

Title	Unpacking Soft Skills / Unpacking Work Placement Assessment Criteria for Soft Skills
Description	This is a tool that will assist students when considering the nature of soft skills. It will also assist employers/work place supervisors when making the assessment decision on the demonstration of soft skills by students in the workplace. It aims to bring consistency to those assessment decisions made across different employers/ work place supervisors
User	Students when preparing for the work placement and employers/workplace supervisors when assessing the demonstration of soft skills by students
Goal	To provide all parties to the work placement activity with a clear and consistent understanding of the soft skills to be demonstrated while on the work placement
Objective	To provide a resource for teachers/tutors/trainers to support teaching and learning To provide students with a clear understanding of the nature of soft skills for the workplace. To assist workplace supervisors in their understanding of the stated criteria in the supervisor's report (for CDETB programme module leading to NFQ level 5 Work Experience) and to ensure a consistent interpretation of the criteria when making judgements on student performance To facilitate consistency of interpretation of the criteria across centres in a VET Provider
Method	This can be completed electronically or in hard copy, where appropriate
Recommended Use	By students when planning for their work placement and by employers/workplace supervisors when assessing student performance
When	Students - When planning for the work placement and during the placement Employers/Workplace supervisors – when assessing learner performance on the placement
Language	English
Further links	

### **Unpacking Soft Skills/Unpacking Work Placement Assessment Criteria for Soft Skills**

#### **Rating Levels**

Supervisors are asked to judge learner performance while on work placement under a number of stated criteria and rate performance linked to each criterion as *excellent, very*

*good, good, satisfactory, unsatisfactory or unable to assess.* A work place supervisor would expect to see an overall improvement in the learners' understanding of the relevant vocational setting before allocating a satisfactory rating level or higher.

The table below provides some insight into what these rating levels mean.

<b>Excellent</b>	A comprehensive, highly structured and focussed performance while on placement
<b>Very Good</b>	A thorough and well organised performance while on placement
<b>Good</b>	Adequate and competent performance while on placement
<b>Satisfactory</b>	Minimum acceptable standard achieved while on placement
<b>Unsatisfactory</b>	A performance on work placement that fails to meet the minimum acceptable standard
<b>Unable to assess</b>	This will be ticked only if the supervisor is unable to assess the item, e.g. if technology isn't used as part of the work placement

The criteria listed below cover many of the personal skills that learners should be able to demonstrate when on work experience / work placement.

Workplace supervisors, when completing their reports rate learners on each of the eight key criteria highlighted below. Each criterion has examples of practice listed below it to help to provide clarity on the possible meaning of each.

<b>1. Observation of good timekeeping</b>	
<ul style="list-style-type: none"> <li>• Arrives on time for work placement</li> <li>• Resumes work promptly when returning from lunch and coffee breaks</li> <li>• Completes the required number of hours per working day, as agreed</li> <li>• Gets promptly down to task when arrive at the placement</li> <li>• Carries out tasks in time efficient manner</li> <li>• Notifies the site if you need to be absent</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>2. Working independently while under general direction</b>	
<ul style="list-style-type: none"> <li>• Listens to and carefully follows directions regarding tasks to be completed</li> <li>• Seeks clarity appropriately when needed e.g. ask relevant questions</li> <li>• Adheres to instructions while completing tasks</li> <li>• Completes the tasks assigned</li> <li>• Proactive – seeks new/additional work once assigned tasks are completed</li> <li>• Seeks help from appropriate person/s when needed</li> <li>• Seeks feedback</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>3. Meeting deadlines</b>	
<ul style="list-style-type: none"> <li>• Agrees manageable deadlines</li> <li>• Maintains the agreed upon work schedule</li> <li>• Seeks clarity on what needs to be achieved and by when</li> <li>• Seeks extensions on deadlines, if legitimately required</li> <li>• Stays on task</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<ul style="list-style-type: none"> <li>• Puts in extra time/effort to complete task/s, if needed</li> <li>• Flexible approach to work tasks</li> <li>• Ability to multi-task</li> <li>• Ability to adapt to changing needs and demands</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>4. Personal presentation</b>	
<ul style="list-style-type: none"> <li>• Appropriately dressed for work e.g. uniform, protective clothing &amp; shoes, clean &amp; professional clothes, skirt, suit</li> <li>• Meets relevant hygiene standards e.g. cleanliness, tidy hair, clean hand and nails, fresh breath</li> <li>• Appropriate posture for work, where relevant</li> <li>• No chewing gum or eating during work tasks</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>5. Adherence to health, safety and other relevant regulations</b>	
<ul style="list-style-type: none"> <li>• Knowledge of relevant regulations</li> <li>• Knowledge of reporting requirements</li> <li>• Appropriate reporting where needed</li> <li>• Dresses appropriately e.g. non-slip soles, hard-hat, low heels, etc.</li> <li>• Safe &amp; hygienic practices and routines e.g. handwashing</li> <li>• Safe operating of machinery and equipment</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>6. Demonstrate effective personal communication skills</b>	
<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Enthusiasm</li> <li>• Positive attitude</li> <li>• Proactive</li> <li>• Demonstrates initiative</li> <li>• Awareness of roles</li> <li>• Polite, mannerly &amp; pleasant communication</li> <li>• Organises thoughts appropriately</li> <li>• Willing to relate to others differently</li> <li>• Self-awareness</li> <li>• Sensitive to and respectful of others</li> <li>• Critical thinking</li> <li>• Motivated</li> <li>• Ability to deal with conflict</li> <li>• Ability to take personal responsibility</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>7. Demonstrate effective interpersonal communication skills</b>	
<ul style="list-style-type: none"> <li>• Verbal Communication               <ul style="list-style-type: none"> <li>○ Speaks appropriately for different audiences e.g. formal, informal, appropriate topic</li> <li>○ Uses appropriate voice quality and tone</li> <li>○ Uses appropriate and relevant language</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<ul style="list-style-type: none"><li>○ Clear and concise when speaking</li><li>○ Takes initiative when speaking</li><li>○ Effective participation in discussions in different situations e.g. meetings, break-times</li><li>○ Effective listening: show interest , avoid distractions and unnecessary interruptions</li><li>○ Shows empathy</li><li>○ Listens effectively to instructions</li><li>○ Provides feedback effectively</li><li>○ Receives feedback in positive manner</li><li>● Non-verbal communication<ul style="list-style-type: none"><li>○ Uses appropriate body language, posture, movement</li></ul></li><li>● Written communication<ul style="list-style-type: none"><li>○ Plans writing tasks</li><li>○ Uses appropriate language</li><li>○ Checks for spelling, grammar errors, etc.</li><li>○ Rereads before sending/presenting to supervisor</li><li>○ Appropriate written communication for audience</li></ul></li></ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>8. Demonstrate effective technological communication skills</b>	
<ul style="list-style-type: none"><li>● Uses appropriate technology for assigned tasks e.g. fax, e-mail, SMS</li><li>● Uses technological software related to the vocational area e.g. e-mail, SMS, skype, appointment systems, online record cards, clocking in and out</li><li>● No use of personal technology devices in work time, e.g. mobile phone for social media, SMS, etc.</li></ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>