



Behaviours Evaluation Assessment Criteria for Level 3 Apprenticeship Standards

	Does not meet Expectation <i>Apprentice failed to demonstrate an acceptable level of behaviour. Improvement is required</i>	Meets Expectation <i>Apprentice demonstrated acceptable level of behaviour and meets the minimum level of behaviour expected</i>	Exceeds Expectation <i>Apprentice demonstrated consistent and positive behaviours in this area that reflect those expected of outstanding apprentices</i>
Personal Responsibility:	<i>Demonstrate personal responsibility towards safety systems(incl. risk management and environment)</i>		
Assessment criteria	Little evidence of personal responsibility to safety systems.	Always demonstrates personal responsibility towards safety systems.	Always demonstrates personal responsibility toward safety systems and seeks to influence the behaviours 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.
Communication:	<i>Communicate effectively using a full range of skills: speaking; listening; writing; body language; presentation</i>		
Assessment criteria	Misinterprets or is slow to comprehend oral and/or written instructions.	Always comprehends oral and/or written instructions when first presented.	Always comprehends oral and/or written instructions and checks to avoid any misunderstanding.
	Communications are vague or poorly written or spoken. Struggles 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).
	Does 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.

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			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.	Able to reason from different points of view.
Team Work	<i>Work and interact effectively within a team</i>		
Assessment criteria	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.
	Reduces morale and enthusiasm within the team.	A good team member; builds effective working relationships with colleagues in 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.	Works cooperatively with others to achieve overall team goals.	Puts team goals ahead of personal achievement and recognition.
Independence and Responsibility:	<i>Work independently and take responsibility for initiating and completing tasks</i>		
Assessment criteria	Inclined to wait for direction on work tasks.	Normally does not need to be told what to do next, can be trusted to complete tasks.	Looks ahead and progresses work in areas of the job.
	Regularly needs to be told what to do or how to do it.	Identifies obstacles to achieving work assigned and escalates.	Seeks to resolve obstacles to achieving work assigned themselves before

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			escalating.
	Requires supervision to progress work.	Manages their own 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.
Impact of work:	<i>Understand impact of work on others, especially where related to diversity and equality</i>		
Assessment criteria	Others feel the need to recheck their work or have to finish off the job after them. Work rarely makes a positive 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.
	Demonstrates little respect for the values of others.	Respects the value of others.	Actively encourages work group to respect the values of others
	Struggles with 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.
Time management	<i>Accepts responsibility for managing own time and workload within a given plan to complete work to schedule</i>		
Assessment criteria	Does not deliver consistently and can waste time on non-essentials.	Continually demonstrates efficient use of work time.	Continuously strives for improved productivity.

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	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
Change Management:	<i>Ability to handle change and respond to change management processes</i>		
Assessment criteria	Struggles with 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.	Demonstrates changing practice or personal behaviour.	Demonstrates influencing change of practice or personal behaviour by others.