

# Sensible Risk Management

Guidance for Reflective Statement

# Portfolio (100 marks)

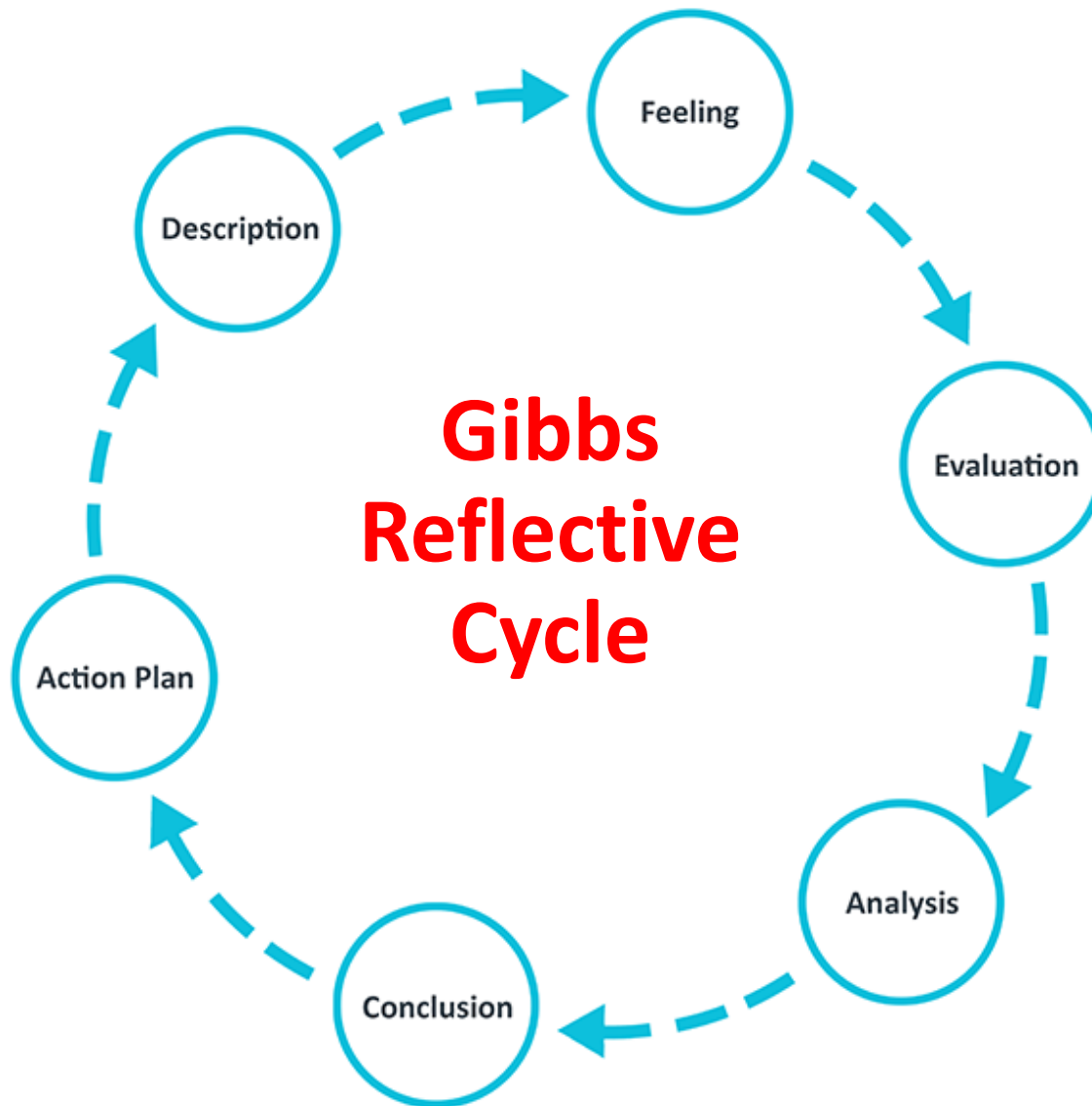
To Do Individually and Submit Individual Report

- Introduction
- Chemical RA (20marks)
- Equipment RA (20marks)
- Health RA (20marks)
- Young Worker RA (20marks)
- Reflective Statement (20marks)

# Expectations for Reflective Statement

Can use either **Gibbs or Kolb reflective cycle** as a structure for your reflective statement to explain:

- What you knew beforehand
- What you have learnt – course, plus 4 assignments
- Difficulties/challenges faced when completing the assignments
- How would you approach doing the same set of topics again
- How you may use the information for the future RAs in your workplace



# Gibbs Reflective Cycle

- **Description** - Describe the situation you are in
- **Feeling** - Explore any feelings or thoughts that you had during the experience and how they may have impacted the experience
- **Evaluation** - Evaluate what worked well and what didn't work in the situation. Try to be as objective and candid as possible. Explain both the positive and the negative aspects of the situation, even if it was mainly positive or negative

# Gibbs Reflective Cycle

- **Analysis** - Target the different aspects that went well or poorly and ask yourself why. Why did things go well or didn't it go well? What sense can I make of the situation? Challenges you may face when implementing new learnings from the course
- **Conclusion** - Summarise your learnings and highlight what changes to your actions could improve the outcome in the future. For example asking : What did I learn from this course? How could this have been a more positive learning for me? What skills do I need to develop for me to learn better in future?

# Gibbs Reflective Cycle

- **Action plan** - Plan for what you would do differently in a similar or related situation in the future and how you will make sure it happens

# Example of Gibbs Reflective Cycle

- **Describe:**

In a group work assignment, we divided sections according to people's strengths. When we tried to piece the assignment together it was written in different styles and therefore we had to spend time rewriting it.

- **Feelings:**

I thought our plan would work and felt good about it. When we had to rewrite it, I felt frustrated.

- **Evaluation:**

The process of dividing sections went well. However, it didn't work not having foreseen/planned rewriting the sections for coherence and writing styles.



# Example of Gibbs Reflective Cycle

- **Analysis:**

Dividing work according to individual strengths is useful. Belbin's team roles (2010) would suggest something similar. I have done it before and it seems to work well.

The reason piecing work together didn't work was we had no plan for what it needed to look like. We were so focused on finishing quickly that no one would raise a concern. The last part can be explained by 'groupthink' (e.g. Jarvis, 1991), where members of a group make a suboptimal decision because individuals are afraid of challenging the consensus.

# Example of Gibbs Reflective Cycle

- **Conclusion:**

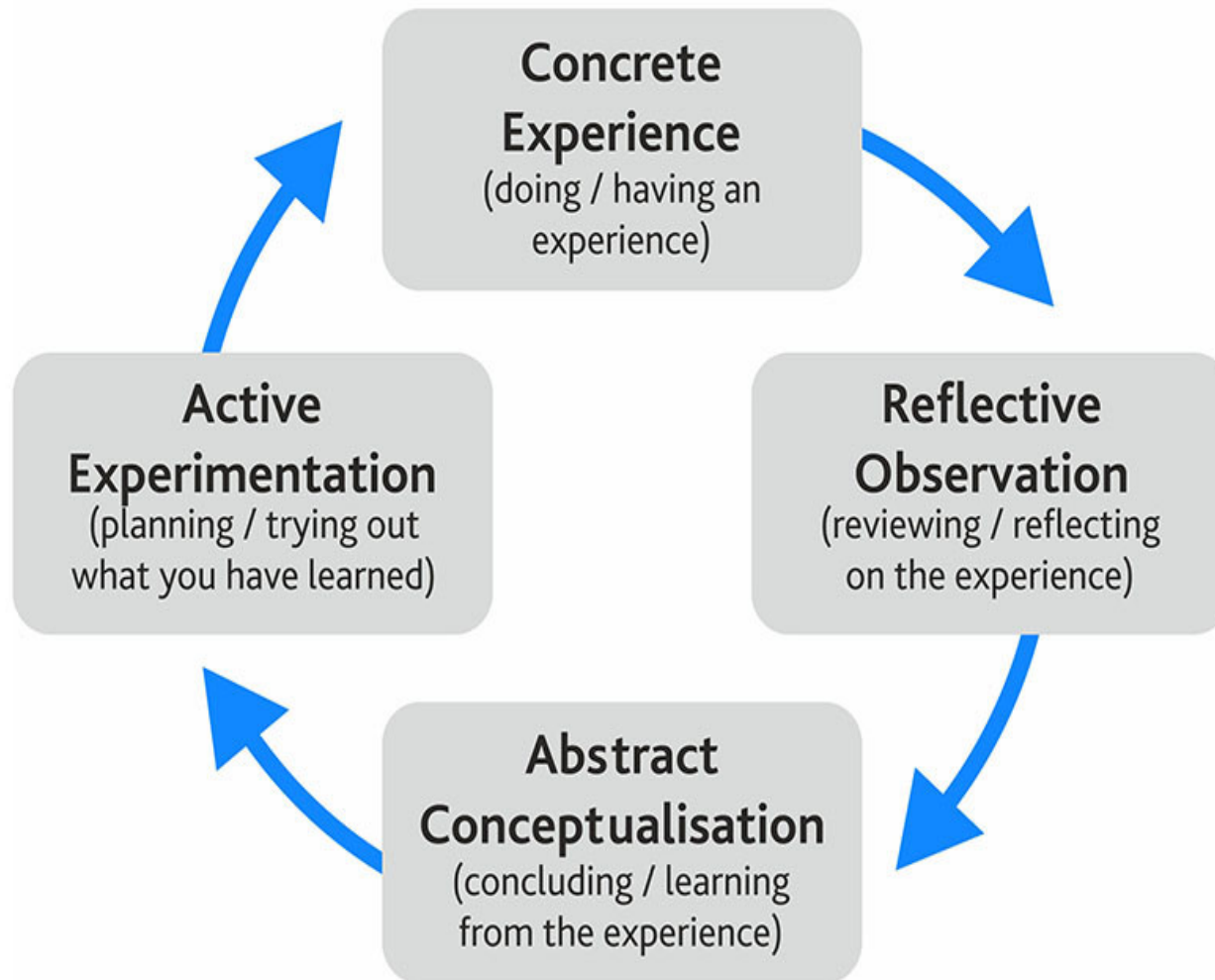
I learned that using people's strengths is efficient. Moreover, planning how we want the work to look, before we go off on our own is helpful. Lastly, I will remember the dangers of groupthink, and what the theory suggests to look out for.

- **Action plan:**

I will use Belbin's team roles to divide group work in the future. Moreover, I will suggest writing one section together before we do our own work, so we can mirror that in our own writing. Finally, I will speak my mind when I have concerns, by remembering it can benefit the outcome.

Source: Gibbs' Reflective Cycle, Reflection Toolkit. Available at <https://www.ed.ac.uk/reflection/reflection-toolkit/reflecting-on-experience/gibbs-reflective-cycle>. [Accessed on 1 Nov 2020]

# Kolb's Experiential Learning Cycle



# Kolb's Experiential Learning Cycle

- **Concrete Experience** – You encounter a new experience or reinterprets an existing experience e.g. Exposed to a new knowledge, task or a new way of carrying out a project, in a way you haven't seen before
- **Reflective Observation** - Where you reflect on the experience on a personal basis, from seeing and doing to reflecting and embed the learning into absorption of new materials and methodology

# Kolb's Experiential Learning Cycle

- **Abstract Conceptualisation** - Where you form new ideas, or modify current abstract ideas, based on the reflections that arise from the reflective observation stage. You explain how the ideas learned previously can be applied in your workplace or life
- **Active Experimentation** - You apply the new ideas to your work to see if there are any new learnings of the experience. By actively experimenting, we learn to associate what we have experienced with new ideas and innovations. This new experience becomes the concrete experience for the beginning of the next cycle, beginning at the first stage, concrete experience