Reflective Writing Workshop and Marking Rubric (developed by Reverend Professor Will Foster)

# Reflective Writing Worksheet

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| **Prompt for reflection** | **Event** | **Link to criteria, theories, concepts, professional standards, etc.**  |
| Event (or what happened) |  |  |
| What did I learn? |  |  |
| What went well? |  |  |
| What are the implications of my learning and how does it relate to my workplace? |  |  |
| What opportunities does this suggest to broaden my knowledge and understanding and how might I change my practice / what actions can I take for the future?  |  |  |

# Reflective Writing Rubric

**Rubric / Mark scheme**

| **Criterion\Level** | **Fail (42-48)** | **Pass (52-58)** | **Good Pass (62-68)** | **Excellent (72-100)** |
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| **Reflectivity (including learning from others and actions for the future)** | Reflections were mainly descriptive and / or superficial and failed to demonstrate acquisition of new content from significant learning experiences or from others. There were few actions for change in future practice.  | Reflections, whilst somewhat descriptive, demonstrated the acquisition and application of new content that was based on the main elements of course content. There was limited mention of how feedback / comments from others had informed learning. Some new actions were proposed but these were limited or tended towards generic statements.  | Reflections demonstrated the application of learning to a broader context of personal and professional life including reflections on comments or feedback from others. Plans and strategies for new actions were clearly proposed. | Examination of the learning process is clearly demonstrated by the reflections, showing what learning occurred, how learning occurred, and how newly acquired knowledge / learning altered existing knowledge. Reflections include learning from others, providing examples of evaluation of interactions. There are very clear actions and detailed consideration of future responses to situations and / or remedies to issues raised. |
| **Clarity** | Language is unclear and confusing throughout.  | The writing is clear and understandable but there are frequent lapses in clarity and / or accuracy. | The reflective diary is well-written with a confident explanation of learning and only minor, infrequent lapses in clarity and accuracy. | The reflective diary is very well-written, the language is clear and expressive. The reader can create a mental picture of the situations being described. Abstract concepts are explained accurately and would make sense to an uninformed reader.  |
| **Relevance (including relation to KSBs of apprenticeship standard)** | Most of the reflection is irrelevant to the workplace and role. Learning is not related well (or at all) to the module learning and / or KSBs of the apprenticeship standard. | The reflection attempts to demonstrate relevance of learning to the workplace and role, but at times this is unclear to the reader. Reflection has some relationship to the module learning and there is some attempt at relating the learning to the KSBs of the apprenticeship standard. | The learning experience being reflected upon is relevant to the workplace, role and module learning. There is a good attempt at relating the learning to the KSBs of the apprenticeship standard. | The learning experience being reflected upon is extremely relevant and very meaningful to the workplace / organisation, role and the module learning. Reflection is related well to the KSB of the Apprenticeship Standard. |
| **Analysis** | Learning experiences from the course content are presented inaccurately with little evidence of ‘application’ of sufficient models / concepts / observations, readings. There is little evidence of gaining new knowledge, making sense of new experiences, or development of self or others. | Learning experiences from the course content have been somewhat applied to the workplace / personal life to demonstrate a growing understanding of self and others but although an attempt has been made to analyse the experiences, the analysis lacks depth and / or it does not draw on sufficient models / concepts / observations, readings.  | The reflective diary provides evidence of the use of relevant readings, observations, and discussions to examine, appraise, compare and contrast learning experiences. It is clear how the material has been approached and how analysis and application has challenged beliefs and attitudes.  | The reflective diary demonstrates a wider set of readings / research / discussions / understanding outside of the module content. Reflection moves beyond simple description of the experience to an analysis of how the experience contributed to a greater understanding of self, others and course concepts. It is well-grounded in 'application' of theory to practice and this is an excellent aspect.  |
| **Interconnections** | No attempt to demonstrate connections to previous learning or experience. | There is limited attempt to demonstrate connections between the learning experience and previous learning and experiences. | The reflection demonstrates connections between the learning and material from other courses / past experiences. | The reflection demonstrates strong connections between the experience reflected on and material from other courses / past experiences. |
| **Self-criticism** | There is no attempt at self-criticism. | Much of the information is presented ‘positively’ with only a limited attempt at self-criticism or consideration of personal biases. The consideration of the experiences of others / sensitivity towards their situation / values / beliefs is missing.  | The reflection demonstrates a good level of self-criticality. There is evidence that personal beliefs and values have been thought about and own biases / stereotypes / preconceptions have been considered. There is a consideration of the experiences of others and sensitivity towards their situation / values / beliefs. | The reflection demonstrates an excellent ability to be self-critical, to question biases, stereotypes, preconceptions and assumptions, to consider the experiences of others and sensitivity towards their situation / values / beliefs and to define new modes of thinking as a result. |