How to write your EPSRC Skillshub Reflective Journal

Template Document

**Why am I completing the Reflective journal?**

Reflective writing is good practice in a learning or training environment and can play a key role in identifying and developing your personal development and career goals.

As an EPSRC Skillshub learner you will use a logbook as your reflections document. This programme aims to develop and test a skills framework and curriculum; hence, the journal is of particular importance as it will form an opportunity to record:

* **Activities, learnings and progress** of your project and assignments
* **Feedback** on your experience of the training repository, competency framework and curriculum
* **Other** thoughts, reflections, ideas
* **Relevant materials** built up over a period of time

**This can help you to:**

* **Gain insight** into your own learning and performance on the programme
* **Interpret and evaluate** key aspects of your experience or learning as part of the Skillshub Programme
* **Identify and analyse themes or focus** areas, and inform your future practice
* **Help to test and develop a new competency framework** for technical professionals like you

**Reflective Process**

Reflection has three stages (Spalding, 1998):

* The learning opportunity
* The information gathering and critical analysis
* The changed perspective

To move through these stages the reflections journal will use the DIEP four step approach (adapted from Boud, D 1985, Reflection: Turning Experience into Learning):

**D – Describe objectively what happened**: Give the details of what happened. Answer the question: ‘What did I do, read, see, and hear?’ What did you learn?   
**I – Interpret the events:** Explain your learning: new insights, connections with other learning, consider why events happened in the way they did. What the learning experience means and explain why it is important. Explain what you saw and heard, / your new insights / your connections with other learning / your feelings / your hypotheses and/or conclusions. Answer the question: What was the reason I did this activity?’ ‘What might it mean?’

**E – Evaluate what you learned** judge the effectiveness and usefulness of the experience. Answer the questions: What is my opinion about this experience? / What is the value of this experience? / Why do I think this? Answer the question: ‘How was this useful?’ How successful was the learning experience? Explain the value of what you learned.  
**P – Plan how this learning will be applied** Comment on its relevance to your course, program, future profession, life. Consider in what ways this learning experience might serve you in your: course/program/future career/life generally. Answer the question: “How will I transfer or apply my new knowledge and insights in the future?

Aim in your entries to:

* Analyse your own performance as a learner and employee
* Evaluate your gains in understanding and completing tasks
* Verbalise how you feel about your learning and development in the  
  workplace
* Make connections with other experiences and ideas
* Demonstrate transfer of learning: i.e., using skills developed in a previous role.
* Integrate concepts taught in courses (including literature where relevant)
* Consider the principal activities you were involved in during the experience (this can  
  include anything from office duties, training or project work).

**Final entry reflection:**  
· Which single activity in this job role do you consider your best achievement?  
· How could you further improve upon that achievement?  
· Which single activity in this job role do you consider your least successful achievement?  
· Why do you think you were unable to do better than you did?  
· How would you go about doing that activity differently if you were called to do it again?

**How long will it take?**  
As a rough guide, each entry could take approximately 15-25 minutes.

**What should you write?**  
***Remember:*** your aim is to share your honest experience and thoughts about what you have  
done; how these have affected your development, personally / professionally / both.  
Don’t worry if you find your entry contents overlap or if you feel a question has  
already been answered in response to another. Try to write something, no matter  
how brief your response may be to ***each*** question. If you find that you have nothing  
to comment on in certain sections note that: maybe this is telling you something  
important? - about your role and its ability to meet you intended learning outcomes’ or about an interaction; training experience or related activity.

Remember:

· The process of learning is as important as the content of your journal  
· Avoid ***cataloguing*** what you have done – in a good entry you reflect on what works or does not work, successes and failures, and how you can address these in the future.  
· Use plenty of ***examples and details.***  
· **Feelings are important**: record your experience of emotions: interest, joy, frustration and anger. Reflect on why and when and what you might do about certain situations.

**Reflective Process:**

A diagram of a flowchart

AI-generated content may be incorrect.

**Template: Reflective Journal Weekly Entry Sheet**

*Please make a copy of this and use for your weekly reflections and*

*save in the designated space specified by your supervisor.*

*Consent Statement: The information you share in this journal will be shared with your supervisor and/or line manager for the purposes of supporting you and actioning any feedback you provide (if appropriate). The content may also be shared with members of the EPSRC Skills Hub delivery team to be able to support and action feedback. When sharing beyond your supervisor/line manager, identifiable information will be removed so the content cannot be linked to you.*

Date:

**A. Weekly Activity summary**

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| *Summarise the activities, progress or tasks you have been undertaking this period.*  **Aim: to record your activities, learnings and progress** of your project and assignments  **Aim: identify any existing or new relevant training /relevant materials** |

**B. Weekly Training review**

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| ***List and reflect on any training or skills development*** *opportunities.*  *Include* ***critical analysis and feedback****, including on Skillshub development framework, curriculum or training repositor.*  ***Aim:* Feedback on your experience of the training repository, competency framework and curriculum** |

**C. Learning Activity reflection**

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| **Nature of the learning activity**: [g*ive this a short title]* |
| **Briefly describe the learning activity:** e.g., an ICT task, attending a meeting, presenting.  **D– Describe objectively what happened** *Give the details of what happened. Answer the question: ‘What did I do, read, see, and hear?’ Describe the type of; and why you chose the learning activity or how this opportunity came about; and where, when and how you did it*  **I – Interpret the events** *Explain your learning: new insights, connections with other learning, your feelings, hypotheses, conclusions. Answer the questions: ‘What was the reason I did this activity?’ ‘What might it mean?’*  **E – Evaluate what you learned** *Make judgments connected to observations you have made. Answer the question: ‘How was this useful?’*  **P – Plan how this learning will be applied** *Comment on its relevance to your course, program, future profession, life... Answer the question: ‘How might this learning apply in my future?’* |

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| *Add any other thoughts, reflections, feedback or learning not covered above:*  *The below areas may be useful to form these thoughts:*   * **Activities, learnings and progress** of your project and assignments * **Feedback** on your experience of the training repository, competency framework and curriculum * **Other** thoughts, reflections, ideas * **Any relevant materials** used or gaps in materials identified |