



Assessment of Work-based Learning activity
 (to be completed at the end of every work based learning activity period)

Appendix 8

Individual's name	
Nature of work based learning activity (as per definition in framework)	
Supervisor's signature and date	
Total number of hours undertaken	
Supervisor's overall "score" based upon the criteria grading as set out below	
<p>Comments for the individual from the supervisor</p> <p>Comments should:</p> <p>State the strengths and weaknesses of the individual in relation to their skills, attitudes and behaviours in the work-based learning activity</p> <p>Give recommendations for the next steps for this individual's development in relation to developing their work readiness</p>	

Profile	1	2	3	4	Score
Deploying core skills (communication, numeracy, ICT, problem solving and working with others) as required by the work-based place	Is frequently unable to use routine skills	Struggles often to use routine required core skills even in very familiar workplace contexts	Usually able to deploy the skills required but occasionally struggled in more complex situations	Is always able to deploy the core skills required for this activity	
Following attendance requirements	Poor attendance at and unable to provide appropriate rationale for absence	Erratic attendance with absences without appropriate rationale	Good attendance with occasional explained absences	Excellent attendance with any absence fully explained	
Following time keeping requirements	Arrives late, is back late from breaks without relevant excuse on more than a few occasions	Normally good but with a few lapses in time-keeping with inappropriate excuses	Good time-keeping with odd lapse e.g. on-time but not prepared to start work	Always on time at start and after breaks and prepared for work	
Following safe working practices	Shows little awareness of risks within the work place and is a danger to self and others	Shows some understanding of safety issues and risks but has frequent lapses	Generally demonstrates awareness of safety and workplace risks	Demonstrates good safety awareness and asks/flags up issues of safety concern	
Following organisational dress code (including if PPE required)	Wears inappropriate dress frequently which poses a risk to themselves and others and cannot therefore fulfil tasks	Follows dress code with odd exceptions to code, e.g. forgotten to remove unacceptable jewellery	Follows dress code with rare exceptions	Always follows required dress code	
Attitude to learning in the work –based activity	Unwilling and uninterested in learning new tasks	Sometimes uninterested in learning but occasionally attentive and asks some questions	Usually willing to learn new things, asks questions but may require to be prompted	Very enthusiastic about learning in the workplace, asking frequent questions to improve their own knowledge	

Working with work place colleagues, mentors and supervisors	Reluctant to work with others	Tries to work with others but sometimes behaviour means that it does not go well	Works well with others and contributes generally to the team effort	Works well with others and inspires team performance	
Willingness to undertake tasks	Frequently reluctant to undertake tasks and demonstrates very negative body language towards the work environment	Usually undertakes tasks but body language often suggests reluctance	Usually undertakes tasks but body language occasionally suggests reluctance	Always undertakes tasks with positive approach and body language	
Ability to follow instructions and ask for assistance When unsure	Ignores instructions frequently and rarely asks for assistance, contributing to poor task completion	Usually follows instructions but often diverges from them	Follows instructions with occasional lapse (often due to mis-understanding)	Always follows instructions and makes an effort to clarify them when unsure	

The Service Provider must formally review progress every 28 calendar days to confirm progress towards achievements, provide opportunity for constructive feedback, motivation and identify any further actions required to support progression.