



DFID Programme Delivery Capability Framework

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1. Background

1.1 Effective programme delivery is at the heart of enabling DFID to deliver its vision of ending extreme poverty, supporting delivery of the Sustainable Development Goals (SDGs) internationally, and tackling the global challenges of mass migration, disease, insecurity, conflict and climate change in line with the UK Aid Strategy. A Programme Delivery Capability Framework (PDCF) has been developed to support DFID in this endeavour.

What is the PDCF?

1.2 The PDCF¹ brings together in one place the most important capabilities for DFID's effective programme delivery. The PDCF has three pillars:

- A set of delivery competences critical to DFID's programming
- A set of expectations on knowledge and skills programme delivery staff must be able to demonstrate
- A self-assessment tool and blended learning offer that supports capability development

Who is it for?

1.3 The framework supports all those working on programme delivery i.e. Advisers, Programme Managers (PM) and Senior Responsible Officers (SROs). The framework will also support teams and departments to identify and recruit the right people into the right delivery roles at the right time.

What will it do?

1.4 The PDCF will deliver three sets of benefits for individuals and the organisation:

- (i) **Delivery Standards:** the PDCF articulates a common set of delivery competences, competence proficiency level expectations by grade, and related learning and development opportunities. Together, they will help sustain consistent delivery standards across DFID's programming. This in turn supports assurance that DFID's delivery capability matches its ambitions.
- (ii) **Career Paths/Human Resource Management:** the PDCF supports a common understanding across DFID of what to expect as a minimum from each programme delivery role by grade. It provides clarity for individuals on what's required to progress within programme delivery. The framework's common language will help business units identify and address capability gaps, and get the right people into the right jobs at the right time.
- (iii) **Learning and Development:** the PDCF will help colleagues identify their delivery related learning needs using a self-assessment tool and then translate them into learning and development (L&D) goals. It will also ensure that all formal learning and development offers are designed to support individuals in building their capability to meet the standards set by the PDCF.

¹ A Capability Framework describes the values, knowledge, skills, behaviours, roles and learning required for an organisation to deliver its current and future objectives. The terms project and programme are used largely interchangeably in this document.

How does the framework work?

1.5 The PDCF is divided into three parts: (i) a breakdown of each competence and what this means for individuals; (ii) a summary of the levels of proficiency expected against each competence and by grade; and (iii) a blended learning package that will support individuals develop their programme delivery competences and career paths.

What are the delivery competences?

1.6 The 8 PDCF delivery competences are:

- Managing the programme cycle
- Managing risks and issues
- Financial management
- Commercial acumen
- Monitor, learn and adapt
- Engage others
- Programme leadership
- Technical

1.7 The competences have the following levels of proficiency:

- Awareness
- Working
- Practitioner
- Expert

1.8 The delivery competence matrix is not an exhaustive list of skills and behaviours. It brings together in one place the most important capabilities for DFID in delivering programmes, and therefore the most important delivery competences for individuals. The framework is hybrid in some places, drawing on some elements of other competence frameworks. The framework is not exclusive. Where job responsibilities are technical in nature or extend beyond programme delivery, other frameworks should be used as required. The Civil Service competence framework underpins all that we do by illustrating the desired and less desired behaviours of civil servants according to grade. The PDCF highlights some competencies in the overall Civil Service Competency Framework which are particularly important for programme delivery. But staff using the PDCF should continue to consider which of the other competencies in the Civil Service Competency Framework they need to develop further.

1.9 Further information on the proficiency levels and detailed descriptions of the competences are provided in Section 2.

Personal development & career path planning in programme delivery

Four simple steps

1.10 A programme delivery competence self-assessment tool has been designed to support officers with their conversations with line managers on learning and development goals and PMF objectives. The tool should be used at the start of the year to inform and support learning activities. The four simple steps are:

Step 1 – Familiarise yourself with the PDCF

1.11 You should look at the role profile that either relates to your current grade/role and/or the grade/role you are aspiring to. Once you have selected your role profile(s), use the PDCF competence framework in this document, and if appropriate your advisory competence framework, to help you understand expectations of the role you are in and/or the roles you aspire to.

Step 2 – Complete the self-assessment using the self-assessment tool

1.12 The PDCF self-assessment tool found on [ALP](#) is designed to help you assess what your proficiency level is for each competence and then take that assessment into the learning conversation with your line manager (see section 4 for guidance on using the tool).

Step 3 – Review your self-assessment results with your line manager

1.13 Once you have completed your self-assessment, agree the results with your line manager as part of your initial objectives' and learning goals' discussion. Agree an assessment of your strengths and possible areas for development. Prioritise the competences and areas for development that best reflect your specific role and then your career aspirations (drawing on DFID's technical competences and the Civil Service competences as required).

Step 4 – Plan your programme delivery learning development

1.14 Following your discussions, you will have a good sense of your development needs. With this information to hand, refer to the PDCF Skills profile found on the next steps section of the PDCF self-assessment tool on [ALP](#). This profile sets out some of the learning and development opportunities available to support your programme delivery development. For more technical skills, you may also wish to refer to specific advisory cadre learning opportunities. Remember to use the 70:20:10 learning model as a guide when selecting your learning and development opportunities.

2. Programme Delivery Competences

<p>Managing the programme cycle <i>This competence is about understanding the tasks and obligations at each stage of the DFID programme cycle, and applying them directly, or through others depending on role, to support delivery.</i></p> <p>Why is it important? It contributes to value for money (VFM) through the effective and efficient management of project resources including DFID staff in line with Smart Rules, using DFID systems, project management tools, experience and judgement.</p>	<p>Managing Risk & Issues <i>This competence is about identifying when and how risk can be taken; applying risk management best practice; and understanding when risks become issues and taking action to respond to those issues.</i></p> <p>Why is it important? It helps us do our jobs better. It helps us manage risks which could adversely affect our staff, VFM, and reputation, and helps us to take the right actions quickly if things go wrong.</p>	<p>Financial Management <i>This competence is about managing resources effectively; promoting a culture of financial rigour and compliance; achieving VFM, transparency and accountability; and applying robust financial management and decision making throughout the project cycle.</i></p> <p>Why is it important? It is important to ensure that tax payers' money is managed properly to get the maximum impact for every pound spent.</p>	<p>Commercial Acumen <i>This competence is about maintaining a VFM focus throughout the life of the programme in all activities. It is about having a commercial mind-set to ensure all activities and services maximise the impact of each pound spent on behalf of UK tax payers.</i></p> <p>Why is it important? It is important to be able to effectively design, commission work from, and manage relationships with external delivery partners, in order to maximise the impact of each pound spent on behalf of UK tax payers.</p>
<p>Monitor, Learn and Adapt <i>This competence is about using a wide range of information to monitor and track programme results; to draw on and generate learning during the programme cycle, adopting deliberately adaptive interventions where appropriate.</i></p> <p>Why is it important? It helps staff maximise value for money by being able to use and generate evidence of what works, to track progress, make timely course-corrections as necessary, and improve our ability to respond to change in uncertain environments.</p>	<p>Engages Others <i>This competence is about establishing effective relationships, and, when needed, being able to communicate, influence, negotiate and manage stakeholder relationships in support of programme objectives.</i></p> <p>Why is it important? All staff need to be able to work and communicate effectively with others to ensure programme impact, and ongoing relevance to beneficiary needs, and HMG Overseas Development Aid (ODA) priorities.</p>	<p>Programme Leadership <i>This competence is about how programme teams and leaders create, sustain and promote a culture of empowerment and accountability, supporting and challenging each other to the best that they can in programme delivery.</i></p> <p>Why is it important? All staff need to understand what their role is in programme delivery and how they can effectively contribute to/lead the high performance of their teams.</p>	<p>Technical <i>This capability is about identifying, generating and utilising the best evidence, knowledge, technology and ideas to improve the effectiveness and impact of the UK's aid programme. This capability is delivered through the Competence Frameworks of DFID's 13 professional Advisory Cadres.</i></p>

The Programme Delivery Capability Framework Competence Proficiency Level Descriptions

Level	Description
Awareness	Has a basic knowledge of this competence, which they can apply in limited circumstances. Sometimes needs help to apply this competence when it is outside of their knowledge base.
Working	Has working knowledge and practical experience of this competence. Is self-sufficient at applying this within a restricted number of areas, or under supervision in more complex areas.
Practitioner	Has detailed knowledge and significant experience of this competence. Can apply and advise on more complicated or difficult issues in relation to this area. Is able to use their experience to assess, determine and adopt a flexible approach. Actively shares lessons learned.
Expert	Has expert knowledge and experience in this area. Is known as an expert, acknowledged by others across government and partners. Applies this competence to complex issues. Uses their knowledge and experience to review/change practice by using a wide range of tools.

2.1 It is assumed that skills identified in each level build upon its preceding level. Therefore, someone operating at “practitioner” level should have at least an understanding of the skills/behaviours/knowledge identified in the preceding working and awareness levels.

2.2 The Technical Capability competence is already delivered through DFID’s 13 professional advisory cadres at Practitioner and Expert level. Each cadre has its own technical competency framework, which includes shared competencies common to all. Programme management staff are expected to be familiar with the advisory competencies relevant to their projects and how these contribute to effective programme delivery. The competences can be found here <http://insight/People/Competencies/Pages/default.aspx>

2.3 Expert level competences for Financial Management and Commercial Acumen are to be found within finance and commercial professions. They are included here to show how and when Finance and Commercial professionals typically engage on programme delivery.

2.4 Each competence has a series of assessment indicators included in its matrix. The activities and behaviours listed under each proficiency level provide examples of what you should be able to achieve for each assessment indicator. This information will help guide you as you complete your self-assessment.

Managing the programme cycle				
Assessment Indicator	Awareness	Working	Practitioner	Expert
Design projects, deliver Business Cases	<ul style="list-style-type: none"> Understands and applies key Design Smart Rules in simple scenarios. Is aware of some straight forward approaches to project design. Understands the Business Case (BC) drafting and approval process and able to input on non-technical areas. 	<ul style="list-style-type: none"> Has a more detailed knowledge of how to implement all Design Smart Rules, uses common project design tools in a wide range of scenarios. Able to lead drafting of one or more Business Cases (BCs) (likely to be Strategic, Management & Financial) with less supervision and guidance. 	<ul style="list-style-type: none"> Has a thorough understanding of all Design Smart Rules, able to apply them using appropriate design tools in a wide range of scenarios, in complex environments; supports others to do so. Able to manage the drafting process of quality BCs for complex or sensitive programmes, securing Ministerial approval with minimal delays. 	<ul style="list-style-type: none"> Manages design and development of high value complex projects/programme or IPA Major Project; draws on industry latest design thinking and tools. Recognised as an expert in drafting and leading the production of Business Cases on a wide range of topics. Helps shape DFID thinking about best practice in BC production.
Plan, control, deliver & close	<ul style="list-style-type: none"> Understands DFID Programme Cycle and controls. Navigates Smart Rules and Smart Guides to find information about compliance and tools for delivery; applies in line with role. Uses Delivery Plans to inform own actions, and AMP/MI data to inform project status. Understands and applies closure Smart Rules in simple scenarios. 	<ul style="list-style-type: none"> Knows when to apply Smart Rules, and controls at each phase of the cycle. Depending on role, initiates and/or implements standard Smart Rules tasks. Depending on role, establishes or maintains project Delivery Plans to inform planning and task execution. Uses AMP/MI data to inform Delivery Plans, decisions and lessons. Has a more detailed understanding of all closure Smart Rules; applies them in a wide range of scenarios. 	<ul style="list-style-type: none"> Has a thorough knowledge of, and experience managing DFID's Programme Cycle, using AMP/MI data, applying Smart Rules, and associated controls across projects and programmes. Has thorough understanding of all closure Smart Rules, applies them to wide range of scenarios; support others to do so. Understands the human resources required to deliver projects; co-ordinates accordingly. 	<ul style="list-style-type: none"> Proven track record of managing and applying Smart Rules to complex, high value programmes; seen as trusted adviser; helps shape associated control framework for Business Unit. Keeps up to date with, and applies emerging best practice in programme delivery, and international development. Helps shape DFID's MI tools. Translates delivery gaps and needs into Strategic Workforce Plans as required.
Apply judgement to solve delivery problems	<ul style="list-style-type: none"> Solves problems in own immediate work area, drawing solely on Smart Rules; does not sit on problems or issues, escalates in timely manner if required. 	<ul style="list-style-type: none"> Solves routine problems at project level, using Smart Rules, and experience; seeks guidance for more complex issues. 	<ul style="list-style-type: none"> Solves a wider range of problems, using Smart Rules, and experience; uses greater creativity; supports others to do same. Seeks and applies lessons learned from other programmes 	<ul style="list-style-type: none"> Uses high degree of creativity plus experience to solve complex problems in rapidly changing situations.

Managing risks and issues				
Assessment Indicator	Awareness	Working	Practitioner	Expert
Understand and apply DFID's risk management framework	<ul style="list-style-type: none"> Familiar with DFID's risk management framework, risk categories and tools. Demonstrates curiosity and spirit of inquiry i.e. will not let anomalies or concerns go unaddressed. 	<ul style="list-style-type: none"> Has more detailed knowledge and experience of applying risk management framework, categories and tools, in line with role. Setting the scope and standards of evidence required for a comprehensive risk assessment. 	<ul style="list-style-type: none"> Applies, in line with role, risk management strategies to all projects, programmes and portfolios throughout the programme cycle and as appropriate, at all levels of the delivery chain. Uses professional judgement to assess the level of risk and the development return on projects. 	<ul style="list-style-type: none"> Designs, improves and develops processes for risks and issue management of business unit, including in complex, high risk, conflict affected environments. Actively horizon scans risk environment, feeding in to business unit planning and decisions.
Map, assess and respond to risk in a project, and its delivery chain	<ul style="list-style-type: none"> Supports visibility and mitigation of risk through maintaining risk register, sharing relevant risks with stakeholders and agreeing monitoring frequency with them. 	<ul style="list-style-type: none"> Has more experience of identifying and assessing risks, applying appropriate mitigation and escalation measures during project design, mobilisation and implementation; and implementing project controls until appropriate level of assurance is established. Is experienced in identifying and assessing the full range of fraud and fiduciary risk. Understands and identifies the risks and exposure in project delivery chains. 	<ul style="list-style-type: none"> Identifies and takes appropriate action to mitigate risks and pick up issues early, which includes preparing robust contingency actions to deal with issues. In line with role, leads identification and assessment of the full range of fraud and fiduciary risks. In line with role, ensures partners maintain appropriate risk management plans and use evolving risk knowledge to inform their approach and to maintain an appropriate control environment. 	<ul style="list-style-type: none"> Supports teams to manage risks and issues across programmes and portfolio, identifying and addressing common portfolio trends as they arise.
Undertake Due Diligence, track identified risks and review implementing partner at key stages in programme	<ul style="list-style-type: none"> Has a basic understanding of fraud, aid diversion, Counter Terrorism funding and safeguarding policies and impact on their work. 	<ul style="list-style-type: none"> Understands the basic principles and approaches of programme due diligence and safeguarding; can support assessments, follow up monitoring, in line with their role. 	<ul style="list-style-type: none"> In line with role, leads/undertakes due diligence assessments of primary partners; assesses their due diligence processes for their delivery chains, and monitors risk and action through life of project. 	<ul style="list-style-type: none"> Advises on standards expected in Due Diligence assessments: execution, analysis and recording.
Define and operate within project risk appetite, and promote risk culture across team	<ul style="list-style-type: none"> Understands relationship between risk appetite statement for portfolio, and project's risk appetite statement. 	<ul style="list-style-type: none"> In line with role, inputs and analyses risk management information for business unit programme and portfolio reports. Contributes own perspective to risk analysis of project, programme and portfolio. 	<ul style="list-style-type: none"> Supports teams to define risk appetite and to manage risks and issues across programmes, portfolios and sectors, providing expert advice on mitigation strategies for risks identified. Coaches staff 'in the moment' (i.e. as soon as an issue arises); shares lessons learned and is open and honest in conversations about risks. 	<ul style="list-style-type: none"> Assesses and proposes responses to strategic risks considering organisational objectives and risk appetite, delivery partner relationships and political landscape. Provides coaching/training to staff to improve practical knowledge.

Financial management				
Assessment Indicator	Awareness	Working	Practitioner	Expert
Understand, apply and drive compliance with financial management Smart Rules	<ul style="list-style-type: none"> Understands and can apply, in line with role, Financial Management Smart Rules. 	<ul style="list-style-type: none"> In line with role, will take responsibility for the application of financial management Smart Rules on own projects. 	<ul style="list-style-type: none"> In line with role, ensures compliance with financial management Smart Rules across programme or portfolio. 	<ul style="list-style-type: none"> Role models compliance with financial management Smart Rules, supports Business Unit and others to understand and apply.
Apply financial management control tools and follow the money	<ul style="list-style-type: none"> Understands DFID's delegated financial authorities and their implications for project design, implementation and closure. Understands why and how DFID uses financial control tools e.g. due diligence, partner reporting, financial statement reviews, audit reviews, annual audited statements, delivery chain mapping. 	<ul style="list-style-type: none"> In line with role, applies financial control tools in own projects to protect DFID resources. Monitors project/programme costs throughout project cycle and ensures all expenditure on own projects represents value for money and is spent for the purposes intended. 	<ul style="list-style-type: none"> Ensures rigour and challenge in financial control and management processes across a programme, using appropriate financial control tools as required. Manages relationships with development and delivery partners to ensure sound and credible financial management on own projects or programme. 	<ul style="list-style-type: none"> Ensures rigour and challenge in financial control and management processes throughout the Business Unit's portfolio including through engagement (challenge/support) with delivery partners. Supports adoption of best financial practice with external donors, partners and beneficiaries.
Work with financial information to manage budgets effectively and set realistic forecasts	<ul style="list-style-type: none"> Understands basic programme budgets, how they are profiled and forecast. Performs basic Aries tasks in line with role to ensure financial processes are followed and input data is robust. 	<ul style="list-style-type: none"> In line with role, provides accurate project financial information, ensuring forecasts are credible and corrective action taken e.g. re-profiling budgets or forecasts and engaging delivery partner(s) on quality of their forecasts and activity milestones. 	<ul style="list-style-type: none"> Leads team programme financial management to ensure team forecasts are credible and timely; identifies issues & trends; ensures lessons are learnt and fed back into financial management processes. 	<ul style="list-style-type: none"> Seen as an expert in handling financial data/trends/forecasts across the department/office, including through engagement (challenge/support) with delivery partners on complex issues. Leads capability development of colleagues and partners.
Understand financial concepts and tools to drive VFM and rigour at project/programme/ portfolio level	<ul style="list-style-type: none"> Understands principles of VFM and its application throughout the project cycle. 	<ul style="list-style-type: none"> Builds and/or interrogates project budgets to drive VFM during design, mobilisation, implementation and closure phase of projects. 	<ul style="list-style-type: none"> Builds and/or interrogates programme and portfolio level budgets to drive VFM during design, mobilisation, implementation and closure phase of projects. 	<ul style="list-style-type: none"> Keeps up to date with emerging best practice/thinking, trends, tools and models in and beyond DFID, and applies.

Commercial acumen				
Assessment Indicator	Awareness	Working	Practitioner	Expert
Understand, apply and drive compliance with commercial smart rules	<ul style="list-style-type: none"> Understands DFID's commercial vision and commercial management Smart Rules and how they apply to their own role in project delivery. 	<ul style="list-style-type: none"> Has more detailed knowledge and experience of applying commercial management Smart Rules, in line with their role. 	<ul style="list-style-type: none"> Has more extensive knowledge and experience of applying commercial management Smart Rules and commercial best practice, across projects and programme; supports others to do the same. 	<ul style="list-style-type: none"> Applies commercial management Smart Rules in all commercial situations; seen as trusted commercial advisor, and champion across DFID and beyond. Supports commercial learning of DFID delivery teams in their business area.
Understand, apply and drive commercial judgement to project design	<ul style="list-style-type: none"> Understands advantages/disadvantages of using different types of delivery partners, and benefits of early engagement to shape project design. 	<ul style="list-style-type: none"> Works with delivery partners to test and help shape project design, and ensure competition for DFID programmes. 	<ul style="list-style-type: none"> Has understanding of market (delivery partner) options, and choices of commercial delivery models to incentivise performance. Works with commercial staff to shape markets as required and to deliver economic policy objectives (e.g. creating opportunities for local / regional suppliers). 	<ul style="list-style-type: none"> Supports programme delivery teams to use best commercial models during project design. Works confidently with delivery partners, other UK government departments and donors to encourage collaboration that maximises value for money in the programme design phase.
Understand and apply commercial judgement to project mobilisation phase	<ul style="list-style-type: none"> Is aware of the different mobilisation (including procurement) options available, and can support activity to select the most appropriate delivery partner in line with role. 	<ul style="list-style-type: none"> Can design evaluation criteria to select the best VFM delivery partner, building commercial adaptability and flexibility into the chosen agreement delivery model. 	<ul style="list-style-type: none"> Ensures commercial approaches are applied to incentivise delivery partners (using Key Performance Indicators) and provide sufficient transparency of cost and risk (i.e. fee rates, supplier profit, etc.) throughout the delivery chain. 	<ul style="list-style-type: none"> Leads on commercial aspects of delivery partner selection. Advises on approaches to ensure effective cost transparency, and contractual agreement terms.
Understand and apply commercial judgement to project delivery and closure phases	<ul style="list-style-type: none"> Supports agreement delivery, contingency, amendment and exit plans in line with role. Understands agreement obligations, and acts only within the terms and conditions. 	<ul style="list-style-type: none"> Manages delivery partner performance and monitors agreement obligation delivery, and, in line with role, develops agreement delivery, contingency, amendment and exit plans that manage commercial risks, and maintain value secured within agreement. 	<ul style="list-style-type: none"> Ensures agreement obligations are met, and works with delivery partners to ensure appropriate levels of performance are achieved whilst adhering to DFID/Suppliers' codes of practice. Takes steps to minimise commercial risks and leads cost/benefit/risk analysis of amendments or terminations. 	<ul style="list-style-type: none"> Challenges and improves the value being delivered through commercial arrangements with delivery partners; leads dispute resolution as required.
Understand and apply commercial judgement to delivery partner/supplier	<ul style="list-style-type: none"> Aware of supplier dispute resolution options, the benefits of supplier relationship management approaches, and is 	<ul style="list-style-type: none"> Has experience of managing supplier relationships, and disputes applying DFID's staff code of practice and supply/partner code of conduct. 	<ul style="list-style-type: none"> Has extensive experience of supplier relationship/dispute management, and monitor for indicators of corruption, fraud and unethical behaviour in DFID's delivery chain. 	<ul style="list-style-type: none"> Manages strategic delivery partner/supplier relationships effectively.

relationship management.	compliant with DFID's staff code of practice.			
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Monitor, learn and adapt				
Assessment Indicator	Awareness	Working	Practitioner	Expert
Identify the data and evidence needs for a project	<ul style="list-style-type: none"> Understands the Results Chain. Demonstrates some knowledge of data collection techniques used to assess implementation. 	<ul style="list-style-type: none"> Understands the rationale for their project and its Theory of Change, evidence base and key assumptions. 	<ul style="list-style-type: none"> Leads development of results frameworks and ensures they are reviewed/updated as required. 	<ul style="list-style-type: none"> Can identify evidence gaps in the programme's theory of change. In line with role, designs and/or leads projects that respond to weak evidence, testing key assumptions and alternative approaches.
Use appropriate tools to monitor and evaluate project performance Design and apply learning approaches into the project cycle	<ul style="list-style-type: none"> Understands how the project will be monitored through its Logical Framework or equivalent Results Framework. Understands principles of monitoring and difference between internal and external monitoring. Supports project monitoring in line with Smart Rules and role. 	<ul style="list-style-type: none"> Supports use of results tools to identify impact, outcome and outputs of project. Supports development of and manages the project monitoring plan, ensuring the relevant evidence is generated as required. Uses programme data to identify changes that need to be made to the programme. Aware of intended purpose of any planned evaluation. 	<ul style="list-style-type: none"> Leads development and management of project monitoring plan, ensuring appropriate range of sources used, including where appropriate, beneficiary feedback. Ensures that evidence and lessons learned are taken account of in programme design. Builds learning and flexibility to adapt into project cycle, as well as into contracts/formal agreements with Commercial Delivery Manager support. 	<ul style="list-style-type: none"> Throughout the project life, collects and monitors different types of data and reporting so project outputs can be adapted appropriately. Ensures that any commissioned evaluation meets quality standards, findings are discussed and, if relevant, influence programme/sector decisions. Ensures structures are in place to regularly bring key stakeholders together to discuss and act on learning.
Use learning and evidence on performance to adapt programmes as necessary	<ul style="list-style-type: none"> Is aware of whether or not an evaluation is planned of the programme, and where to go for evaluation support. Aware of whether or not the programme is on track to achieve its objectives, and any annual review recommendations. 	<ul style="list-style-type: none"> Engages closely with implementing partner(s) on Annual Review process and resultant changes to outputs. Identify opportunities to share learning with others as appropriate. 	<ul style="list-style-type: none"> Demonstrates a more detailed understanding of evaluation and research approaches and when to commission as part of project design. Uses evidence generated by the programme and from outside to review the Theory of Change, making timely changes as necessary. 	<ul style="list-style-type: none"> Regularly reviews the programme's theory of change, tests assumptions, and identifies necessary changes.
Summarise learning from a programme in ways that can be used by others	<ul style="list-style-type: none"> Able to summarise lessons learned from a programme and looks for opportunities to share learning with teams. 	<ul style="list-style-type: none"> Identify opportunities to share learning with others. 	<ul style="list-style-type: none"> Identifies how learning from a project might be relevant for other programmes and shares with appropriate users. 	<ul style="list-style-type: none"> Shares learning from projects in ways that can be used by DFID and others to improve other programmes.

Engage others				
Assessment Indicator	Awareness	Working	Practitioner	Expert
Identify and assess impact of political and institutional issues	<ul style="list-style-type: none"> Has basic understanding of the interests and potential impacts of different stakeholders on a project outcome. 	<ul style="list-style-type: none"> Can assess the interests and potential impacts of different stakeholders on project outcome, and on assumptions in the project theory of change. 	<ul style="list-style-type: none"> Uses tools (e.g. political economy analysis) to assess the interests/ incentives affecting a project. Identifies opportunities to convene different interest groups in support of project outcome/programme objectives. 	<ul style="list-style-type: none"> Has strategic understanding of political and institutional forces at play, and applies during portfolio level planning and review cycles, and to the design, monitoring and implementation of projects.
Engages different stakeholders with different interests	<ul style="list-style-type: none"> Understands who the key internal and external stakeholders are; actively works with them and seeks their support as required to manage and address project and related communication needs. 	<ul style="list-style-type: none"> Maintains stakeholder relationships and communication channels professionally and effectively. Understands basic principles of, and has some experience using successful influencing and negotiating skills to meet delivery needs. 	<ul style="list-style-type: none"> Effectively presents strategic project/programme /sectoral policies to others (partner governments; donors, NGOs, x-HMG). Manages more complex stakeholder/delivery partner relationships, understanding the different perspectives, incentives and interests at play. Can find, influence and negotiate solutions to problems that support project and/or broader programme, strategic objectives. 	<ul style="list-style-type: none"> Engages confidently on complex programme/portfolio/sectoral objectives with senior level official(s) and political stakeholders in DFID and from other partners and Governments, donors, NGOs, other parts of HMG, multilaterals and international institutions. Maintains effective relationships with other government departments to ensure coherent HMG approaches. Steers senior stakeholders through complex negotiations to successful conclusions for HMG ODA objectives.
Communicate complex messages	<ul style="list-style-type: none"> Ensures, in line with role, management information is managed effectively to inform accountability, communications, and transparency commitments. Demonstrates oral and written communications skills as required by role. Able to explain what a project is trying to do, how and why. 	<ul style="list-style-type: none"> Seeks expert advice to influence strategic issues or direction which is outside level of competence. Able to communicate a project's objectives, activities and achievements clearly to a variety of audiences. Contributes effectively to project related briefing, Parliamentary Questions, Ministerial Correspondence, public enquiries, freedom of information requests etc. Identifies achievements and stories for public communications on project. 	<ul style="list-style-type: none"> Confidently, honestly, clearly and concisely informs/ influences internal investment decisions, including through high quality briefing/ business case development and reporting/ reviews. Works with Communications specialists to develop positive stories; works openly and honestly with Communications specialists when things go wrong. 	<ul style="list-style-type: none"> Able to anticipate potential criticism of a programme, and manage potential reputational risks through a strategic approach to external communication. Advises on communications strategy for a programme, based on an understanding of stakeholder interests and sensitivities.

Programme leadership				
Assessment Indicator	Awareness	Working	Practitioner	Expert
Ability to lead others	<ul style="list-style-type: none"> • Works effectively as a team member. • Understands their own role • Actively supports others to fulfil their roles, including programme leaders. • Upholds DFID and Civil Service values, and ethical standards. 	<ul style="list-style-type: none"> • Communicates the vision for, and strategic objectives of the project. • Understands and manages the project's governance structure and decision making process according to role. • Understands and clearly communicates project performance issues including successes and what is not working. 	<ul style="list-style-type: none"> • Provides leadership, direction, drive and support to projects and/or programme teams, in line with wider DFID strategic objectives and leadership best practice. • Owns strategic vision for their project or programme, depending on role. • Upholds and role models DFID and Civil Service values, and ethical standards. 	<ul style="list-style-type: none"> • Inspires team(s) and delivery partners to engage with a clear, compelling vision for the programme or portfolio. • Role models and promotes a strong culture of accountability, responsibility, and compliance in their programmes, across the Business Unit portfolio. • Leads and supports their team(s) through significant changes, shows resilience and promotes new ways of working, innovation and/or new objectives as required.
Ability to drive results	<ul style="list-style-type: none"> • Understands the vision and rationale for the programme. • Understands how their programme contributes to their Business Unit's and DFID's strategic objectives. • Flags and escalates any areas for improvement or concerns in a timely manner to the programme leader. 	<ul style="list-style-type: none"> • Proposes ideas and solutions to strengthen the project and/or how the team is managed and led. • Escalates issues when required, not waiting for formal review points in the programme cycle. 	<ul style="list-style-type: none"> • Responsible for the timely delivery of outcomes and management quality of their own project or programme. • Designs and leads the governance and decision making processes of the project or programme. • Is objective and honest about progress against results, quickly resolves, corrects or escalates project/team issues as required. 	<ul style="list-style-type: none"> • Builds a culture where it is safe to challenge; seeks and listens to feedback and challenge to assure the quality of the project/programme. • Willing to constructively challenge the status quo; question, improve how things are done.
Ability to manage self and others	<ul style="list-style-type: none"> • Understands what they are capable of and where they require more support and development in programme delivery. • Takes responsibility for the quality of their own work. • Acts in a fair, inclusive and respectful way • Aware of what constitutes breaches in DFID and Civil Service values and ethical standards, and can escalate. 	<ul style="list-style-type: none"> • Provides constructive feedback to others, in a timely manner, deals with inappropriate behaviour, respecting diversity and equality of colleagues. • Is open and candid about own strengths and areas for development and where support from colleagues might be required. • Displays an awareness of the wider impact of their actions. • Can handle concerns about breaches in DFID/Civil Service values and ethical standards. 	<ul style="list-style-type: none"> • Ensures colleagues and stakeholders have a clear understanding of objectives and timelines. • Empowers others to enable delivery. • Fosters a culture of openness and honesty about challenges. • Quick to recognise good performance. • Ensures team capability gaps are addressed as required. • Champions and values difference, diversity and inclusion ensuring fairness and opportunity for all. 	<ul style="list-style-type: none"> • Is honest and clear about what is open for negotiation/change and what has already been decided. • Where required, highlight and remedy concerns about breaches in DFID values and ethical standards within their programmes, business units and in the wider organisation.

3. Proficiency level expectations by grade

3.1 Each role profile is mapped against the delivery competence levels of proficiency expected from that role (but they should not be regarded as ceilings). These proficiency levels also serve as benchmarks in the PDCF self-assessment tool and help the user to identify capability gaps which then can inform personal development plans.

C1 Assistant Programme Officer

Competence Summary

	1.Awareness	2.Working	3.Practitioner	4.Expert
Managing programme cycle	X			
Managing Risk & Issues	X			
Financial Management	X			
Commercial Acumen	X			
Monitor, Learn & Adapt	X			
Engages Others	X			
Programme Leadership	X			

3.2 Role purpose: to provide administrative support to a programme team or teams, and to the team's projects or a selection of the team's projects depending on team portfolio size. Will generally provide support to Programme Officers, and on cross-team issues to the Deputy Programme Manager, advisers and Team Leader. Generally works within standard procedures and rules and has a basic understanding of DFID's systems and processes.

3.3 For example of a typical C1 Assistant Programme Officer role profile, click [here](#).

B2 Programme Officer

Competence Summary

	1.Awareness	2.Working	3.Practitioner	4.Expert
Managing programme cycle		X		
Managing Risk & Issues		X		
Financial Management		X		
Commercial Acumen		X		
Monitor, Learn & Adapt	X			
Engages Others	X			
Programme Leadership	X			

3.4 Role purpose: acts as a Project Officer on a number of non-complex projects, working with the Lead and other Advisers and SRO. May act as Project Officer on fewer but larger, more complex projects. Adheres to and can advise colleagues on Smart Rules compliance and standards on straightforward issues although may need advice/guidance on more complex

issues. Supports broader programme team through provision of information from their own projects, and may manage one or more team-wide tools. Understands the distinction between programme management and advisory roles and seeks input accordingly.

3.5 For example of a typical B2 Programme Officer role profile, click [here](#).

B1 Deputy Programme Manager

Competence Summary

	1.Awareness	2.Working	3.Practitioner	4.Expert
Managing programme cycle			X	
Managing Risk & Issues			X	
Financial Management			X	
Commercial Acumen			X	
Monitor, Learn & Adapt		X		
Engages Others		X		
Programme Leadership		X		

3.6 Role purpose: to support the management of a team's portfolio, in partnership with the Team leader and relevant SROs, as well as acting as Project Officer on more complex and/or higher value projects, partnering the Lead Adviser and involving other Advisers. May be a Project Officer solely on a higher value, more complex project; and/or a DFID Major Project. Adheres to and can advise colleagues on Smart Rules compliance and standards. Will support/manage B2 Programme Officers, as required.

3.7 For example of a typical B1 Deputy Programme Manager role profile, click [here](#).

A2L Programme Manager (PM)

Competence Summary

	1.Awareness	2.Working	3.Practitioner	4.Expert
Managing programme cycle			X	
Managing Risk & Issues			X	
Financial Management			X	
Commercial Acumen			X	
Monitor, Learn & Adapt		X		
Engages Others			X	
Programme Leadership			X	

3.8 Role purpose: manages a straightforward team portfolio, in partnership with the Team Leader (TLs) and relevant SROs (where the PM and SRO are not mutually exclusive), as well as providing direct project management support to complex/high value projects as Project Officer or providing project management advice and leadership at critical junctures of the Programme Delivery Cycle on colleagues' projects, e.g. design and mobilisation or closure phases. Acts as an intelligent customer and commissioner of advisory inputs

as required. Will provide support to the development of programme delivery capability of junior colleagues across a business unit. May act as a Project Officer on one or more high value, highly complex projects and/or DFID Major Project(s).

3.9 For example of a typical A2L Programme Manager role profile, click [here](#).

A2/A1 Programme Manager

Competence Summary

A2 Programme Manager

	1.Awareness	2.Working	3.Practitioner	4.Expert
Managing programme cycle				X
Managing Risk & Issues				X
Financial Management			X	
Commercial Acumen			X	
Monitor, Learn & Adapt			X	
Engages Others			X	
Programme Leadership			X	

A1 Programme Manager

	1.Awareness	2.Working	3.Practitioner	4.Expert
Managing programme cycle				X
Managing Risk & Issues				X
Financial Management			X	
Commercial Acumen			X	
Monitor, Learn & Adapt			X	
Engages Others				X
Programme Leadership				X

3.10 Role purpose: A2/A1 roles will vary across business units but the expected programme delivery capabilities should remain the same. A2/1 Band Programme Managers will ensure that best practice and compliance are applied across DFID's management of a programme or country portfolio. Grading of posts will depend on the complexity and degree of responsibility and related policy engagement associated with each post. Typically Programme Managers can be tasked to fill Team Leader roles, cross-office/departamental programme delivery and leadership roles, Deputy Head posts or a combination of these. Much will depend on the operating environment of the business unit, the size of its portfolio and the degree of complexity and risk attached to the portfolio. Typically A1s will be expected to lead programme and portfolio engagement at the higher, more strategic levels of a business unit's operation, and/or in DFID Major Projects (although this does not in any way limit A2s demonstrating similar levels of engagement).

3.11 For example of a typical A2/A1 Programme Manager role profile, click [here](#).

A Band Advisers in programme delivery

A2L Advisor

Competence Summary

	1.Awareness	2.Working	3.Practitioner	4.Expert
Managing programme cycle		X		X
Managing Risk & Issues		X		X
Financial Management	X			
Commercial Acumen		X		
Monitor, Learn & Adapt			X	
Engages Others		X		
Programme Leadership		X		

A2 Advisor

Competence Summary

	1.Awareness	2.Working	3.Practitioner	4.Expert
Managing programme cycle		X		
Managing Risk & Issues			X	
Financial Management		X		
Commercial Acumen			X	
Monitor, Learn & Adapt				X
Engages Others				X
Programme Leadership				X

A1 Advisor

Competence Summary

	1.Awareness	2.Working	3.Practitioner	4.Expert
Managing programme cycle		X		
Managing Risk & Issues			X	
Financial Management		X		
Commercial Acumen			X	
Monitor, Learn & Adapt				X
Engages Others				X
Programme Leadership				X

3.13 Delivery role purpose: DFID Advisers help identify, generate and utilise the best evidence, knowledge, technology and ideas to improve the effectiveness and impact of the UK's aid programme. Advisers have key roles in programme design, management and evaluation, and in influencing

the broader development and implementation of policy. There are 13 professional advisory cadres in DFID with their own set of professional competencies and Continuous Professional Development requirements. Where relevant they are also guided by the Policy Profession competencies. Typically each project has a Lead Adviser as well as contributing cross-cutting Advisers as required by a project's content and phases. This profile identifies the critical programme delivery responsibilities expected of a lead adviser and draws on the shared advisory competencies. This profile sets out the delivery responsibilities expected at each grade.

3.14 For example of a typical A Band Adviser in programme delivery role profile, click [here](#).

Senior Responsible Owners' (SROs) programme delivery

A Band SRO - Programme Manager

Competence Summary

	1.Awareness	2.Working	3.Practitioner	4.Expert
Managing programme cycle				X
Managing Risk & Issues				X
Financial Management			X	
Commercial Acumen			X	
Monitor, Learn & Adapt			X	
Engages Others			X	
Programme Leadership			X	

A Band SRO Advisor

Competence Summary

	1.Awareness	2.Working	3.Practitioner	4.Expert
Managing programme cycle		X		
Managing Risk & Issues			X	
Financial Management		X		
Commercial Acumen			X	
Monitor, Learn & Adapt			X	
Engages Others			X	
Programme Leadership			X	

3.16 Delivery role purpose: The Senior Responsible Owner is the named individual responsible for the vision and overall performance of a DFID project, providing leadership throughout the programme life cycle. They are normally drawn from either advisory cadres or from those working in

programme management. Their accountabilities and responsibilities are set out below. SROs are normally appointed by a head of department/office. The capabilities of the nominated individual's core delivery role, e.g. advisory or programme management, will inform the appointment. The appointment will depend on the complexity of a specific project, including its financial value and the degree of risk associated with the specific project for which the SRO will be responsible. While a range of competencies may be expected of an SRO, at a minimum DFID expects sufficient knowledge to understand the right questions to ask at each phase of the programme cycle. In appointing SROs, Heads of Department/Office will want to satisfy themselves that the right levels of capabilities are in place within a project team commensurate to the challenge presented in delivering a particular project.

3.17 For example of a typical A Band SRO's programme delivery role profile, click [here](#).

Programme Management (PM) job profile templates and guidance

3.18 BDD has developed a set of [PM job profile templates](#) which draw on the PDCF. These will help ensure that all programme management roles have clear line of sight to a common set of core programme management standards, by role and by grade. Recruitment managers should use the templates and adapt as appropriate to the context of the role that they are advertising. Guidance is available for using the templates. If you have any questions, then please email [PMProfession](#).

4. Self-assessment and learning and development resources

Capability self-assessment tool

4.1 The purpose of the individual programme delivery capability self-assessment tool is to allow you to assess how you perform against each competence for your particular role. This in turn will allow you to identify areas capability gaps which can be used to inform the learning and development discussion you have with your line manager.

4.2 It is important that you are honest when completing the self-assessment. The results will not be used to assess your performance nor your potential talent. Rather, the results of the individual self-assessment are there to help you to identify potential capability gaps which you can address through a variety of 70-20-10 learning and development resources. Being honest in your assessment means that you can help yourself to strengthen your skills and therefore do better in your current job; or strengthen your skills so you are better equipped for future jobs.

How to access the tool

4.3 The self-assessment tool is available via the [aid learning platform](#). Log on to the platform and click on the catalogue item called, 'programme delivery capability framework self-assessment tool'. Once launched, follow the instructions and complete your self-assessment.

4.4 If you are unsure where you should mark yourself, refer back to the PDCF and consider what tasks/skills you can demonstrate and where you might need additional support to development. You don't need to complete the assessment in one sitting so talk to your peers or your line manager for their input too.

What do the results show?

4.5 Once you have completed your self-assessment you will be presented with a spider diagram that shows you at a glance your own assessment against the benchmark for the role you selected.

4.6 The diagram will show you whether you exceed or are consistent with the proficiency levels you are expected to demonstrate for the role/grade you selected. Where you have scored yourself below the benchmark, then this is a capability gap that you may wish to focus your development on.

4.7 If you want to see what's required for higher grades, simply change the grade on the drop-down menu at the top of the sheet.

Team capability assessment


4.8 If you are interested in assessing your team's capability, please contact [DFIDALP](#) to request access to the team self-assessment tool and guidance.

Learning and Development Resources

4.9 Once you have completed your self-assessment and discussed the results with your line manager, you should have a better idea of what are your learning and development needs. Now you are ready to think about how to meet these needs and future career aspirations.

4.10 In DFID we follow the 70-20-10 model of learning. This means:

- 70% of the most effective workplace learning is learning-by-doing or experience
- 20% is learning from other people
- Only 10% is what we traditionally think of as learning, which is formal classroom-learning or e-learning through a specific course.

4.11 While the programme delivery capability learning and development offer does include formal face-to-face learning, emphasis is for the main part on development to take place 'on the job' in roles with objectives that are stretching. Charles Jennings' video explains how the  [70/20/10 learning guideline](#) can provide a new way to think about your learning.

4.12 The Aid Learning Platform provides a catalogue of formal learning opportunities available and broken down by competence.