# Years 2 and 3 Observations of Practice

|  |  |
| --- | --- |
| Student: | Date: |
| Observer:  |  (Line Manager/PT\*) \*please delete as appropriate |
| Event: |
| Context: |

As part of students’ second and third year portfolio of evidence, they are required to be observed twice in each year of practice (four times in all). The focus of each of these intermediate and advanced observations relates to students’ capacities to demonstrate particular competencies mapped out in the Professional Practice Handbook, as well as evidence the integration of different aptitudes, skills and professional behaviours in different contexts. The student should be able to reflect upon and develop from each of these observed interactions and observer feedback and any dialogue that follows should be a helpful catalyst for this. Students should also be able to demonstrate that they have grown and developed in their understanding and interactions between observations.

|  |  |
| --- | --- |
|  | **Observer Feedback**  |
| The level of appropriate preparedness for the observed session. |  |
| Ability to gain the trust, co-operation and respect of those engaging in the session. |  |
| Relationship and interaction with other practitioners/volunteers in the context of the session.Effectiveness in working with others For example, planning and organising work with others, problem solving, managing conflict.  |  |
| Ability to promote meaningful participation |  |
| Leadership/facilitation/management skills |  |
| Communication skills: confidence, tone, clarity, speed etc., and where appropriate the use of different media and technology.  |  |
| Non-verbal communication, approachability & opennessFacial expression, posture, gestures, nods etc.  |  |
| Accountability to others & working under leadership Attitude, reliability, commitment to team, contribution to team meetings, following though on action points.  |  |
| Timekeeping & punctuality  |  |
| Working in an-anti-oppressive manner Modelling inclusive language and behaviours, challenging oppressive attitudes and behaviours.  |  |
| Familiarity with and application of Health and Safety and Child Protection policies |  |
| Demonstration of values in practice For example, respect, truth, democracy, fairness, ethical values.  |  |
| What did you appreciate about what the student did in their practice? |  |
| What constructive feedback would you offer that would contribute to the further development of the student’s practice? |  |
| Overall feedback on the student meeting the requirements of the task as benchmarked against professional competencies.  |  |

|  |
| --- |
| In your professional opinion is the student ON TARGET to pass at the intermediate/advanced level (delete as appropriate) at the end of Year 2/3 (delete as appropriate)? YES/NO |
| Signed: | Date: |

|  |  |
| --- | --- |
| Student Response  | What action will you take as a result of the feedback given in this observation?  |
| What are your reflections on the observed session and the feedback offered?  |
|  | What learning are you able to reflect on/evidence in terms of your own development since your previous observation? |
|  | What do you hope to develop in preparation for your next observation? |

|  |
| --- |
| **Theological Reflection** |