Tutor Guidance

Student completion of the Reflective Logs

Purpose

The overall purpose of the reflective log (RL) is for students to provide evidence of how they are able to relate theory to practice and to capture the learning that is taking place. Students should be encouraged to take time to consider and reflect on what they may already know which is of relevance to the learning taking place; how they are developing their 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 students to reflect module by module, and record their 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 thereby experience is helping the learning taking place. The aim of the RL is to encourage student self-reflection and for each to demonstrate self-awareness that indicates honesty about their knowledge; about what and how they are learning; personal strengths and areas perhaps for improvement; what skills they have or are developing; along with some consideration of their own thoughts and feelings of their overall progress, module by module.

Sequence of Completion

There are five Reflective Log's (RL) in total for students to complete, following the modular structure of the course. Students should be 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 which will be given to students in hardcopy on the day. The purpose is to provide the opportunity to download individual thoughts to paper following the exam. The aim is to give students the opportunity to tell the examiners how they think and feel you they may have performed, about what they feel they have done well, and perhaps where they feel they could have done better.

Evidence of Theory to Practice

Students will need to identify for themselves the areas for inclusion in each of the reflective logs, and discuss their learning experiences with you, and with their employer. Ideally, each should aim for three to four clear examples of how they have related theory to practice, and the learning that is taking place. As with the ILR's, basic advice and guidance on the structure and content of the RL's should be discussed with the students, but the final document must be their own work. Tutors cannot mark the RL in advance of its submission.

These guidelines are provided to assist you in guiding the student 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 +/- 10%).
- ❖ Students 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 RL's

- ❖ The RL must be written in the past tense.
- ❖ Students should use headings (such as the suggested question areas) if they find these helpful.
- ❖ Always date their 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, "Medical Certificate of Cause of Death (MCCD)".
- ❖ Confidential information that can be traced to a client should not be disclosed in the RL's.
- ❖ Always check spelling and grammar before submitting and uploading final documents work to Moodle.

Other points

- ❖ Students should submit the RL following completion of the module they 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 student progress. Students should be encouraged to use their RL's to update and discuss with their employer how they are progressing, and to highlight any additional support or access to tasks required within the workplace.
- ❖ Students should always keep a copy of each RL for their own records.

Plagiarism

Plagiarism is a serious offence and something the National Association of Funeral Directors and Board of Examiners wishes to proactively discourage any student from even thinking about plagiarism.

Software is available for plagiarism detection. The use of these systems 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, please remind students 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 acceptance for re-registration.

Assessment of RL's

Although these are the personal reflections of the student concerned, feedback should still be provided for each of your student's 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.

Please ensure you advise your students of the requirements of each RL.

It may be useful to provide your students with a copy of Kolb's reflective cycle and Gibb's reflective cycle to help them understand the reflection process.

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