

Secondment Achievement Record Grade 11

Please use this form as required to record the achievements, progress and development of the secondee throughout the secondment. Sections 2 and 3 contain the skills and attributes identified for a Grade 11 administrative role. Please adapt the skills to suit the seconded role.

Section 1: SUMMARY

Name:	Dates of secondment:
Home Department:	Host Department:
Home line manager or equivalent:	Host line manager or equivalent:
Substantive role and grade:	Seconded role and grade:

Brief summary of role undertaken by secondee

'Host' line manager to comment on how the secondment went, including particular achievements and strengths, useful feedback for secondee and/or their home department

Secondee to comment on how they felt the secondment went, including achievements, challenges, what worked well

Future development needs, including any skills that could be built on following return to home dept, any new areas that have been identified during the secondment.

Signed (Host line manager) _____ Signed (secondee) _____ Signed (Host line manager) _____

Date of review _____

Section 2: SKILLS

Skill area	Skills	Dev't need at start	Dev't achieved during secondment	Please comment on progress made and achievements in relevant skill areas
Resource Management (people/finance)				
<i>Resource allocation and budgeting</i>	Direct operations involving high level financial planning and resource allocation.			
<i>Financial regulations</i>	Oversee compliance with financial regulations and best practice and contribute to the update of financial regulations and central practices.			
<i>Financial planning</i>	Oversee the strategic financial planning process.			
<i>Business cases</i>	Prepare and manage the delivery of complex business cases, funding applications and tenders.			
HR Operations				
<i>Issues and processes</i>	Oversee management of HR-related issues and processes and promote best practice at senior level in line with University policy and legislation.			
<i>Discipline and grievance</i>	Participate actively in University grievance, disciplinary, grading and appeal processes and Employment Tribunals.			
<i>Recruitment</i>	Chair local selection panels and participate in University appointment panels.			
<i>Legislation and best practice</i>	Use knowledge of policy and legislation to develop compliant local procedures. Advise and guide on specialist employment related issues.			
<i>Workforce planning</i>	Lead strategic inclusive workforce planning.			
Research Administration				
<i>Funding applications</i>	Oversee submission of funding applications and responses to national research review exercises.			
<i>Co-ordinate administrative support</i>	Oversee administrative support for research activity.			
<i>Compliance with ethical guidelines</i>	Oversee delivery of administrative strategies, processes and guidelines to ensure that research activity is compliant with ethical guidelines and relevant legislation.			
<i>Contract negotiation</i>	Negotiate contracts with funders with respect to IPR and fEC.			
<i>Multiple institutions</i>	Co-ordinate applications across multiple institutions.			
Teaching and Learning Support				
<i>Materials and curriculum development</i>	Oversee all aspects of teaching and learning support.			
<i>Quality assurance</i>	Deputise for QAA.			
Facilities Management				
<i>Maintenance</i>	Oversee maintenance and management of multiple facilities.			
<i>Estate management strategy</i>	Develop strategy relating to local estate.			
<i>Health, safety and security</i>	Manage all matters arising from health, safety and security issues.			
Committee Skills				
<i>Service and chair</i>	Service, participate in and chair committees and groups at University and national level.			
<i>Advise and brief</i>	Deliver expert advice, guidance and briefings to senior University members and the wider HE community on issues relevant to committee business.			
<i>Oversee outputs</i>	Define and oversee the focus and outputs of local and University committees to ensure that appropriate priorities and objectives are met.			

Skill area	Skills	Dev't need at start	Dev't achieved during secondment	Please comment on progress made and achievements in relevant skill areas
Analysis and Investigation				
<i>Gather data</i>	Identify the appropriate method of analysis or investigation.			
<i>Analyse</i>	Conduct complex analysis and investigation of data, including for benchmarking purposes, and source additional information when required.			
<i>Review and report</i>	Monitor, review and report on analysis.			
Policy, Process and Systems				
<i>Policy/systems development</i>	Initiate and manage development and implementation of new policy and processes at local and University level.			
<i>Policy advice</i>	Provide strategic policy advice and guidance at senior level on University and national issues.			
Training, Facilitation and Presentation				
<i>Briefings and presentations</i>	Deliver and facilitate presentations, briefings, training sessions and events to a diverse, senior audience both internal and external to the University.			
Customer Service and Public Relations				
<i>Identify publicity opportunities</i>	Work with external bodies and partners to raise the profile of the University.			
<i>Publicity activity</i>	Proactively publicise the work of the University via contribution to open programmes and collaborative projects.			
<i>Review of service</i>	Provide expert advice on the changing requirements of the University and external clients and on how to adapt the level and nature of service accordingly.			
IT				
<i>Software skills</i>	Competently use Microsoft Office, web-based database systems and specialist software, e.g. CHRIS, pFACT, Microsoft Project.			
<i>Database skills</i>	Contribute to the design and management of specialist databases and systems, e.g. CamSIS.			
Organisation and Time Management				
<i>Prioritising</i>	Prioritise a range of complex tasks for self and wider team, taking account of diverse and conflicting organisational needs; delegate effectively.			
<i>Improving organisational systems</i>	Lead the strategic development and implementation of new structures and systems for effective use of resources.			
Project Management				
<i>Project leadership</i>	Identify, lead and oversee large-scale projects, (e.g. at a level of up to £1m involving multiple stakeholders.)			

Please list additional skill areas appropriate to the role

Section 3: ATTRIBUTES

Attribute	Positive Indicators	Devt need at start	Devt achieved during secondment	Please comment on progress made and achievements in relevant attribute areas
<p>1) Communication</p> <p>A: Communicates persuasively with senior members of the University, the relevant Committees, and with people at all levels across the University and outside the University in the UK and worldwide as appropriate.</p>	<p>Develops communication strategies and mechanisms which ensure that important messages are cascaded in a consistent, clear and timely way across the University and externally as appropriate.</p> <p>Presents verbal and written proposals and updates to senior members of the University clearly and persuasively</p> <p>Disseminates and explains management decisions and policy and the reasons behind them to those at all levels in the University</p> <p>Communicates a compelling view of the future which provides direction for the University</p> <p>Responds convincingly and authoritatively to questions and concerns in particular from senior management colleagues</p>			
<p>2) Relationship Building</p> <p>A: Builds and manages mutually beneficial partnerships and networks, both internally and externally, to create opportunities for the University. Works effectively with senior management colleagues and seeks opportunities for enhancing the effectiveness of teams.</p>	<p>Builds and maintains close working relationships with senior members of the University to act in the interests of the University as a whole</p> <p>Engages stakeholders and agrees appropriate action plans.</p> <p>Anticipates and identifies ways in which the University can collaborate with partners to address current and future challenges, providing the structures and processes to enable this.</p> <p>Maintains and draws upon a network of contacts in influential or specialist positions.</p> <p>Provides active support to own management team, ensuring that they have the information they need to make decisions.</p> <p>Identifies overlaps of activity within the University and opportunities for synergies across institutions.</p> <p>Focuses team building on achieving high performance.</p> <p>Actively engages and supports teams within own area of responsibility.</p>			
<p>3) Valuing Diversity</p> <p>Considers and respects the ideas, circumstances and feelings of others. Treats everyone with fairness and respect, adhering to the principles of diversity and inclusion.</p>	<p>Promotes an inclusive environment which values equality of opportunity and diversity</p> <p>Role models the highest standards of behaviour.</p> <p>Challenges or reports inappropriate attitudes, language and behaviour that is abusive, aggressive or discriminatory</p> <p>Acknowledges and respects a broad range of social and cultural customs, beliefs and values within the law</p> <p>Demonstrates mutual respect, tolerance and integrity</p> <p>Listens to and respects others' views and opinions</p>			

Attribute	Positive Indicators	Devt need at start	Devt achieved during secondment	Please comment on progress made and achievements in relevant attribute areas
<p>4) Achieving Results</p> <p>A: Demonstrates a willingness to take difficult strategic decisions and an ability to resolve complex problems. Provides direction on how to manage conflicting priorities and tensions.</p>	<p>Makes decisions by logically evaluating all relevant factors and applying a range of analytical techniques</p> <p>Gathers information and ideas from external sources to benefit the University</p> <p>Considers the impact on the University as a whole when taking difficult decisions</p> <p>Sets stretching performance standards and measures which align with strategic objectives</p> <p>Creates a performance culture in which activity is continuously reviewed and improved</p> <p>Takes ownership for the work within the institution to deliver on time, within budget and agreed quality standards</p> <p>Provides assurance to the most senior members of the University on performance and achievement against the University's priorities</p> <p>Analyses financial and statistical data to identify the University's strategic progress and priorities.</p> <p>Considers complex or conflicting data and different perspectives before making a decision on the way forward.</p> <p>Makes and sees through sensitive, unpopular or controversial decisions</p> <p>Takes calculated risks and develops an approach for mitigating risk</p>			
<p>5) Strategic Focus</p> <p>B: Takes a strategic view and creates long-term plans for the institution/area of responsibility. Promotes a shared vision for the University</p>	<p>Shows an awareness of political, economic and legislative trends and their effect on the University.</p> <p>Creates a vision for the future which supports the aims and objectives of the University.</p> <p>Formulates plans which translate strategy into action.</p> <p>Thinks beyond own specialist area or function, understanding the impact of actions on other areas of the University.</p> <p>Works to influence the University's strategy, direction and culture to increase effectiveness for the future.</p> <p>Considers long-term issues, even when having to respond to changing circumstances</p>			
<p>6) People Development</p> <p>B: Encourages and facilitates the learning and development of others. Demonstrates enhancement of individual and team potential through giving clear direction, guidance and feedback on performance. N.B. Some elements of the positive indicators may not apply to roles that do not have line management responsibility.</p>	<p>Demonstrates understanding of the talents, capabilities and needs of staff and matches these to development opportunities.</p> <p>Provides opportunities for staff to learn and progress their careers, providing advice and guidance where appropriate.</p> <p>Creates an environment where staff are clear on what is expected of them and are motivated to achieve results.</p> <p>Fairly and accurately assesses performance using the Staff Review and Development Scheme, giving constructive and developmental feedback.</p> <p>Manages performance shortfalls in a timely and supportive manner.</p> <p>Helps people identify and develop their strengths and development needs.</p> <p>Shares knowledge with staff and creates opportunities for coaching and mentoring.</p> <p>Encourages staff to see the development opportunities in everyday activities and manages their development expectations.</p> <p>Supports and encourages use of the services of Personal and Professional Development.</p>			

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<p>7) Negotiating and Influencing</p> <p>B: Negotiates and influences at senior management level using persuasive arguments. Identifies clear aims in negotiations and achieves satisfactory outcomes.</p>	<p>Successfully persuades and influences at senior management level through building support amongst colleagues and considers the reactions of stakeholders.</p> <p>Negotiates satisfactory solutions on broad or complicated issues with stakeholders.</p> <p>Gains support before presenting proposals.</p> <p>Involves people who have positive attitudes to help secure the commitment of others.</p> <p>Prepares ideal, realistic and fallback positions.</p> <p>Anticipates possible issues, objections and consequences</p>			
<p>8) Innovation and Change</p> <p>A: Fosters a culture of innovation to build the University's capability. Identifies and champions new approaches for improving organisational results and achievement</p>	<p>Tackles strategic challenges with resourcefulness and creative solutions.</p> <p>Draws on ideas and information from external organisations and networks to improve organisational outcomes.</p> <p>Ensures that senior managers are responsible for capturing and disseminating learning and knowledge.</p> <p>Builds capability by promoting the development of new techniques.</p> <p>Drives innovation within institution.</p> <p>Encourages and supports managers to take responsibility for innovation and change.</p> <p>Identifies areas within the University that need to be changed.</p> <p>Demonstrates a personal belief in and commitment to change.</p> <p>Assesses the likely benefit and effect of change before initiating it.</p> <p>Encourages people to question methods and propose more effective alternatives</p>			