



Student completion of the Reflective Logs

Purpose

The overall purpose of the Reflective Log (RL) is for you to provide evidence of how you are able to relate theory to practice and to capture the learning that is taking place. You should be take time to consider and reflect on what you may already know which is of relevance to the learning taking place; how you are developing your skills; reflection on how to improve; what could be done differently or more effectively. In addition to this, the aim of the reflective log is to help you to reflect module by module, and record your strengths and areas for improvement which can then be used to form the basis of an Individual Development Plan.

Tracking Personal Progress

The reflective log is not a summary of the course content or material. It is, however, about tracking personal progression, and as such, each should contain 'real' workplace examples whereby experience is helping the learning taking place. The aim of the RL is to encourage self-reflection and for you to demonstrate self-awareness that indicates honesty about you knowledge; about what and how you are learning; personal strengths and areas perhaps for improvement; what skills you have or are developing; along with some consideration of your thoughts and feelings of your overall progress, module by module.

Sequence of Completion

There are five Reflective Logs (RL) in total for you to complete, following the modular structure of the course. You are encouraged to use each RL as a 'live' document while progressing through each module.

There is also one additional RL to complete immediately after the oral examination and one after the written examination which will be given to you in hardcopy on the day. The purpose is to provide the opportunity to record your individual thoughts on paper following the exam. The aim is to afford you the opportunity to tell the examiners how you think and feel they may have performed, about what you feel you have done well, and perhaps where you feel you could have done better.



Evidence of Theory to Practice

You will need to identify the areas for inclusion in each of the reflective logs, and discuss your learning experiences with your Tutor, and with your employer. Ideally, you should give clear examples of how you have related theory to practice, and the learning that is taking place. As with the ILRs, basic advice and guidance on the structure and content of the RLs should be discussed with your Tutor, but the final document must be your own work.

These guidelines are provided to assist you in the preparation of the RL.

Presentation of the Reflective Logs

Good presentation of the Reflective Log is essential.

- All reports must be typed/word processed using a minimum & maximum 12 font and 1.5 line spacing
- The front page of the RL should contain your name and student number.
- All pages must be consecutively numbered.
- Always observe the maximum word limits (750 words).
- You must state the word length at the end of the RL. Word counts that are significantly over the limit may be unacceptable.
- The RL must contain electronic signatures as confirmation of completion of own work, and should be uploaded to Moodle within the dates and timescales agreed with you for submission. Dates for moderation can be found on the Assessment and Moderation Timetable.

Structure and Contents of the RLs

- The RL must be written in the past tense.
- You may use headings (such as the suggested question areas) if they find these helpful.
- Always date your entry in the RL.
- If abbreviations such as (DWP, Cert.) are used, students should always use the full title first, and then give the abbreviation in parenthesis.

For example...always use the full title of certificates. For example, "Coroner's Order for Burial (Form 101)".



- Confidential information that can be traced to a client should not be disclosed in the RLs.
- Always check spelling and grammar before submitting and uploading final documents work to Moodle.

Other points

- You should submit the RL following completion of the module you have been working on, and by the date stated on the course timetable.
- Failure to adhere to deadlines does carry penalties.
- Remember, each RL should be a true and accurate reflection of your progress. You should be encouraged to use your RLs to update and discuss with your employer how you are progressing, and to highlight any additional support or access to tasks required within the workplace.
- You should always keep a copy of each RL for your own records.

Plagiarism

Plagiarism is a serious offence and something that the National Association of Funeral Directors and Board of Examiners wish to discourage.

Software operates for plagiarism detection. The use of this system will allow the Association to systematically check for plagiarism, thus helping to ensure that all students' work is original and graded accordingly. In this way we can minimise the risk of students being unfairly rewarded for work that is not original to them. Therefore you should be aware of the following:-

- never attempt to plagiarise another student's work.
- the Board of Examiners reserves the right to undertake an investigation if there is evidence of plagiarism.
- any student found and proven to have submitted plagiarised work, will not be allowed to register for the final examinations.
- the student registration period will automatically lapse
- a period of five years will be enforced prior to acceptance for re-registration.

Assessment of RLs

Although these are the personal reflections of the student concerned, feedback should will be provided for each of your RLs. The grading to be awarded for each reflective log is either “**Acceptable**” or “**Unacceptable**”.

A Reflective log that gives three examples of reflection and three developmental areas will be graded as “**Acceptable**”. The identified areas for development should form part of an Individual Development plan as it is through self-reflection and the identification of developmental areas that learning takes place.

It may be useful to use “Kolb’s reflective cycle”, “Gibb’s reflective cycle” and/or “Brookfield’s Lenses” as models of reflection to help with the reflection process. They are available on Moodle or from your Tutor

If a number of attempts have been made, only the final version of the Reflective Log should be made available via Moodle for marking and moderation.