

**Appendix D: End of Assignment assessment report**

1. The Supplier shall ensure that all End of Assignment Assessment Reports contain the information set out below:

Date:

To: Named Supplier’s Staff

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Contracting Authorities reference no. (if provided)** | | | | | |  | |
| **Re:** | Temporary Worker’s full name | | | | | | |
| **Position supplied:** | | | |  | | | |
| **Assignment Date: From** | | DD/MM/YYYY | | | **Assignment Date: To** | | DD/MM/YYYY |
| **The identified Temporary Worker’s performance on this Assignment has been:** | | | | | | | |
| **Excellent** | | |  | | **Good** | |  |
| **Satisfactory** | | |  | | **Unsatisfactory** | |  |
| In the event of unsatisfactory work by the identified Temporary Worker, please complete the full standardised end of Assignment assessment report | | | | | | | |
| **Would you Engage the identified Temporary Worker on an Assignment in the future?** | | | | | | | |
| Yes | | |  | | No | |  |
| **Comments?** | | | | | | | |
|  | | | | | | | |

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| --- |
| **Does this identified Temporary Worker have any training needs that you have identified?** |
|  |

**Name of Contracting Authority’s reporting officer**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** |  | **Position** |  |
| **Signature** |  | **Date** | DD/MM/YYYY |

**Statement by Temporary Worker**

I have seen the above End of Assignment assessment report and I agree/disagree\* with its contents. I have also seen the Guidance Notes on the completion of the End of Assignment assessment report.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** |  | **Position** |  |
| **Signature** |  | **Date** | DD/MM/YYYY |

*\* Please delete as appropriate*

**Notes on completion of the End of Assignment Assessment report**

Tick only one box in each row of the report. These guidelines may help in assessing the performance of the Temporary Worker. To be graded average or above average the Temporary Worker’s performance must be consistent with that of substantive appointments at that grade.

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| --- | --- | --- | --- | --- |
|  | **Above Average** | **Average** | **Below Average** | **Unacceptable** |
|  | | | | |
| **Record taking** | Precise, perceptive, comprehensive, well documented | Usually complete, orderly and systematic | Often incomplete / inaccurate and/or poorly recorded | Frequently incomplete, inaccurate and poorly recorded |
| **Practical skills** | Shows outstanding practical ability. | Competent. | Clumsy or rough.  Can have difficulty in even the simplest procedures. | Clumsy and rough.  Often has difficulty in even the simplest procedures. |
| **Knowledge** | | | | |
| **Job Role** | Comprehensive and up to date knowledge and understanding of the job role  Widely read, | Adequate and up to date fund of knowledge.  Relates this satisfactorily to patient care./service user support | Reasonable though perhaps dated knowledge.  Not always applied appropriately. | Uninterested. Does not read the literature.  Fails to apply basic knowledge to problems. |
| **Attitudes** | | | | |
| **Reliability** | Highly dependable and conscientious. | Dependable. Does not need reminding. Conscientious in patient care, | Occasionally unreliable. Forgets to do things (possibly to the detriment of patients / service user). | Frequently unreliable. Likely to fail to do things (possibly to the detriment of patients / service user). |
| **Leadership and initiative** | Excellent team leader with great ability to motivate others. Shows initiative, Always takes responsibility. | Competent but lacks inspiration. Gives clear instructions. Usually shows initiative and takes responsibility. | Needs pushing and may fail to show initiative. | Very limited. Gives confusing instructions. No initiative. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Above Average** | **Average** | **Below Average** | **Unacceptable** |
| **Administration** | Well prepared and organised. Adapts to the Contracting Authority’s management policies. | Well prepared and organised. Conscientious.  Can be left confidently to deal with routine work. | Often behind of neglects routine admin. | Cannot be bothered or slapdash. |
| **Time keeping** | Punctual and reliable.  Will always contact the unit to warn of a problem. | Usually on time.  Usually contacts the unit to warn of a problem. | Often late to the unit and to clinics.  May not warn of a problem. | Frequently late to the location. Often fails to warn of a problem. |
| **Relationships with colleagues** | Willing to accommodate the working methods of the team. Able to defuse problems in the team. An excellent colleague who fits in well. | Good rapport, Trusted. Easy to work with. Able to fit in with existing team. | Fails to fit in with seniors, peers or juniors. | Uninterested. Does not try to fit in with colleagues and may even undermine them. |
| **Relationships with patient / service users** | Inspires confidence.  Establishes excellent rapport.  Patients/service users delighted to be looked after / supported by him/her. | Sound, caring / supportive attitude.  Can allay patient/service user fears. Takes time.  Trusted by the patient./service user | Does not put people at their ease.  Lacks empathy, | Does not mean well.  Rude.  Patients/service user do not want him/her present  Increases patient/service user anxieties. |
| **Relationships with other staff** | Inspires loyalty and enthusiasm. | Sound and professional yet approachable. Treats others with respect and is respected in return. | Careless of others.  May generate rather than solve problems. | Rude and arrogant.  Likely to cause problems. |
| **Communication skills** | Excellent communicator.  Easily establishes rapport with patients / service user.  Encouraged and enhances mutual understanding, | Good communication skills.  Listens well and explains well, in appropriate language.  Gives clear instructions. | Poor command of local language.  Inarticulate and confusing; easily misunderstood  Does not listen or understand.  Confuses patients/service user with unnecessary technical terms. | Very poor command of local language.  Unintelligible, inarticulate. Minimal explanatory skills.  Can appear indifference and/or patronising. |
| **Personal qualities** | | | | |
| **Appearance** | Smart, appropriately dressed.  Good personal hygiene. | Tidy, appropriate dress.  Normal personal hygiene. | Untidy of inappropriate dress. | Often scruffy. Generally poor personal hygiene. |
| **Integrity** | Excellent. | Good. | Just acceptable. | Suspect honesty or morals. |
| **Manners** | Always considerate and polite. | Generally good. Considerate. | Thoughtless, sometimes rude. | Rude and/or arrogant |