



Assessment of Learner Readiness for Work Placement

Name: _____

Course: _____

Provider: _____

Date: _____

For each of the aspects for learner readiness, please mark (with an X) whether the learner would not meet expectations, meet expectations, or exceed expectations in doing a Work Placement at this time.

Please refer to the **Appendix** as a reference guide outlining the Behaviour & Social Skills standards we expect learners to have during the Work Placement. As this is prior to the Work Placement, please make a judgement about what level you think the learner will perform at. Please use the Knowledge & Technical Skills relevant to their course of study to determine their readiness.

	Behaviour & Social Skills	Knowledge & Technical Skills
Does not meet expectations		
Meets expectations		
Exceeds expectations		

Notes:

[If not meeting expectations, please provide any notes on why this is. What improvements the learner needs to make in order to be ready. Is this likely to occur in this academic year?]

Signed by Course Tutor: _____

Name of Course Tutor: _____

Date of assessment: _____

Midpoint Assessment of Learner at Work Placement

Name: _____

Course: _____

Provider: _____

Employer: _____

Date: _____

For each of the aspects for assessment, please mark (with an X) whether the learner does not meet expectations, meets expectations, or exceeds expectations at the Work Placement at the midpoint.

Please refer to the **Appendix** as a reference guide outlining the Behaviour & Social Skills standards we expect learners to be meeting. Please use the Knowledge & Technical Skills relevant to their course of study to determine their readiness.

	Behaviour & Social Skills	Knowledge & Technical Skills
Does not meet expectations		
Meets expectations		
Exceeds expectations		

Feedback/Notes:
 [Please provide any feedback on what the Learner is meeting expectations on and what can be improved in order to make the most out of the Work Placement. Outlining next steps may be useful.]

Review Progress against Development Objectives (outlined in Work Placement Agreement):
 What specific knowledge has the learner enhanced and/or acquired during this placement so far?
 What practical skills has the learner applied and/or further developed during this placement so far?
 What knowledge/skills will be focused on during the remaining time on placement?

Please assess the quality of support given by the employer:

___ Below Expected Standard ___ Meeting Expected Standard ___ Exceeding Expected Standard

Signed by: _____ (Provider)

Signed by: _____ (Employer)

Signed by: _____ (Learner)

Final Assessment of Learner at Work Placement

Name: _____

Course: _____

Provider: _____

Employer: _____

Date: _____

For each of the aspects for assessment, please mark (with an X) whether the learner does not meet expectations, meets expectations, or exceeds expectations at the end of the Work Placement.

Please refer to the **Appendix** as a reference guide outlining the Behaviour & Social Skills standards we expect learners to be meeting. Please use the Knowledge & Technical Skills relevant to their course of study to determine their readiness.

	Behaviour & Social Skills	Knowledge & Technical Skills
Does not meet expectations		
Meets expectations		
Exceeds expectations		

Feedback/Notes:

[Please provide any feedback on how the Learner has performed on the Work Placement overall and compared to their Midpoint Assessment.]

Review Progress against Development Objectives (outlined in Work Placement Agreement):

What specific knowledge has the learner enhanced and/or acquired during this placement?

What practical skills has the learner applied and/or further developed during this placement?

Signed by: _____ (Provider)

Signed by: _____ (Employer)

Signed by: _____ (Learner)

Appendix

BEHAVIOUR & SOCIAL SKILL	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<p>PROACTIVE</p>	<p>PRODUCES POOR RESULTS</p> <ul style="list-style-type: none"> • Does not seek support or ask for clarity when unsure of what to do • Has no clear system for recording information • Misses deadlines • Submits work without checking it or continues to make the same mistake after they have been told about it 	<p>WORKS HARD TO GET THINGS DONE</p> <ul style="list-style-type: none"> • Asks for clarity when presented with a task • Has an electronic or paper diary and to-do list that is up-to-date • Completes tasks by the agreed deadline. Where deadlines are going to be missed, manager is informed with reasonable notice • Checks work so that it contains no simple errors • Looks after him/herself both physically and mentally. Seeks support and advice when needed 	<p>PRODUCES EXCELLENT RESULTS, MORE THAN WHAT IS ASKED FOR</p> <ul style="list-style-type: none"> • Takes appropriate initiative when there are not clear guidelines or when things are not going to plan • Has a clear system for recording information. Plans work a week at-a-time and can realistically assess how long tasks will take • Completes tasks to a high standard, doing what needs to be done, even if not in the original brief • Is fully aware of how important wellbeing is and actively seeks out advice and support to look after him/herself both physically and mentally
<p>TEAM PLAYER / EFFECTIVE COMMUNICATOR</p>	<p>IS NOT A TEAM PLAYER OR DOES NOT COMMUNICATE EFFECTIVELY</p> <ul style="list-style-type: none"> • Fails to listen to colleagues or responds negatively to views different from own • Refuses to do tasks not in their usual job role to support the team • Shows little empathy for colleagues • Examples of poor communication: <p><u>Phone</u> - Slang/non-formal English used, mumbling, afraid to make/receive phone calls</p>	<p>IS A TEAM PLAYER AND USES PROFESSIONAL AND APPROPRIATE LANGUAGE WHEN COMMUNICATING</p> <ul style="list-style-type: none"> • Listens to different points of view and responds in a professional way • Supports the team when asked to do tasks not in the usual job role • Contributes ideas when the team faces a problem • Examples of appropriate communication: <p><u>Phone</u> - Appropriate greeting is used, takes and leaves phone messages that capture all the key information, prepared for outgoing calls</p>	<p>ACTIVELY SEEKS OUT WAYS TO SUPPORT THE TEAM AND IS A HIGHLY EFFECTIVE COMMUNICATOR</p> <ul style="list-style-type: none"> • Uses the most effective and appropriate form of communication and adjusts according to the audience • Is proactive in offering to help out with tasks not in their usual job role • Can adapt role within a team at different times, e.g. taking a lead or knowing when to follow instructions • Examples of outstanding communication:

	<p><u>Email/Written</u> - Large number of typos, not responding to, or losing track of, important e-mails</p> <p><u>Face to face</u> - Bored and uninterested body language/facial expressions, using slang/non-formal English</p>	<p><u>Email/Written</u> - All emails are proof-read, using a formal but friendly tone</p> <p><u>Face to face</u> - Having an acute awareness of appropriate body language and professional boundaries</p>	<p><u>Phone</u> - Able to handle complex questions over the phone and summarises any actions agreed at the end of the call</p> <p><u>Email/Written</u> - Using formatting effectively (bold, bullet points, italics) to convey meaning, trusted to send clear communications and able to represent her/himself and others well, writing e-mails in a time effective manner</p> <p><u>Face to face</u> – Comfortable liaising with people at different levels of seniority</p>
RESPONSIBLE	<p>FAILING TO TAKE RESPONSIBILITY FOR ACTIONS</p> <ul style="list-style-type: none"> • Frequently needs to be told what to do, regularly blames other people for poor performance or gives excuses rather than taking ownership of tasks • Reacts overly defensively to constructive feedback or acts as if s/he thinks s/he “knows it all” already. Alternatively, they may not respond to feedback at all • Misses meetings without notification, or arrives at meetings late and unprepared 	<p>TAKES RESPONSIBILITY FOR ACTIONS</p> <ul style="list-style-type: none"> • Volunteers for additional opportunities where able • Notes down and acts on feedback given, recognises when s/he has underperformed and does not shift the blame • Comes to meetings on time and prepared 	<p>IS PROACTIVE AND ALWAYS LOOKS FOR OPPORTUNITIES TO IMPROVE PERFORMANCE</p> <ul style="list-style-type: none"> • Spots when things are going wrong and shares this/acts on this early on • Being in a position to take on more tasks, doing what needs to be done, rather than just what is asked of him/her • At meetings, is able to summarise the 3 key points from any meeting and contribute insights • Can give advice on how s/he likes to be managed, asks for more feedback and is able to give feedback to others • Keeps a clear record of feedback and targets and acts on this regularly
PROFESSIONAL	<p>IS UNPROFESSIONAL</p>	<p>IS PROFESSIONAL</p> <ul style="list-style-type: none"> • Always comes prepared to meetings with a notepad and pen, takes relevant notes and 	<p>IS ALWAYS PROFESSIONAL AND A FANTASTIC REPRESENTATIVE OF THE ORGANISATION</p>

	<ul style="list-style-type: none"> • Often arrives late to work and/or is late to most internal meetings • Tends to miss/forget things • Is easily distracted from work or inattentive, for example, plays on phone • Any conduct that is against company policy and causes concern, such as not following the dress code or behaviour 	<p>takes an active interest in content</p> <ul style="list-style-type: none"> • Aims to arrive 15 minutes early to work, apologises for occasional delays and makes up any missed time at the end of the day. Punctual to meetings. • Suitably dressed 100% of the time • Treats others with respect and as if their time is important 	<ul style="list-style-type: none"> • Arrives to work early every day and arrives 5 mins early to meetings to prepare. Is proactive about timing throughout the whole day (considers travel time and potential delays) • Able to maintain calm when under stress/pressure • Being aware of the organisation's culture and tailoring how to act depending on the context and audience
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