



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Reflective Report Guidelines, Rubric and Template

- Please complete **1 in-depth reflection on 1 KEY learning experience** that occurred over the course of your placement. KEY learning experience = any experience which resulted in significant learning which will impact on your future professional practice.
- Please review **Rubric for Placement Reflective Report** which is in the appendix section of this guideline (appendix 1) prior to the completion of your reflection. The aim of this rubric is to make the expectations of performance clear and explicit for all students. This will be used when correcting your report and providing feedback on same.
- Please use the **template provided** in handbook and on PE website. The word version of this document is in the appendix section of this guideline (appendix 2).
- Please submit this reflection by _____ **via email (to your assigned link person i.e Claire or Lorna).**

Key questions to consider before, during and after your reflection:

- Is it clear why you choose to reflect on this specific experience? Is there evidence of key learning that relates to your competency development? If so, consider what aspect of competency development does this key learning relate to?
- Is there adequate description/information relating to the context in question to support this reflection?
- Do you effectively explore your emotions and/or your assumptions and acknowledge the impact of same on your actions?
- Have you made all key insights, skills, knowledge etc. that you have elicited from this experience clear to the reader?
- Is the key learning that you identify throughout this reflection linked and developed throughout the reflection? It is important that the key learnings summarised in the final sections relate to the learning identified in the earlier sections of the reflection.
- Do you have a clear and explicit action plan to support future learning? Your goals should be SMART (Specific; Measurable; Achievable; Relevant; Timely) and learning activities to support the attainment of these goals should be included.

Rubric for Placement Reflective Report

Learning Outcome (Criterion)	Level 1: Habitual Action (non-reflective)	Level 2: Thoughtful Action or Introspection	Level 3: Reflection	Level 4: Critical Reflection
	<i>Superficial description writing approach without reflection or introspection</i>	<i>Elaborated descriptive writing approach and impressions without reflection</i>	<i>Movement beyond reporting or descriptive writing to reflecting i.e attempt to understand, question, or analyse the event</i>	<i>Exploration and critique of assumptions, values, beliefs and/or biases, and the consequence of action (present and future)</i>
Description of the event/s, appropriateness of choice (25%)	Description is at a very superficial level. Poor choice of event with no scope for reflection and exploration of feelings.	Limited description and poor choice of event/s. Limited scope for reflection and exploration of feelings.	Adequate description and choice of event/s. Allows for some reflections and exploration of feelings.	Good description and choice of event/s. Allows for comprehensive reflection and exploration of feelings.
Analysis and Meaning Making (25%)	No attempt at analysis or meaning making.	Little or unclear analysis or meaning making.	Some analysis and mean making.	Comprehensive analysis and meaning making.
Attending to Emotions and Lessons learnt (25%)	Little or no recognition or attention to emotions.	Recognises but does not explore or attend to emotions.	Recognises, explores and attends to emotions	Recognises, explores and attends to emotions and gains emotional insight
Changing Attitudes and Application for future practice (25%)	No appreciation for future application.	Brief mention of potential to change future practice.	Clear identification of changed attitudes and potential practice.	High level of recognition to changing attitudes and recognition of consequences of action and application to future practice.

Comments:

1. Overall rating:
2. Strengths:
3. Limitations/Areas for consideration (for future work):

Important notes:

*If you think the following actions would be beneficial in maximising your understanding and learning please follow up same as soon as possible:

1. Request verbal feedback session to support the feedback received. Email rowelo@tcd.ie or clgleeso@tcd.ie.
2. Avail of opportunities to engage in peer review and discussion relating to feedback received.

This rubric is based on the following literature:

1. Nichol, D.J. & MacFarlane-Dick, D. (2006) Formative Assessment and Self-Regulated Learning: A model and seven principles of good feedback practice, *Studies in Higher Education*, 31(2), 199-218.
2. Wald, H., Borkan, J., Taylor, J.S., Anthony, D., & Reis, S. (2012) Fostering and evaluating reflective capacity in medical education: developing the REFLECT rubric for assessing reflective writing. *Academic Medicine*, 87, 41-50.
3. Winstone, N.E, Nash, R.A, Rowntree, J. & Menezes, R. (2016) What do students want most from written feedback information? Distinguishing necessities from luxuries using a budgeting methodology. *Assessment & Evaluation in Higher Education*, 41(8), 1237-1253.



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Student Reflective Report on a Learning Activity/Experience for Practice Education

Brief **description** of the learning activity or learning experience...

What **feelings** emerged for you before and after the learning activity or learning experience?

In **evaluating** the learning activity or learning experience, what was good and bad about it?

In **analysing** and making sense of the learning activity or learning experience, what choices did you make and what were its effects?

On reflection, what have I **learned** from the learning activity or learning experience? (skills, knowledge, professional attitudes, other)

How can this learning **impact on my professional practice and the delivery** of service to my service users?

Has this learning activity highlighted any areas for **development and new learning needs** for me?

My **action plan** resulting from this experience is:

Goal	Learning activities to achieve this goal	Timescale

I, the undersigned, certify that I have personally completed this Reflective Practice Report.

Signature:

Date:

Appendix 11: Learning Contract Template/Personal Development Plan