

BEHAVIOURS EVALUATION – FOUNDATION PHASE

Level 5 Higher Laboratory Scientist Standard



Learner Name:

ULN:

Start Date:

Planned Completion Date:

Employer Name:

Review Number: 1/3

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

Personal Responsibility: demonstrate personal responsibility towards safety systems	Does not meet Expectation Apprentice fails to demonstrate an acceptable level of behaviour. Improvement is required.	Meets Expectation Apprentice demonstrates an acceptable level of behaviour and meets the minimum level of behaviour expected.	Exceeds Expectation Demonstrates consistent and positive behaviours that reflect those expected of outstanding apprentices.
	Little evidence of personal responsibility to safety and quality systems.	Good personal responsibility towards safety and quality systems and recommends changes where appropriate	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 and quality issues	Actively monitor the safety and quality of self and others, challenging and making suggestions where appropriate
Justification/evidence provided: 			
Areas for development: 			
Assessor/Employer comment(s): 			

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

Communication: communicate effectively using a full range of skills - speaking; listening; writing; body language; presentation; technical reports.	Does not meet Expectation	Meets Expectation	Exceeds Expectation
	Misinterprets or is slow to comprehend oral and/or written instructions.	Able to understand and present scientific/technical information to a range of audiences	Able to understand and explain complex information in a variety of formats and to a range technical and non-scientific audiences Scientific or technical publication (internally/externally)
	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 to a range of colleagues	Able to adapt both verbal and written communication to be understood by different audiences (e.g. peer, supervisor, senior manager, and visitor). External technical and non-technical reports/presentation publication.
	Will not ask questions and demonstrates little willingness to listen.	Listens and will question and challenge appropriately to enhance own understanding.	Actively listens and challenges appropriately, in a range of internal/external audiences, 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.
Justification/evidence provided:			
Areas for development:			
Assessor/Employer comment(s):			

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

Teamwork & Leadership: Works and interacts effectively within a team	Does not meet Expectation	Meets Expectation	Exceeds Expectation
	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 at professional level building working relationships within team	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. Does not take responsibility for work of others	Works cooperatively with others to achieve overall team goals. Mentors colleagues to achieve technical objectives with successful feedback	Puts team goals ahead of personal achievement and recognition. Mentors colleagues and actively seeks feedback on scientific leadership style
Justification/evidence provided:			
Areas for development:			
Assessor/Employer comment(s):			

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

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Independence and Responsibility: work independently and take responsibility for initiating and completing tasks	Does not meet Expectation	Meets Expectation	Exceeds Expectation
	Inclined to wait for direction on work tasks. Regularly needs to be told what to do or how to do it.	Looks ahead and progresses work in areas of the job role, does not need to be told what to do next, completes tasks to timeframe required. Will seek to resolve obstacles to achieving work assigned themselves before escalating	Demonstrates creative thinking to resolve obstacles and recommends improvements to existing processes and systems based on personal experience.
	Supervision required to progress work.	Holds themselves accountable for their own performance.	Proactively seeks feedback to improve self-performance and mentors others and supports mentees performance
	Over reliance on supervisor for motivation.	Self-motivated and deals with work/learning balance in a positively	Maintains motivation and encourages others to do the same.
Justification/evidence provided:			
Areas for development:			
Assessor/Employer comment(s):			

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

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

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.	Has a reputation within the work group for doing work right first time, every time. Consistently makes valued contributions to team quality	Encourages right first time and quality in others
	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.
Justification/evidence provided:			
Areas for development:			
Assessor/Employer comment(s):			

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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, can waste time on non-essentials or can overcommit to deliverables	Continually demonstrates efficient use of work time and strives for improved productivity	Takes responsibility for managing time of others, is able to prioritise and doesn't over commit
	Unreliable timekeeping and absence from work	Timekeeping and absence from work complies with company protocols	Encourages others to comply with company timekeeping protocols.
	Not fully prepared in advance holds up group activities.	Prepares in advance ready to participate in group activities	Encourages others to prepare in advance for group activities
Justification/evidence provided:			
Areas for development:			
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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/leading change and challenging practice or personal behaviour in others
Justification/evidence provided: 			
Areas for development: 			
Assessor/Employer comment(s): 			

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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 12 months and 18 months (further reviews can be carried out as 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.

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