



Goals, Objectives and Learning Form (GOLF)

To be completed by the host organisation

Please indicate the level at which the student is performing in the categories below by ticking the box next to the appropriate score. Please feel free to interpret the qualities under each category in the way most appropriate to your particular work environment using the scale 5 (excellent) to 1 (inadequate).

1. Organisational Skills

Excellent ability to manage tasks, forward plan and motivate/work with colleagues as appropriate.	5	
Very good - able to manage and plan own work to timescales and assist others.	4	
Above average - conscious of direction, proactive in setting own tasks and managing time, requires little support to perform set tasks and has some view of forward planning.	3	
Reasonably able, seeks guidance when necessary but thinking is short term, weak time management.	2	
Lacking in motivation and initiative, little appreciation of forward planning or time management, needs significant support.	1	

2. Verbal Communication

Excellent: speaks fluently and with clarity. Confidence, accuracy and appropriate level and detail in most situations.	5	
Very good participation in meetings and ability to deliver presentations but not always accurate or clear.	4	
Good: confident, articulate and accurate in 1-1 conversations but meetings and presentations need more work.	3	
Acceptable communication skills but needs to be more thoughtful and accurate.	2	
Finds difficulty with verbal communication about work, often confused or inaccurate.	1	

3. Written Communication

Near-professional standard of record keeping and report writing, excellent presentation.	5	
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Good written work: appropriate detail, command of grammar, vocabulary and organisation.	4	
More than adequate written communication and record keeping in terms of detail but accuracy/presentation/English needs improving.	3	
Adequate record keeping but reporting needs improvement.	2	
Inadequate writing requiring extensive correction, poor record keeping.	1	
Too early to assess.		

4. Interpersonal Skills

Able to mix well and establish a good and appropriate relationship with people at all levels.	5	
Has established an ability to work with others at different levels.	4	
Works very well with peers; listens to the views of others. Clearly a team player, but only at one level.	3	
Attempts to mix and contribute with peers but reluctant to extend working network beyond this.	2	
Tends to be shy and retiring, has difficulty establishing good working relationships at any level.	1	

5. Applying technical/specialist knowledge

Demonstrates clear expertise and ability to work unaided in relevant technical areas.	5	
Very competent at performing technical tasks with little or no support.	4	
Performs technical tasks well with little support.	3	
Performs technical tasks adequately but needs significant support.	2	
Inadequate performance of technical tasks; needs significant support.	1	

6. Problem Solving

Very good analysis of problems and construction of solutions, tackles new problems with enthusiasm and insight.	5	
Good ability to formulate both problems and realistic solutions.	4	
Able to formulate problems well and willingly offers solutions but not very well thought out.	3	

Grasps essentials of a problem quickly but reluctant or unable to formulate solutions.	2	
Superficial, confused, disorganised approach, difficulty in understanding problems.	1	

7. Inventiveness and initiative

Independently contributes own, well thought out and sometimes innovative ideas.	5	
Regularly puts forward own ideas without prompting, some evidence of original thinking but ideas need more development.	4	
Has shown initiative and volunteered some new ideas but not yet well thought out, able to provide constructive criticism.	3	
Shows some initiative but uncritical approach.	2	
Not yet showing initiative or offering own solutions, unquestioning approach.	1	
Too early to assess.		

8. Development Potential

Excellent development potential: self-motivated to identify own development needs and find relevant resources, learns well from experience, some evidence of ability and appetite to take on more responsibility or leadership.	5	
Good development potential – very good at what they do and self-motivated but not looking beyond their present role.	4	
Some evidence of development potential: quick to take on new ideas/work and shows initiative in building on strengths.	3	
Possible potential: competent at following instructions, willing to address weaknesses but not yet motivated to do more or take the initiative.	2	
Uncertain potential: has difficulty in picking up new ideas and skills, unwilling or unable to work at weaknesses.	1	
Too early to assess.		

Further comments on the student's performance and progress to date:

(Please include specific development areas and where the student has met/exceeded expectations. If this is the final report then please summarise your overall view of the placement)

Objectives discussed with student (not applicable if final report):

Student's planned activities for the next 3 months (not applicable if final report):

Signature:

Position:

Date:

Employer Guidelines

As part of the student's placements degree course we request the students and their placement managers/supervisors to jointly complete short reports at 3 monthly intervals which indicate the student's progress and development. These reports form part of the students overall assessment but are mainly intended to help the student extract the most out of their placement experience by getting them to reflect on their strengths, weaknesses, direction and personal growth. Your help in this process is much appreciated.

We would hope to see the student's performance improve over the placement year with the employer scores reflecting this progress (e.g. starting at perhaps 1 or 2 and hopefully progressing to 4 or even 5 by the end of the placement period). Please indicate the level at which the student is currently performing.

When completing this report please:

- provide an honest appraisal of the student's performance
- provide constructive feedback so that the student is aware of where they need to focus their attention for development over the following months
- indicate where the student has been particularly successful
- set clear objectives with the student for them to work towards in the coming months

The Educational Aims of the Placement Programme

The aims of the placement are to undertake a programme of work at professional level, usually but not exclusively, in a related discipline and to develop transferable, personal and interpersonal skills relevant to a graduate.

Learning Outcomes

On completion of the placement, the student should have had the opportunity to:

- apply knowledge and/or skills developed at the university in a professional context
- demonstrate good personal skills in self-management, planning, time management, problem solving, decision making and team working
- demonstrate good oral communication and presentation skills, including making a presentation at the placement conference on the work carried out
- demonstrate sound record keeping and report writing skills, including writing a report describing the work carried out whilst on placement, the context in terms of the organisation's overall business and structure and their personal development.