

Secondment Achievement Record Grade 9

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 9 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	Devt need at start	Devt achieved during secondment	Please comment on progress made and achievements in relevant skill areas
Resource Management (people/finance)				
<i>Resource allocation and budgeting</i>	Manage financial and people resource allocation and monitoring processes.			
<i>Financial regulations</i>	Understand and oversee compliance with financial regulations.			
<i>Financial procedures</i>	Recommend and implement updates to local financial procedures.			
<i>Financial planning</i>	Deliver strategic financial planning advice.			
<i>Business cases</i>	Prepare and manage 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 in line with University policy and legislation.			
<i>Discipline and grievance</i>	Participate actively in University grievance, disciplinary, grading and appeal processes.			
<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.			
Research Administration				
<i>Funding applications</i>	Review and co-ordinate submission of funding applications and responses to national research review exercises.			
<i>Co-ordinate administrative support</i>	Co-ordinate and manage administrative support for research applications.			
<i>Compliance with ethical guidelines</i>	Provide input to the development and implementation of administrative strategies, processes and guidelines to ensure that research activity is compliant with ethical guidelines and relevant legislation.			
Teaching and Learning Support				
<i>Materials and curriculum development</i>	Oversee all aspects of local teaching and learning support in relation to curriculum delivery. Prepare course materials where appropriate and contribute to curriculum development and design as required.			
<i>Quality assurance</i>	Administer and monitor quality assurance mechanisms.			
Facilities Management				
<i>Maintenance</i>	Assess long term requirements of each facility and oversee implementation of maintenance and refurbishment programmes.			
<i>Estate management strategy</i>	Oversee estate management issues and development plans at local level and contribute to University level estate planning.			
<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 local and University level.			
<i>Advise and brief</i>	Deliver expert advice, guidance and briefings to senior University members on issues relevant to committee business.			
<i>Oversee outputs</i>	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 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>	Develop and implement new and existing policy and processes at local level.			
<i>Policy advice</i>	Provide expert advice and guidance on areas of specialism to shape University policy, processes and systems.			
Training, Facilitation and Presentation				
<i>Briefings and presentations</i>	Deliver presentations, briefings and training sessions in a wide variety of areas to colleagues and participants.			
<i>Facilitation</i>	Facilitate meetings and events at local and University-wide level.			
Customer Service and Public Relations				
<i>Fundraising</i>	Oversee and co-ordinate fundraising activities and identify potential funding sources.			
<i>Identify publicity opportunities</i>	Identify marketing and publicity opportunities both within the University and nationally.			
<i>Publicity materials</i>	Contribute to University level publicity material and events.			
<i>Publicity activity</i>	Proactively publicise the work of the University via contribution to University wide initiatives and collaborative projects.			
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, Recruitment Admin System (RAS).			
Organisation and Time Management				
<i>Prioritising</i>	Prioritise own work and that of wider team, taking account of diverse and conflicting organisational needs; delegate effectively.			
<i>Improving organisational systems</i>	Manage the development and implementation of new structures and systems for effective use of resources.			
Project Management				
<i>Project leadership</i>	Identify, lead and oversee medium-scale projects, (e.g. at a level of up to £100k involving multiple stakeholders.)			

Please list additional skill areas appropriate to the role

Section 3: ATTRIBUTES

Attribute	Positive Indicators	Dev't need at start	Dev't achieved during secondm't	Please comment on progress made and achievements in relevant attribute areas
1) Communication B: Communicates effectively and appropriately with senior management, external partners and with people at all levels across the University and outside the University in the wider community	<p>Explains complex issues, in a way that is easy to understand.</p> <p>Works collaboratively with senior management to ensure that consistent messages are cascaded appropriately.</p> <p>Prepares communications for and on behalf of senior members of the University.</p> <p>Produces well-structured reports and written summaries.</p> <p>Ensures that important messages are being communicated and understood within the University and outside the University as appropriate.</p> <p>Communicates fluently and persuasively as required.</p> <p>Delivers difficult messages sensitively.</p>			
2) Relationship Building B: Develops and maintains existing partnerships. Builds teams and identifies means of enhancing their effectiveness	<p>Engages with stakeholders to conduct joint working activity, to agree and action complex issues.</p> <p>Understands the links between the University's work and that of partners, using this knowledge to inform own work.</p> <p>Identifies opportunities for leveraging existing partnerships or developing new ones that will support the work of both organisations.</p> <p>Sets up teams or working groups and involves them in achieving goals.</p> <p>Works inside and outside own team to share ideas and information where appropriate.</p> <p>Visibly assists their team to remove barriers, particularly in the face of complex tasks or high demands.</p> <p>Identifies common goals and interests, and uses these to unite teams</p> <p>Gains commitment from others by consulting and involving them.</p> <p>Understands relationships within the team and the way that different team members work together.</p>			
3) Valuing Diversity 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>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	Dev't need at start	Dev't achieved during secondm't	Please comment on progress made and achievements in relevant attribute areas
4) Achieving Results B: Identifies and manages important issues and problems effectively. Plans and monitors the work of others and takes accountability for their levels of performance and success. N.B. Some elements of the positive indicators may not apply to roles that do not have line management responsibility.	<p>Makes decisions following careful analysis of the issue and by challenging assumptions to ensure that information is accurate.</p> <p>Produces effective responses in difficult situations and resists pressure to make quick decisions where full consideration is needed.</p> <p>Develops strategies for overcoming barriers and seeks opportunities for early resolution of issues.</p> <p>Promotes the importance of identifying and managing risk.</p> <p>Sets clear goals and milestones, establishing importance and urgency.</p> <p>Provides clear direction and ensures that staff know what is expected of them.</p> <p>Demonstrates measurable individual and team progress against relevant institution goals.</p> <p>Identifies performance issues within area of responsibility and establishes interventions to ensure delivery to plan and targets.</p>			
5) Strategic Focus B: Takes a strategic view and creates long-term plans for the institution/area of responsibility. Promotes a shared vision for the University	<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>			
6) People Development 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>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>			

Attribute	Positive Indicators	Dev't need at start	Dev't achieved during secondm't	Please comment on progress made and achievements in relevant attribute areas
<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>B: Supports, promotes and implements change. Encourages the adoption of new methods and overcomes barriers to acceptance. N.B. Some elements of the positive indicators may not apply to roles that do not have line management responsibility.</p>	<p>Explores new and innovative ways of working and drives innovation within own area.</p> <p>Introduces new ways of working and overcomes resistance through involving people and demonstrating the benefits.</p> <p>Encourages staff to identify improvements to systems and services and to take these forward.</p> <p>Communicates the desire for the institution to succeed through original thinking.</p> <p>Draws on networks to identify new methods and techniques.</p> <p>Identifies people with the ability to accept change and supports those who find it difficult to adapt.</p> <p>Demonstrates understanding of people's fear of change.</p>			