This guidance contains practical tips for thinking reflectively about how your experiences have transformed you and will also show you how to produce your short reflective statement; both elements are essential for you to earn the Imperial Award.

Each stream of the Imperial Award requires a short reflective statement, where you make your claim that you have developed all four attributes of that stream. You must critically examine how your experiences, gained from your activities, have led to your own personal development and transformation. To prepare a statement, you should follow the process, and use the tools, shown in this guide.

The key to the Imperial Award is self-reflection.

“"It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience, it may quickly be forgotten, or its learning potential lost."” Graham Gibbs
Reflection

**WHAT IS REFLECTION?**
Reflection is the personal learning activity of looking at your own experiences to see your own development.

Reflecting requires you to understand not only what you do well, but also to be critical of yourself; it is a continuous analytical cycle enabling proactive transformation.

**KOLB’S EXPERIENTIAL LEARNING CYCLE**
David Kolb (1984) described this cycle of stages undertaken when learning-from-experience. Based on Kolb’s model, there are four main stages of learning.

This diagram shows a continual cycle of experiences, reflection and learning. Attributes developed from one experience, can be used in future iterations of the cycle:

1. **Do something**
   - Experience

2. **Plan new and improve old**
   - Active experimentation

3. **Look back on it**
   - Observation and reflection

4. **Make sense of it**
   - Conceptualisation
Transformation

WHAT IS TRANSFORMATION?
Transformation is normal at university. Imperial College students arriving from secondary school transform, over time, into graduates with the attributes of scientists, engineers and doctors.

How does the transformation happen? Jack Mezirow, an educationist, argues that it occurs when your original assumptions change and expand, which makes your subsequent habits of behaviour and action change. Some experiences are sudden and cause instant change (‘epochal’ experiences) and some build up over time (‘cumulative experiences’)

For the Imperial Award, students must look across all of their experiences, to find evidence of the transformations that caused them to develop the attributes. Students should ask themselves “What was the transformative impact of that experience?”

We’ve taken Mezirow’s idea of one-off and cumulative experiences and added a few extra categories (see right). These are just ways to look at your experiences and categorise them. They help you to work out whether you are using evidence drawn from planned or unplanned experiences; from single or varied experiences; and from steep or low learning curves. ▲

▲ Adapting and extending Mezirow’s concepts of epochal and cumulative experiences (Ahearn 2018)
Using reflection to gain the Award

Reflection lets you convert a cloud of varied experiences into written evidence supporting a claim for the Award. This nine-step model shows the steps involved. Steps one to six are the developmental process of finding evidence. Steps seven to nine, let you get recognised for that development. More information about each step is given in the table. Going through this whole process, becomes yet another experience to add to your cloud.

For further information on key terms, see the clarifications at the end of this guide.

1. RECALL EXPERIENCES

2. RECORD ACTIVITIES AND EXPERIENCES

3. COMPREHEND STREAMS AND ATTRIBUTES

4. MAP EXPERIENCES TO ATTRIBUTES

5. SELF-ANALYSE THE TRANSFORMATIVE IMPACT OF YOUR EXPERIENCE

6. EVIDENCE YOUR PERSONAL TRANSFORMATION

7. WRITE REFLECTIVE STATEMENT AND REVIEW AGAINST ASSESSOR’S CRITERIA

8. SUBMIT STATEMENT ONLINE

9. USE ASSESSOR’S FEEDBACK

The Cloud-9 Model (Ahearn 2018)
<table>
<thead>
<tr>
<th>PROCESS</th>
<th>USING THESE TOOLS AND SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 RECALL EXPERIENCES</td>
<td>▶ Use your memory, CV, family, peers, tutor</td>
</tr>
<tr>
<td>2 RECORD ACTIVITIES AND EXPERIENCES</td>
<td>▶ Add to your Imperial Award Online Portfolio</td>
</tr>
<tr>
<td>3 COMPREHEND STREAMS AND ATTRIBUTES</td>
<td>▶ Read Student Guide definitions and Website advice</td>
</tr>
<tr>
<td></td>
<td>▶ Use workshops; videos; peers/tutor chats</td>
</tr>
<tr>
<td>4 MAP EXPERIENCES TO ATTRIBUTES</td>
<td>▶ Your portfolio tool generates a matrix for you, after you click to match experiences &amp; attributes</td>
</tr>
<tr>
<td>5 SELF-ANALYSE THE TRANSFORMATIVE IMPACT OF YOUR EXPERIENCE</td>
<td>▶ Use the Student Guide self-interview tool</td>
</tr>
<tr>
<td></td>
<td>▶ Use Reflection video</td>
</tr>
<tr>
<td>6 EVIDENCE YOUR PERSONAL TRANSFORMATION</td>
<td>▶ Use the Reflection and Reflective Writing Guide</td>
</tr>
<tr>
<td></td>
<td>▶ See example statement use of evidence</td>
</tr>
<tr>
<td></td>
<td>▶ Construct arguments, using evidence</td>
</tr>
<tr>
<td></td>
<td>▶ Select your strongest evidence of change</td>
</tr>
<tr>
<td>CHECK YOUR PRODUCT</td>
<td>USING THESE CRITERIA, DEFINITIONS AND TOOLS</td>
</tr>
<tr>
<td>7 WRITE REFLECTIVE STATEMENT AND REVIEW AGAINST ASSSESSOR’S CRITERIA</td>
<td>▶ Use the Student Guide to check definitions of attributes</td>
</tr>
<tr>
<td></td>
<td>▶ Read and apply the assessor’s criteria</td>
</tr>
<tr>
<td></td>
<td>▶ Use SCART model</td>
</tr>
<tr>
<td></td>
<td>▶ Reflective Sentence Generator</td>
</tr>
<tr>
<td></td>
<td>▶ Does it persuade your tutor/mentor or buddy?</td>
</tr>
<tr>
<td>8 SUBMIT STATEMENT ONLINE</td>
<td>▶ Use Imperial Award online system</td>
</tr>
<tr>
<td>9 USE ASSESSOR’S FEEDBACK</td>
<td>▶ Reflect on the feedback</td>
</tr>
<tr>
<td></td>
<td>▶ Re-read your statement; check guides (if needed)</td>
</tr>
<tr>
<td></td>
<td>▶ Utilise the feedback to improve next statement</td>
</tr>
<tr>
<td></td>
<td>▶ Update your portfolio (and CV)</td>
</tr>
</tbody>
</table>
Reflection tools

The first time you try self-reflection you will probably find it odd, as you will need to be critical of your personal assumptions and actions. The scientific method relies on objective analysis (facts), however reflection also relies upon subjective analysis (your own thoughts and feelings).

We have provided you with self-interview questions to help you start to think reflectively, the outcome will form the scaffolding for your reflective statement(s).

These self-interview questions help you with your reflection. Combine this with the reflective writing tools shown later in this guide.

How to use this tool

To make the most of them, you will need to set aside some time to think about the answers to these questions. Spend at least five minutes per question but take more time if needed. There are no ‘correct answers’; the questions are designed for you to interpret based on your own experiences and to help you articulate how they have transformed you.

Reflection involves looking beneath the surface of your own actions, questioning your own assumptions. These questions can help you move beyond description, into reflection.
### Primary Questions

<table>
<thead>
<tr>
<th>Primary Question</th>
<th>Further Reflective Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>▴ Looking at my activities, what experiences have I gained and in what context/foreground?</td>
<td>▴ Group or individual; one-off, series or continuous; habitual, automatic or ordinary; thoughtful or intensely analytical; urgent; wanted or unwanted; planned or unplanned; low or high-profile; local, national or international; feel-good, feel-bad or feel-ok?</td>
</tr>
<tr>
<td>▴ How did I carry out the activity?</td>
<td>▴ How did I learn and handle the practicalities? How did I cultivate the experience and how do I feel about it now? Did training help me? Did I review or reflect during the activity? Did the implementation change or develop as I gained more experience and why?</td>
</tr>
<tr>
<td>▴ Why did I do it or why do I still do it?</td>
<td>▴ How and why has my thinking changed or developed as I gained the experience(s)? What do I wish I had known at the start that I know now?</td>
</tr>
<tr>
<td>▴ What do I believe are the most significant impacts of my activities on others?</td>
<td>▴ Who has been impacted and how? Are the impacts as expected or a surprise? How do I feel about them? Why do I rate these impacts as significant?</td>
</tr>
<tr>
<td>▴ When I think of the impact of my experiences on my own development, which specific experiences or events changed me and how did they change (transform) me?</td>
<td>▴ What dilemma or challenge changed my assumptions, changed my thinking or my practice? Why did this cause a change? How did I change? When did I realise that change was involved; at the time of the experience, afterwards when looking back at the experience or now? How will this transform my future activities?</td>
</tr>
<tr>
<td>▴ When I look at the Imperial Award attributes, which ones match the transformative impacts I identified above?</td>
<td>▴ Which attributes do I strongly match? Which attributes do I almost match? Which attribute did I assume I matched but now realise that I lack evidence of developing? Which attributes do I want to gain? How could I gain them? How do I think this would transform or develop me?</td>
</tr>
</tbody>
</table>
Your online portfolio

BUILDING YOUR PORTFOLIO
Once your registration for the Imperial Award is approved, you can access the online portfolio. This practical tool is designed to help you record your activities and experiences and categorise them against the Award attributes. Your portfolio is not assessed, is private and you can utilise it however you find it works best.

ACTIVITY RECORDING
Activities include the positions you hold, or the things you engage in, or being useful in a team, or handling unexpected life events.

Examples of activities:
- Summer placement or internship
- Part-time work
- Volunteer role with the Union
- Local or international volunteering
- Setting up a business or enterprise
- Being a parent or carer
- Completing a UROP
- Presenting research/projects at a conference/open day
- Mentoring or training

MAPPING
Once you log and describe your activities, you can record your experiences and begin to map them against the twelve Imperial Award attributes listed under the three streams:

- Independent, open-minded thought
- Effective teamwork
- Self-awareness and active self-management

THE MATRIX OVERVIEW
Once you click on the overview tab, you will be able to access the matrix listing all your activities mapped against the attributes. This table (your Award matrix), illustrated below, will show you the attributes you are strongest in, denoted by the number of experiences you allocate under each. Your personal tutor will be able to see this matrix too, which may aid your discussions about your experiences, evidencing them against the attributes and identifying areas for your further development.

imperialcollegeunion.org/imperial-award
THE BENEFITS OF THE IMPERIAL AWARD PORTFOLIO

Building your portfolio and mapping your experience against the Award attributes is a key benefit of the Award. It requires a way of thinking different from what is required when using the scientific method. By participating in the Imperial Award and using the online portfolio, you will develop additional ways of thinking about non-technical evidence, which will assist you in presenting yourself to Employers and/or Funders.

The portfolio process shows you how to gather and organise your soft evidence about your development. It is the starting point for producing a strong reflective statement.

To get the most out of the portfolio-building process, you should:

- Recall and record as many experiences as possible from any activity (create a big data set)
- Recall life events which you did not regard as an ‘activity’ but which you feel have shaped you and changed you.
- Include clubs, societies and projects. Include academic activities which have developed your approach to subsequent activities.
- Record moments which have ‘surprised’ you; significant, challenging episodes in your life.
- Discuss your portfolio list with your personal tutor/mentor. Use the matrix tool to make links to attributes. Your tutor may see more links than you.
- Use the workshops (see Award website) to gain insight into attributes, criteria, reflection and writing.

Revisit the portfolio and matrix, especially when writing up your reflective statement.

The Imperial Award consists of three streams, each containing four attributes. Each stream requires you to submit a separate, short reflective statement to claim and demonstrate that you meet the criteria for each attribute within that stream. You can submit statements at different times; each stream is separately assessed.

SETTING OBJECTIVES

If your experiences do not align to all of the attributes, concentrate on gaining experiences to complete one stream, first. Set objectives for the types of experiences you wish to gain.

SMART objectives are a useful tool: they are Specific, Measurable, Achievable, Relevant and Time-bound.

Try discussing gaps in your experience profile, with your Personal Tutor or mentor. Use the SMART framework to help you make decisions. Use ‘Specific’ to become more precise and less vague; use Time-bound for a reality check on your coursework load; etc.

Measuring is a key tool: note your baseline self-evaluation of experience/competence, and re-measure after you gain better experience. This before/after measurement is good evidence and strengthens your argument in your statement.
Adding New Experience to Activity Community Connection Volunteer

Experience Details
Volunteering at the local allotments

Date
August 2017

Details
What I did
Over four weeks I helped the bend club spend some great money they had been given:
- Helped tidy the allotments and
- Worked with the club treasurer to work out spending budget
- Worked with the local allot group
- Helped a fundraiser build a garden shed

Thoughts and reflections
This experience allowed me to interact with groups of the community I would never normally meet.
I was interesting to hear the perspectives of people older and younger than me and this has increased my willingness to engage with others. This was clear when I could act as a go-between during a disagreement between a social and an allotment holder. It turned out they actually agreed with each other but were communicating in a different way.

Stream Attributes
Select the stream attributes you think were enriched by this experience:

Independent, open minded thought
- Innovative approach
- Creativity
- Practical, intelligent problem-solving
- Enterprise mindset

Effective teamwork
- Communication and active listening
- Motivation
- Awareness of group dynamics and collaboration
- Strategic mindset

Self awareness and active self management
- Critical self-awareness/self-evaluation
- Social conscience
- Recognising opportunities
- Global mindset
# Reflective writing

Your short reflective statement requires reflective writing; you must go beyond mere description.

<table>
<thead>
<tr>
<th>REFLECTIVE WRITING IS...</th>
<th>REFLECTIVE WRITING IS NOT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ your response to experiences, opinions, events or new information</td>
<td>▶ just conveying information, instruction or making an assertion</td>
</tr>
<tr>
<td>▶ a way of recording thinking, to explore your learning and its impacts</td>
<td>▶ pure description, though there may be descriptive elements</td>
</tr>
<tr>
<td>▶ making meaning out of your activities and experiences, exploring ‘how did this experience change me?’</td>
<td>▶ A straightforward decision of judgement (e.g. about whether something is right or wrong, useful or not, successful or unsuccessful)</td>
</tr>
<tr>
<td>▶ awareness of your process in solving a problem (Process, solution, impact)</td>
<td>▶ simple problem-solving (solution only)</td>
</tr>
<tr>
<td>▶ analysing why and how you want to behave differently in some context(s) in future</td>
<td>▶ a summary of past events</td>
</tr>
</tbody>
</table>
Jenny Moon developed a framework for reflective writing, which outlines key differences between descriptive and reflective writing.

**DESCRIPTIVE WRITING**
It is descriptive and it contains little reflection. It may tell a story but from one point of view at a time and generally one point at a time is made.

**DESCRIPTIVE WRITING WITH ELEMENTS OF REFLECTION**
The basic account is descriptive in the manner of description above. There is little addition of ideas from outside the event, reference to alternative viewpoints or attitudes to others, comment and so on. There is recognition of the worth of further exploring but it does not go very far.

**REFLECTIVE WRITING — ONE**
There is description but it has particular aspects emphasised for reflective comment. There may be a sense that the material is being given thought. The account shows some analysis and there is recognition of the worth of exploring motives or reasons for behaviour.

**REFLECTIVE WRITING — TWO**
**THIS IS YOUR TARGET DEPTH OF REFLECTION**
Description now only serves the process of reflection, covering the issues for reflection and noting their context. There is clear evidence of standing back from an event and conducting a deep, thoughtful internal dialogue. The account shows deep reflection, and it incorporates recognition that the frame of reference (the ‘lens’ through which an event is viewed) can change.
A TOOL FOR REFLECTIVE WRITING
You can use the SCART model to think about the different components required in your reflective writing. You must write clearly and concisely, remember that the Imperial Award is not about the volume of your activities, it recognises personal development and transformation.

SITUATION/CONTEXT
Briefly set the scene, explain how and why the situation arose, what needed to be achieved, and the context of your claim that you have developed the attributes.

▲ This scene-setting must be specific and not generalised
▲ Keep your explanation of the situation/task/context to an absolute minimum

ACTION
A brief explanation of what you did and how you achieved (or missed) your goal or handled the situation.

▲ Explain what you did or what you experienced
▲ Highlight the aspects relevant to the attribute(s) by using key-nouns, key-verbs and key-ideas from the attribute

REFLECTION
Evidence that you have thought about what you have experienced, why it matters and that you understand what you did well, what you could improve and how it has affected your priorities, assumptions or viewpoint.

▲ Show understanding of the impact of your actions on others
▲ Use the reflection tool to generate evidence about your experiences and select small examples directly relevant to the attributes you claim to have

TRANSFORMATION
You must evidence (argue persuasively) that, as a result of your reflection, you understand the transformative impact of your experiences in helping you to develop the attributes, enabling you to perform differently in the future.

▲ Address attributes explicitly
▲ Explain how you know, personally, that your experiences have changed you
▲ Look carefully at the Award criteria to see what does/does not work as evidence ▲
Your reflective statement

**WRITING YOUR REFLECTIVE STATEMENT**
To achieve each Imperial Award stream you need to produce a written reflective statement of no more than 4,000 characters per stream, demonstrating how you meet the Imperial Award criteria in relation to each of the four attributes within that stream.

Before you write your statement, you should have already started reflecting upon your experiences in relation to the attributes in that stream. The portfolio, matrix and reflection questions are designed to help you reflect.

This table lists Reflective Statement Do/Don’t rules, based on the Assessor’s Criteria (set out in the Imperial Award Student Guide). Do read them. Do apply them.

**THE DO RULES TABLE**

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’T</th>
</tr>
</thead>
<tbody>
<tr>
<td>▲ Do use all of the analytical reflective tools to reflect deeply, before you start writing-up</td>
<td>▲ Do not write your statement without reflecting on the impact of your experiences.</td>
</tr>
<tr>
<td>▲ Do use your matrix tool to select your best evidence for each attribute</td>
<td>▲ Do not try to squeeze in a mention of every activity and experience. Be selective.</td>
</tr>
<tr>
<td>▲ Do write using “I”, “me”, “my”, “mine”, keeping your focus transformative impacts of your experiences</td>
<td>▲ Do not use assertions in lieu of argument. If in doubt, talk to your personal tutor, attend an Award writing workshop, discuss with peers.</td>
</tr>
<tr>
<td>▲ Do explicitly address each attribute in the stream, arguing in support of your claim, with experiences as evidence</td>
<td>▲ Do not list achievements (successful results) instead of experiences (processes and transformations).</td>
</tr>
<tr>
<td>▲ Do weave a coherent statement for the whole stream.</td>
<td>▲ Do not stretch thin evidence to cover all attributes. Better to seek further, deeper experiences, if time permits.</td>
</tr>
<tr>
<td>▲ Do write reflectively</td>
<td>▲ Do not write descriptively</td>
</tr>
</tbody>
</table>
EXAMPLE REFLECTIVE STATEMENT

To help you understand what reflective writing looks like we have created a fictional Imperial Award stream called Effective Presentation, and invented an example statement by an imaginary student called ‘Sam’, with comments from an assessor.

FICTIONAL STREAM: EFFECTIVE PRESENTATIONS

Imperial graduates will take impressive technical qualifications into the workforce, to have impact on society, knowledge and the future. To operate at a level befitting the quality of their qualifications, graduates need to be able to communicate with impact, achieving more than the mere transmission of data but communicating at a deeper level to shape the response to the communication. Great responsibility comes with the ability to persuade others, and this stream recognises attributes which enable proficient communication (what and how) and societal responsibility (what and why).

FICTIONAL ATTRIBUTES:

1. Awareness of audience needs: Effective presenters are audience-focused instead of information-centric, and consider the audience’s context including why the audience is present, the range of audience wants/needs/priorities, and their range of likely responses. Critically, effective presenters know what impact they wish to have on the audience beyond the presentation.

2. Uses effective presentation tools: effective presenters do not merely display information but explain it, using strategies tailored to their audience. Strategies and tools can include rhetoric, argument/counterargument, evidence and also visual, verbal, aural, digital or other modes of delivery. An effective tool helps the presenter have their intended impact on the audience.

3. Ethically responsible: a presenter makes choices about what to present and what to omit, and how to present and how not to present. In these choices, the presenter must be careful to ensure the honesty and integrity of communication, whether controversial or not in its content.

4. Persuader mindset: an effective presenter seeks to have an impact (an effect) on the audience. A persuader mindset is required for a presenter to be able to identify what the effect should be and how to achieve it, and how to follow-up on an effective presentation.
**FICTIONAL SHORT REFLECTIVE STATEMENT: SAM’S STATEMENT**

My experience on the ICU Toilets-for-Us Project (T4Us: a sanitation project for rural India), made me rethink my approach to presentations and changed my practice. My claim to have the attributes of an Effective Presenter is evidenced by 3 key experiences which transformed my presentations strategy, impacting different audiences and me.

Looking back, despite often presenting coursework, my three most transformative experiences as a presenter have been (1) as media officer for the T4Us project, (2) getting T4Us communications coaching and (3) talking to my personal tutor about this Award stream. As media officer, I needed my presentations to start changing people’s minds; the training gave me know-how; but my reflective discussion with my PT truly helped me to shift my student focus from ‘information’ towards ‘presentation’, changing my strategy.

With my tutor, I debated the differences between teaching, presenting, proving, and information-dumping when we discussed “Persuader mindset” (attribute (d)). I realised that I’d never needed a “persuader mindset” when presenting coursework to teachers who already knew the topic. I’d merely collected relevant information, and won marks for information-gathering. The teachers were changing me with feedback, not me persuading them.

In contrast, I definitely need a persuader mindset when I explain the Toilets-for-Us project to other people, to convert students into volunteers, potential funders into sponsors; and the public into supporters who realise that people are dying from cholera and suffering social harm in places without sanitation systems. My training increased my audience awareness (attribute (a)) and so now each audience gets a tailored presentation, instead of one fact-filled standard presentation. I believe that audiences talking to me after a presentation is evidence that I met their needs and persuaded them about our project’s potential. We now have an existing sponsor who increased their funding and we doubled our volunteer force from 5 to 11, a good impact from my shift from talker to persuader and my discussions with audiences are deeper now.

**ASSESSOR’S NOTES: WHAT MAKES THIS REFLECTIVE**

Sam helpfully sets the Situation/context (Following the SCART model)

Sam focuses on claiming to possess the attributes and how Sam’s experience is evidence. Keywords include: rethink, claim, attributes, transformed, impacts and change.

Sam has prioritised reflective (analytical) thinking over description of details. (Reflection from the SCART model)

Sam explicitly addresses the attribute and shows reflection upon the dilemma of whether Sam’s experiences as a presenter have always involved the attributes. Sam argues using a counter-example and then highlights positive examples. Sam shows a shift in their own basic assumptions, which cannot happen without reflection. Sam uses descriptive detail of action mostly to illustrate the transformation and avoids too much detail about the T4Us story.
My transformation into someone who “uses effective presentation tools” for attribute (b), occurred during T4Us communications training. Tough feedback from the trainer changed me from someone who loved powerpoint and pictures, into someone who now relies more on ‘conversation’ with my audience. I use rhetorical questions as hooks, I build up arguments using data instead of just showing data for the audience to interpret. I have pushed background knowledge to the background and brought forward my main points. I acknowledge, instead of hiding, any problems (the counter-arguments against our project) to show my audience that I anticipate their concerns. This impresses funders in particular, as it shows transparency on issues such as ‘westerners imposing solutions on India’ or our tiny project scale, which are the biggest counter-arguments we face and were issues I needed to address.

In my discussion with my Personal Tutor, we really debated what the Imperial Award attribute of being “ethically responsible” would truly mean for my T4Us project. I thought it meant “do not plagiarise” but he thought it was wider. When I showed him my new presentation of T4Us, his reaction to those counter-arguments was that it hit the ethical issues head-on. Do we cause harm when 10 homes access get deep-pit toilets but we do not reach the neighbours 2km down the road? Are our claims grounded on facts, opinions or hopes? Do we make it clear to the audience? This is an aspect that I had not truly considered before looking at Imperial Award, so I am still developing my understanding but I am now consciously aware of trying to be ethically responsible as a presenter and not a ‘glib salesman’. I now make clarity about our tough issues the key to my ethical presenting.

The communications training and the process of reflecting on what I do as a presenter has shifted my entire approach and I am now more ambitious for my presentation’s impact. I no longer give the entire history of the project, I shifted my focus to the audience, my priority to the impacts of the presentation and I use more varied tools because my presentations are about persuading people to act. Although it would be nice to earn the Imperial Award, the real impact of my transformation into an effective presenter will be when I revisit the Indian village this summer, to see the impact of having persuaded more people to give more help, money and support to challenge this real-life problem and see the solution happen.

Sam highlights transformation, using a before and after technique, with phrases like ‘from someone who loved... into someone who now...’.

This is rich in details, but they are always reflecting on Sam’s progress into someone with the IA attributes.

Sam makes explicit the approach taken to reflection: Sam illustrates how debate and discussion with another person (Tutor) introduced Sam to new ways of looking at their own practice as a T4Us communicator and gives a specific example of change resulting from that new insight.

Sam finishes by pulling together the stream’s themes (persuasion; audience; effective tools) and reminds us of Sam’s know-why, know-what and know-how. Transformative impact of Sam’s experiences remains the dominant focus of Sam’s claim to possess the attributes.
## Reflective sentence generator

Use this simple sentence-generator to change from scientific-objective writing to reflective-contemplative writing.

It acts as a starting-point, combine it with your own individual experiences and reflection. Assembling and selecting key-verbs, key-nouns and key-thoughts will help you write reflectively, not descriptively.

<table>
<thead>
<tr>
<th>For me, the (most)</th>
<th>important</th>
<th>event</th>
<th>happened when...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>meaningful</td>
<td>idea</td>
<td>arose from...</td>
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<td></td>
<td>relevant</td>
<td>learning</td>
<td>began after...</td>
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</table>

<table>
<thead>
<tr>
<th>I have</th>
<th>developed</th>
<th>understanding</th>
<th>my</th>
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<td></td>
<td>improved</td>
<td>skills in...</td>
<td>ability to...</td>
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<td></td>
<td>enriched</td>
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</table>

| Previously,                | thought...|              |                  |
| Initially,                 | I         | felt...       |                  |
| At the time,               | I         | noticed...    |                  |

<table>
<thead>
<tr>
<th>Having</th>
<th>read...</th>
<th>I now</th>
<th>think...</th>
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<tbody>
<tr>
<td></td>
<td>explored...</td>
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<td>learned...</td>
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<td>feel...</td>
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</tbody>
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*Imperial Award Scheme | Reflective writing*
Achievement

achieved, completed, improved, enhanced, produced, implemented, delivered, closed-out, finalised.

Communication

advised, wrote, instructed, presented, edited, chaired meeting, persuaded, pitched, reviewed, listened, adjudicated, claimed, justified, negotiated, reported, professed, acclaimed, counter-argued.

Taking initiative

created, designed, established, introduced, developed, set up, initiated, instigated, re-started, re-designed, convened, proposed, pitched, re-examined, re-evaluated.

Research

investigated, determined, searched, surveyed, examined, catalogued, classified, reviewed, published, wrote-up, analysed, compared, presented, queried, hypothesised.

Organising and planning

recognised, arranged, budgeted, verified, scheduled, planned, produced, checked, recast, replenished, delegated, devolved, involved, re-organised, accounted, reported.

Interpersonal

advised, facilitated, collaborated, proposed, evaluated, consulted, mediated, handled, negotiated, welcomed, hosted, consoled, cheered, commiserated, celebrated, diversified, recognised, acknowledged, introduced.
Advice and clarifications

An experience is anything that has had impact upon you, shaping your subsequent thoughts and actions.

An activity is the source of a set of experiences; activities contextualise and contain the experiences you’ve had, which have a personal developmental impact on you.

Definitions of Streams and Attributes require close attention to the specific wording found in the Student Guide.

Mapping means correlating, finding matches, but also finding gaps which you can fill with new experiences.

Award videos (see website) contain examples and guidance on reflection.

Evidence is composed of personal experiences analysed to discover why they converted you from an old set of assumptions and behaviours to new behaviours and ideas.

Use your evidence to formulate a persuasive claim by arguing how your independent engagement in activities and experiences has transformed you (and others) into someone who has the attributes.

The Assessment criteria can be found in the Student Guide, it is essential to review your statement against these, before submission.

Statements: keep an eye on deadlines for submission; these are listed on the Award online system.

Feedback from assessors is intended to help you decide what to do next.

Resubmitting a statement (a resubmission) involves improving your statement using feedback from the assessors and your own further reflection. A resubmitted statement for a stream is considered a revised version of work in that stream; you do not need to worry about self-plagiarism within that stream.

A further glossary of terms is available in the Student Guide.