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| **Guidance on Direct Observation of Practice Report** |
| **Preparation for the direct observation of practice:**   * The student and observer should plan the direct observation and agree objectives and assessment criteria for the observation (what do they want to achieve in the intervention and there any specific capabilities, identified as areas for development or concern, they would like the observer to focus on and provide feedback). The student should complete and share boxes 1 and 2 of the form with the observer prior to the observed session. The observation should not proceed if this has not been undertaken. * Wherever possible the service user(s)/carer involved should be asked if they are willing to be part of the process. If they agree, it is the responsibility of the observer and the student to ensure that the service user/carer is given the opportunity to comment on the student’s capabilities, and/or for the service user to be given feedback about the student and assessor’s own assessment. Not all service users will be able to or want to be involved in the process; others will be willing to contribute and be part of the assessment process. The observer and candidate will need to plan how this is managed using their knowledge of or/and relationship with the service user wherever possible to ensure that this is comfortable for all concerned. Best practice is that service user feedback should be obtained unless there are exceptional reasons why this cannot be the case. (Adapted from ‘Assessing practice at qualifying level for social work using the PCF’) * Student and observer should agree and clarify the role of the observer during the intervention: how will they be introduced, under what circumstances, if any, will they intervene. * The observation should be planned to allow time for immediate feedback to be given to the student. * The student should have opportunity for reflective learning following service user feedback * The student should have the opportunity to reflect and comment on the observer’s report (box 6).   **1 Planning for Intervention**    *Questions you might want to think about:*   * How did you prepare for this intervention? * What is your purpose, role and responsibility? * What are your personal learning objectives? * What are the agency objectives?   **2 Brief description of the intervention**  *Questions you might want to think about:*   * What happened, what was achieved? * Describe your role and the action of others.   **3** **Reflections on the observed practice**  *Questions you might want to think about:*   * How did the theories and knowledge you identified work in practice? * What went well? * How did you know it had gone well? * Were the outcomes achieved? * What action do you need to take next in this intervention? * How did you feel generally and about being observed? * What key points have you learnt from this experience? * Were there any surprises for you in this observation? * Did the intervention go as you expected? * What aspects of the interview are you pleased? * Were there any aspects you found difficult?   **You must comment on how you have used theory/research to inform your practice**  **4**  **Critical reflection and professional development**  *Questions you might want to think about:*   * Bearing in mind the capabilities and level descriptors, have you identified or confirmed any specific areas for further development? (cross reference to capability statements if required) * How do you intend to address these areas of development? * What support do you require? |