

Glossary



<p>Competence</p>	<p>In this context, competence is the combination of attitude, skills and knowledge. There is general agreement within the World Class Coalition that there is a set of generic core skills required by regulators irrespective of the function within which they regulate: it is primarily only their underpinning technical knowledge that differs, depending on specialism.</p>
<p>Competency Frameworks</p>	<p>These describe the application of the regulatory competence standards to local regulation. The competency framework for housing, for example, comprises the core regulatory skills section and the housing technical knowledge section.</p>
<p>Competency Project</p>	<p>This is the work led by LBRO, in partnership with the World Class Coalition, to introduce a common approach to regulatory competence. The aim is to ensure that the needs of regulators in local authorities and elsewhere are identified and addressed through self-assessment; via simple, flexible and user friendly web-based tools that can be used in conjunction with existing approaches; with innovative and cost-effective solutions; and as an integral part of continuous professional development.</p>
<p>GRIP</p>	<p>The Guidance for Regulators – Information Point (GRIP) is part of the LBRO website. It identifies resources to help regulators meet their development needs in a cost-effective way. It mirrors the RDNA structure, providing links to 12 types of learning material.</p>
<p>Modules</p>	<p>These are part of the structure of the RDNA self-assessment tool, which is reflected in the GRIP. The sections (e.g. the core skills sections; the housing section; the food section etc) are each subdivided into a number of modules, which are further divided into statements.</p>
<p>Indicators of Competency</p>	<p>Each skill within the two core skills sections has a set of competency indicators, which highlight what 'effective' looks like for that particular skill.</p>
<p>Regulatory Competence Standards</p>	<p>These define competence for qualified regulators professionals in terms of their generic skills and technical knowledge. Launched in November 2011, they underpin a single nationally recognised approach to regulatory competency that will simplify the regulatory system. They continue to evolve, shaped by users and stakeholders.</p>

RDNA	The Regulators' Development Needs Analysis (RDNA) self-assessment tool is a website that contains the competency frameworks covering a range of local authority regulatory functions, and provides a process enabling regulators to identify development needs in relation to their specific roles.
Sections	These are part of the structure of the RDNA self-assessment tool, which is reflected in the GRIP . The sections (e.g. the core skills sections; the housing section; the food section etc) are each sub-divided into modules , which are further divided into statements .
Statements	These are part of the structure of the RDNA self-assessment tool, which is reflected in the GRIP . The sections are each sub-divided into modules , which are further divided into statements. Regulators consider their existing skills and knowledge against what is specified in the statements during the process of identifying development needs.
World Class Coalition	This was established by LBRO in 2008 to simplify the complex regulatory system. It comprises 18 professional and representative bodies, including national regulators. LBRO is leading work in partnership with the World Class Coalition to introduce common regulatory competence standards , underpinned by a robust development process and comprehensive learning resources. The overall approach to competency is closely linked with the relevant qualifications frameworks provided by the professional bodies – including the Chartered Institute of Environmental Health and the Trading Standards Institute – and supported by the key players in the local and national regulatory landscape, giving transparency and confidence to all.