**Fast Stream End of Posting Development Record**

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| **SECTION 1: POSTING DETAILS** | |
| Name of Fast Streamer | David Tagg-Oram |
| Role title | Home Office Biometrics Business Case Developer |
| Department | Home Office |
| Location (please specify town or city) | London |
| Region | London |
| Year and Posting number (e.g. Y1P2 for “year 1, posting 2”) | Y1P2 |
| Dates of posting (dd/mm/yyyy) | From: 02/03/2015 To: 28/08/2015 |

**Guidance on completing this form**

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| **Core Skill Descriptors** |
| **Skill level attained:**  **Awareness:** Exposure to the core skill area; but **limited practical experience** e.g. working in a team that focuses on the core skill area but not personally working in a role that offers this.  **Understanding:** Practical experience of core skill area. **Understanding of key issues and their implications** for the organisation and able to ask relevant and constructive questions on the subject.  **Knowledge:** **Detailed knowledge** of the core skill area (rather than the subject matter/policy area) and capable of providing guidance and advice to others  **Expertise:** Extensive and substantial practical experience and applied knowledge of the subject. Will normally be **seen as the professional lead / expert** for the core skill (including outside their immediate team) |
| **Actual skill use:**  **Internal Stakeholders**: core skill area mainly used within the department / executive agencies etc.    **External Stakeholders**: core skill area mainly used outside the department  **Both:** core skill area used both within and outside the department |

1. Under “Evidence of core skills development within the posting” please give 2-3 example situations which between them provide evidence against all the core skills used in this role. The text limit for these examples is 500 words in total (not 500 words each). For example, one activity (designing a website) might demonstrate both digital skills and commercial skill (procurement, value for money). This should be a summary paragraph, not a detailed explanation. This form is read in conjunction with your PMR; you do not need to repeat what you have already written there, but should just summarise the areas of work that have supported your skill development.
2. Under “Areas to work on and develop” please give 2-3 areas for development. The text limit for these is 300 words in total (not 300 words each). This should not be a list of the things you haven’t done yet. Please think about your strengths and areas where you feel you need to improve.

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| **SECTION 2: DaT SKILLS & KNOWLEDGE** | | | | | | | | | | | | | | | | | | |
| **1. STRATEGY AND POLICY** | | | | | | | | | | | | | | | | | | |
| **Overall skill attained in this role: 1 Awareness** | | | | | | | | | | | | | | | | | | |
|  | | | | Actual skill exposure in role | | | | | | Actual skill level attained in role | | | | | | Actual skill use | | |
| ☐ Drafting | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | |
| ☐ Briefing | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | |
| ☐ Research | | | | 1 Limited Exposure | | | | | | 1 Awareness | | | | | | Internal | | |
| ☐ Working with Ministers | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | |
| ☐ Bills and Legislation | | | | 1 Limited Exposure | | | | | | 1 Awareness | | | | | | Internal | | |
| ☐ Policy Evaluation | | | | 1 Limited Exposure | | | | | | 1 Awareness | | | | | | Internal | | |
| ☐ Parliamentary Questions/FOIs | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | |
| **2. PRODUCT DESIGN** | | | | | | | | | | | | | | | | | | | |
| **Overall skill attained in this role: 0 - N/A** | | | | | | | | | | | | | | | | | | | |
|  | | | | | Actual skill exposure in role | | | | | | Actual skill level attained in role | | | | | | Actual skill use | | |
| **Interaction Design** | | | | | | | | | | | | | | | | | | | |
| ☐ Design techniques and tools | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | |
| ☐ User requirements | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | |
| ☐ Digital concepts | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | |
| ☐ Coding (HTML, CSS, JS) | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | |
| **Product Management** | | | | | | | | | | | | | | | | | | | |
| ☐ Product strategy | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | |
| ☐ Planning and delivery | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | |
| ☐ User requirements | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | |
| **3. USER RESEARCH** | | | | | | | | | | | | | | | | | | |
| **Overall skill attained in this role: 0 - N/A** | | | | | | | | | | | | | | | | | | |
|  | | Actual skill exposure in role | | | | | | | Actual skill level attained in role | | | | | | Actual skill use | | | |
| ☐ Research sessions | | 0 No exposure | | | | | | | 0 - N/A | | | | | | Choose an item. | | | |
| ☐ User research techniques and tools | | 0 No exposure | | | | | | | 0 - N/A | | | | | | Choose an item. | | | |
| ☐ User requirements | | 0 No exposure | | | | | | | 0 - N/A | | | | | | Choose an item. | | | |
| ☐ Surveys | | 0 No exposure | | | | | | | 0 - N/A | | | | | | Choose an item. | | | |
| **4. CONTENT & ANALYSIS** | | | | | | | | | | | | | | | | | | |
| **Overall skill attained in this role: 1 Awareness** | | | | | | | | | | | | | | | | | | |
|  | | | | | | Actual skill exposure in role | | | | | | Actual skill level attained in role | | | | | | Actual skill use | | |
| **Content Design** | | | | | | | | | | | | | | | | | | |
| ☐ Writing and publishing | | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. |
| ☐ Planning and delivery | | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. |
| ☐ Information architecture | | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. |
| ☐ Analytics | | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. |
| **Performance analysis** | | | | | | | | | | | | | | | | | | |
| ☐ Analysis techniques and tools | | | | | | 1 Limited Exposure | | | | | | 1 Awareness | | | | | | Both |
| ☐ Monitoring and reporting | | | | | | 3 Regular Exposure | | | | | | 2 Understanding | | | | | | Both |
| ☐ User journeys | | | | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. |
| **Business analysis** | | | | | | | | | | | | | | | | | | |
| ☐ User requirements | | | | | | 2 Some Exposure | | | | | | 1 Awareness | | | | | | Both |
| ☐ Delivery methods | | | | | | 3 Regular Exposure | | | | | | 2 Understanding | | | | | | Both |
| ☐ Digital and technology concepts | | | | | | 4 Constant Exposure | | | | | | 3 Knowledge | | | | | | Both |
| ☐ Business realisation | | | | | | 2 Some Exposure | | | | | | 1 Awareness | | | | | | Both |
| **5. AGILE DELIVERY** | | | | | | | | | | | | | | | | | | |
| **Overall skill attained in this role: 0 - N/A** | | | | | | | | | | | | | | | | | | |
|  | | | Actual skill exposure in role | | | | | | Actual skill level attained in role | | | | | | Actual skill use | | | |
| ☐ Delivery | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | | |
| ☐ Product management | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | | |
| ☐ Track and prioritise | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | | |
| ☐ Promote and engage | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | | |
| **6. SOFTWARE ENGINEERING** | | | | | | | | | | | | | | | | | | |
| **Overall skill attained in this role: 1 Awareness** | | | | | | | | | | | | | | | | | | |
|  | Actual skill exposure in role | | | | | | | Actual skill level attained in role | | | | | | Actual skill use | | | | |
| **Development** | | | | | | | | | | | | | | | | | | |
| ☐ Coding languages | 0 No exposure | | | | | | | 0 - N/A | | | | | | Choose an item. | | | | |
| ☐ Product build | 2 Some Exposure | | | | | | | 2 Understanding | | | | | | Internal | | | | |
| ☐ Environments | 2 Some Exposure | | | | | | | 2 Understanding | | | | | | Internal | | | | |
| **Quality Assurance** |  | | | | | | |  | | | | | |  | | | | |
| ☐ Testing strategy | 1 Limited Exposure | | | | | | | 1 Awareness | | | | | | Internal | | | | |
| ☐ Testing process | 1 Limited Exposure | | | | | | | 1 Awareness | | | | | | Internal | | | | |
| ☐ Software development process | 1 Limited Exposure | | | | | | | 1 Awareness | | | | | | Internal | | | | |
| ☐ Testing across environments | 1 Limited Exposure | | | | | | | 1 Awareness | | | | | | Internal | | | | |
| ☐ Acceptance criteria | 1 Limited Exposure | | | | | | | 1 Awareness | | | | | | Internal | | | | |
| **7. OPERATIONS** | | | | | | | | | | | | | | | | | | |
| **Overall skill attained in this role: 1 Awareness** | | | | | | | | | | | | | | | | | | |
| This section is aligned with the professional policy skills framework. | | | Actual skill exposure in role | | | | | | Actual skill level attained in role | | | | | | Actual skill use | | | |
| **Operations Management** | | | | | | | | | | | | | | | | | | |
| ☐ SLA & supplier management | | | 3 Regular Exposure | | | | | | 2 Understanding | | | | | | Both | | | |
| ☐ Availability & capacity management | | | 2 Some Exposure | | | | | | 2 Understanding | | | | | | Both | | | |
| ☐ Service transition | | | 4 Constant Exposure | | | | | | 2 Understanding | | | | | | Both | | | |
| ☐ Incident & access management | | | 2 Some Exposure | | | | | | 1 Awareness | | | | | | Both | | | |
| ☐ Service desk | | | 2 Some Exposure | | | | | | 1 Awareness | | | | | | Both | | | |
| ☐ Continuous improvement | | | 2 Some Exposure | | | | | | 1 Awareness | | | | | | Both | | | |
| **Infrastructure** | | | | | | | | | | | | | | | | | | |
| ☐ End user devices | | | 3 Regular Exposure | | | | | | 2 Understanding | | | | | | Both | | | |
| ☐ Hosting, environments & networks | | | 2 Some Exposure | | | | | | 2 Understanding | | | | | | Both | | | |
| ☐ Email and collaboration | | | 0 No exposure | | | | | | 0 - N/A | | | | | | Choose an item. | | | |
| ☐ Databases | | | 3 Regular Exposure | | | | | | 1 Awareness | | | | | | Both | | | |
| ☐ Security | | | 3 Regular Exposure | | | | | | 1 Awareness | | | | | | Both | | | |
| **Information Assurance/Cyber Security** | | | | | | | | | | | | | | | | | | |
| ☐ Design | | | 1 Limited Exposure | | | | | | 1 Awareness | | | | | | Both | | | |
| ☐ Security policies | | | 1 Limited Exposure | | | | | | 1 Awareness | | | | | | Both | | | |
| ☐ Monitoring systems | | | 1 Limited Exposure | | | | | | 1 Awareness | | | | | | Both | | | |
| ☐ Maintenance and testing | | | 1 Limited Exposure | | | | | | 1 Awareness | | | | | | Both | | | |
| ☐ Incident response | | | 1 Limited Exposure | | | | | | 1 Awareness | | | | | | Both | | | |
| **8. COMMERCIAL MANAGEMENT** | | | | | | | | | | | | | | | | | | |
| **Overall skill attained in this role: 3 Knowledge** | | | | | | | | | | | | | | | | | | |
|  | | | | | | | Actual skill exposure in role | | | | | | Actual skill level attained in role | Actual skill use | | | | |
| ☐ Contract negotiations | | | | | | | 3 Regular Exposure | | | | | | 2 Understanding | Both | | | | |
| ☐ Technical skills | | | | | | | 3 Regular Exposure | | | | | | 2 Understanding | Both | | | | |
| ☐ Contract management | | | | | | | 3 Regular Exposure | | | | | | 2 Understanding | Both | | | | |
| ☐ Digital/technology frameworks | | | | | | | 3 Regular Exposure | | | | | | 2 Understanding | Both | | | | |
| ☐ Finance | | | | | | | 4 Constant Exposure | | | | | | 3 Knowledge | Both | | | | |

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| **SECTION 3: CORE SKILLS** | | | | | | | | | |
| **1. CHANGE MANAGEMENT** | | | | | | | | | |
| **Overall skill attained in this role: 3 Knowledge** | | | | | | | | | |
|  | | Actual skill exposure in role | | | Actual skill level attained in role | | | Actual skill use | |
| ☐ Scoping & Planning Change | | 4 Constant Exposure | | | 3 Knowledge | | | Both | |
| ☐ Implementing Change | | 4 Constant Exposure | | | 2 Understanding | | | Both | |
| ☐ Leading Change | | 4 Constant Exposure | | | 2 Understanding | | | Both | |
| ☐ Communications Strategy | | 2 Some Exposure | | | 1 Awareness | | | Both | |
| ☐ Consultation | | 3 Regular Exposure | | | 2 Understanding | | | Both | |
| ☐ Stakeholder Engagement | | 4 Constant Exposure | | | 3 Knowledge | | | Both | |
| ☐ Behavioural Insight | | 1 Limited Exposure | | | 1 Awareness | | | Internal | |
| ☐ Continuous Improvement | | 2 Some Exposure | | | 1 Awareness | | | Both | |
| **2. COMMERCIAL AWARENESS** | | | | | | | | | | |
| **Overall skill attained in this role: 3 Knowledge** | | | | | | | | | | |
|  | | | Actual skill exposure in role | | | Actual skill level attained in role | | | Actual skill use | |
| ☐ Strategic Planning | | | 4 Constant Exposure | | | 3 Knowledge | | | Internal | |
| ☐ Business Planning | | | 4 Constant Exposure | | | 3 Knowledge | | | Internal | |
| ☐ Creating & Managing Markets | | | 3 Regular Exposure | | | 2 Understanding | | | Internal | |
| ☐ Market Economics | | | 4 Constant Exposure | | | 3 Knowledge | | | Internal | |
| ☐ Negotiating Commercial Decisions | | | 4 Constant Exposure | | | 2 Understanding | | | Internal | |
| ☐ Investment Appraisal & Evaluation | | | 4 Constant Exposure | | | 2 Understanding | | | Internal | |
| ☐ Procurement & Sourcing | | | 3 Regular Exposure | | | 3 Knowledge | | | Internal | |
| ☐ Contract & Supply Chain Mgmt | | | 3 Regular Exposure | | | 2 Understanding | | | Internal | |
| ☐ Commercial Risk Management | | | 4 Constant Exposure | | | 2 Understanding | | | Internal | |
| ☐ Creating Value For Money | | | 4 Constant Exposure | | | 3 Knowledge | | | Internal | |
| ☐ Legislative Requirements | | | 3 Regular Exposure | | | 2 Understanding | | | Internal | |
| ☐ Alternative/New Forms Of Delivery e.g. Mutuals, Joint Ventures | | | 3 Regular Exposure | | | 2 Understanding | | | Internal | |
| **3. DIGITAL DELIVERY** | | | | | | | | | |
| **Overall skill attained in this role: 2 Understanding** | | | | | | | | | |
|  | Actual skill exposure in role | | | Actual skill level attained in role | | | Actual skill use | | |
| ☐ Digital Service Management (design, development and delivery) | 3 Regular Exposure | | | 2 Understanding | | | Both | | |
| ☐ Online Publishing / Web Content Management | 1 Limited Exposure | | | 1 Awareness | | | Internal | | |
| ☐ Digital Strategy | 3 Regular Exposure | | | 2 Understanding | | | Both | | |
| ☐ Analytics | 2 Some Exposure | | | 1 Awareness | | | Internal | | |
| ☐ Social Media & Channel Mgmt | 0 No exposure | | | 0 - N/A | | | Choose an item. | | |
| ☐ Digital Product Management | 3 Regular Exposure | | | 2 Understanding | | | Internal | | |
| ☐ User Research | 2 Some Exposure | | | 2 Understanding | | | Both | | |
| ☐ Policy Development Through Digital Channels | 2 Some Exposure | | | 1 Awareness | | | Internal | | |

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| **4. FINANCIAL MANAGEMENT** | | | | | | | | | |
| **Overall skill attained in this role: 3 Knowledge** | | | | | | | | | |
|  | | | Actual skill exposure in role | | | Actual skill level attained in role | Actual skill use | | |
| ☒ Financial Planning | | | 4 Constant Exposure | | | 4 Expertise | Both | | |
| ☐ Financial Controls | | | 4 Constant Exposure | | | 3 Knowledge | Both | | |
| ☐ Budget Management | | | 2 Some Exposure | | | 3 Knowledge | Internal | | |
| ☐ Financial Reporting | | | 3 Regular Exposure | | | 3 Knowledge | Both | | |
| ☐ Performance Indicators | | | 2 Some Exposure | | | 2 Understanding | Both | | |
| ☐ Interpretation of Financial Accounts | | | 4 Constant Exposure | | | 3 Knowledge | Both | | |
| ☐ Finance Appraisal & Evaluation | | | 4 Constant Exposure | | | 3 Knowledge | Both | | |
| ☐ Corporate Finance | | | 3 Regular Exposure | | | 3 Knowledge | Internal | | |
| ☐ Resource Based Management (Resource Accounts, Assets and Liabilities) | | | 4 Constant Exposure | | | 3 Knowledge | Internal | | |
| **5. PEOPLE MANAGEMENT** | | | | | | | | | |
| **Overall skill attained in this role: 1 Awareness** | | | | | | | | | |
|  | | Actual skill exposure in role | | | Actual skill level attained in role | | | | Actual skill use |
| ☐ Line Management | | 1 Limited Exposure | | | 1 Awareness | | | | Internal |
| ☐ Team Management | | 3 Regular Exposure | | | 2 Understanding | | | | Both |
| ☐ Performance Management | | 2 Some Exposure | | | 2 Understanding | | | | Both |
| ☐ Capability Development | | 2 Some Exposure | | | 2 Understanding | | | | Internal |
| ☐ Coaching Skills | | 1 Limited Exposure | | | 2 Understanding | | | | Internal |
| ☐ Employee Engagement | | 2 Some Exposure | | | 2 Understanding | | | | Internal |
| ☐ Team Building | | 2 Some Exposure | | | 2 Understanding | | | | Both |
| ☐ Recruitment and Deployment | | 2 Some Exposure | | | 2 Understanding | | | | Both |
| **6. PROGRAMME & PROJECT MANAGEMENT** | | | | | | | | | |
| **Overall skill attained in this role: 3 Knowledge** | | | | | | | | | |
|  | Actual skill exposure in role | | | Actual skill level attained in role | | | | Actual skill use | |
| ☐ Project/Programme Office Support | 4 Constant Exposure | | | 3 Knowledge | | | | Internal | |
| ☐ Project Office Management | 4 Constant Exposure | | | 3 Knowledge | | | | Internal | |
| ☐ Programme Office Management | 4 Constant Exposure | | | 3 Knowledge | | | | Internal | |
| ☐ Project Initiation & Scoping | 4 Constant Exposure | | | 3 Knowledge | | | | Both | |
| ☐ Project Planning | 4 Constant Exposure | | | 3 Knowledge | | | | Both | |
| ☐ Using Project Tools & Software | 4 Constant Exposure | | | 3 Knowledge | | | | Internal | |
| ☐ Leading a Project(s) | 2 Some Exposure | | | 2 Understanding | | | | Both | |
| ☐ Risk Management | 4 Constant Exposure | | | 3 Knowledge | | | | Internal | |
| ☐ Project Time Management | 3 Regular Exposure | | | 3 Knowledge | | | | Both | |
| ☐ Project Cost Management | 4 Constant Exposure | | | 3 Knowledge | | | | Both | |
| ☐ Project Monitoring & Reporting | 4 Constant Exposure | | | 3 Knowledge | | | | Both | |
| ☐ Project Evaluation | 3 Regular Exposure | | | 3 Knowledge | | | | Both | |
| ☐ Project Human Resource Mgmt | 3 Regular Exposure | | | 3 Knowledge | | | | Both | |

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| **Fast Streamer : Evidence of core skills development within the posting** (give 2-3 examples, box limit 500 words)**:**  The Home Office Biometrics Programme (HOB) was mandated in 2013, and had its first business case approved in 2014. A key element of my role was to the support the evolution of the next iteration of this business case. Having examined and analysis the content and source files for the first business case, and then the assessors’ feedback, I realise that a more comprehensive costing model would be required to gain economic and financial approval for this second business case.  By engaging with the key stakeholders, I established the most important financial and economic drivers that they were interested in seeing from HOB, and got cross assessor agreement on common financial treatments and methodologies. Having got this agreement, I setup a string of meetings with crucial managers and financial and cost experts from across the programme to ensure the timely and accurate collection of the necessary data.  I built a reusable model based upon the agreements secured, and populated with the collected data to give the accurate and reliable high level figures required for the business case. To ensure quality, I tasked third party experts to blind validate the data, and external financial experts to check the model. The result was that the business case passed with a green rating with only minor amendments.  Beyond my core role in HOB, I engaged with our commercial leads to be part of the negotiating team for a major contract. This was primarily a supporting role, ensuring that details were clarified and relaying the progress to other senior stakeholders. I gained huge insight into the commercial mechanisms and negotiating approaches throughout the contract, and the result was a 22% reduction in run costs for the new contract.  Having gained this experience on the major contact, I volunteered to chair the moderation for the Home Office printing contract. I setup meetings with assessors to ensure due diligence was observed in the moderation process. I questioned the commercial decisions based upon the insight I had gained, ensuring that all criteria were being challenged fairly, to guarantee that the Home Office procured the best possible deal. I received the feedback below from Robbie Warwick would lead the printing project:  “David did a great job understanding what was needed from him, then managed the moderation efficiently and effectively.  The outputs were returned quickly, and completed to a very high standard.  Feedback from the two G7 evaluator participants was really positive.” |
| **Areas to work on and develop** (give 2-3 examples, box limit 300 words)**:**  There are two major areas I am looking to work on and develop:  **Digital delivery**  Inside this area I specifically interested in the product life cycle. Whilst at DWP I had good experience in agile ways of working and building digital products, as the products were typically proof of concepts there was not the opportunity to iterate the product through alpha, beta, etc. I feel I need the opportunity to understand this process from a practical hands on perspective – not necessarily with a citizen facing service – but ensuring that the whole lifecycle is understood.  **People management**  Although I have engaged with the available opportunities to be involved with people management – for example, being part of external contractor selection – I do not have much experience managing a team of people. |

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| **Activity Manager : additional evidence of core skills development within the posting** (box limit 500 words)**:**  I was David’s Line Manager during his fast-stream placement at the Home Office on the Home Office Biometrics Programme. The programme is a c.£700m MPA GMPP ‘major programme’ with diverse groups of both internal and external stakeholders across several sensitive areas of government. David was effective the moment he arrived; his ability to understand the importance of the effects that the programme would need to deliver was impressive, and he immediately added value and was able to deliver tasks given to him at pace.  A major contribution stands out that demonstrates David’s ability to focus, lead, plan and act; not just to take responsibility for products, but also to drive outcomes.  With the briefest of instructions David drafted and delivered a major business case that secured a three year contract with an incumbent supplier.  He was systematic in his approach and engaged commercial, finance and investment committee personnel within the HO to secure the assurance and approvals needed that would pass scrutiny of, and gain agreement from, and Cabinet Office and HM Treasury.  The business case was approved.  This was a major commercial outcome and significant milestone success for the programme, which delivered value for money compared to the previous contract.  David achieves a deeply persuasive gravitas in his communications; this is true at subordinate, peer and senior levels.  He applies his intelligence wisely and is able to stand up to challenges from peers (and seniors) without ’treading on their dreams’ in order to allow effective and informed decisions to be made; this is a rare tradecraft to possess, and was key to how David achieved success in this placement.  Working with David was a pleasure, he is a highly diligent, multi-talented and intelligent professional.  I have worked in government for over twenty years, and if I was asked tomorrow to build a highly effective team of five from all the colleagues I have worked with it would be implausible not to have David as one of them.  I wish David every success for the future where I am certain he will thrive and add significant value to government.  Sincere regards  Conrad Giles TD  Mb:07930 522 181 |
| **Activity Manager : additional areas to work on and develop** (box limit 300 words)**:**  None given. |

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| **SECTION 4 – Civil Service Competencies** |
| Looking at the appropriate level within the Civil Service Competency Framework for the role, consider the behaviours which have been demonstrated against them during the posting and **identify up to six that you can evidence in this role**. For each competency consider to what extent you developed during the posting and what development gaps remain.   |  |  | | --- | --- | | 4 | Fully met: **Strong evidence** of having **fully developed** this competency at this level | | 3 | Substantially met: **Evidence** of having developed this competency at this level in most areas but with some key areas to be developed further | | 2 | Partially met: **Some evidence** of having developed this competency at this level in a several areas but with scope to develop it more fully over time | | 1 | Not met: **Little evidence** of having developed this competency at this level with scope for significant further development | |  | | |
| 1. Seeing the Big Picture |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Agreed Development Rating | 1  Not Met | ☐ | 2 Partially Met | ☐ | 3 Substantially Met | ☐ | 4  Fully Met | x | |
| Evidence of the competency (250 word limit)  The Home Office Biometrics (HOB) Programme and Immigration and Asylum System (IABS) business cases which I authored were seen and approved by a wide range of stakeholders from across government and from different perspectives, for example transparency of data through to financial treatment.  As the programme is a portfolio of projects, there are lots of variables constantly changing. To ensure the success of the business cases I had to anticipate the impact of political, commercial and legal developments. The Police National Database has functionality that I thought might move into HOB’s remit. Whilst making a costing model I included provision for this change, which meant when I came back from a week’s leave to find it suddenly had to be included in the business case, I already had the data and structure to quickly and effective make the change. Similarly, I identified the potential impact of a Parliamentary Select Committee report on changing political priorities in facial matching biometrics. By identifying this impact, I could ensure that I could provide business case options that reflected these changing priorities.  By attending events like GDS’ Sprint 15, I have engaged with cross government agendas, and fed this back into my team’s work. Government as a Platform was announced in March, and by understanding this cross government perspective, I aligned the narrative in the business cases to match this. I fed this back to stakeholders through regular engagement meetings, who were able to give me a wider perspective inside the Home Office of this agenda. |
| 2. Making Effective Decisions |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Agreed Development Rating | 1  Not Met | ☐ | 2 Partially Met | ☐ | 3 Substantially Met | ☐ | 4  Fully Met | x | |
| Evidence of the competency (250 word limit)  The business cases I wrote involved huge quantities of data – over 20,000 in the HOB business case. Some of these make insignificant differences, some radically change the shape of the programme. When applying the methodologies to this inputted data, I had to push decisions to the right level of authority to ensure I delivered what was expected. For example, I only took high level figures to discussions with the Director, I ensured the Deputy Director and Head of Architecture had the most information on the shape and capital/resource break down of the programme, whilst the individual project managers had a cost by cost breakdown. By siphoning the data to suit the stakeholder I avoided unnecessary bureaucracy and increased pace of delivery.  As part of the siphoning process, I had to assure the quality of the cost data. When there was not an appropriate reference source – for example the technology had never been used before so I couldn’t see how much it had cost before – I validated internal estimates by commissioning external experts to independently estimate the costs to check they were accurate.  However, some factors were always going to be unknown, such as the result of the Spending Review which exposed the programme to risk. In order for decision makers to be able to understand the risk, I analysed the data using sensitivity analysis so that the complex problems, such as how does spending delay impact on interdependent projects, so that there was better clarity of stakeholders expectations and decisions could be made pragmatically. |
| 3. Leading and Communicating |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Agreed Development Rating | 1  Not Met | ☐ | 2 Partially Met | ☐ | 3 Substantially Met | ☐ | 4  Fully Met | x | |
| Evidence of the competency (250 word limit)  An outcome of the Strategic Outline Business Case was for HOB to have fortnightly engagement meetings with representatives from Government Digital Service, Crown Commercial Service, HM Treasury, Major Project Authority and Portfolio Investment Committee. I attended these meetings every two weeks to engage stakeholders on the progress of HOB, specifically I regularly shared updates with our stakeholders that built trust, which sped up approvals when the formal processes commenced. As part of these meetings (and other engagement meetings), I could clarify the strategies of senior managers and stakeholders to ensure alignment with mine and other work.  The HOB Programme has a wide-ranging and senior programme board including chief constables, and directors. I presented a paper to the board on the progress of business cases and approvals across HOB. I received challenge from board members, specifically the Home Office Chief Technology Officer, which I answered by promoting the team’s work to date, as well engaging to gain commitment from the whole board to back the proposals in the paper.  Much of my work has been highly numerical, and I found several key colleagues found the volume of numbers and calculations overwhelming. To enable them to express their views, I setup a number of non-technical sessions to explain my work, and its impact on the programme. I created flow diagrams and narrative to enable discussion and feedback. |
| 4. Achieving Commercial Outcomes |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Agreed Development Rating | 1  Not Met | ☐ | 2 Partially Met | ☐ | 3 Substantially Met | ☐ | 4  Fully Met | x | |
| Evidence of the competency (250 word limit  I recognised early in this placement that commercial would be vital, so I contacted a supplier to get training on their commercial models. During this training I learnt and questioned their approach to pricing models, open book accounting and supply chain methodology, finding an error in their latest outturn financial model for a present contract.  Having gained this understanding, I was asked to join a weekly meeting to drive through a common approach to two commercial deals with a supplier. This meeting included different internal organisations and the supplier, and I was able to ensure that key commercial elements were understood (such as margins on different aspects of the two contracts), allowing leverage over the negotiations.  I have collaborated closely with our commercial and procurement team in writing business cases, ensuring that the project management, and commercials cases reflect the mechanisms HOB has in place to motivate performance from suppliers.  By taking an existing contract apart, I was part of the team that negotiated a 22% cost saving in run costs on an extension. This was in part delivered by questioning and challenging the value of the different aspects of the contract which I played a leading role in. |
| 5. Delivering Value for Money |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Agreed Development Rating | 1  Not Met | ☐ | 2 Partially Met | ☐ | 3 Substantially Met | ☐ | 4  Fully Met | ☒ | |
| Evidence of the competency (250 word limit)  To negotiate the contract mentioned in the previous section, we had to look carefully at all aspects of the contract to deliver value for money. The system (which the contract was for) needed to deliver greater capability, and better security, but for less money. To deliver this, we decided we would “sweat” the current assets to their maximum life value and any superfluous features of the contract (such as over specified patching timetables) would be cut or reduced.  To be able to fairly weigh up the different variables which could be changed in the contract, I created a number of options to differentiate the priorities and benefits. I worked with financial processes and tools to create models that accurately reflect the different cost effectiveness of the options, ensuring that the outputted information was formatted and displayed appropriately. I designed sensitivity analysis to ensure that risk was adequately accounted for, balancing policy aspirations against delivery, and that the resultant contract was the best value for money.  By getting the approvals and deal signed early, I gave my commercial team the leverage to negotiate a 22% run cost saving which delivered significant savings and value for money for government. Having negotiated that contract, I was then asked to sit as on a cross Home Office board to negotiate a better deal for other contracts with that supplier – enabling the same savings my commercial team had provide across the whole Home Office estate. |
| 6. Delivering at Pace |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Agreed Development Rating | 1  Not Met | ☐ | 2 Partially Met | ☐ | 3 Substantially Met | ☐ | 4  Fully Met | x | |
| Evidence of the competency (250 word limit)  I have been an enthusiastic member of HOB, proactively volunteering to help support and lead work outside my original remit. I regularly engaged new staff or stakeholders in sessions about the history and future of the programme, giving encouraging messages about the priority, objectives and expectations of the programme. For example, I volunteered to brief a new technology wide dependencies coordinator on the progress of HOB. Whilst writing the programme business case, I led the decision on the critical success factors for the economic case, so that there was clarity around the business priorities.  I have often been the “go-to” person for supporting the team in being able deliver outcomes, for example, when there was doubt whether a project would meet a threshold for approval, I coordinated the response, showing and guiding the other members of the team through the different processes, building confidence we could deliver within the threshold.  I booked a training course for a week when I had no significant deadlines or work, however due to the election outcome, a new initiative needed my input. By adjusting my routine and encouraging other to do the same, I managed to arrange several critical meetings before 9am on several mornings before the course started, and then followed up on the work after the training course finished. I managed to still revise for the course, gaining 88% and 97% respectively in the course, and delivering the piece of work on time and to such as high level that it was used as an example for other programmes. |

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| **Fast Streamer : Evidence of competency development within the posting** (give 2-3 examples, box limit 500 words)**:**  Beyond the example above, I have also developed other competencies too:  I volunteered to work on building a development environment graded to Secret level on a weekend. This environment was to be used to build a new service, so I made a variety of pragmatic plans so that the environment would be manageable once delivered, for example firewall rules and naming strategies. As the environment would be holding sensitive data, I had to comply with regulation, such as security processes. By having a customer service approach, when I finished on the environment a few days later, I had delivered a quality service that could be managed by the delivery partner.  The Home Office has a regular series of events called “Learning from Experience”. I have attended a number of these sessions, listening to a variety of situations that the Home Office has had to respond to in the past. The purpose of these sessions is to create institutional knowledge so that when situations occur again, the staff have changed and improved their practice to ensure the best outcomes. I took a lot away from these sessions, for example one cause for the Foreign National Offenders crisis was that although the problems at prisons had been identified and were publish in the inspectorate’s report, senior leaders were not adequately challenged about it in person.  During this role, I responded to an email from CSR asking for volunteers to take Early Diversity Interns in their workplace. The purpose of the scheme is to drive equal opportunity and diversity inside the civil service. I wanted to support this crucially important work so I took on two interns. I arranged a variety of experiences from economic/finance, security, a meeting with the government account manager of a supplier and another with a senior stakeholder. Hopefully these insightful experiences will encourage a more diverse Civil Service inline with our values and code.  Throughout this placement, I have been engaging with the Open Data Institute through Friday Lunchtime Lectures and a 3 day immersion course. The use of data is a huge agenda across government, so building partnerships with this kind of organisation is crucial. The learning I gained I brought back and shared amongst my team, for example, the terminology used in the Strategic Case of the Programme Business Case reflects the ODIs view of Government as a Platform. Similarly, I have used my SMLG’s monthly workshops as a platform to share learning. For June I created a tutorial on Git, a widely used version control software, which gave the group a conceptual understanding as well as pit holes for managers or decision makers, for example, intellectual property implications. |
| **Areas to work on and develop** (give 2-3 examples, box limit 300 words)**:**  **Changing and improving**  I am looking to find more opportunities to encourage and lead a culture of innovation through the role of technology in public service delivery and policy implementation. This would provide constructive challenge to senior management’s spending reduction plans.  **Managing a Quality Service**  I haven’t had much experience in leading a team to improve a service. Whilst I have been involved in the planning of services with quality as a driving element, I have not seen a product through its life cycle to be able drive quality improvement. |

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| **Activity Manager : additional evidence of competency development within the posting** (box limit 500 words)**:**  See activity manager’s comments from earlier box. |
| **Activity Manager : additional areas to work on and develop** (if any, box limit 300 words)**:**  None given. |

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| **Fast Streamer** | | | |
| **Signed** | David Tagg-Oram | **Grade** | HEO(D) |
| **Name** | David Tagg-Oram | **Date (dd/mm/yy)** | 07/08/2015 |

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| **SECTION 4: Review by Cohort Leader** | | | |
| **Overall performance level:** | **Must Improve ☐** | **Achieving ☐** | **Exceeding x** |
| **Comment on any additional evidence not evidenced above** (if any, limit 500 words)**:**  **David has taken full advantage of the opportunities presented to him in this posting. His work on developing the programme business case for the biometrics team has allowed him to build his Strategic skills. He has also shown great analytical skills through his work on the economic modelling. David is a very strong performer and he needs to continue this positive trajectory during his time on the programme.**  **David’s development goals are mostly focused on improving his technical knowledge; however, I feel he would also benefit on reflecting on where he needs to improve as a leader. I have fed back to him before about managing conflict and how to effectively challenge decisions in relation to the programme.**  **I have very high expectations for David and I hope his own ambitions match these.** | | | |

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| **Validation by Cohort Leader** | | | |
| **Signed** | Jack Cornish | **Grade** | Grade 7 |
| **Name** | Jack Cornish | **Date (dd/mm/yy)** | 17/11/2015 |