**Clinical workplace teaching – Best practice checks**

**Appropriate case choice /advance planning.** Checks level and needs of learner and chooses case/activity appropriately. Evidence of planning activity ahead to benefit learner.

**Explores learner's knowledge constructively.** Asks questions and listens to responses in a constructive non judgemental way. Corrects performance or inaccurate responses in a fair and developmental manner. Encourages and explores learner's answers to further explore his/her knowledge.

**Demonstrates skill clearly/learner talk through.** Show appropriate support for learner of practical skills, demonstrating skills, talking through, encouraging learner to demonstrate understanding. Intervening appropriately if necessary.

**Gives appropriate feedback on learner's performance.** Giving calm constructive feedback. Attention given to learner's response to feedback.

**Encourages learner/trainee presentation of patients and participation in clinical discussion.** Welcomes learner’s contribution and point of view. Encourages learner as part of the clinical team/professional group.

**Directs possible further study.** Gives direction for further reading, important research, useful websites or literature to encourage further self directed study.

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**Guidance for completion**
1. Complete yearly (as a minimum)
2. Peer observers can be an individual (not always the same profession) at the same or above grade with an involvement in education

**Type of teaching observed:**
- Theatre
- Ward
- Outpatients
- Practical skill
- Communication
- Patient assessment
- Other

**Development request:**
- Lesson planning
- Effective questioning
- Giving feedback
- Other

We will get in touch to arrange

Tea off and return to the address on the card (no envelope required)

Please keep in your portfolio and take to appraisal
Clinical teaching | Ideas for improvement | Good Practice
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Appropriate case choice / advance planning |  |  
Explores learner's knowledge constructively |  |  
Demonstrates skill clearly / learner talk through |  |  
Gives appropriate feedback on learner's performance |  |  
Encourages learner / trainee presentation of patients and participation in clinical discussion |  |  
Directs possible further study |  |  

**Peer observation of teaching in the workplace**

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