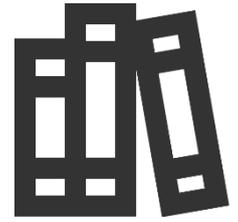


How to Guide for Reflective Statements

What is it?

Reflective Statements are written records of work-related activity that has happened while on your apprenticeship programme. Reflective Statements use the experiences you had during the on-programme phase of your apprenticeship to review your individual progress and development. Reflection should be a purposeful activity in which a professional analyses their experiences, skills, practice and responses, in order to learn and improve.



Reflective Statements can be completed by hand or digitally, but must be authenticated, and include dates and the signatures of the people involved. They will normally be used as the basis of a question and answer (Q&A) or discussion activity, so they must be genuine and accurately record real events, to allow you to provide more detail - if required - at the point of end-point assessment (EPA).

The subject and topic of the Reflective Statements will be dictated by the assessment criteria that you are required to demonstrate through this assessment method. Reflective Statements must be completed by you and confirmed by people you have worked with. These should be accounts of real events, should be very detailed and reflect something that happened in the workplace, where you showed competencies related to the standard criteria.

Top Tips for Writing Reflective Statements

- Start writing them near the start of the apprenticeship to practise and get feedback on your approach.
- Write each entry as soon as possible after the event; record your thoughts and ideas as soon as you can to help you to capture everything accurately.
- Be objective – take a 'step back' to help make the entries more evaluative and reflective.
- Stay 'professional' – remember the audience will be the Independent End-Point Assessor (IEPA) and you're recording your performance as a professional. It might be best to anonymise entries – remember GDPR and if you're working with clients/patients and sensitive information, you should be careful about what you record and how you record it.
- Consider using a structure or model to organise the ideas – one possibility could be:
 - **situation** – what actually happened?
 - **affect** – what was its impact on you and /or others?
 - **interpretation** – what did you learn from the experience?
 - **decision** – what did you decide to do as a result of the experience?
- Another structure could be:
 - **reflecting** on your own practice.
 - **scrutinising** an experience, what happened and the way you dealt with it?
 - **evaluating** a project or aspect of your work and considering how it could be improved next time?
 - **reflecting** on the influencing factors and / or things learned from it.
 - **linking** theory to practice – how does theory relate to reality?

How to Prepare?

You should plan to review your work and practice at every opportunity; this does not mean every time you do something, but is more about when you do something at work which you learn from.

You should also practise talking to others about your Reflective Statements – as they form part of other EPA activity, you will be asked about them, so developing skills and confidence in relation to talking about them will help prepare for EPA.

It might also be useful to write a Reflective Statement and also ask other people involved to write a Witness Testimony; then compare the accounts to review differing perspectives. This review could then be used to add more detail to the reflective statement to help to develop the way you write statements and to develop your knowledge, skills and behaviours in the workplace.

Consider using a standard model for reflection, or using some standard phrases. Some examples include:

- I realised...
- I was uncomfortable about...
- Looking back, I now think...
- At the time I thought... but on reflection, I can see that...
- I was aware...
- I think / felt...

Words to Help with Analysis and Interpretation

For me, the most...	significant	element/s	were/was...
	important	experience/s	arose from...
	useful	aspects	happened...
	meaningful	issues	were when...
	exciting	ideas	resulted in...
	relevant	concepts	meant that...
This...	might be	because of...	
	is perhaps	due to...	
	could be	explained by...	
	is probably	related to...	

Words to Help with Making Conclusions

Having...	experienced...	I now	think...
	discussed...		realise...
	analysed....		think/know....
	applied...		wonder/question...
I have... However, I have not...	significantly	developed	my skills in...
	slightly		my understanding of...
	sufficiently	improved	my ability to...
	considerably		my knowledge of...
	really		my awareness of...
Because I...	did/have not yet...		I will now need to...
	am not yet confident about....		
	do not know/understand		