

GEM core competencies - September 2015

Reflective Thinking				
	Sector context	Audiences/users	Heritage context	Professional development
Competency	Understands and references the organisational, regional and national contexts for heritage learning – eg educational, health, environmental, social	Understands the range and needs of different heritage users and non-users	Understands the role, purpose and accountabilities of the heritage sector	Reflects on and develops own practice and contributes to the development of others
Foundation	Demonstrates an understanding of the context for heritage learning within their own work practice and/or workplace.	Understands the different audiences their organisation or clients work with and has experience of planning and delivering a learning activity for more than one audience.	Demonstrates a basic understanding of the role of the heritage organisation, its governance, collections and the context in which it operates.	Understands the importance of reflective practice and is keen to improve and learn.
	Demonstrates basic awareness of the curricula, initiatives, agendas and legal requirements that underpin the learning offer.	Can identify target audiences and non-users and has basic knowledge of some of the particular needs of, and barriers facing, specific audiences.		Engages with and keeps a record of continuing professional development and sets goals.
				Shares experiences and best practice through face-to-face and/or digital networks.
Experienced	Demonstrates an understanding of heritage learning within a wider regional or broader organisational context.	Has experience of working with several different audiences. Applies the lessons learned from own research of best practice and evaluation in planning new activities that best meet the different needs of users.	Understands and applies the values and ethics of the heritage organisation.	Engages in regular professional development to develop and deepen skills and knowledge.
	Develops the policy and plan for their area of work with reference to relevant local, regional and national policies and agendas.	Takes responsibility for engaging with new audiences and making service more accessible.	Uses all-round knowledge of the collections and/or site to improve and develop day-to-day work.	Develops and supports a culture of reflective practice within the workplace.
	Advocates effectively for the value and relevance of heritage learning within their own or clients' organisation and among some stakeholders.		Understands who the organisation's stakeholders are and can articulate the organisation's value from an understanding of its role and purpose.	Shares own expertise with others, for example through giving presentations locally and regionally, mentoring, line management and delivering training.
Leading	Demonstrates a depth of understanding of the organisational, regional and national contexts for heritage learning.	In-depth understanding of users of different ages, abilities and backgrounds and their learning needs as heritage users.	Understands the different governance models for heritage organisations and how these affect policies and operations.	Broad knowledge and skills within the sector and an active learner.
	Takes responsibility for learning and/or audience engagement policy and long-term strategies for their organisation to embed and sustain learning throughout the organisation.	Develops, implements and evaluates audience development strategy in line with organisational objectives to reach non-users and improve the quality of engagement for users.	Understands the political context and external impacts on the heritage sector and takes account of these in planning.	Evaluation and reflection are integral to everyday practice.
	Leads others in re-evaluating policy according to changing priorities and sector developments.	Analyses user research and evaluation to effect positive change across the organisation/service.	Plays a leading role in shaping and embedding the values, ethics and culture of the organisation.	Shares expertise regionally and nationally.
				Leads and inspires teams committed to professional development and reflective practice.

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Technical Practice			
	Pedagogy	Project Management	Sustainability & efficiency
Competency	Organises and delivers high quality, professional, educational activities, inspired by museum collections and heritage sites, that follow best practice	Plans and implements projects and programmes that develop and enhance learning opportunities for users and non-users	Uses resources efficiently and develops sustainable learning programmes
Foundation	Understands the essential learning theories underpinning learning activity within the heritage sector and their own organisation and is able to use collections and heritage sites effectively to inspire, engage and educate audiences.	Plans small-scale projects/activities under supervision, identifying and managing associated risks, including safeguarding needs.	Recognises the need to be accountable for public resources and uses them efficiently and responsibly.
	Identifies and delivers learning outcomes for sessions and can adapt learning activities to the age, ability and learning context of different audiences.	Is able to direct others such as volunteers, work-experience students or partner organisation staff in delivering project aims	Understands basic income and expenditure of learning service.
			Aware of and communicates opportunities to raise funds, generate income, and make savings.
Experienced	Uses comprehensive knowledge of best educational practice in the heritage sector and beyond to plan and deliver high quality learning activities, in line with organisational goals.	Plans and implements short and longer-term projects to meet organisational learning objectives, managing more complex activities in a well organised, collaborative, safe, efficient and effective way.	Manages a budget and costs projects for budgeting and fundraising purposes.
	Applies best practice approaches to learning that most appropriately and effectively interpret the site and collections to engage the visitor and encourage reflective learning.	Able to adjust to and deal with multiple demands and the unexpected competently.	Influences policies and plans around the allocation of resources for learning.
	Skilled practitioner able to facilitate learning among a wide variety of different audiences.		Experienced at raising funds externally to maximise resources.
	Articulates learning goals within the wider context of the learning and progression of the specific audience.		
Leading	Monitors quality of learning offer and challenges organisational practice.	Develops and implements major, long-term projects to fulfil organisational goals.	Allocates resources for learning programmes to ensure a sustainable service and embeds a culture of efficiency and value in the use of resources.
	Leads team in raising standards of pedagogy and initiating new approaches.	Responsible for all aspects of project management and delivers within time and budget.	Identifies and pursues opportunities for maximising use of resources through partnerships, fundraising and income generation.
	Shapes the strategic direction and learning culture of their or clients' organisations.	Assesses resource needs appropriately; recruits, commissions, partners and delegates effectively.	Contributes to business plan for organisation.
	Shares experience and influences others regionally and nationally.		

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Building Relationships				
	Communications	Collaboration	Consultation	Management & leadership
Competency	Communicates effectively with users, non-users and stakeholders to engage, educate, influence and advocate.	Works productively and creatively with others to enable and enhance learning opportunities	Empathises, enquires and negotiates effectively to assess needs, agree programmes and engage partners	Manages the heritage learning workforce to deliver high quality, professional learning programmes
Foundation	Communicates with immediate audiences and colleagues effectively to educate, inform and market events.	Works productively with individuals and teams to enable and enhance learning opportunities.	Engages with users sensitively to gain feedback. Is aware of user needs and demonstrates empathy.	Supervises, encourages and supports volunteers and freelance workers to deliver quality learning activities.
	Shares basic information and evaluation about activities to support the team.	Understands the value of working with colleagues and external partners to deliver organisational objectives.		Manages groups of different ages and abilities during learning activities.
	Adjusts communication approach to suit different audiences.			
Experienced	Communicates with range of museum stakeholders appropriately and with confidence, using a variety of media and digital channels effectively.	Motivates others, delegates where appropriate and negotiates effectively.	Initiates regular consultation with users and non-users.	Recruits and manages staff, contractors and/or volunteers to ensure delivery of an effective and high-quality learning service.
	Communicates effectively and strategically within the organisation to build a culture of openness, dialogue and informed involvement.	Understands team roles and leads, supports and collaborates effectively with colleagues and partners to achieve learning objectives.	Negotiates, develops and delivers targeted projects and programmes with sensitivity and understanding of participants' needs.	Takes account of individuals' abilities and strengths in allocating work and encourages learning and personal development.
			Reaches out to and consults non-users through developing partnerships with community and third sector organisations and formal learning organisations.	
Leading	Skilled communicator able to advocate effectively for heritage learning and the wider sector among a range of stakeholders.	Recognises the potential of working collaboratively, and networks effectively to build relationships and creative partnerships for the benefit of users.	Builds a culture of consultation with users and non-users to make the organisation more outward facing and responsive to the needs of its community.	Creates a culture in which others can develop their skills and expertise.
	Inspires, educates, influences, convinces and promotes locally, regionally and nationally, sharing a clear vision of heritage learning.	Builds a culture of collaboration within the workplace to further organisational goals.	Advocates effectively for change based on evidence of need through consultation.	Experienced in leading and managing teams, assessing operational needs and shaping the workforce to meet them.
				Motivates and manages staff to deliver high-quality, professional learning programmes.