

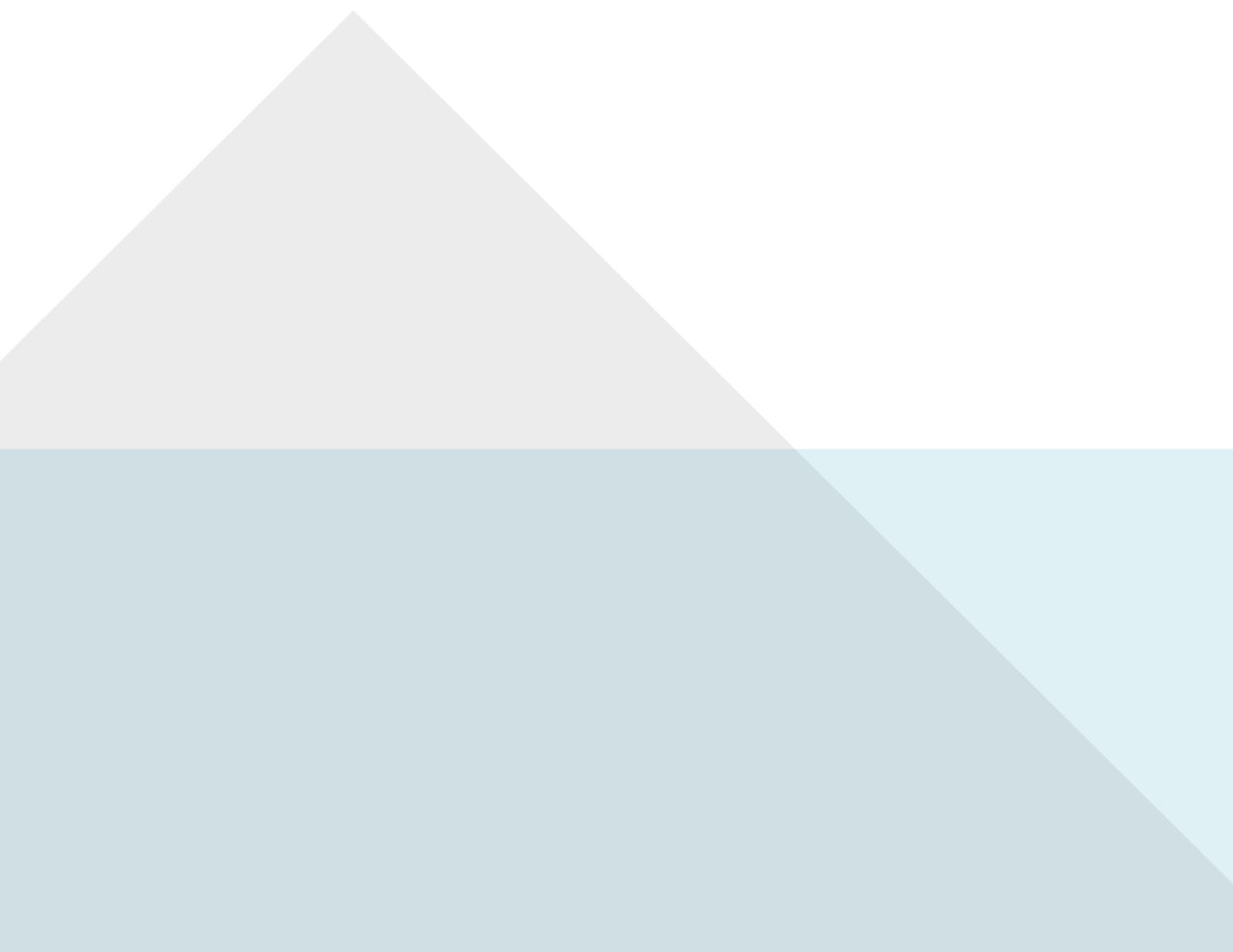


College of
Policing

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Resources for reflective practice

Version 1.0



What is reflective practice?

Reflective practice is the ability to reflect on your actions and improve the way you work. It is considered a key skill in practice-based professional learning. In order to get the most from reflective practice the practitioner must be willing to continuously assess their own practice and performance in consideration of any new learning.

The difference between reflective practice and reflection is that reflective practice is recorded or captured, while reflection is a cognitive or 'in the head' activity. No matter the method you choose to document your reflections, if you do it on a regular basis you will be able to make deeper and more instructive connections between your learning experiences, assumptions and perceptions.

How will reflective practice benefit me?

Undertaking reflective practice on a regular basis can increase your self-awareness and emotional intelligence as well improving your decision-making abilities. It could also help you to form more effective working relationships and to better cope with stress.

Reflective practice extracts value from experiences, enabling a greater appreciation and awareness of development needs. It enhances personal and professional effectiveness and is therefore of benefit to you, your force and the public we serve.

The resources in this pack are designed to help you to develop your reflective practice.

For more information and further techniques and methods on how to become a reflective practitioner see the Chartered Institute of Personnel and Development factsheet:

https://www.cipd.co.uk/Images/reflective-practice-guide_tcm18-12524.pdf

Key skills and qualities

Think about a recent event or situation at work that you had to resolve or a task that you were given. Describe the event, situation or task and then outline the steps you took in response. Then think about the skills you used and how any personal qualities helped you.

Situation or event	
<i>There were a number of bike thefts from young people and because typically the bikes did not have security markings or locks, it was clear that they could have been avoided,</i>	
What I did	Outcome
<i>Looked for information and intelligence, finding four more incidents. I created an information pack on bike security and took copies to the local senior school and youth café. There has been a 20% reduction in bicycle theft on my beat.</i>	<i>There has been a 20% reduction in bicycle theft on my beat.</i>
Skills	Behaviours
<i>Gathering and interrogating information, crime prevention, collaboration, communication</i>	<i>Identify and respond to problems, clear and appropriate communication, conscientious approach, thinking critically, proactive problem solving</i>

Now consider these questions.	
How can you ensure the skills you used are kept up to date?	
Did you use any skills you had forgotten you had or were not aware of?	

Competency and values framework (CVF) audit

Behaviours		Self-rating						Evidence
		1 Requires significant development	2 Requires some development	3 Satisfactory	4 Good	5 Very good	6 Excellent	
Values	Impartiality							
	Integrity							
	Public service							
	Transparency							
Competencies	Emotional awareness							
	Taking ownership							
	Collaboration							
	Being a role model							
	Critical thinking							
	Open-minded							

More information on these categories and how they apply to you and your work can be found in the document 'Competency and Values Framework for policing (College of Policing, 2016)', which is available online.

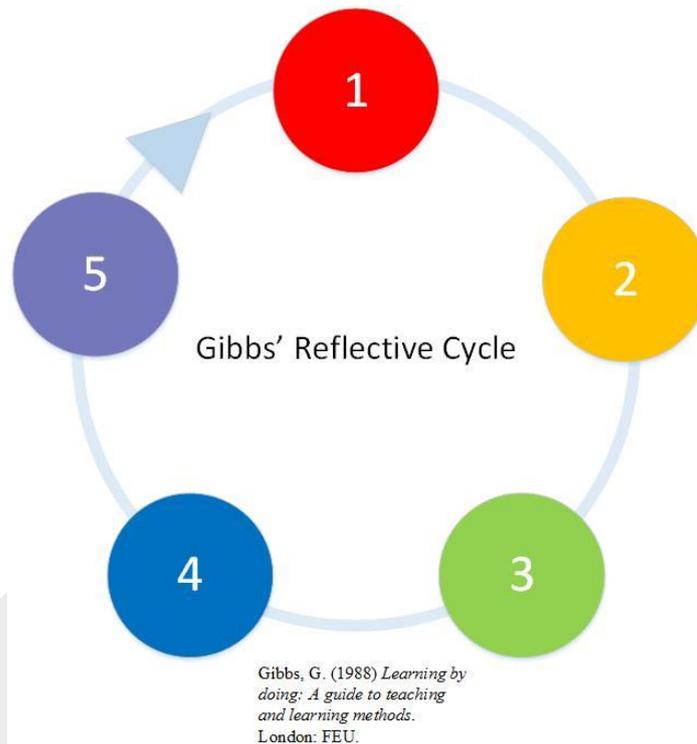
Reflection resources

To get the most from the table below you should review your role profile and job description and use them to fill in the first column.

Behaviours for current role	Self-rating						Evidence
	1 Requires significant development	2 Requires some development	3 Satisfactory	4 Good	5 Very good	6 Excellent	

Gibbs' Reflective Cycle

This model might help you to explore and learn from situations that occur, particularly if the outcome was unexpected or it was a negative experience.



1. Description

- Describe the event – when and where. Why you were there? Who else was there? What happened? How did you react? How did others react? What was the outcome?

2. Feelings

- How were your thoughts and feelings at the time? What did you feel before and after? How did others feel? How do you feel about it now?

3. Evaluation/analysis

- What worked and what didn't work – positive or negative outcomes. What went well or not so well? Did you or others make a positive or negative contribution?

4. Conclusions

- What did you learn? What would you do differently in future? Any skills or knowledge you need to develop?

5. Action

- What will you do about it? Do you need to make changes to your practice? Have you identified any areas to work on?

The log on the following page is based on Gibbs' reflective cycle.

Reflective log

You	
What did you know about, or how much previous experience did you have about the topic, event or situation?	
Description	
Why were you there?	Who else was there? How did they react?
Briefly outline what happened. How did you react?	What was the most significant part?
Feelings	
How did you feel at the time?	How did others feel at the time?
How did you feel afterwards?	How do you feel about it now?

Evaluation/analysis	
What went well?	What went badly?
Was there a positive or negative outcome?	Did you or others make a positive or negative contribution?
Conclusions	
What did you do well?	What would you do differently?
Was there a knowledge gap?	Do you need to develop or update any skills?
Action	
Do you need to make changes to your practice?	What action will you take?
What are the first steps?	When will you review your progress?

Reflective template

Date of activity _____

Date of reflection _____

Describe the activity, learning event or situation.

Describe what you learned.

Describe the ways in which your practice has been changed, developed or reinforced.