



Reflection Template

This document is an example to be used for guidance only

You are encouraged to provide reflective activity throughout your evidence bundle to demonstrate what you have learned and the impact on your practice from activities such as CPD, MSF, audit and teaching. Please refer to the [Specialty Specific Guidance](#) for further details.

Example:

Title and Description of Activity or Event:
* <i>Date(s) of activity or event:</i> • Which category of activity does this match? * <i>General information about your practice</i> * <i>Keeping up to date</i> * <i>Review of your practice</i> * <i>Feedback on your practice, e.g. patient/ colleague feedback, complaints and compliments.</i>
Review of my teaching practice I presented a series of lunchtime teaching lectures for residents in my Trust on a range of topics that they requested. I delivered 6 lectures over 12 weeks
What have you learned as a result of the activity?
• <i>Describe how this activity contributed to the development of your knowledge, skills or professional behaviours</i> Through planning and delivering this teaching programme, I consolidated and updated my own clinical knowledge across a range of topics relevant to resident practice. Preparing each session required me to critically review current guidelines and evidence, which highlighted areas where my own practice could be refined. I developed a greater understanding of residents' learning needs and the challenges they face in applying guidelines to complex, real-world clinical situations, particularly in time-pressured environments. Feedback from participants demonstrated that interactive case discussions were more effective than didactic teaching alone, reinforcing the importance of learner-centred educational approaches. I also improved my teaching skills, particularly in pacing sessions, encouraging engagement from quieter members of the group, and adapting content in response to questions. Delivering the programme over several weeks enhanced my confidence and reinforced my role as a clinical educator within the Trust.
What has been the short- and long-term impact on your professional practice and patient care?
Short-term impact: Immediately following the sessions, I felt more confident in my own clinical decision-making in the topics covered, having revisited evidence and guidelines in depth. Discussions during the sessions prompted reflection on my habitual practice, leading to small but meaningful



changes, such as clearer documentation of clinical reasoning and more consistent use of local protocols.

Residents reported increased confidence in managing relevant clinical scenarios, which contributed to smoother escalation of care and more structured clinical discussions on the ward. This improved multidisciplinary communication and supported safer patient management.

Long-term impact:

In the longer term, this activity has reinforced my commitment to ongoing education and mentorship within the Trust. It has strengthened relationships with resident colleagues, fostering an open culture in which they feel comfortable seeking advice and discussing uncertainty. This contributes to a safer learning environment and promotes reflective practice across the team.

The experience has influenced my approach to leadership and teaching, embedding education as a core component of my professional role. By supporting resident development, the activity indirectly contributes to sustained improvements in patient care through better-trained, more confident clinicians.

State any action points to be carried out following this activity

Seek structured feedback from residents using a brief evaluation form to further improve future teaching sessions.

Develop a standardised teaching template to ensure consistency and efficient preparation.

Explore opportunities to formally align future teaching with the Trust's education programme or training curriculum.

Undertake further faculty development or teaching skills training to enhance educational effectiveness.

Plan a follow-up teaching series to revisit key topics and assess the retention and application of learning in clinical practice.

Name: Dr J Smith

Specialty: Clinical Oncology