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|  | **DAILY RECORD OF VISIT TO THE PLACEMENT**  **REFLECTIVE PLACEMENT LEARNING  JOURNAL TEMPLATE 2018/19** |

You will need to keep a regular, detailed record of your time on placement. This process is an important part of experiential learning and will also help with the assessment task. This template is designed to help you reflect on your experiences. Reflection should take place before, during and after your placement. It is also important to return to your reflections after a period of time.

You should decide with your University Placement Tutor (UPT) how you will record your reflections. One way you may wish to do this is by setting up an Edublog. The Marjon eLearning Team have produced comprehensive guidance on how to set up and determine who sees your Edublog accessible via: [http://sites.marjon.ac.uk/elearninghelp/category/help-for-staff/edublogs](http://sites.marjon.ac.uk/elearninghelp/category/help-for-staff/edublogs/)/.

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| Date: | **24/03/2019** |
| Group or individual with whom I worked: | Home-Start South and West Devon.  Plymouth Appropriate Adult Service, The Youth Offending Service.  Plymouth Youth Team. |

**BEFORE my placement …**

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| What am I aiming to achieve from my placement today? What do I need to be mindful of? What issues/questions need to be addressed to ensure I achieve my aim? Do I need to be aware of particular theories, or have particular skills? Have I thought about all of the ‘what ifs’? |
| **I am hoping to learn about the purpose of Home-Start. However, I already have some knowledge of their work. I need to be mindful to not overshare as I think this can be off putting. I have thought about the fact I am not a parent going into family support training and will likely be the youngest person there. I am concerned about other people’s stereotypical views towards about young people and being out grouped due to my age. However, it is likely that I probably have more experience than the other attendees. I have thought about developmental psychology and it’s usefulness in my training. As well as attachment theory, addiction, mental health and abuse. I have also thought about the fact Home-Start will no longer accommodate me once they get to know me due to my adverse life experiences which unfortunately involves a rather chunky and quite adventurous criminal record. I have thought about the issues this may cause me in my career and this saddens me as I was a child when these offences were committed. I am more concerned about one particular offence effecting my chances of working as an appropriate adult for YOS.** |

**DURING my placement …**

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| What did I notice happening around me today? What was I thinking and feeling? How was I involved? Did I do anything to intervene and change the situation that I found myself in e.g. how I conveyed a point or whether I decided not to do something I had planned to do? Did my reflections at the time change the session I had planned or my actions? |
| **I noticed immediately that I was over dressed for the occasion. However, I felt the need to make a good impression because of my age and because of my personality. I felt the need to make sure I fitted in and didn’t make any mistakes. Fortunately, enough it was a rather open environment and I had a brilliant time getting to know everyone. I really felt accepted by everyone and had a brilliant time.**  **I noticed in the appropriate adult training it was rather the opposite. Most of the people were of a similar age to me and were mostly criminology and psychology students and although I felt I could be more open about certain subjects like drugs which is a rather taboo subject, it became quite apparent that I wouldn’t be able to be as open about my experiences with this group of people. What gave me this impression was their talk of perception on issues and sharing of experiences (or lack of). However, the older female foster carer and man with PTSD I did have rather interesting conversations with. As well as with the head of the youth offending team who I was able to be completely open with about my past. I also was very interested by the co-ordinator who offered me a proposition to volunteer with her on a camping site over the summer months.** |

**AFTER my placement … (based on the Gibbs (1988) Reflective Cycle)**

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| Describe the activities you undertook whilst on placement. Set the context, what you did and what happened. |
| I learnt a lot during both placements and have discussed my experiences in my Edublog. My blog does not fit the specific criteria of the Gibbs (1988) reflective cycle. However, it is an in depth reflection and daily log of my experience with both Home-Start and the appropriate adult service. |
| Document how you felt through-out your placement today. Were you anxious, confident, pleased or disappointed? |
| This is included in my Edublog. |
| Evaluate today’s placement activity. What went well, what went badly, what would you have done differently? |
| This information is on my Edublod. |
| Take a deeper, analytical and critical approach to today’s experiences. Can you make connections or apply academic theory or current policy to understand why today’s activities went well or went badly. |
| Included on my Edublog. |
| Draw conclusions. What have you learnt from today’s activities and your reflections? |
| See Edublog. |
| Action plan. How will you apply what you have learnt from today’s activities to the rest of your placement and your future professional and personal development? Do you need to undertake further research or reading? Are there courses that you need to undertake to fill a skills gap? |
| See Edublog. |
| Have any questions arisen today that I need to discuss with my Placement Supervisor or University Placement Tutor (UPT)? |
| See Edublog. |

**RETURNING to my reflections …**

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| It is often useful to return to your reflections after a period of time. Revisit the experiences you had; think about how you felt (positive and negative feelings) and re-evaluate your experiences. Do you feel differently about the experience now time has passed have your feelings changed in light of the experience or do you now view the experience in a different light?  Am I able to complete any actions in my Personal & Professional Development Plan? Are there any actions I need to add to my Personal & Professional Development Plan? |
| **My action plan will be written about at a later date and submitted as my formative reflection on my placement experiences at the end of May as it will be rather in depth and will go beyond the criteria for this current assignment. I do now feel more comfortable with the appropriate adult team after attending some more training yesterday 23/03/2019. I attended what I thought was an appropriate adult training day but turned out to be training for the role of a youth worker, other volunteers from the appropriate adult service were there which was great. We went into detail about child abuse and I had to take myself off for 5 minutes as I was unable to compose my emotions. I was not embarrassed though as 3 other people were wiping their eyes and one person got rather emotional when talking. I feel like my opinion or ‘archetypal image’ of a mother has changed during my time with Home-Start. I have had such a personal journey with them and have truly come to understand the true strength of women and the journey of mother hood.**  **For my personal and professional development plan as already discussed in my blog and briefly just now I feel like this has been a personal journey. Since starting university my life has gone through an immense transformation. After not having a real job since I was 13 and being a mental health sufferer who has had adverse life experiences, I was in great fear that I would never find my place in the world, be accepted by society, employers, universities… and would repeat the same toxic cycles throughout my whole life. During these last few months of training I have taken huge leaps in my personal and professional development. My self-esteem has improved as I have realised that people aren’t going to austracise me for having adverse experiences, for being different, or interested in more abstract ideas. In fact quite the opposite, people seemed keen to understand and empathise which has improved my self-esteem and confidence. I now feel that I will be accepted by employers and have gained social and professional skills that I will be able to use along side my own development and to help other people and give back to society.**  **I am now fully prepared and very exited to start my work and have also decided to start writing a book about my experiences after being told many times that I should do so, writing ‘START WRITING BOOK’. In my notes on my phone and procrastinating about it for over a year. I have just completed a mind map for my book and my plans have changed slightly. I was planning on continuing working with both organisations, possibly going away for a large portion of the summer, completing my final year of university, going travelling for a year and then apply to do my masters degree in London, or to do my masters degree and then go travelling for several years and then write my book. I have realised that the journey I am going through now is quite important as this is where things are transforming. Therefore, I will be starting writing this summer, staying in the UK whilst I work with families and young people in the area, volunteer for 3 weeks with Joy on the campsite whist writing. I will then finish university next year, travel round Bali for two months and then travel else where to finish my book. I thought about giving myself a year to do this and then doing my masters degree. But then I thought, ‘Why am I rushing? Why am I being so specific about it? So desperate to prove myself to society and do what I think will look good on my CV?’. So the book writing will start as soon as possible and will take however long it takes, the masters degree will come when it comes. To conclude, I will end with a nice quote, there’s no time like the present, there’s no rush and there’s no need to be like everyone else.** |

**SAKE - Skills, Attributes/Attitudes, Knowledge and Experience**

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| Want to secure a graduate level job when you finish your degree?  Employers agree that placements are a great way to develop the vital skills, attributes/attitudes, knowledge and experience (SAKE) they are seeking. As a result of your experience can you include any of the following on your CV, an application form or discuss at interview?   |  |  |  |  |  | | --- | --- | --- | --- | --- | | * Imagination/creativity: Yes | | | * Adaptability/flexibility: Yes | * Willingness to learn: Yes | | * Working autonomously: Yes | | | * Working in a team: Yes | * Planning/self-management: Yes | | * Working under pressure: Yes | | | * Oral/written communication: Yes | * Numeracy: Not so much | | * Attention to detail: Yes | | | * Time management: Yes | * Coordination/organisation: Yes | | * Sector/business awareness: In due time. | | | * Ethical/sustainable practice: Yes | * Problem solving/initiative: Yes | | * Self-awareness/: Yes | | | * Technical ability: Not so much | * Resilience: Yes | |  | Use the **STAR technique** to demonstrate your competencies on your CV, in a job application or at interview. | | | | | **S**ituation | | Describe the situation with which you were confronted, set the context. | | | | **T**ask/**T**arget | | Explain the task or target you were set (be concise!). | | | | **A**ction | | This is the most important part and demonstrates **your** competencies:   * Explain what **you** did, **your** role and what part **you** played; * Explain how and why **you** did what you did. | | | | **R**esult | | Explain what happened, the outcome. Ideally quantify the positive impact you made. You can also demonstrate your reflection skills by reviewing your decisions and making suggestions about how you would do an even better job in the future. | | | |

**Reference:**

Gibbs, G. (1988) *Learning by doing. A guide to teaching and learning methods*. Oxford Brookes University: FEU.