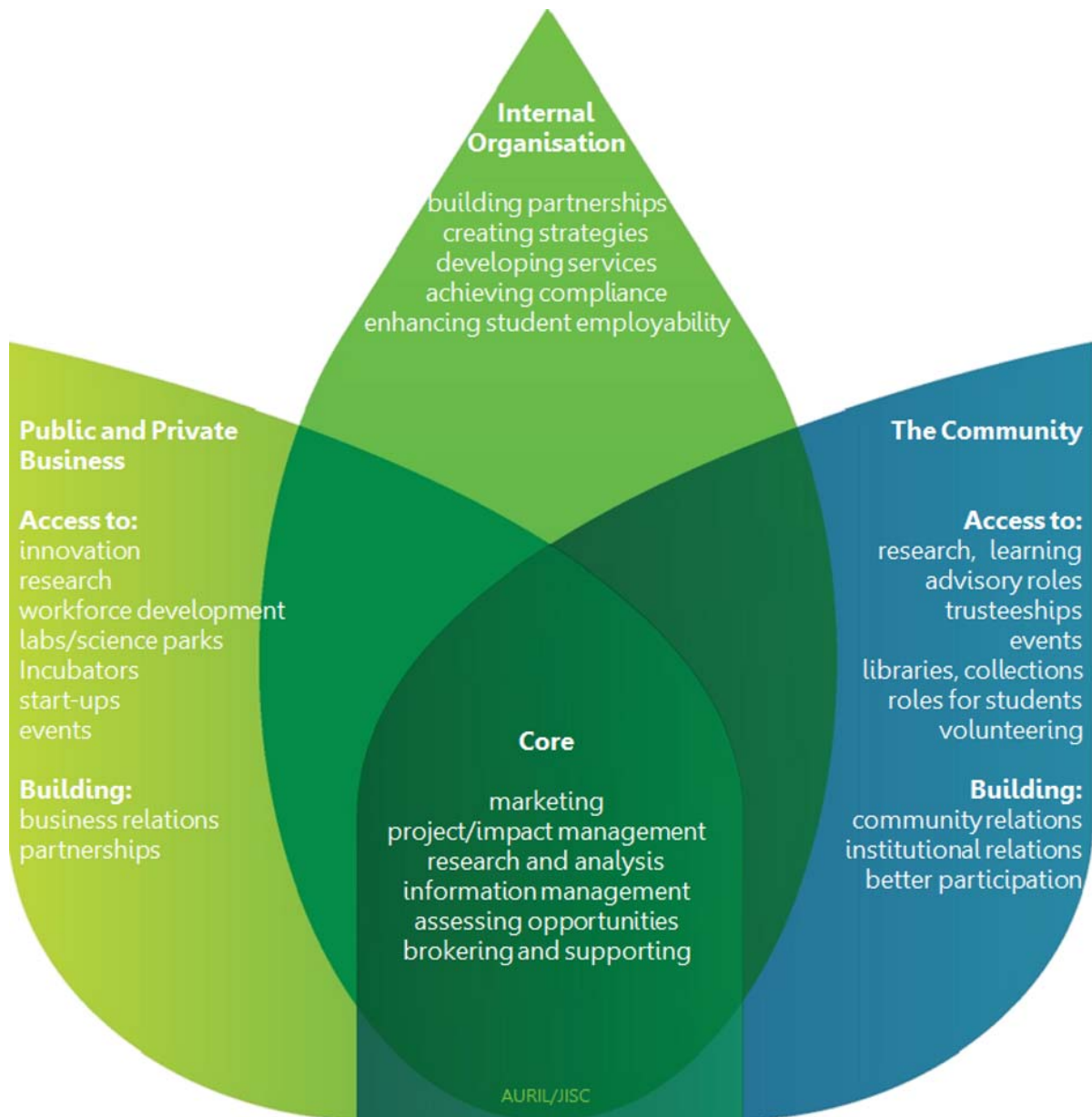


Practitioners have to be cognisant of differing and sometimes conflicting Aims and Drivers whether working internally in your own employing organisations, with public and private organisations, with the community or in all three dimensions. The Aims and Drivers common to all have been highlighted under Core aims and drivers.





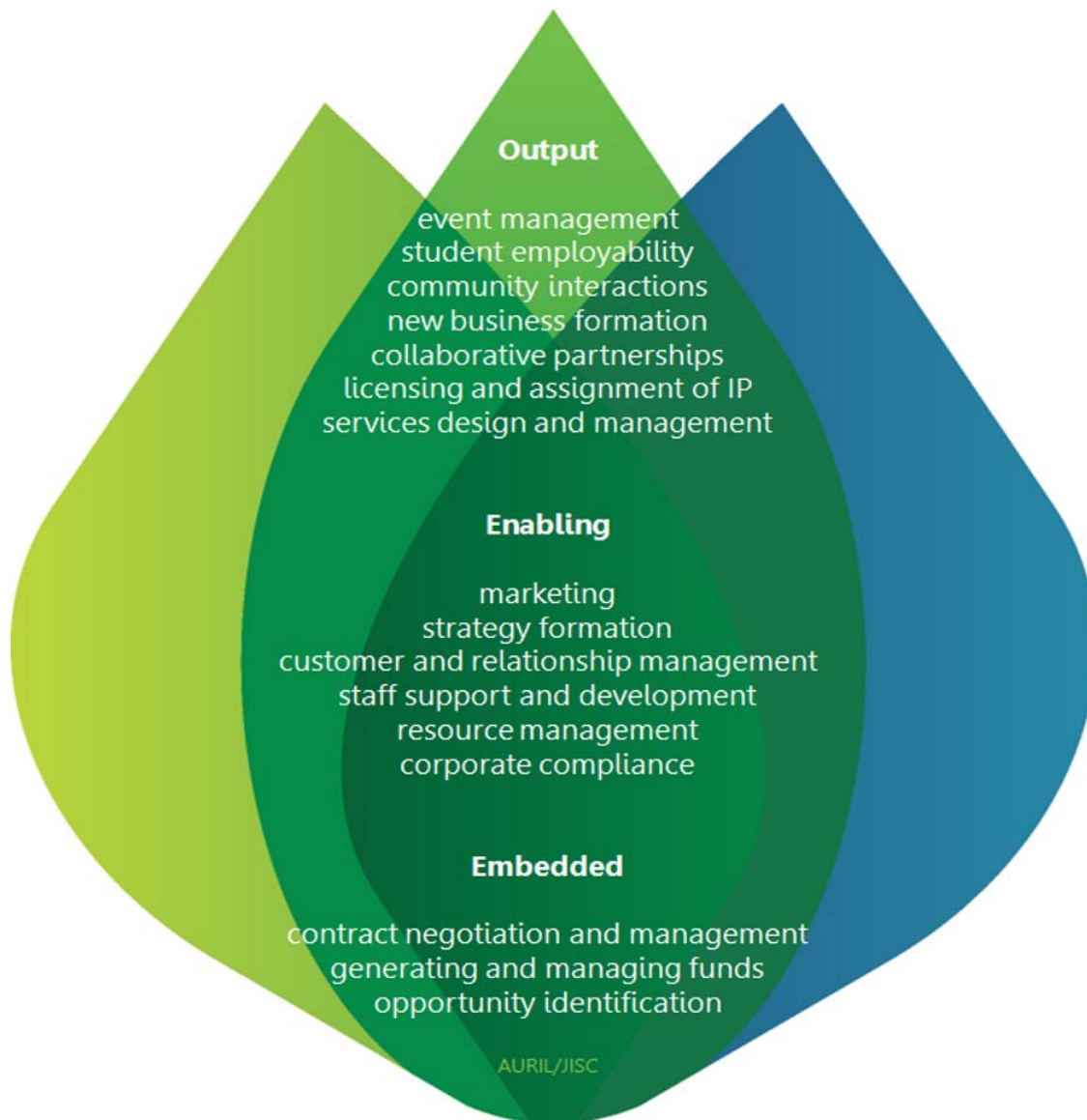
## BCE Landscape



The landscape in which practitioners work is varied, complex and constantly changing. Insight and understanding of the key wants and needs both of potential clients and partners is required, whether in communities or in public or private organisations or inside your own organisation. This summary overview also highlights the common activities that practitioners undertake under “Core”.



## 16 Generic Processes to undertake BCE Activities



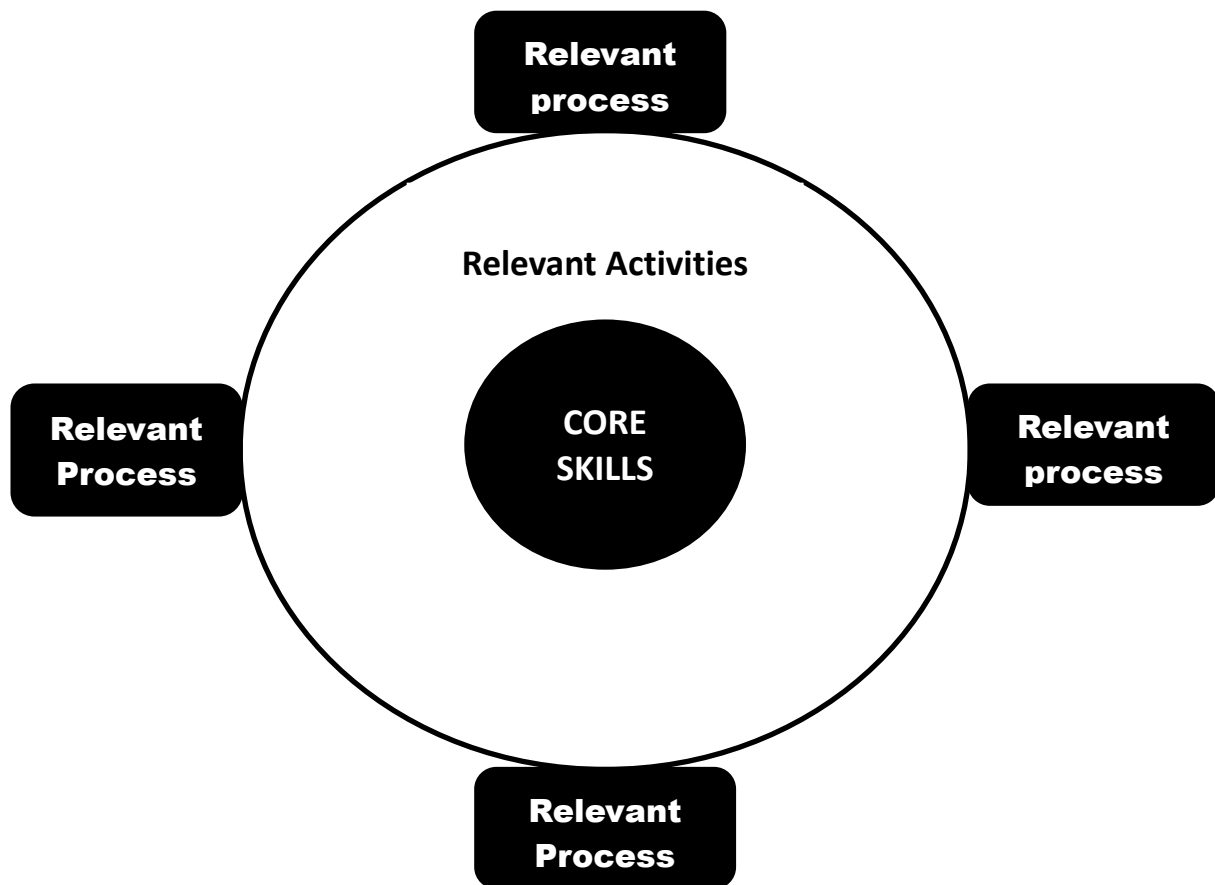
BCE Activities have 16 common processes. They are broken down into seven “Outputs” which have qualitative and/or quantitative deliverables demonstrating impact, and nine “Enabling” and “Embedded” processes which are essential for success in BCE.

Details of each process along with the knowledge, skills and behaviours required for success and a self-assessment table showing levels of expertise, are set out in the following pages.



Each of the following 16 processes is coded in a different colour. Each has core common skills in the centre and the generic activities/ steps taken during the process inside the circle. Each process is surrounded by its enabling and embedded processes around the outside of the circle. Although output processes only appear once, enabling and embedded processes appear each time.

Each of the 16 Processes gives the following information:



**Knowledge, Skills, Behaviours**

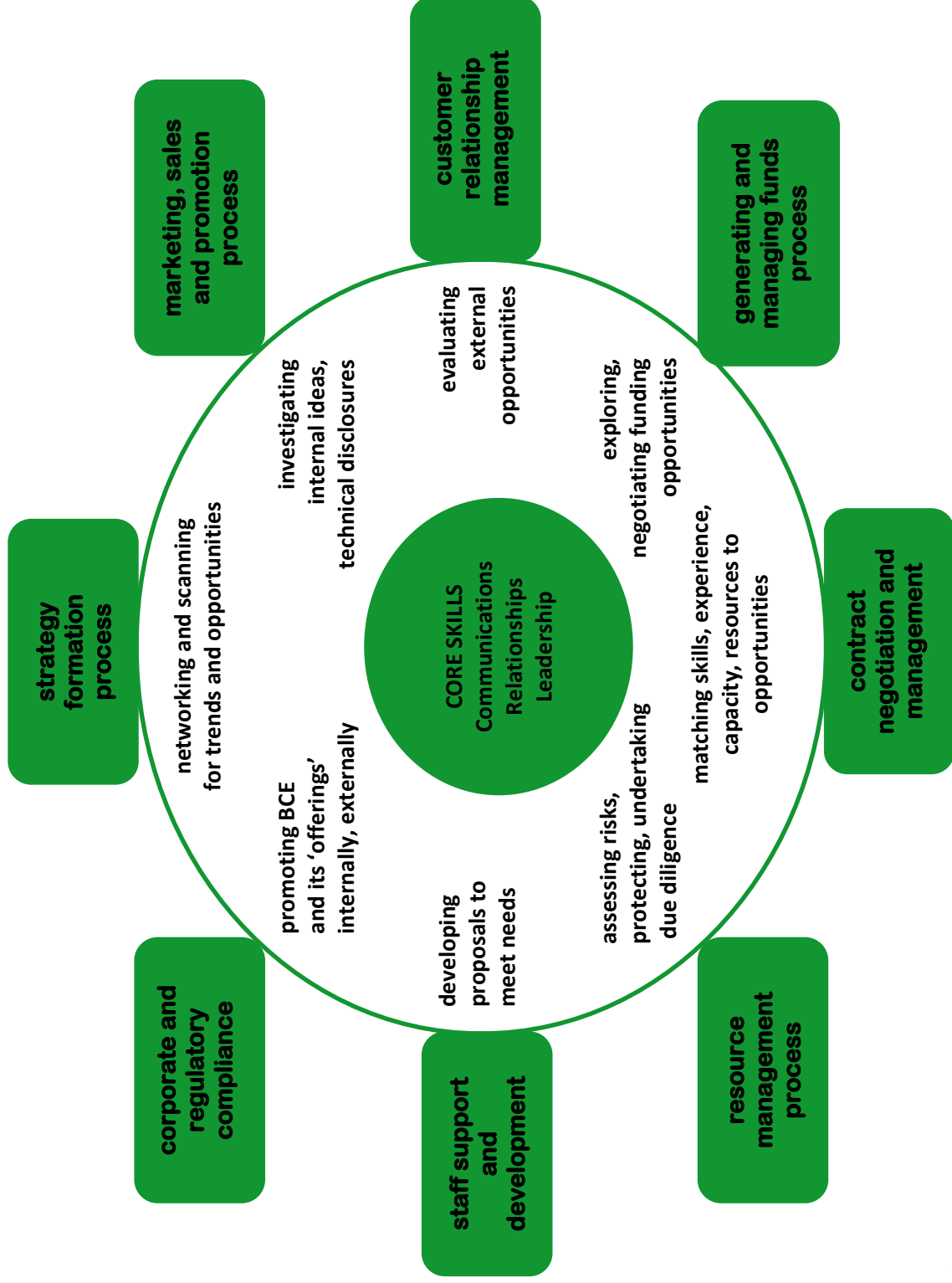
These are defined as:

<b>Knowledge</b>	understanding of the situation, context, opportunity etc
<b>Skills</b>	abilities to do the activity / something
<b>Behaviour</b>	how one does something / the way one uses one's skills / the manner in which one behaves

**Levels of Expertise**

A self-assessment table showing levels of expertise on a scale of 1 (low) to 10 (high).

# EMBEDDED PROCESS Opportunity Identification and Evaluation





## Knowledge

- Research/ teaching interests, expertise, capacity and resources for BCE, corporate offerings
- Corporate environment, its aims, drivers, needs, culture & language, strategies, structures, governance, policies, procedures, approval systems
- Global, national and local trends, debates, current and emerging opportunities
- Business and community environments' needs, culture, language, navigation, issues/challenges that can be matched with skills and resources
- Existing clients' /stakeholders' requirements
- Funding/grant calls/opportunities, enquiry/application systems, requirements and governance
- Awareness raising /sales and promotion techniques
- Models and systems for primary and desk investigative research
- Models and systems for enquiry management best practice
- Different types of IPR and methods for protection
- Relevant fiscal and regulatory requirements

## Skills

- Building and engaging networks for engagement opportunities
- Investigative research and analysis for patterns, trends, external needs, opportunities
- Reviewing staff, student/postgraduate specialisms, interests, technologies, capacity
- Commercial and audience insights, entrepreneurship
- Evaluating/validating potential opportunities incl. due diligence, risk assessment
- Selling and promoting benefits
- Brokering, matching internal expertise and interests with potential opportunities and leads
- Existing and potential customer and stakeholder care incl. enquiry management
- Effective oral/written communications, presenting and reporting for different audiences
- Preparing initial assessments and "in principle" proposals
- Protecting and managing IPR
- Problem solving, decision-making and achieving results ( often through others)
- Monitoring and evaluation

## Behaviours

- Being enterprising, pro-active and resourceful
- Being responsive to enquiries
- **Having** empathy, respecting others' needs & standpoints
- Being diplomatic, flexible, persuasive
- Being visionary
- Acting confidentially, ethically, with integrity
- Providing inspiration, leadership and direction to others
- Challenging the "status quo" and being a driver for change



**Levels of Expertise – Opportunity Identification and Management**

**This Process is about:** Scanning for, researching, analysing and evaluating opportunities according to strategic objectives; eliciting go/no decision; brokering the opportunity within the organisation.

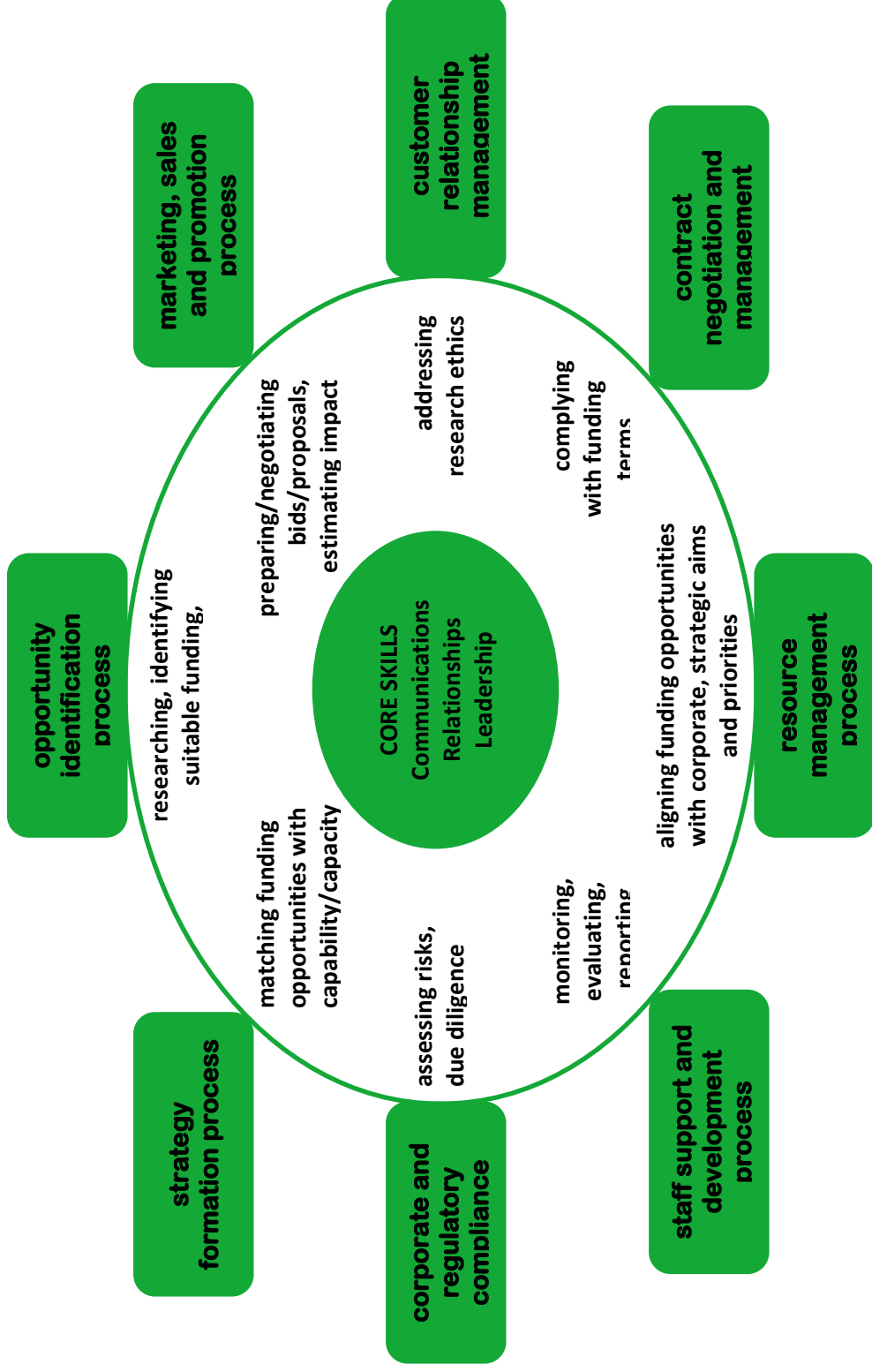
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

<b>Level</b>	<b>Statement of involvement in the process</b>
<b>2</b>	I have a serious interest in identifying BCE opportunities interest, and I have reported and made contributions to these kinds of opportunities within the organisation.
<b>4</b>	I have identified many opportunities for engagement and I have made significant contributions to evaluating and pursuing them by applying my particular expertise; e.g. knowledge of the relevant commercial sector, risk assessment etc.
<b>7</b>	I play a major role in most BCE Opportunity Identification work within my organisation.
<b>9</b>	I have operational and review responsibility for strategy for Opportunity Identification, for researching, scanning and communications, evaluation, risk assessment and due diligence as part of an integrated system.

**Self Assessment Score -**

# EMBEDDED PROCESS - Generating and Managing Funds

Research, European & other funds, grants, bids, tenders, sponsorships





## Knowledge

- Funding opportunities, trends, latest developments
- Funding, grant, tender and procurement policies and procedures, rules and compliance, business processes and financial systems
- Legal context of funding bids, tenders, sponsorships
- Global, national and local trends, debates, current and emerging opportunities
- Research/ teaching interests, expertise, capacity and resources for BCE
- Corporate research and BCE aims, objectives and strategic priorities
- Corporate environment, its aims, drivers, needs, culture & language, strategies, structures, governance, policies, procedures, approval systems
- Financial, budgetary management incl. full economic costing rules
- Research ethics frameworks
- Risk management and risk tolerance

## Skills

- Identifying appropriate opportunities
- Matching funding routes to internal capacity , balancing requirements of stakeholders
- Obtaining, evaluating and managing information, preparing complex information to strict rules, clarifying ambiguous information
- Project management incl. meetings to identify/resolve key issues, accurately assess time/ resources for activities
- Achieving results, delivering on time .....usually through others
- Financial acumen incl. planning/managing budgets, valuing, costing and pricing
- Effective oral/written communications, clarity and precision in translating for different audiences, editing, checking, proof-reading, constructive critical analysis to meet proposal requirements
- Relationship management incl. networking, negotiating, brokering, customer and stakeholder care
- Managing risks and reputation
- Monitoring and evaluation, reporting up and down

## Behaviours

- Being pro-active, results-focussed, prioritising
- Providing leadership, direction to others while being part of a team
- Influencing others, often without power or authority
- Organising self and others to meet strict deadlines
- Being consultative and collaborative
- Being flexible and adaptable
- Being confident, decisive and a problem solver





## Levels of Expertise – Generating and Managing Funds

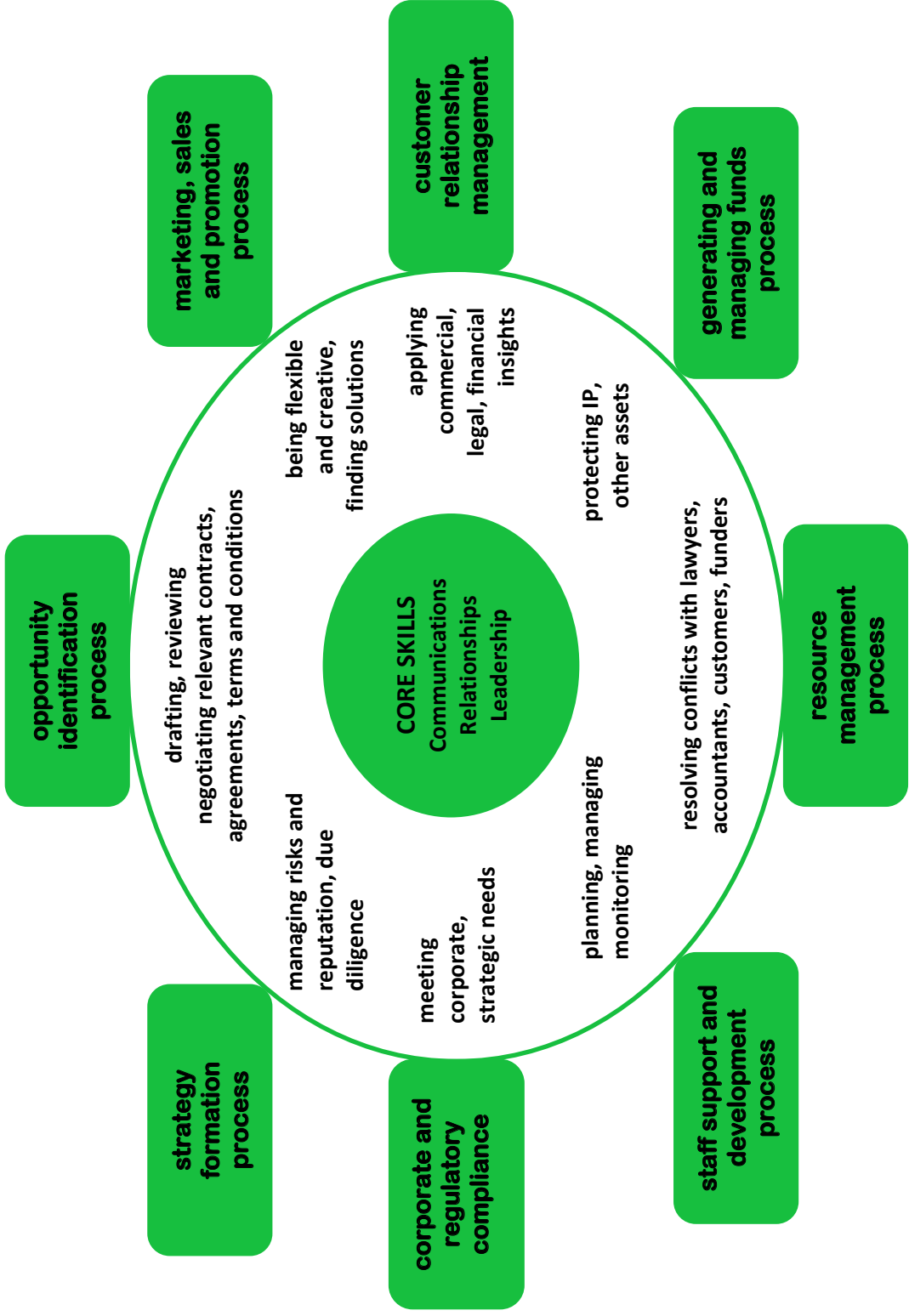
**This Process is about:** Aligning identified opportunities with internal capacities; managing bids, tenders etc.; planning and monitoring for achievement; evaluation of outcomes.

On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

Level	Statement of involvement in the process
2	I have contributed to delivering BCE projects for which my organisation has obtained funding.
4	I have contributed to some proposals which have been made to funding bodies and I have taken part in managing and delivering funded projects.
7	My role involves the scanning of certain potential sources of funds; I advise on selecting tender invitations, oversee and contribute/lead preparation of bids, and manage processes to ensure that funds are used for their agreed purposes.
9	My role includes overseeing and conducting comprehensive researches into available funds, and creating and operating policies and processes which provide guidance on bid selection, compliance and tender submission. I manage funded project to ensure that results are delivered/achieved, effective performance and quality assurance

**Self Assessment Score -**

# EMBEDDED PROCESS - Contract Negotiation and Management





## Knowledge

- Principles of contract law, models of contract drafting, terms and conditions
- Different contracts/agreements and their applications
- Legal, fiscal & regulatory compliance requirements incl. commercial, contract and IP law
- Risk management and risk tolerance
- Commercial management
- Corporate environment, its aims, drivers, needs, culture & language, strategies, structures, governance, policies, procedures, approval systems
- Research/ teaching interests, expertise, capacity and resources for BCE
- External environment's policies, trends, needs, culture, language
- Funding/grant opportunities, enquiry systems, requirements and governance

## Skills

- **Managing risks and reputation, due diligence**
- Contract drafting and reviewing
- Commercial awareness, insight
- Financial acumen incl. valuing, costing & pricing effectively for profit/not for profit contracts
- Bid preparation and management
- IPR management
- Highly developed oral/written communications; precision, clarity, cogency
- Relationship management incl. networking, negotiating, brokering, translation with lawyers, conflict resolution, customer and stakeholder care
- Investigative research, analysis, synthesis and distillation, information management
- Project management
- Delivering results (often through others)
- Monitoring and evaluating performance

## Behaviours

- Being enterprising, pro-active, consistent, results focused
- Having empathy, respecting others' needs & standpoints
- Being diplomatic, flexible
- Being patient and tenacious
- Acting confidentially, ethically, with integrity
- Providing inspiration, leadership and direction to others
- Challenging the "status quo" and "making things happen"
- Providing an effective, efficient service



**Levels of Expertise – Contract Negotiation and Management**

**This Process is about:** Bidding and tendering; developing costing and pricing; handling corporate, technical, legal, due diligence, fulfilment, reporting and evaluation.

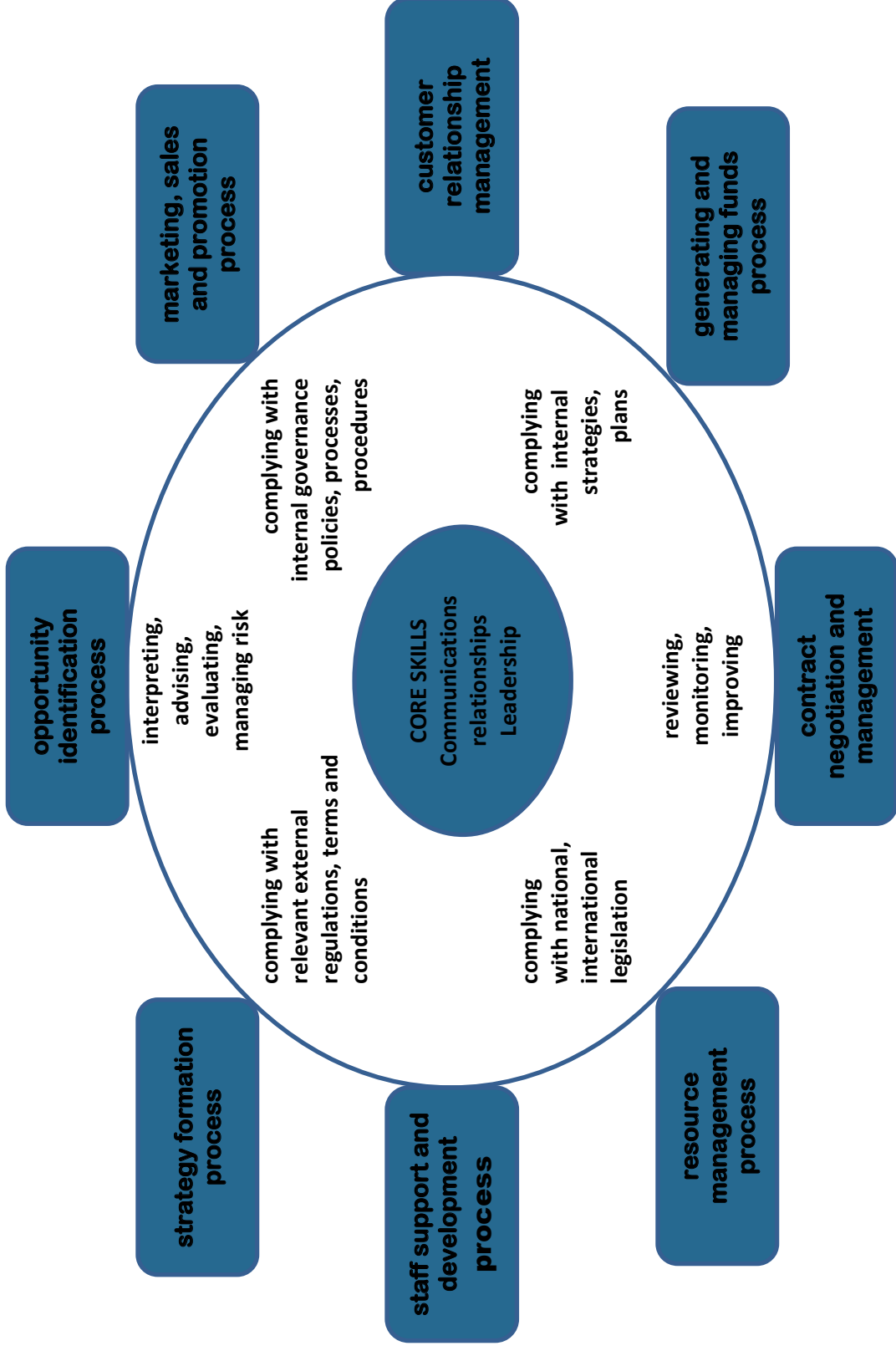
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

Level	Statement of involvement in the process
2	I appreciate the need for focus and clarity which contracts bring to working relationships.
4	I have observed negotiation, drafting and managing BCE contracts, and I have contributed to some elements of these to ensure that responsibilities, risks and rewards are shared and balanced among all parties involved.
7	I direct the negotiation and management of contracts. I use my commercial expertise, my knowledge of relevant law, my experience of the kind of issues which occur in commercial relationships and the need for appropriate and effective checks and balances.
9	I have responsibility in my organisation for establishing policy and standards for BCE contracts and I have final responsibility for implementing and monitoring compliance with these.

**Self Assessment Score -**

# ENABLING PROCESS - Corporate and Regulatory Compliance

Internal governance, national/international legislation, fiscal/regulatory requirements, terms and conditions.





## Knowledge

- Legal, fiscal & regulatory compliance requirements incl. Commercial, IP and charity law, obligations under the Data Protection and Freedom of information Acts, document retention regulations for different funding bodies
- Risk management and risk tolerance incl. business continuity planning
- Corporate environment, its aims, drivers, needs, culture & language, strategies, structures, governance, policies, procedures, approval systems
- Corporate Plan, annual report and annual accounts
- Roles of Management, board and stakeholders
- Financial, budgetary management incl. costing and pricing
- Complaints procedure
- Insurance cover and any excluded activity
- Quality assurance standards for business and community engagement activity
- When to call on the services of legal, financial, HR and other 'experts'

## Skills

- Translating strategy into appropriate plans, sometimes through others
- Effective oral/written communications of corporate aims and values, information, issues and risk
- Investigative research, analysis for patterns and trends, synthesis and distillation
- Providing training in standard operating procedures
- Monitoring standards and compliance
- Managing risks and reputation, due diligence incl. client standing
- Providing feedback on and dealing with poor performance
- Auditing and acting on the findings of internal and external audits
- Filing and retrieval of appropriate documents, statistics
- Reporting orally and in writing incl. academic documents
- Financial acumen (for non-financial managers)
- Identifying the nature of 'problems', troubleshooting and resolving

## Behaviours

- Being results-focussed and "making things happen" (often through others)
- Acting with consistency, transparency, integrity
- Providing leadership and direction to others
- Being assertive
- Shouldering responsibility
- Demonstrating professionalism
- Being open and approachable
- Setting a good example



**Levels of Expertise – Corporate and Regulatory Compliance**

**This Process is about:** Creating and reviewing corporate compliance guidance and procedures; researching external compliance; assessing and reporting on compliance and risk.

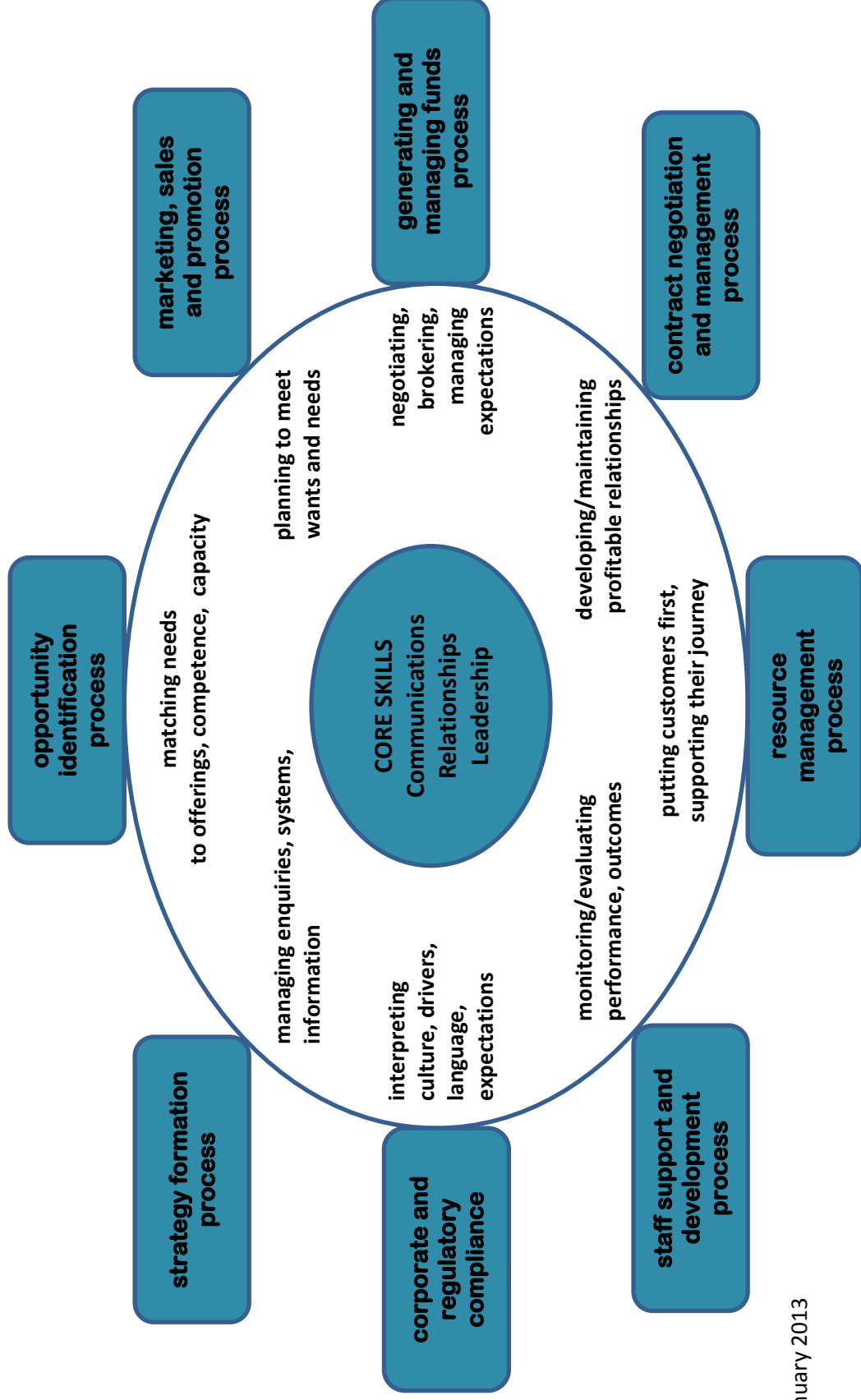
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

<b>Level</b>	<b>Statement of involvement in the process</b>
<b>1</b>	I am aware of the range of regulations, standards and procedures that contribute to corporate compliances.
<b>4</b>	In creating a working relationship with an external body, I have had to investigate and/or consider carefully some aspects of organisation policy and standards to ensure compliances.
<b>7</b>	I regularly test projects which are proposed by myself and others against a range of organisational policies, guidelines and standards to ensure they are compliant.
<b>9</b>	I am responsible for a significant element of compliance processes including creating, reviewing and maintaining compliance standards; their operation and discussions with those who also have to work within these standards.

**Self Assessment Score -**

# ENABLING PROCESS - Customer Relationship Management

Internal and external clients/customers, students, alumni, partners and other stakeholders. Support systems including IT







## Knowledge

- Existing and potential external customers, their needs and resources
- Existing and potential external stakeholders, their interests and influence
- Customer's/stakeholder's broad sector/discipline, culture and language, drivers
- Research/ teaching interests, expertise, capacity and resources for BCE, corporate offers
- Corporate environment, its aims, drivers, needs, culture and language, strategies, structures, governance, policies, procedures, approval systems
- Marketing segmentation, target groups' perceptions and behaviours, service needs, how to reach and communicate with them
- Internal marketing, external affairs, regional development strategies
- Proposition development and service concepts
- Monitoring techniques for processes, metrics, evaluation, reporting incl. customer views/ feedback

## Skills

- Account management
- Highly developed oral/written communications; versatility, precision, clarity, cogency
- Ambassadorial skills and diplomacy; promoting own organisation, valuing the customer's
- Ability to see wider context/big picture
- Relationship management incl. negotiating, influencing, facilitating
- Customer and stakeholder care with fast response times
- Investigative research and analysis, synthesis and distillation
- Marketing
- Strategic management
- Application and use of relevant tools, techniques for CRM systems incl. IT
- Monitoring and evaluation

## Behaviours

- Acting with integrity
- Having empathy, respecting others' needs & standpoints
- Being diplomatic, tactful
- Being flexible, versatile
- Being delivery-focussed and "making things happen"
- Being reliable
- Being tenacious, resilient, unflappable and patient
- Being a team player
- Listening
- Being responsive
- Being decisive



**Levels of Expertise – Customer Relationship Management**

**This Process is about:** Creating, operating and adapting processes, policies and information to explore and support customers/partner interaction to enhance business intelligence and value.

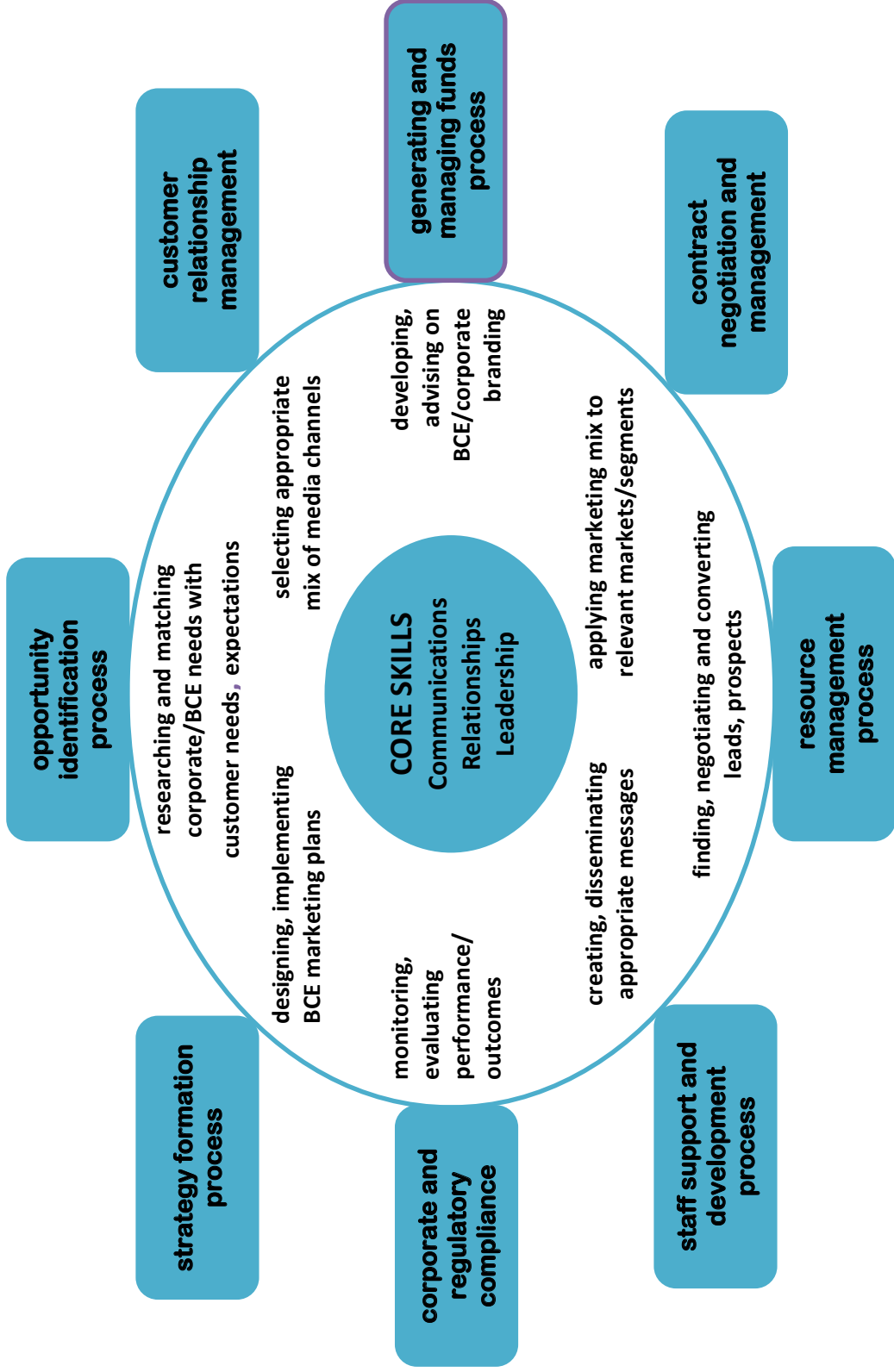
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

Level	Statement of involvement in the process
1	I have worked with one or two of the organisation’s customers and stakeholders and I am aware that feedback to the organisation of the developments which occur in these relationships is essential.
4	I create, manage and implement action plans and communication strategies for key accounts to develop effective relationships through which opportunities are identified and projects incepted.
7	I make some important contributions to a range of segmented strategies through overseeing a customer relationship management system and processes which recognise and deal with customer communications and account management.
9	My role involves the regular review of all systemic issues regarding Customer and Stakeholder Management; I contribute to creating and implementing policy and I maintain regular dialogue with those who have customer communication responsibilities.

**Self Assessment Score -**

# ENABLING PROCESS - Marketing, Sales and Promotion

Investigative and market research, communications, promotion, PR, channels, campaigns, sales, customer/client –focussed product and services design





## Knowledge

- Models for marketing audits, marketing strategies incl. communications, promotion plans
- Models for sales campaigns
- Public Relations “mix” and channels of communication
- Different media and how they operate
- Corporate engagement strategies/activities with business /communities
- Staff, graduates’/students’ interests, expertise, capacity, current offers
- Specific sector, discipline and environment needs, trends, attitudes, cultures & language
- Legal, fiscal & regulatory compliance requirements

## Skills

- Relevant application of the marketing “mix” for BCE, organisational culture and needs
- Reviewing existing/potential offerings for benefits and potential incl. inter-disciplinarity
- Ability to understand concepts and their application, see the wider context/big picture
- Matching external needs to right level of expertise, interpreting, brokering, converting to sales
- Delivering clear strong messages pitched correctly to relevant markets
- Ambassadorial promotion of own organisation and its BCE offerings
- Highly developed oral/written communications; versatility, clarity, cogency for presenting, promoting, negotiating, selling benefits
- Highly developed written communications incl. on-line/printed sales and promotional messages, profiling in different spaces, proposals with strong clarity and purpose
- Targeted investigative research and analysis, summarising, information management
- Meeting Internal/ external customers’ needs, responding quickly, resolving enquiries/conflicts
- Highly developed relationships and networking with staff, public, business, media, “influencers”
- Project management to achieve results and meet targets
- Financial acumen incl. valuing, costing, pricing & positioning
- Managing risks and reputation
- Monitoring and evaluation

## Behaviours

- Championing BCE and its place within own organisation
- Championing an integrated approach to chosen sectors
- Being creative, resourceful, versatile
- Being confident, optimistic, open, dynamic, decisive
- Having empathy, respecting others’ needs and standpoints
- Being a good listener, diplomatic and persuasive
- Providing inspiration, motivation, leadership and direction to others
- Being pro-active, prioritising, “making things happen”
- Being tenacious and resilient
- Acting responsibly, ethically and with integrity



**Levels of Expertise – Marketing, Sales and Promotion**

**This Process is about:** Market researching and segmenting; working with marketing; preparing and targeting communications and campaigns; managing leads.

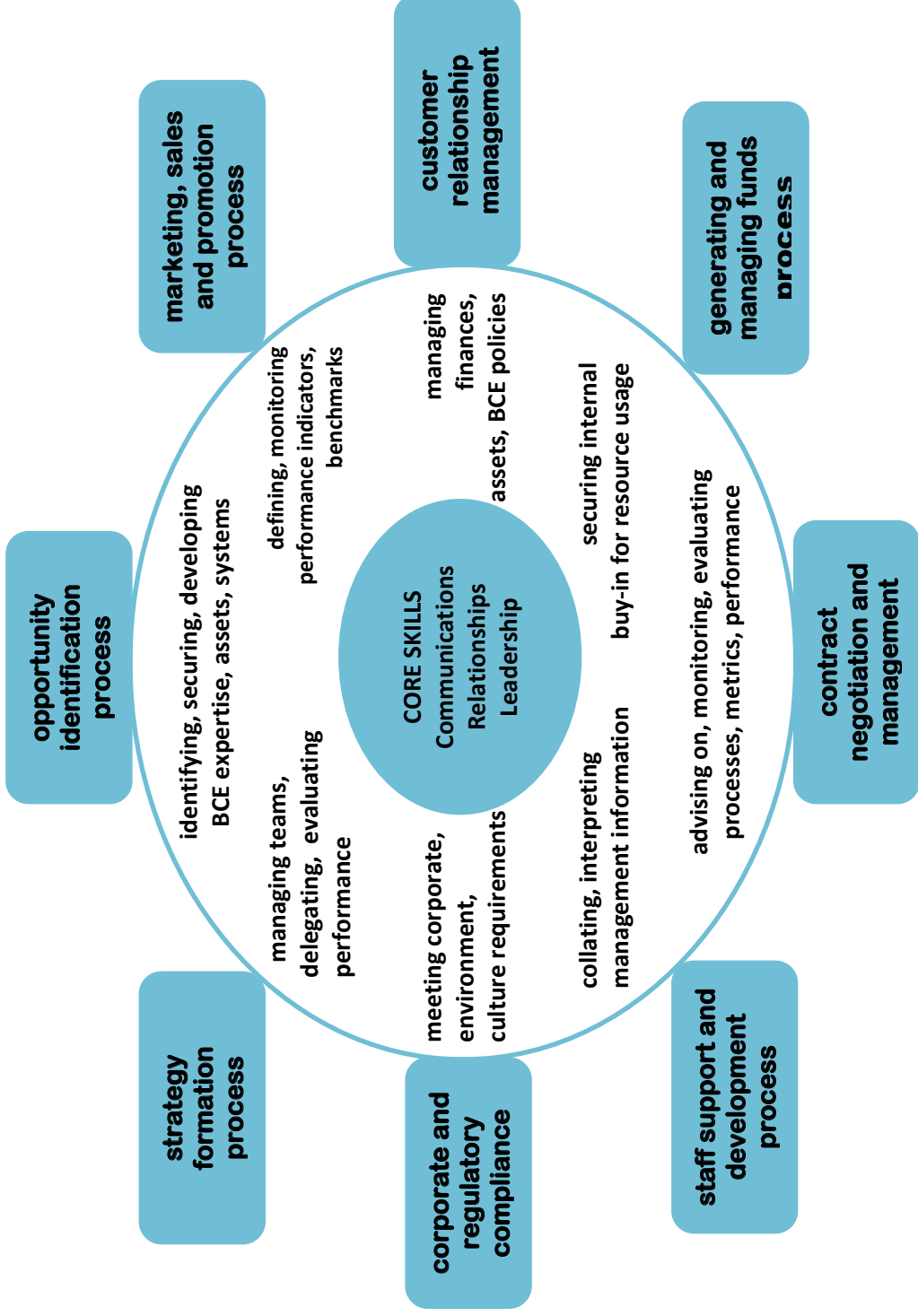
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

<b>Level</b>	<b>Statement of involvement in the process</b>
<b>1</b>	I understand the function of BCE sales and marketing and its role in the organisation. I contribute by supporting colleagues in specific sales and marketing activities.
<b>4</b>	I implement the organisation’s BCE sales and marketing strategy I deal with parts of the organisation’s range of BCE services and I operate a range of activities to inform customers of our efforts and identify their needs.
<b>7</b>	My responsibilities include creating and implementing marketing campaigns and/or the follow up enquiry/sales process with prospects; I explore and refine our service offers to define them in customer terms and I devise the sales and promotion messages.
<b>9</b>	I carry the main responsibility for market analysis and segmentation and decisions about the kinds of BCE markets we should address. I determine and implement the means by which the BCE sales and marketing function interfaces with the rest of the organisation.

**Self Assessment Score -**

# ENABLING PROCESS - Resource Management

People, budgets, finance, information, facilities e.g. laboratories, spaces, incubators, science parks





## Knowledge

- Corporate environment, its aims, drivers, needs, culture, custom and practice, language, strategies, structures, governance, policies, procedures, approval systems
- Research/ teaching interests, expertise, capacity and resources for BCE
- Key decision-makers & facilitators
- Relevant business and community environments
- Resources available in relevant areas e.g. public sector funding, consultancy, CPD, incubators
- Methods, tools and techniques for management of different resources incl. finances and budgets
- Legal, fiscal & regulatory compliance requirements incl. health and safety
- Key performance indicators and sector benchmarks
- Risk management and risk tolerance
- Monitoring techniques for processes, metrics, evaluation, reporting

## Skills

- Translating strategy into appropriate plans for the future and for specific activities
- Application of relevant tools, techniques for different resources management
- Relationship management incl. networking, brokering, customer and stakeholder care
- Negotiating partnerships and deals for new resources
- Recruiting the right people, matching people and facilities to needs
- Managing teams, delegating appropriately, reviewing performance against targets
- Analysing training needs of staff, coaching and mentoring
- Effective oral/written communications incl. running meetings effectively
- Managing resistance, adapting to change
- Managing information, stats
- Monitoring and evaluating resource performance, providing regular feedback
- Managing risk and reputation
- Financial acumen incl. managing budgets, accounts
- Resolving problems, decision-making in difficult situations

## Behaviours

- Being confident, assertive, dynamic
- Being visionary, creative
- Providing inspiration, leadership and direction to others
- Being decisive
- Being results-focussed
- Acting professionally, responsibly and with integrity
- Being a good listener



### Levels of Expertise – Resource Management

**This Process is about:** Planning and assigning human resources, budgets and facilities; reviewing for quality, capacity and changing requirements.

On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

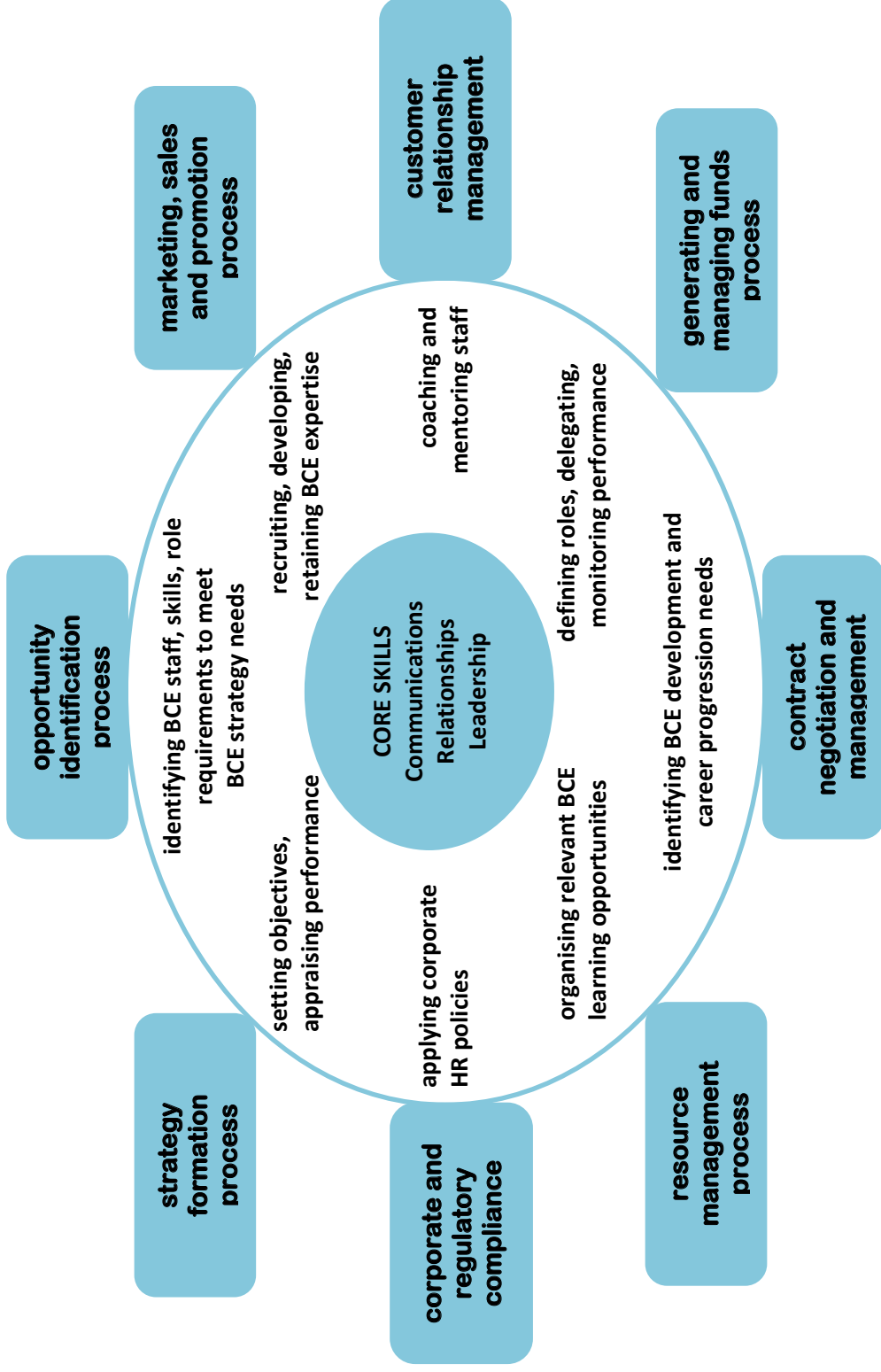
Level	Statement of involvement in the process
1	I am aware of and involved in supporting managing staff and material resources, projects and initiatives.
4	I deliver specific BCE services and I am involved in some aspects of Resource Management e.g. costing projects and overseeing timetables, budgets and outcomes.
7	I make a significant contribution to matching resources to BCE services and requirements and I have some responsibility to ensure that these are resourced appropriately.
9	I am responsible for guiding overall planning of BCE services and negotiating for to resources to deliver them.

**Self Assessment Score -**



# ENABLING PROCESS - Staff Support and Development

Cross-organisational staff and team training and development, coaching, mentoring, inter-disciplinarity





## **Knowledge**

- Principles of staff development curriculum and pedagogical design
- Staff development models and approaches with their advantages and disadvantages
- Corporate staff development existing practice and resource
- Corporate environment, its aims, drivers, needs, culture & language, strategies, structures, governance, policies, procedures, approval systems
- Staff employment contracts, workload allocation and reward systems
- Staff operational environment
- Principles and practice of cultural change

## **Skills**

- Application of relevant support techniques and formats for BCE incl. coaching, mentoring
- Designing and implementing appropriate staff development programmes and events
- Skills auditing
- Managing and/or attending performance management reviews
- Developing own personal development plans (PDPs)
- Effective oral/written communications
- Relationship management incl. networking, persuading, consulting, negotiating
- Project planning and management
- Evaluation and review
- Cross boundary operation

## **Behaviours**

- Having empathy
- Being flexible
- Being enterprising, pro-active, resourceful
- Being a good listener
- Being confident
- Championing BCE, challenging the status quo and being a driver for change



**Levels of Expertise – Staff Support and Development**

**This Process is about:** Defining development needs for internal BCE and cross-organisational purposes, working with HR; creating and operating structures and events which enhance staff capability.

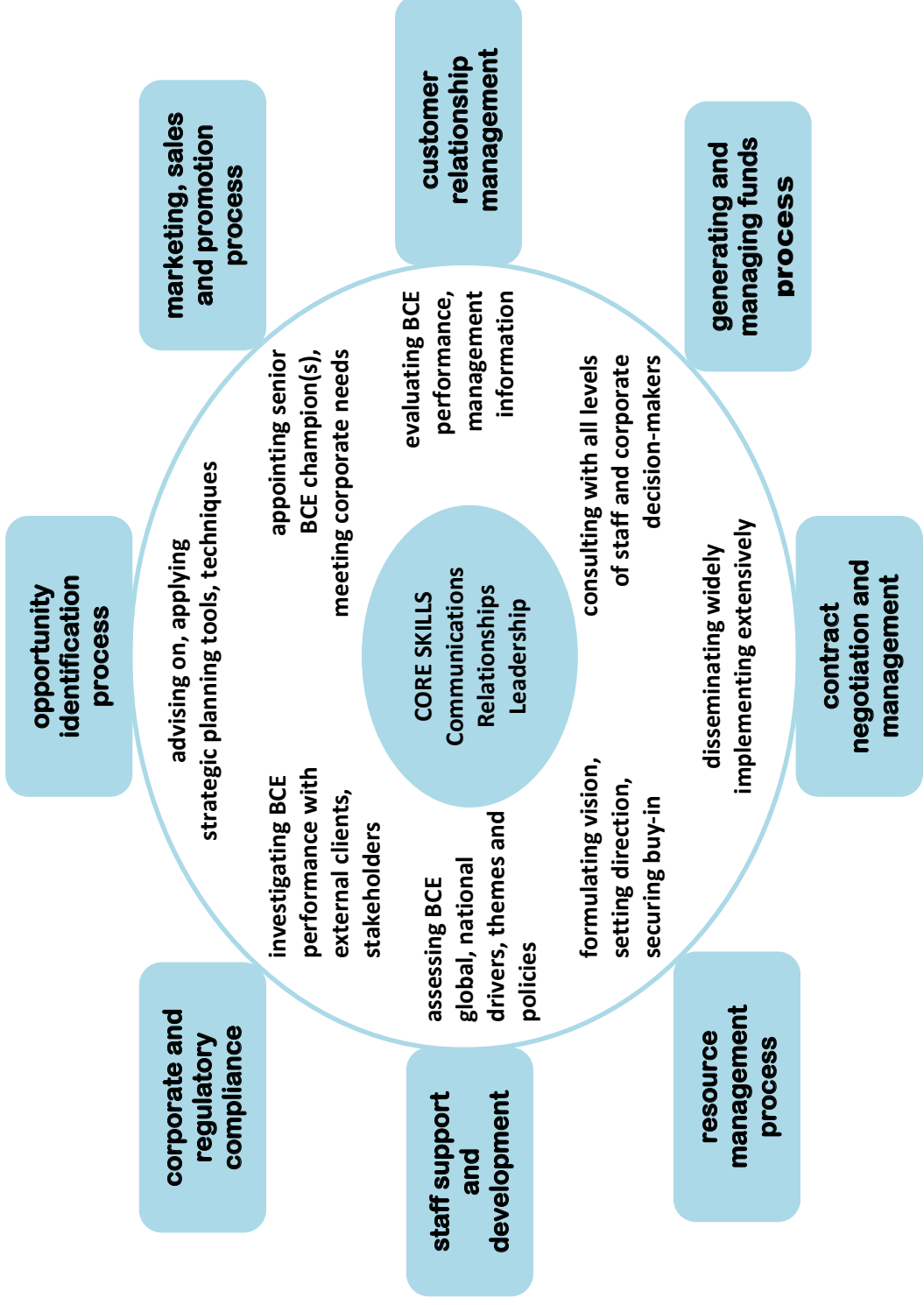
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

Level	Statement of involvement in the process
2	I contribute to sessions which promote awareness and knowledge of BCE activities and processes for those in our organisation not involved with external work.
4	My responsibilities include aligning capabilities and aspirations of BCE staff in my area with the organisation’s culture and plans. I explore opportunities which exist in the organisation’s units and help to extend BCE colleagues’ awareness of these opportunities.
7	I make significant contributions to aligning recruitment and staff development and deployment to ensure that the organisation’s strategic objectives are achievable. I work to understand staff needs and to meeting these appropriately.
9	I review staff service, recognition and reward conditions in conjunction with the HR unit, taking ultimate responsibility for having the right staff working in the right way with motivation and high professional standards.

**Self Assessment Score -**

# ENABLING PROCESS - Strategy Formation

BCE strategy /sub-strategies. People, resources, political, economic, social, technological (incl. informatics), legal and environmental factors, funds, income





## **Knowledge**

- Strategic planning tools and techniques
- Corporate environment, its aims, drivers, needs, culture & language
- Corporate and BCE mission, strategies, structures, governance
- Research/ teaching interests, expertise, capacity and resources for BCE, corporate offerings
- Global, national and local trends, debates, current and emerging opportunities
- External needs and drivers
- Government BCE funding strategies and processes

## **Skills**

- Investigative research and analysis for patterns and trends, summarising
- Application of relevant tools, techniques for strategic planning
- Strategic thinking and planning
- Costing effectively
- Project management
- Effective oral/written communications
- Co-ordinating and collaborating
- Negotiating
- Strategy process monitoring and evaluation

## **Behaviours**

- Being patient
- Being a good listener
- Having empathy, respecting others' needs & standpoints
- Being politically astute, diplomatic, flexible
- Being visionary , creative
- Being thorough
- Valuing diversity
- Providing inspiration, leadership and direction to others
- Being a problem solver
- Championing BCE, challenging the status quo and being a driver for change



### Levels of Expertise – Strategy Formation

**This Process is about:** Co creating BCE vision and strategy both in organisational (top-level) context and at BCE sub-strand level, considering stakeholders, policies, markets, capabilities etc.

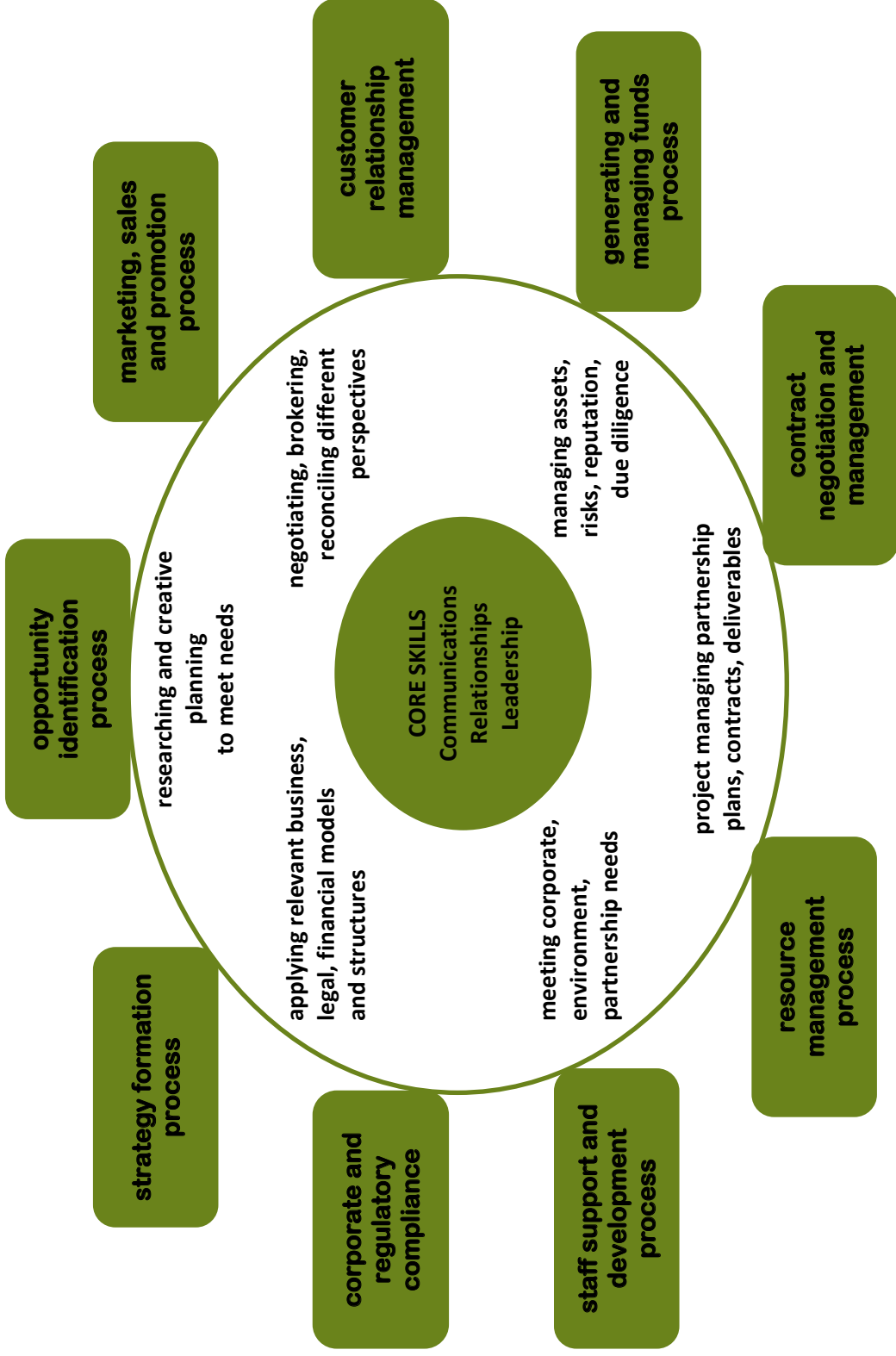
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

Level	Statement of involvement in the process
1	I participate in group sessions which review BCE achievements to date, identify issues and opportunities and contribute in group sessions which sketch out options for strategy formation.
3	I contribute to group sessions which review and inform the BCE unit strategy and support its communication and interpretation across the institution.
6	I work closely with units in the organisation, communicating both ways to contribute information to their own BCE agenda/strategy and taking intelligence from them to inform the strategy of the BCE unit itself.
9	My responsibility for Strategy Formulation involves working with others on BCE unit and organisational strategy creation, blending the organisation’s mission and strategic objectives with external influences such as local, national and international conditions, policy, technology and social developments.

**Self Assessment Score -**

# OUTPUT PROCESS - Collaborative Partnerships

Research partnerships, collaborative research, public private partnerships (PPPs), funding partnerships, joint ventures





## Knowledge

- **Different partnership agreements, their applications, decision trees and benefits**
- **Legal, fiscal & regulatory compliance requirements incl. commercial and IP law**
- Global, national and local trends, debates, current and emerging partnership opportunities
- Sector, political issues, challenges, opportunities
- Specific sector, discipline, business, community, audience, environment, markets, their needs, culture and language, navigation, resources available to help and their costs.
- Key stakeholders/change agents/networkers in the sector
- Research/ teaching interests, expertise, capacity and resources for BCE, corporate offerings
- Corporate environment, its aims, drivers, needs, culture & language, strategies, structures, governance, policies, procedures, approval systems
- Funding/grant opportunities, enquiry systems, requirements and governance
- Financial, budgetary management

## Skills

- Networking, facilitating, connecting others for collaboration incl. across sectors, disciplines
- Creativity and flexibility in finding new ways forward, allied with political astuteness
- Investigative research and analysis, synthesis and distillation
- Applying relevant tools, techniques for different collaborative partnerships
- Planning, negotiating agreement proposals, contracts and reports (profit or not for profit)
- Clarifying and agreeing roles and responsibilities for each partnership
- Maintaining on-going working relationships between partners incl. conflict mediation/resolution, decision-making, influencing, troubleshooting, impartial chairmanship
- Effective oral/written communications incl. selling benefits, promoting & presenting
- Project management
- Financial acumen incl. managing budget, valuing, costing and pricing for profit/not for profit
- Managing risks and reputation
- Achieving results, delivering on time and to budget ....often through others
- Monitoring and evaluating success, disseminating

## Behaviours

- Being tenacious, resilient, patient, unflappable
- Being enterprising, pro-active, consistent
- Having empathy, respecting others' needs & standpoints
- Being politically astute, diplomatic, flexible
- Acting confidentially, ethically and with integrity
- Being visionary, providing inspiration, leadership and direction to others
- Influencing without power or authority
- Learning from experience, developing own professionalism in this area





**Levels of Expertise – Collaborative Partnerships**

**This Process is about:** Forming partnerships; aligning aspirations; agreeing and documenting roles and responsibilities; managing targets, finance, risk and reputation.

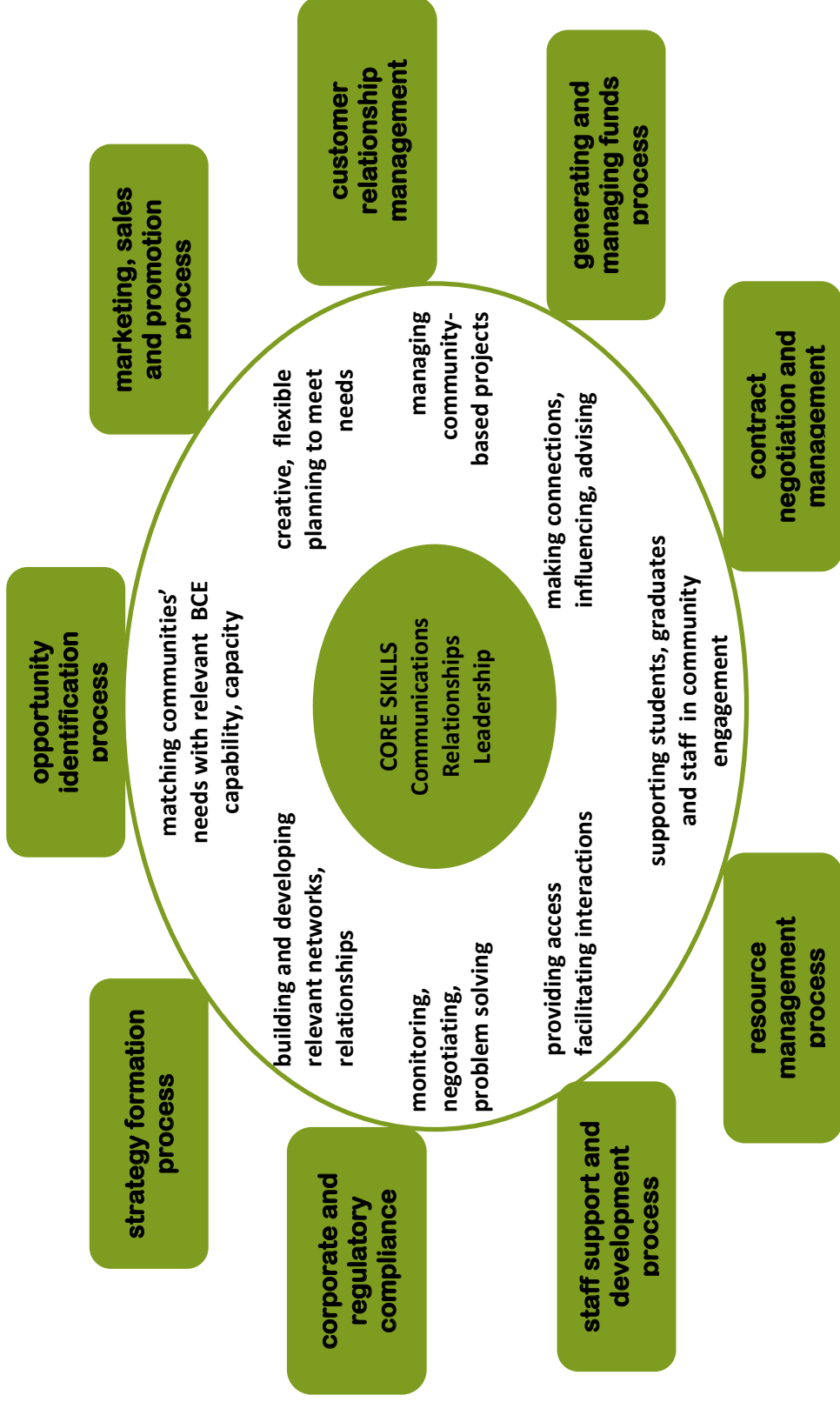
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

Level	Statement of involvement in the process
2	I understand the importance of BCE Collaborative Partnerships and I am aware of many that operate in my organisation.
4	I have contributed to operating a few BCE Collaborative Partnerships and I have experience of the challenges of dealing with other organisations whose aims are complementary to those of my organisation.
7	I have played a major role in forming collaboration with an external body from initial understanding through to creating associated memoranda, operational and financial agreements and seen it through to completion.
9	I have formed and managed the operation of many successful BCE Collaborative Partnerships and I have regularly made contributions to my organisation’s formation and review of the relevant protocol and standards.

**Self Assessment Score -**

# OUTPUT PROCESS - Community Interactions

Community, public initiatives/ events through staff, students, facilities, resources. Advisory Boards, trusteeships, recruitment. Corporate social responsibility (CSR)





## Knowledge

- Communities' needs, networks
- Relevant sector, discipline, audiences, languages and cultures, environment navigation
- Corporate environment, its aims, drivers, needs, strategies for community interactions, its culture & language, structures, governance, policies, procedures, approval systems
- Research/ teaching interests, expertise, capacity and resources for BCE, corporate offerings
- Political climate, policy windows to influence
- Maturity of opportunities
- Resources available and their costs
- Media awareness
- Regulatory compliance requirements incl. health and safety

## Skills

- Developing strategic priorities for community interactions and key objectives
- Marketing, selling and promoting incl. developing mechanisms for involvement and engagement from within and beyond the university through promoting the benefits of interactions
- Effective oral/written communications incl. preparing promotional literature, report writing
- Relationship management incl. networking, negotiating, brokering, customer and stakeholder care
- Investigative research and analysis, synthesis and distillation
- Planning and organising
- Managing resources incl. facilitating and supporting interactions and the development of activities/project from community interactions
- Staff Support and Development incl. offering training, skills development and advice for staff to understand and interact effectively with communities
- Project management
- Financial acumen incl. managing budgets, valuing, costing and pricing for profit/not for profit
- Compliance with rules, regulations, risk assessments, due process and procedures
- Delivering on time, to budget
- Monitoring and evaluating performance

## Behaviours

- Having empathy, respecting others' needs & standpoints
- Being tenacious, resilient, unflappable
- Providing inspiration, motivation, leadership and direction to others
- Being decisive and a problem solver
- Being enterprising, pro-active, resourceful
- Making things happen
- Learning from experience



**Levels of Expertise – Community Interactions**

**This Process is about:** Creating and working within networks of common interest; flexibly responding to needs; guiding, advising; brokering internal capacities for community groups

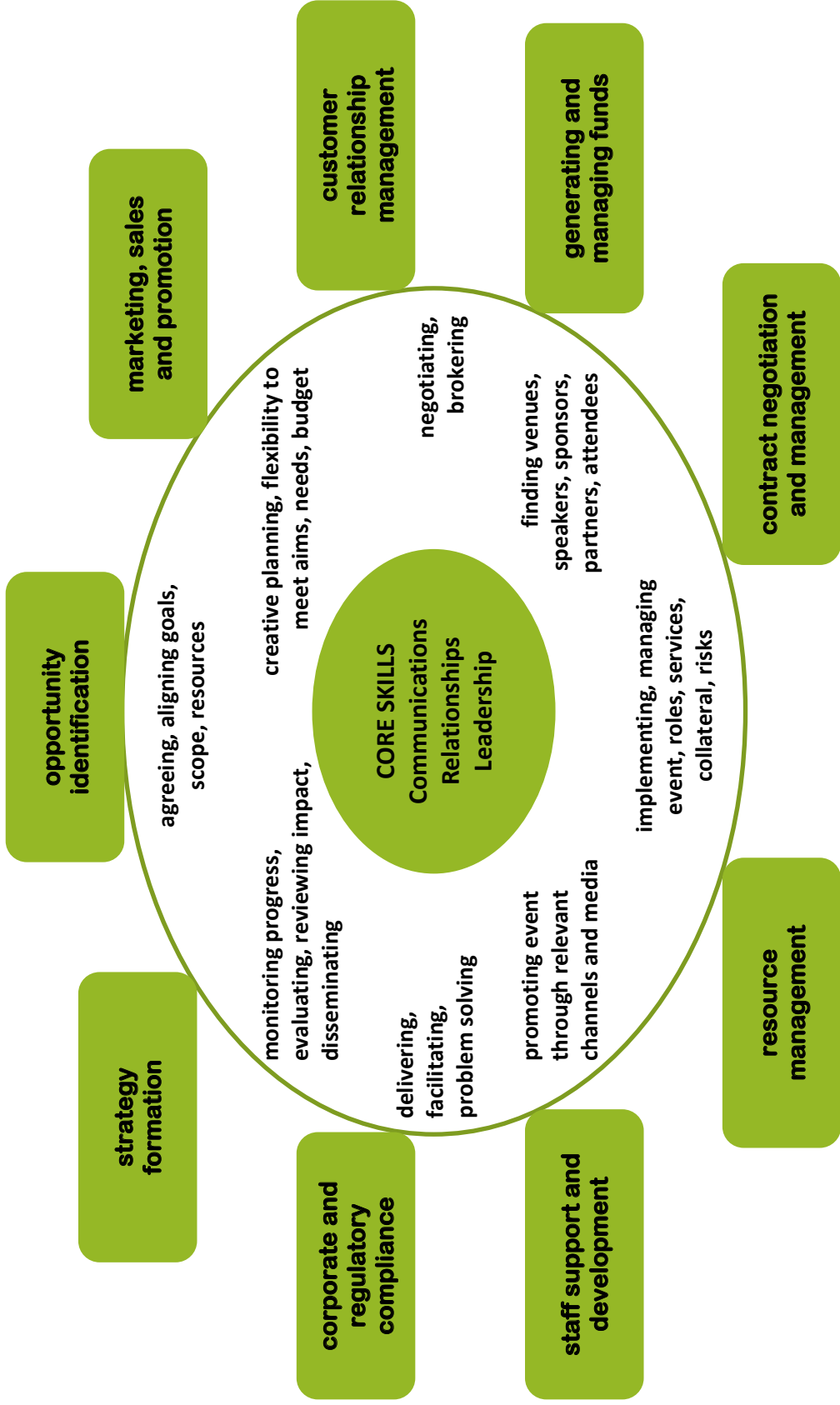
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

Level	Statement of involvement in the process
1	I understand what Community Interactions are about and what this involves, and I am aware of the organisation’s activities in this area. s.
3	I maintain interaction with a community interest as a member of an external board (or similar) membership and I believe this delivers benefit to my organisation.
6	I have major responsibility for an important community interaction. I conceive, plan and operate community activities, monitor relations and appraise my organisation of their status.
9	I oversee the relationships which my organisation has with a broad spread of communities and stakeholders inform organisational policy and strategy in on this and oversee its implementation.

**Self Assessment Score -**

# OUTPUT PROCESS - Event Management

Events, workshops, networks, sector/discipline clubs/ networks/groups/ lectures, meetings, performances, museums, exhibitions, festivals





## Knowledge

- Corporate environment, its aims, drivers, needs, culture & language, strategies, structures, governance, policies, procedures, approval systems
- Research/ teaching interests, expertise, capacity and resources for BCE, corporate offerings
- Relevant sector, discipline, audiences
- External environment's policies, trends, needs, culture, language, networks, navigation
- Most suitable networks to access target audience
- Key names in sector/topic to invite as key speakers/chairs
- Key partners for sponsorship/promotion/ partnership-working
- Subject knowledge if delivering
- Internally and procured resources available, their quality and costs
- Most suitable style of event for audience engagement
- Most suitable promotional activities incl. social media
- Legal, fiscal & regulatory compliance requirements incl. health and safety

## Skills

- Creativity and flexibility incl. visualising end product/event
- Investigative research and analysis, synthesis and distillation
- Planning and organising incl. health and safety
- Relationship management incl. networking, brokering, negotiating
- Effective oral/written communications
- Selling and promoting incl. PR, preparing promotional literature
- Customer and stakeholder care with fast response times
- Project management
- Achieving results, delivering on time and to budget....often through others
- Financial acumen incl. managing budgets, valuing, costing and pricing for profit/not for profit
- Reporting orally and in writing incl. statistical analysis and return on investment (ROI)
- Monitoring and evaluation

## Behaviours

- Having empathy, respecting others' needs and standpoints
- Providing inspiration, motivation, leadership and direction to others
- Being tenacious, resilient, patient, unflappable
- Being enterprising, pro-active, resourceful
- Being decisive and a problem solver, "making things happen"
- Learning from experience



### Levels of Expertise – Event Management

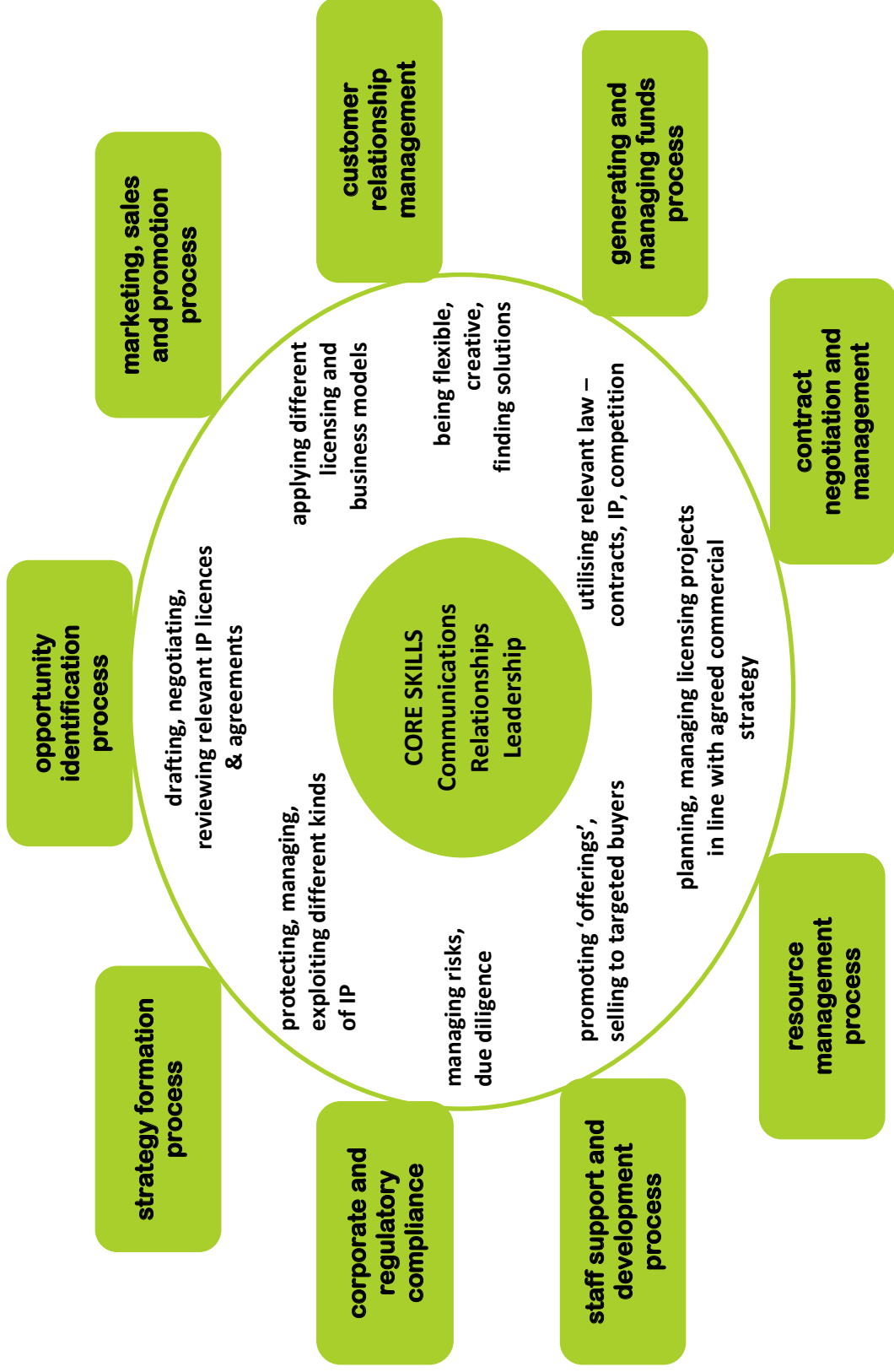
**This Process is about:** Developing the organisation's capacity to offer, operate and co-operate in attractive and economically acceptable events and event facilities.

On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

Level	Statement of involvement in the process
2	I make occasional contributions to events which my organisation sets up; e.g., I have attended some events where I have been involved in networking with delegates and helped with organisational issues.
4	I have participated in teams that have delivered events, and I had some responsibility for the success of the event and delegates' enjoyment.
7	I actively promote use of the organisation's resources by outside organisations for event; e.g. dealing with contractual issues, selecting and procuring external sub-contracted services and managing delegates' experience.
9	I make major contributions to analysing and refining BCE event services I oversee the preparation and negotiation of most contracts and ensure that events are delivered to high quality.

**Self Assessment Score -**

# OUTPUT PROCESS - Licensing and Assignment of IPR







## Knowledge

- National and international assignment, licensing models, policies, decision trees, protocols, codes of practice, terms and contracts, applications and registrations, monitoring and control mechanisms
- Relevant law and jurisdiction for contracts, IP, competition and compliance regulations incl. tax
- Protection and management of different kinds of IP incl. when/when not to protect, potential routes
- Support organisations incl. specialist IP advisers and patent agents, funding agencies
- Corporate environment, its aims, drivers, needs, culture & language, strategies, structures, governance, policies, procedures, approval systems
- Research/ teaching interests, expertise, capacity and resources
- Inventor's/creator's needs and workload
- Market/technology/sector for the product /service/ know-how, their networks and channels
- Valuing, costing and pricing, market norms where available
- Due diligence procedures, risk management and risk tolerance
- Legal/ fiscal/regulatory governance requirements

## Skills

- Application of different licensing agreement models, their relevant tools and techniques
- Commercial acumen, commercial insight for development of successful licensing opportunities
- Financial acumen incl. valuing, costing and pricing effectively for profit/not for profit
- Protecting and managing IPR
- Investigative research and analysis, synthesis and distillation, information management
- Defining offerings, promoting the benefits of confidential products and concepts
- Negotiating, facilitating and brokering profitable agreements
- Effective oral/written communications, incl. presenting and reporting, translating with lawyers
- Relationship management incl. networking, collaborating, co-ordinating, customer/ stakeholder care
- Project management
- Managing risks and reputation
- Monitoring and evaluation

## Behaviours

- Being enterprising, pro-active, tenacious, resilient – and patient
- Being results-focussed, prioritising, not over-committing, “making things happen”
- Having empathy, respecting others' needs and standpoints
- Providing leadership and direction to others
- Being diplomatic, flexible
- Acting confidentially, ethically, with integrity
- Being a problem solver, making value judgments



### Levels of Expertise – Licensing and Assignment of IPR

**This Process is about:** Identifying IP issues across the organisation; market research, due diligence and risk analysis; costing, pricing and legal elements; brokering, monitoring and evaluation.

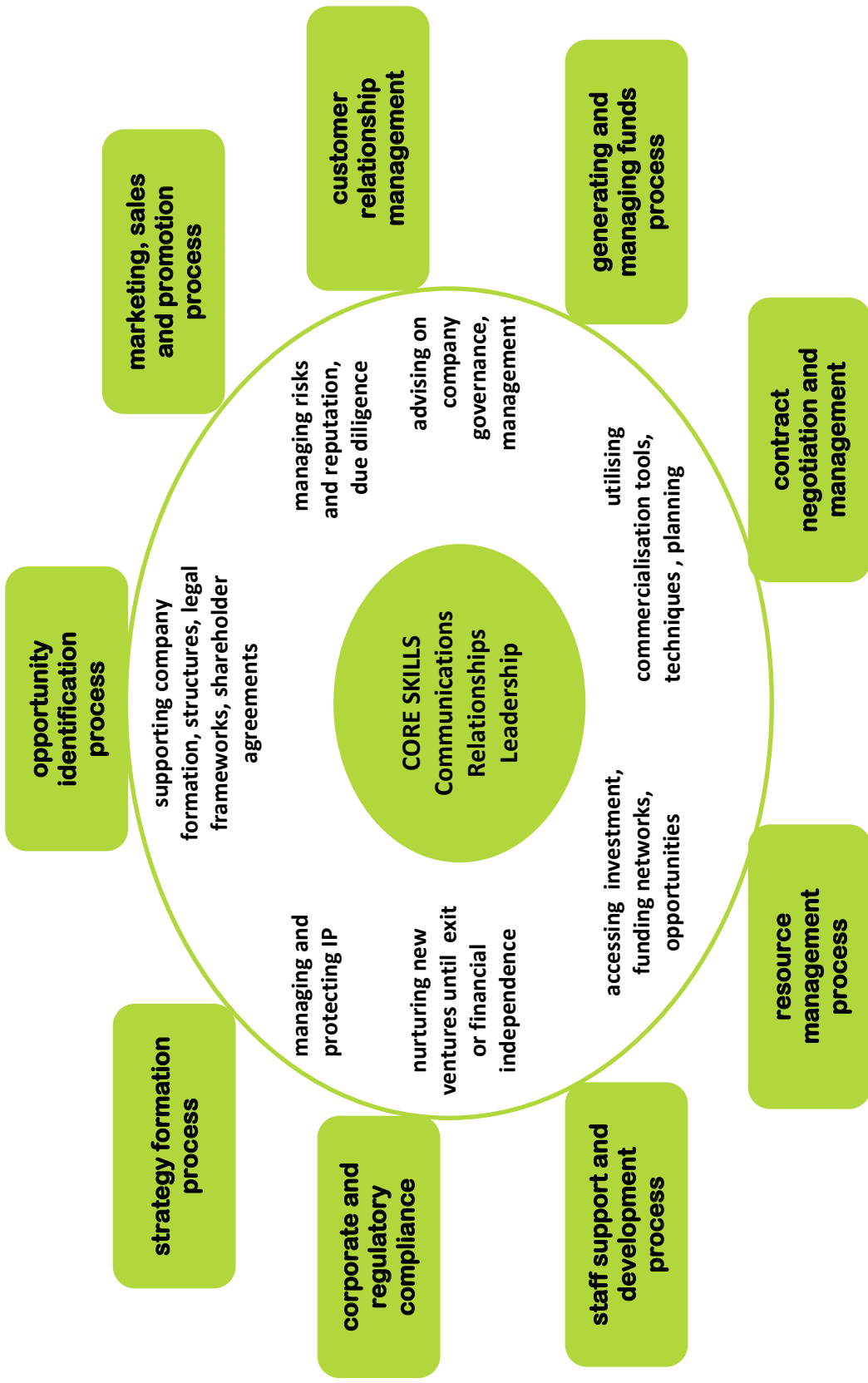
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

Level	Statement of involvement in the process
1	I am aware of the need to manage and exploit the organisation’s intellectual property.
4	I have contributed to some initial management of the organisational intellectual property and to the processes that resulted in the licensed use or assignment to an external body.
7	My role includes providing legal knowledge of the protection of intellectual property, assessing commercial potential, and I have experience of investigating and developing many licences and assignments in exploiting the organisation’s intellectual property.
9	I am responsible for overseeing intellectual property management policy and I have substantive experience of handling of IP across many aspects of the organisation’s work and the creating a wide range of legally and commercially sound instruments which protect the organisation and derive commercial and/or community benefit for it.

**Self Assessment Score -**

# OUTPUT PROCESS - New Business Formation

Spin-outs/spin-offs based on institutionally-owned IP. Spin-ins, student/graduate enterprises/start-ups, social enterprises, community interest companies





## Knowledge

- Company structures, legal frameworks, formation and shareholder equity agreements
- Commercialisation tools and techniques incl. business models and business planning
- Investment and other funding networks, opportunities, access, frameworks, criteria, governance, applications and management
- Intellectual Property protection and management systems
- Corporate environment, its aims, drivers, needs, culture & language, strategies, structures, governance, policies, procedures, approval systems
- Staff, graduate, student and stakeholder interests, needs, expertise, capacity, resources
- External environment's policies, trends, debates, current /emerging opportunities, needs, culture and language

## Skills

- Commercial insight and entrepreneurship, spotting and developing “winners”
- Application of relevant tools, techniques for establishing new businesses
- Financial acumen incl. business planning, evaluating/validating potential, costing and pricing
- Managing risks and reputation, due diligence, contingency planning
- Protecting and managing IPR
- Effective oral/written communications, selling confidential concepts, presenting and reporting
- Brokering, facilitating, negotiating deals despite set-backs
- Relationship management, incl. networking, translation skills with lawyers, venture capitalists/funders and inventors/creators, internal/external customer and stakeholder care
- Project management
- Investigative research, evaluating market potential and opportunities, analysis and management
- Problem solving, decision-making and achieving results ( often through others)
- Monitoring and evaluation

## Behaviours

- Being entrepreneurial and commercially astute
- Being pro-active, results-focussed, tenacious and resilient
- Providing inspiration, leadership and direction to others, “making things happen”
- Coaching or mentoring others
- Acting confidentially, ethically, with integrity
- Having empathy, respecting others' needs and standpoints
- Being diplomatic, flexible
- Challenging the “status quo”



**Levels of Expertise – New Business Formation**

**This Process is about:** Negotiation and preparation for staff and graduate enterprises, including spinout/spin-in etc.; dealing with governance, investment, due diligence, shareholding, business planning, IP and management structures.

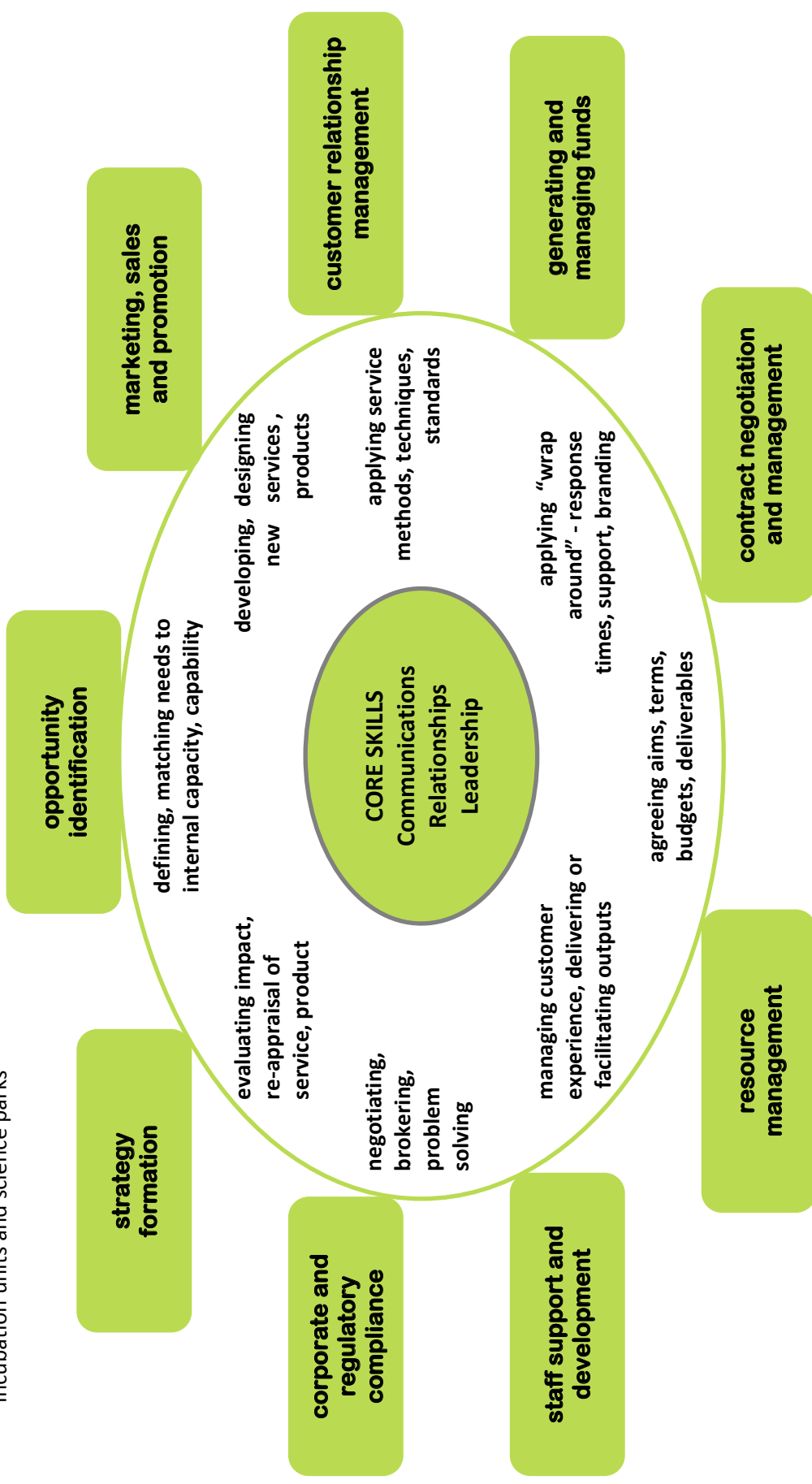
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

<b>Level</b>	<b>Statement of involvement in the process</b>
<b>1</b>	I am aware of the steps involved when staff and students form new business from within my organisation.
<b>4</b>	I have contributed to forming new business by providing my experience and expertise in a few elements of the process such as legal issues, business planning, competitive analysis for a few businesses.
<b>7</b>	I have significant responsibility for, and have several experiences of forming new businesses, including evaluating viability, business case evaluation, locating finance, conducting due diligence and selecting appropriate legal entities.
<b>9</b>	I have been responsible for the formation of several new businesses across all the steps of the process. I contribute regularly to the policies, protocols and guidance used in the organisation to govern New Business Formation.

**Self Assessment Score -**

# OUTPUT PROCESS - Services Design and Management

Business and skills development, people and skills development, work based learning (WBL), workforce development (WFD), continuing professional development (CPD), knowledge transfer partnerships (KTPs), consultancy, contract research, regeneration programmes, tenders, facilities incl. laboratories and space hire or usage, incubation units and science parks





## Knowledge

- Methods, tools, techniques, standards for specific service
- New service / product development & design
- Service “wrap” such as response times, payment options, service desk support
- Specific sector, discipline, profession, business, community, audience, environment or market wants and needs, its networks, culture and language, trends, its navigation and media
- Research/ teaching interests, expertise, capacity and resources for BCE, corporate offerings
- Corporate environment, its aims, drivers, needs, culture & language, strategies, structures, governance, policies, procedures, approval systems
- Funding/grant streams and tender requirements including impact, outcomes
- Financial, budgetary management incl. costing and pricing, charging benchmarks
- Legal, fiscal & regulatory compliance requirements
- Risk management and risk tolerance

## Skills

- Application of relevant tools, techniques for different services on offer
- Commercial, audience or learning environment insights
- Ability to understand concepts/their application, transforming them into services through others
- Investigative research and analysis, synthesis, distillation, information management
- Managing and providing efficient service to internal and external customers and stakeholders
- Relationship management incl. networking, brokering, negotiating, conflict resolution / transformation
- Effective oral/written communications incl. selling, promoting, PR, interpreting, influencing
- Effective use of relevant media (traditional & social), profiling in different spaces
- Project management
- Achieving results, delivering on time and to budget....often through others
- Financial acumen incl. business planning, valuing, costing and pricing for profit/not for profit
- Managing risks and reputation
- Monitoring and evaluation

## Behaviours

- Being confident, tenacious, resilient, ethical, trustworthy, reliable, organised
- Having empathy, respecting others’ needs and standpoints, conforming to norms and processes
- Providing inspiration, leadership and direction to others
- Being approachable, diplomatic, mediatory, patient
- Being an effective boundary spanner
- Being enterprising, pro-active, resourceful
- Being results-focussed, prioritising, “making things happen
- Being decisive and a problem solver
- Championing BCE, challenging the status quo and being a driver for change



**Levels of Expertise - Services Design and Management**

**This Process is about:** Investigating opportunities for service (e.g. CPD, consultancy, KTP etc.) in line with strategy; requirements analysis; service design, delivery and monitoring; reviewing service quality via client feedback.

On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

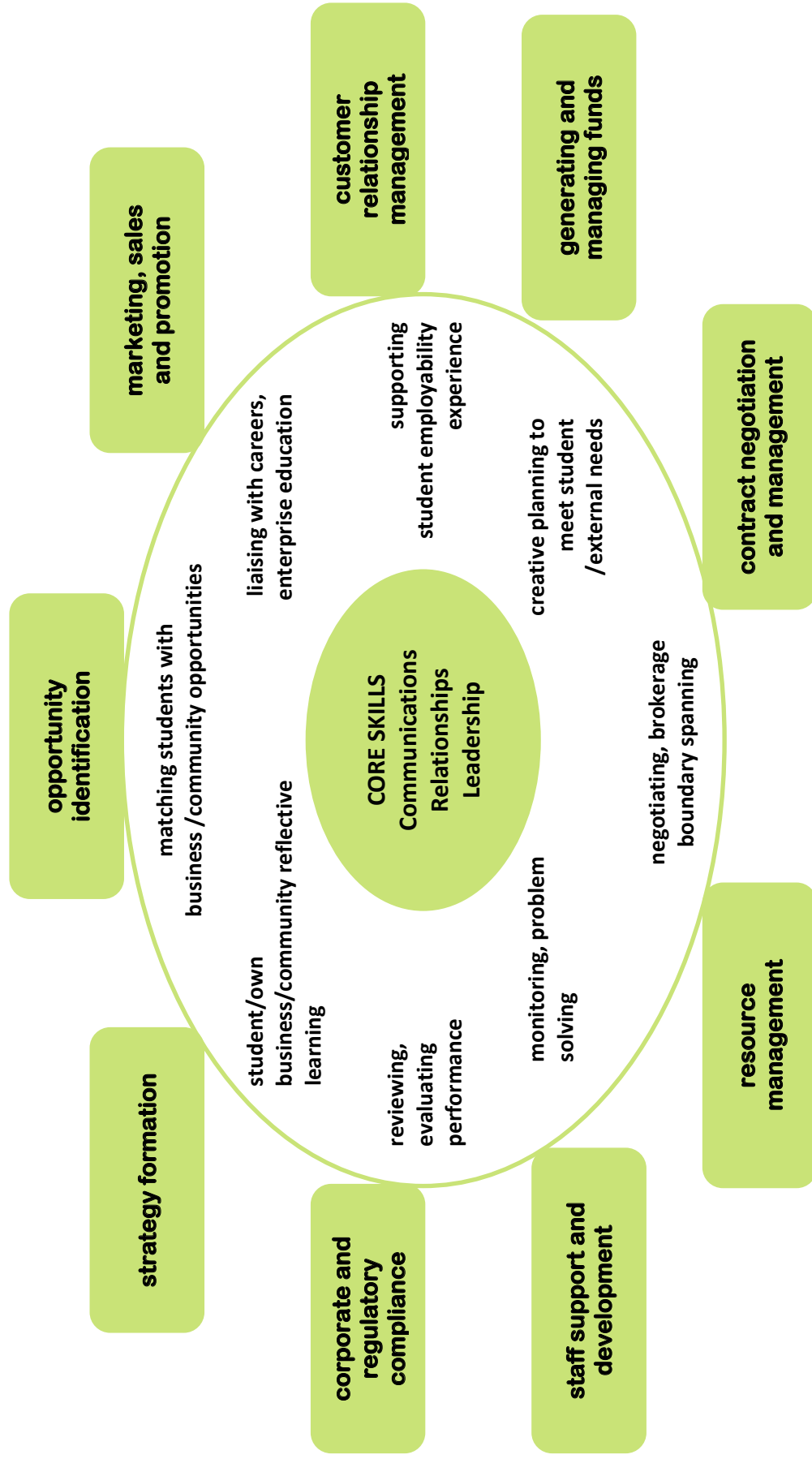
<b>Level</b>	<b>Statement of involvement in the process</b>
<b>1</b>	I assist colleagues in developing and delivering appropriate services.
<b>4</b>	I get involved in service design and development including applying for funding, scoping and fitting within the funding available, and I contribute to project plans, contracts and Service Level Agreements.
<b>7</b>	I monitor the organisation's BCE services to ensure that they align with BCE strategy, plans, funding, market and customers' needs. I apply our agreed service standards and try to improve services so they are relevant and attractive.
<b>9</b>	I have the main responsibility to ensure that the organisation's reputation for delivering quality BCE services within agreed budgets and timetables and meet customers' requirements and standards.

**Self Assessment Score -**



# OUTPUT PROCESS - Student Employability

Undergraduate, postgraduate, post-doctoral researchers. Placements, funded projects incl. research programmes, KTPs, student consultancy, showcasing, volunteering, work experience, internships, pre-start-up business support, short-term or PT employment.





## Knowledge

- Student strategies and curriculum incl. entrepreneurship, careers strategies and services
- Student/ postgraduate access, supervision, networks, interests, needs, skills, capacity, resources
- Corporate environment, its aims, drivers, needs, culture & language, strategies, structures, governance, policies, procedures, approval systems
- Business trends, needs, networks, navigation, culture, language, opportunities
- Community/audience trends, needs, reach & engagement, cultures, language, opportunities
- External opportunities for paid/volunteer student projects and linkages to curriculum
- Funding /grants /programmes to support student activity and their requirements
- Legal, fiscal and regulatory compliance requirements incl. IP and employment law
- Risk management for student placements incl. CRB check implications, health and safety
- Financial, budgetary management

## Skills

- Investigative research incl. student skills/interests and external needs, analysis and management
- Building and exploiting student-relevant networks incl. social media networks
- Effective oral/written communications incl. selling, promoting, presenting, interpreting, persuading
- Matching learning objectives between student programme and placement
- Co-ordinating, collaborating, facilitating, negotiating, brokering with/for academic team
- Project management incl. external organisations' briefs for student projects within curriculum
- Managing and providing efficient service to internal and external customers and stakeholders
- Financial acumen incl. managing budgets, valuing, costing and pricing effectively
- Grasping new concepts quickly, planning strategically
- Managing risk and reputation
- Monitoring and evaluation

## Behaviours

- Championing BCE, enterprise/ entrepreneurship and its place within the curriculum
- Having empathy, respecting others' needs & standpoints
- Being approachable, patient, diplomatic
- Providing inspiration, leadership and direction to others
- Motivating other students to participate using placement experiences
- Coaching, mentoring others
- Working as a team with academic staff
- Prioritising, "making things happen"
- Being decisive and a problem solver Student Employability



### Levels of Expertise - Student Employability

**This Process is about:** Networking with employers for opportunities; liaising with careers advisors, curriculum staff, enterprise educators and alumni; managing student/employer engagement; informing curriculum.

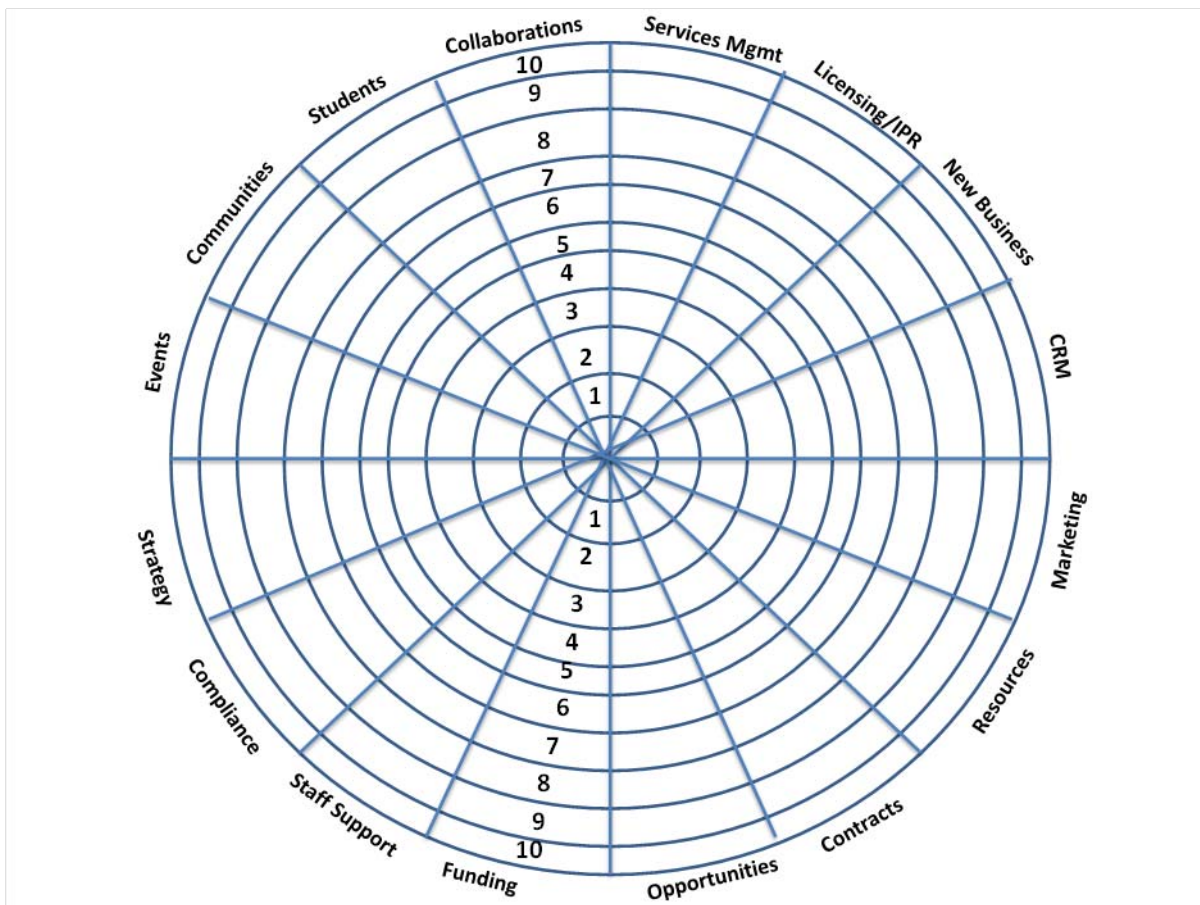
On a scale of 1 (low) to 10 (high), levels of expertise in this process are:

Level	Statement of involvement in the process
1	I contribute to enhancing student employability by interacting with external organisations, feeding back opportunities into student units and observing outcomes.
4	I actively promote students into employment (e.g. project work, placements, school secondments, work experience, internships and volunteering) and I try to ensure that an identified opportunity fits with the objectives of a student's curriculum.
7	I have some responsibility in conjunction with academic managers, for establishing an appropriate regulatory framework for external student employments which protects employer and employed. I also source and secure third party funding to support worthwhile employment opportunities.
9	I work at a strategic level To ensure that student employability remains high on the organisation's agenda, to influence curriculum choices and to form collaborations with external bodies that can provide experiences which will motivate our students in finding rewarding employment.

### Self Assessment Score -



Your overall Self Assessment Scores can be plotted here but when you have access to the Internet, register at [www.netskills.ac.uk/bcecpd2](http://www.netskills.ac.uk/bcecpd2) where you can find the on-line self-diagnostic tool and interactive resources to support your professional career and skills development planning.





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Linda Baines

Anne Craig

Philip Graham, Former Executive Director, AURIL

### **Jisc**

Bob Bell

Helen Blanchett

Marc Dobson

Simon Whitemore

Anthony Gladdish

Carl Vincent

### **Working Group**

Chris Bartlett, Licensing Executives Society

Kate Beresford, Enterprise UK

Adrian Cox, University of Southampton

Elain Crewe, University of Leicester and Universities Association for Lifelong Learning (UALL)

Sophie Duncan, National Co-ordinating Centre for Public Engagement (NCCPE)

Lara Isbel, National Co-ordinating Centre for Public Engagement (NCCPE)

Debbie Lock, University of Kingston

Oisín McNamara, AURIL Council

Lynn Martin, Manchester Metropolitan University (MMU)

Michelle Medhat, New Engineering Foundation

Siobhan Newton, University of Sheffield

Iain Nixon, New Engineering Foundation

Heather Rea, National Co-ordinating Centre for Public Engagement (NCCPE)

Razia Shariff, Third Sector Research Centre (TSRC)

Jennie Shorley, Manchester Metropolitan University (MMU)

Freda Tallantyre, Higher Education Academy



Val Woolf, University of Durham

Sue Roberts CIPD, External Advisor to the Working Group

**Advisory Group**

Fiona Armstrong, Economic and Social Research Council (ESSC)

Ian Carter, Association of Research Managers and Administrators UK (ARMA) and University of Sussex

Jarmila Davies, Welsh Government

Kim Dovell, Institute of Knowledge Transfer (IKT)

Pat Frain, University College Dublin

Andrea Grabham Universities UK

Lesly Huxley, Leadership Foundation for Higher Education (LFHE)

Janet Knowles, Eversheds

Nigel Lockett, University of Leeds

Alisa Miller, Guild HE

Alison Mitchell, Vitae

Donna Murray, University of Edinburgh

Dipti Pandya, formerly, Irish Research Council for Humanities and Social Sciences

Douglas Roberston, Newcastle University

Rachel Samuel, Higher Education Funding Council for England (HEFCE)

Amanda Selveratnum, The Training Gateway/University of York

Liz Smith, Preston College

Helen Thomas, Higher Education Academy

Tom Wakeford, Newcastle University

Pooran Wynarczyk, Newcastle University



## **Annex A - How the Framework was developed**

AURIL's professional development provision has been centred on the competency-based Framework for Knowledge Transfer (KT) which was researched and designed in 2001 and updated in 2003 and 2006. The KT Framework was based on an analysis of KT roles and responsibilities. It was designed around management competency standards, condensed into eight managing roles such as information and communications, relationships, projects, commercial interface, legal operations, problem solving and decision-making, and leadership.

### **Jisc Business and Community Engagement**

Jisc's Business and Community Engagement (BCE) programme is designed to support higher and further education institutions in their strategic management of relationships with commercial, public sector (including charities and trusts), cultural, social and civic organisations, in order to deliver services which benefit the economy and society.

In 2008, Jisc specified and funded a project "Supporting Training, CPD and Staff Exchange for Business and Community Engagement", which identified how Jisc can support and enhance CPD and training provision for BCE practitioners. The project created a pilot training support package, containing an online skills self-evaluation tool based on AURIL's KT framework and mapped to a catalogue of training and development opportunities.

### **Jisc-AURIL Led Collaboration**

In 2009, AURIL recognised that the KT landscape had changed significantly since the KT Framework was introduced. So AURIL established a working group of leading KT professional organisations and stakeholders, and issued a call for collaboration. Jisc recognised that collaborating with AURIL supporting and funding the review of the Framework in a broader context for BCE provided the opportunity to take forward the objective to support and enhance training and CPD for BCE practitioners and the development of the online self-diagnostic tool.

So a project "Supporting and Embedding Professional Development for Business and Community Engagement" led jointly by AURIL and Jisc began in September 2010 with the aim of launching the new framework and online tool in autumn 2012. The project aimed to provide an updated professional development framework for BCE together with an online self-evaluation tool to support individuals in identifying their development needs and a collection of training resources to help meet those needs. Some 27 organisations were involved in developing the Framework, through a Working Group who undertook the detailed work and a wider Advisory Group of stakeholders which acted as "critical friends".

### **Framework and Self- Diagnostic Tool development Process**

The project looked extensively at what is happening throughout the BCE sector to find out what BCE organisations and practitioners do, their roles and aims, what support is provided, the skills, knowledge and personal attributes required to be successful, how they keep up-to-date, and how they are facing the new challenges as BCE professionals. Information was from a national survey conducted in May and June 2011, alongside six focus events held across the UK. Initial findings from the survey and focus groups indicated that BCE roles share and require similar skills and attributes. From the results of the survey and the focus groups, and taking account of best practice in similar sectors, a first version of the Framework was launched at the AURIL Conference in October 2011.



Extensive feedback was received and taken into account in developing version 2 of the Framework which was issued for consultation in March 2012. Six focus groups were held around the UK in April and May 2012 supplemented with extensive one-to-one consultations with Advisory Group members and other BCE representatives. The Framework was refined and finalised in the light of the positive feedback on the approach to and structure of the Framework. The diagnostic tool has been developed by Jisc, taking account of all the consultation and feedback on the Framework and related representations of the BCE profession. It provides the online functionality to put the Framework into practice, and enable BCE practitioners and organisations to assess their professional development in BCE.





Business Engagement  
Business Development  
Consultancy  
Contract Research  
Collaborative Partnerships  
Company Formation

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Employer Engagement  
Workforce Development  
Bespoke Courses  
Co-designed curricula  
Professional Development

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Lifelong Learning Engagement  
Work-based Learning  
Community Learning  
Extra Mural Studies

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Public /Community Engagement  
Social Entrepreneurship Events,  
Libraries, Museums, Galleries,  
Festivals, Performances

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To explore the Professional  
Development Framework further,  
go to the Self-Diagnostic Tool at

<https://www.netskills.ac.uk/bcecpd2>



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