National Learning Network

Investing in People, Changing Perspectives

Assessment Service

TUTOR, TRAINER or EMPLOYER QUESTIONNAIRE

Please complete the following questionnaire giving as much information as you can.
If any pertinent reports or assessments are available, please forward a copy. This is treated as confidential information and will not be discussed without prior consent .

STUDENT/EMPLOYEE DETAILS	
Name:	Date of Birth:
Home Address:	Gender:
	Tel. No:
	Email:
	Year started: Finish: (N/A❑)
Course/job description and duties:	

COLLEGE/EMPLOYER DETAILS	
Company/College Name:	
Name of Line Manager/Tutor/direct supervisor:	
Address:	Tel. No:
	Fax No:
	Mobile No:
	E-mail:
Contact name (if different to above):	
Preferred Method/Time of Contact:	
Other details:	

KEY CONCERNS AND EXPECTATIONS

Briefly list your main concerns about the individual.

Outputs/expectations from course/workplace.

Is the individual meeting these expectations successfully?

Please state any other information you think may be helpful.
e.g. How the individual's difficulties are presenting with work or with social interaction

This is a checklist to discover a little more about the individual, each point describes an activity for which we would like you to make a judgement. Read each sentence and mark how the individual's ability compares to those of the peer group/people in similar roles by placing an ✕ in the most suitable box. **There are no right or wrong answers and confidentiality is assured.** Please check that each point has a corresponding ✕, please do not leave blank answers.

		ability compared to peers				
		very poor	poor	average	good	very good
Social Skills	***e.g.*** *the individual is very poor compared to peers*	☒	❑	❑	❑	❑
	e.g. *the individual is good at this compared to peers*	❑	❑	❑	☒	❑
	Ability to appropriately argue his or her views	❑	❑	❑	❑	❑
	Ability to control the volume of his or her voice	❑	❑	❑	❑	❑
	Manages not to lose his or her temper	❑	❑	❑	❑	❑
	Keeping a tidy appearance	❑	❑	❑	❑	❑
	Acting appropriately to the social situation	❑	❑	❑	❑	❑
	Interacting with others	❑	❑	❑	❑	❑
	Starting and maintaining a conversation	❑	❑	❑	❑	❑
	Making appropriate eye contact	❑	❑	❑	❑	❑
	Working as part of a team	❑	❑	❑	❑	❑
	In group situations, discussions, meetings	❑	❑	❑	❑	❑
	Interprets the intentions of others correctly e.g. gets the joke, understands sarcasm	❑	❑	❑	❑	❑
	Able to sit still when talking to him or her	❑	❑	❑	❑	❑
	Appropriate behaviour for the context of the setting	❑	❑	❑	❑	❑
	Self esteem - may judge by whether s/he talks about himself/herself negatively/positively	❑	❑	❑	❑	❑
	Maintain comfortable social distance i.e. does not stand too close or too far away.	❑	❑	❑	❑	❑
	Making appropriate comments about others	❑	❑	❑	❑	❑
	Self assured, does not require feedback and reassurance	❑	❑	❑	❑	❑
	Appearance/dress code appropriate in the context of the setting	❑	❑	❑	❑	❑
	Overall social skills rating for the individual	❑	❑	❑	❑	❑

		ability compared to peers				
		very poor	poor	average	good	very good
Work Related Skills	Read and understand work given to him/her	❑	❑	❑	❑	❑
	Copes with number work/calculations	❑	❑	❑	❑	❑
	Ability to work on own	❑	❑	❑	❑	❑
	Taking and following orders	❑	❑	❑	❑	❑
	Responds positively to constructive criticism	❑	❑	❑	❑	❑
	Follows rules of the setting – work/college	❑	❑	❑	❑	❑
	Punctuality	❑	❑	❑	❑	❑
	Spelling	❑	❑	❑	❑	❑
	Presentation of work, written reports etc.	❑	❑	❑	❑	❑
	Organisational skills - organise work & time	❑	❑	❑	❑	❑
	Keeps attention on tasks	❑	❑	❑	❑	❑
	Not getting distracted by others talking	❑	❑	❑	❑	❑
	Writing down and remembering tasks	❑	❑	❑	❑	❑
	Use of specialist equipment or tools (if applicable)	❑	❑	❑	❑	❑
	Legibility of writing	❑	❑	❑	❑	❑
	Cope with changes to routine	❑	❑	❑	❑	❑
	Remembering to do tasks and assignments	❑	❑	❑	❑	❑
	Work completion rate/ speed of work	❑	❑	❑	❑	❑
	Accuracy and completeness of work	❑	❑	❑	❑	❑
	Organisational skills - tidy desk/equipment in good order/files or notes well kept	❑	❑	❑	❑	❑
	Writing down information accurately and in a timely fashion	❑	❑	❑	❑	❑
	Receive several instructions at once without getting confused or muddled	❑	❑	❑	❑	❑
	Produce the expected volume of work, compared to others in a similar position	❑	❑	❑	❑	❑
	Keeping objects and possessions safe and knowing where they are	❑	❑	❑	❑	❑
	Co-ordination - e.g not clumsy	❑	❑	❑	❑	❑
	Overall work rating for the individual	❑	❑	❑	❑	❑

Further information (please add additional sheets if necessary)

Does the individual receive help at present and if so, what? E.g. extra time for exams (how long), help with some aspects of duties, mentoring support etc.
Do you know if the individual is in receipt of any disability support/allowances? No s/he is not ❑ - also, I don't think the individual is disabled ❑ Yes s/he is ❑ - details:
Has s/he applied for disability support/allowances? Yes ❑ No ❑ What are the consequences of this application?
As far as you know has this individual ever been diagnosed as having any learning difficulties? Yes ❑ No ❑ If yes, please describe what these were:
Have any health or educational problems led to frequent absence from college/workplace/training setting? Yes ❑ No ❑ If yes, please describe what these were and how much time has been missed:

Thank you for your co-operation

Please return to: National Learning Network Assessment Service, Block A, Institute of Technology, Blanchardstown, Blanchardstown Rd. North, Dublin 15.