# Non-Destructive Testing (NDT) Apprenticeships – Employer’s Assessment of Behaviours

**Apprentice’s name:** ________________________________

**Unique Learner Number (ULN):** ________________________________

**Apprentice’s company name:** ________________________________

**Period of assessment (ie one month, six months, two years, etc):** ________________________________

**Date assessment carried out:** ________________________________

<table>
<thead>
<tr>
<th>Assessment criteria – behavioural competency</th>
<th>Apprentice self-assessment</th>
<th>Employer assessment</th>
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<tbody>
<tr>
<td><strong>Communication</strong> – to communicate effectively with senior NDT staff, such as NDT engineering technicians, in order to facilitate timely and accurate completion of the inspection programmes.</td>
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<td><strong>Teamwork</strong> – to work effectively in a team and to support others where appropriate.</td>
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<td><strong>Delivery</strong> – to consistently see things through to timely completion.</td>
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<td><strong>Common sense</strong> – to consistently apply knowledge and experience with balance.</td>
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<td><strong>Influence</strong> – have a positive impact without relying on others.</td>
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<td><strong>Ethics</strong> – to act with maturity, honesty, integrity and responsibility.</td>
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**Average scores**

**Apprentice’s comments:**

**Employer’s comments:**

**Apprentice’s signature:** ________________________________

**Employer’s signature:** ________________________________
Rating Descriptions

Outstanding Performance (5)
- Outstanding performance evident at a level that is a clear and significant stretch from normal requirements.
- Highly commendable in a difficult role or a particularly challenging year for the role.
- Performance shows exceptional proactivity, energy, initiative and ‘common sense’ to anticipate/resolve problems within own group and beyond.
- Individual takes appropriate independent action, requiring minimal guidance to produce exceptional work results.
- Often sought out by others.
- A clear role model, who freely shares knowledge, shapes thinking and is a catalyst for learning.
- Receives unsolicited positive testimonials from customers/colleagues.
- Makes complex judgements that balance business needs and rational risks.

High Performance (4)
- Consistently meets requirements, regularly exceeds them and shows strong initiative.
- Successfully completes all responsibilities and is clearly stretching themselves and others.
- Makes a consistently strong and collaborative team contribution, actively supporting the development of others.
- Regularly volunteers for additional stretching tasks and responsibilities and is a positive influence for change.
- Receives frequent positive customer and peer feedback.
- Actively seeks out knowledge and information, applying this to the job.
- Makes sound judgements, with a willingness to consider and take appropriate risk.

Good Performance (3)
- Fully achieves the requirements agreed; makes a consistent positive contribution to the team and/or the wider business.
- Makes balanced decisions within the scope of the role and will take some appropriate risks, whether an experienced employee or an inexperienced ‘learner’.
- A valued core member of the team who sets a positive example to others, keeping skills up to date, applying newly found skills to the job and developing to be able to maintain their positive contribution.
- Shows proactivity and initiative in day-to-day tasks.
- Contributes to the formulation of future direction and embraces change/improvement activity.
- Is receptive to feedback and responds positively to areas where improvement is indicated.
- Seeks out opportunities to grow their contribution to the business.
- Readily shares knowledge and ideas with colleagues to help move the business on.

Not Fully Meeting Performance Expectations (2)
- Delivering marginally and inconsistently. Is not meeting all requirements.
- Judgements are generally sound, although some are poorer than expected.
- Some technical/behavioural needs evident, which show a need for focused attention on updating and continuous learning.
- Needs to show general improvement or improvement in a particularly significant area to better support colleagues and customers and deliver more to the business.
- Is not helping the team to improve its contribution and does not actively seek out opportunities to increase personal contribution or show sufficient initiative.
Some resistance to improvement evident or does not enthusiastically embrace change.
- Pace of work is lagging against that required for the job.

**Unacceptable Performance (1)**
- Delivery does not meet requirements; urgently needs to turn this around.
- Significantly lower behaviour or technical standards than required, despite training and support where necessary; not a team player.
- Almost always takes longer than the allocated time for tasks.
- Requires unacceptably high level of supervision or assistance to accomplish work results.
- Risk averse and makes significant errors of judgement adversely affecting customers and peers.
- A blocker to required change and improvement.