Please use this template below when observing the student's practice, noting relevant examples of how a student does/does not demonstrate her/his skills in the required areas. Clearly, not all of these areas may be covered or evidenced in any one observation, so do not worry if there are gaps in the form. Over the required three direct observations together, all the areas should be covered.

## Direct Observation of Student’s Practice

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of student | |  | | |
| Name and role of observer | |  | | |
| Date of observation | |  | 1st, 2nd or 3rd direct observation |  |
| Brief description of session/work/situation/objectives and the context to be observed | |  | | |
| **Observers comments** | | | | |
| How did the student plan and prepare for the session? | |  | | |
| How did the student demonstrate they are meeting the nine domains of the PCF? N.B. Only complete the relevant domains | | | | |
| PCF 1 |  | | | |
| PCF 2 |  | | | |
| PCF 3 |  | | | |
| PCF 4 |  | | | |
| PCF 5 |  | | | |
| PCF 6 |  | | | |
| PCF 7 |  | | | |
| PCF 8 |  | | | |
| PCF 9 |  | | | |
| How did the student respond to unanticipated issues or opportunities? | |  | | |
| Overall comments on student’s performance, including strengths and suggestions for development of future practice | |  | | |
| Feedback from service users.  Where possible observers should aim to gather feedback from service users about the student and their practice. This should take place without the student being present so that service users do not feel inhibited from expressing their views. | |  | | |
| Student’s reflection on direct observation and response to feedback | |  | | |

Updated UoL 19/06/19