

# BEHAVIOURS EVALUATION – FOUNDATION PHASE

Level 3 Advanced Laboratory Technician Standard



BEHAVIOURS EVALUATION – FOUNDATION PHASE (Review 1 of 3 at 6 months)

Personal Responsibility: demonstrate personal responsibility towards safety systems (including risk management and environment)	Does not meet Expectation	Meets Expectation	Exceeds Expectation
	Fails to demonstrate an acceptable level of behaviour. Improvement is required.	Demonstrates an acceptable level of behaviour and meets the minimum level of behaviour expected.	Demonstrates consistent and positive behaviours that reflect those expected of outstanding apprentices.
	Little evidence of personal responsibility to safety systems.	Good personal responsibility towards safety systems.	Exhibits high standards of personal responsibility toward safety systems. Seeks to influence the behaviour of others.
	Tries to play down incidents in which they are involved.	Responds positively to suggestions for own improvements in personal responsibility for safety issues.	Actively monitors the safety of self and others, challenging and making suggestions where appropriate.
<b>Justification/evidence provided:</b>			
<b>Areas for development:</b>			
<b>Assessor/Employer comment(s):</b>			

Learner Name:

ULN:

BEHAVIOURS EVALUATION – FOUNDATION PHASE (Review 1 of 3 at 6 months)

<b>Communication: communicate effectively using a full range of skills - speaking; listening; writing; body language; presentation</b>	Does not meet Expectation	Meets Expectation	Exceeds Expectation
	Misinterprets or is slow to comprehend oral and/or written instructions.	Readily comprehends oral and/or written instructions when first presented.	Superior comprehension of oral and/or written instructions. Checks back to avoid any misunderstanding.
	Communications are vague or poorly written or spoken. Difficulty conveying meaning to others.	Passes on information both verbal and written, in a way that is easily understood	Is able to adapt both verbal and written communication to be understood by different audiences (e.g. peer, supervisor, senior manager, and visitor).
	Will not ask questions and demonstrates little willingness to listen.	Listens and will question and challenge appropriately to enhance own understanding.	Listens and questions to enhance own and others understanding. Supports and acknowledges contributions from others.
	Unable to effectively present personal viewpoint.	Able to effectively present personal viewpoint.	Able to influence others to see personal viewpoint.
	Unwilling to see other people's point of view.	Receptive to other people's point of view.	Ability to reason from different points of view.
<b>Justification/evidence provided:</b>			
<b>Areas for development:</b>			
<b>Assessor/Employer comment(s):</b>			
	<b>Does not meet Expectation</b>	<b>Meets Expectation</b>	<b>Exceeds Expectation</b>

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BEHAVIOURS EVALUATION – FOUNDATION PHASE (Review 1 of 3 at 6 months)

<b>Team Work: work and interact effectively within a team</b>	Unwilling to contribute during team discussions/problem solving.	Makes a useful contribution during team discussions/problem solving.	Contributes and willing to lead team based discussions/problem solving.
	Can reduce morale and enthusiasm within the team.	A good team member gets on well with colleagues.	Builds working relationships between team and other groups. Seeks to diffuse conflict situations where they arise.
	Exhibits negative behaviour concerning team/organisational mission.	Demonstrates knowledge and understanding of team/organisation mission.	A strong team player helps bind the team together to achieve team/organisation mission.
	Does not accept responsibility for own impact on team performance.	Works cooperatively with others to achieve overall team goals.	Puts team goals ahead of personal achievement and recognition.
<b>Justification/evidence provided:</b>			
<b>Areas for development:</b>			
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BEHAVIOURS EVALUATION – FOUNDATION PHASE (Review 1 of 3 at 6 months)

<b>Independence and Responsibility: work independently and take responsibility for initiating and completing tasks</b>	<b>Does not meet Expectation</b>	<b>Meets Expectation</b>	<b>Exceeds Expectation</b>
	Inclined to wait for direction on work tasks. Regularly needs to be told what to do or how to do it.	Normally does not need to be told what to do next, can be trusted to complete tasks. Identifies obstacles to achieving work assigned and escalates.	Looks ahead and progresses work in areas of the job. Will seek to resolve obstacles to achieving work assigned themselves before escalating.
	Supervision required to progress work.	Can be relied on to manage their work with little supervision.	Holds themselves accountable for their own performance.
	Over reliance on supervisor for motivation.	Self-motivated and deals with work/learning balance in a positive way.	Maintains motivation and encourages others to do the same.
<b>Justification/evidence provided:</b>			
<b>Areas for development:</b>			
<b>Assessor/Employer comment(s):</b>			

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BEHAVIOURS EVALUATION – FOUNDATION PHASE (Review 1 of 3 at 6 months)

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Impact of work: understand impact of work on others, especially where related to diversity and equality	Does not meet Expectation	Meets Expectation	Exceeds Expectation
	Others feel the need to recheck their work or have to finish off the job after them. Work rarely makes a contribution to team quality.	Works to the required standard of accuracy, neatness and thoroughness. Often makes valued contributions to team quality.	Has a reputation within the work group for doing jobs right first time, every time. Consistently makes a valued contribution to team quality.
	Little respect for the values of others.	Respects the value of others.	Actively encourages work group to respect the values of others
	Has difficulty being tactful, considerate and respectful in dealing with others.	Usually tactful, considerate and respectful in dealing with others.	Always tactful, considerate and respectful in dealing with others.

<p><b>Justification/evidence provided:</b></p>
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<p><b>Areas for development:</b></p>
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<p><b>Assessor/Employer comment(s):</b></p>
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BEHAVIOURS EVALUATION – FOUNDATION PHASE (Review 1 of 3 at 6 months)

Time management: accepts responsibility for managing own time and workload within a given plan to complete work to schedule	Does not meet Expectation	Meets Expectation	Exceeds Expectation
	Does not deliver consistently and can waste time on non-essentials.	Continually demonstrates efficient use of work time.	Continuously strives for improved productivity.
	Unreliable timekeeping	Timekeeping complies with company protocols.	Encourages others to comply with company timekeeping protocols.
	Not fully prepared in advance holds up group activities.	Always prepares in advance ready to participate in group activities.	Encourages others to prepare in advance for group activities
<b>Justification/evidence provided:</b>			
<b>Areas for development:</b>			
<b>Assessor/Employer comment(s):</b>			

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BEHAVIOURS EVALUATION – FOUNDATION PHASE (Review 1 of 3 at 6 months)

Change Management: ability to handle change and respond to change management processes	Does not meet Expectation	Meets Expectation	Exceeds Expectation
	Has difficulty adjusting to changes in workload or assignments.	Is flexible, willing and able to respond to changes in work situations and/or learn new skill.	Capable of supporting others with change in work situations and or learning new skill.
	Resists change or innovation or takes a “wait and see” approach.	Works hard to implement successful change in areas of responsibility as directed by supervisor.	Recommends changes to improve own work and work of others and implements as agreed with supervisor.
	Does not value own contribution.	Able to demonstrate examples of situations when they have changed practice or personal behaviour.	Evidence of influencing change of practice or personal behaviour by others.
<b>Justification/evidence provided:</b>			
<b>Areas for development:</b>			
<b>Assessor/Employer comment(s):</b>			

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BEHAVIOURS EVALUATION – FOUNDATION PHASE (Review 1 of 3 at 6 months)

Name of Reviewer:

Learner Signature:

Signature:

Date:

Note: Further reviews of behaviours to be carried out at 10 months and 14 months (further reviews can be carried out if required).

**Evidence**

Evidence should be provided to meet each behaviour. Examples of evidence could be:

- Work product - the learner's PDR, or similar reviews of their progress during the programme. The learner may also provide work logs, communications eg e-mails, reports etc that they have produced, identification of breaches of safety, in-company recognition/reward.
- Observation by an assessor, in which case notes of what was observed should be included.
- Witness testimonies could be provided by people who have seen the learner carrying out work activities and demonstrating the required behaviours – these could be work colleagues or customers.

The learner's manager/nominated coach should make a comment relating to each behaviour, giving further explanation of their decision, and identify areas for development.

Learner Name:	ULN:
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