

The 4R Reflective Framework

– Guidelines

Introduction

- The 4R framework for reflection is a simple 4 stage model designed to guide and support you through the process of reflection for enhancing your learning and Continuous Professional Development (CPD).
- The framework is presented as a Cycle, but the main headings can also be used in a linear or step-by-step process.
- It is hoped that the simplicity of the format will enable you to engage with the process in a more practical way for extending your learning and future practice.
- The guidelines provided are intended to help you stay focused as you progress through the different stages of reflective learning and help to avoid the problem of not knowing where to start or where to enter the appropriate content.

RECALL

- This section is about setting the scene for your reflections in a concise and informative way, including *who, what, when, where, how and why* of the scenario. Keep it brief. **Avoid a long story that reads like a novel.**
- Identify an incident, situation or issue that is significant to you and your role.
- Briefly say what your reason is for choosing this particular scenario.
- Outline the main points to be explored.
- Provide a factual account of what occurred, including brief details of significant others involved, the time of day, and the general environment where applicable.
- Details can include the outcome of an incident, whether negative or positive.
- Details can also include issues such as communication skills, decision making, team working, lack of knowledge, or clinical skills.
- Remember, the choice of subject is yours.
- In order to stay focused, it is advisable to concentrate on one or two main issues to avoid getting overwhelmed in your reflective writing.
- Importantly, please be aware of the need for maintaining confidentiality in your writing.
- At all times, adhere to the HPAC standards and other national and legal guidance on data protection. **Check this out before you start writing if you are not sure.**

REVIEW

- This section is intended to deepen your understanding of past events by allowing you to probe your thinking and judgements originally made and explore them in a factual and objective way.
- Explain what you thought and felt at the time e.g. anxious, lacking in confidence, or pleased with your performance and your role.
- What were the responses and reactions of others to the situation, and did they concur with yours?
- Looking back, how have your perceptions altered since then, and what has influenced the changes?
- From your judgement of the situation, what aspects do you consider worked well and what didn't?
- Examine and explain why you believe the unfolding events did or did not go according to plan.
- What evidence can you provide to support your perceptions and reasoning of the situation as you experienced it at the time?
- In hindsight, could anything else have been done by you or others that might have led to a different outcome at the time?
- What alternative evidence can you cite to verify or challenge your version of events?
- Evidence can be drawn from a variety of sources, including research articles, evidence-based practice, work-related policies and approved national guidelines.
- Use of supporting evidence is important in your reflective learning to demonstrate wider thinking apart from your own views.

RESPOND

This section is about drawing conclusions from your reflective explorations by identifying the key learning points to emerge as a result and proposing and how you intend to build on what you already know and continue to develop your learning. Reflection is not a passive process of thinking alone, it is about **'action'** otherwise it is a shallow process.

- Restate the key reflective learning points that emerged from your situation.
- What could you do differently next time in similar situations?
- Propose what alternative measures you need for taking your new learning forward.
- Put together a plan of action with a time scale to show what resources you might access.
- Identify the variety of resources and strategies available, for example, peer discussions, consulting with senior colleagues, attending conferences, study days and workshops and reading relevant literature on the subject, including online media such as web blogs or social media.

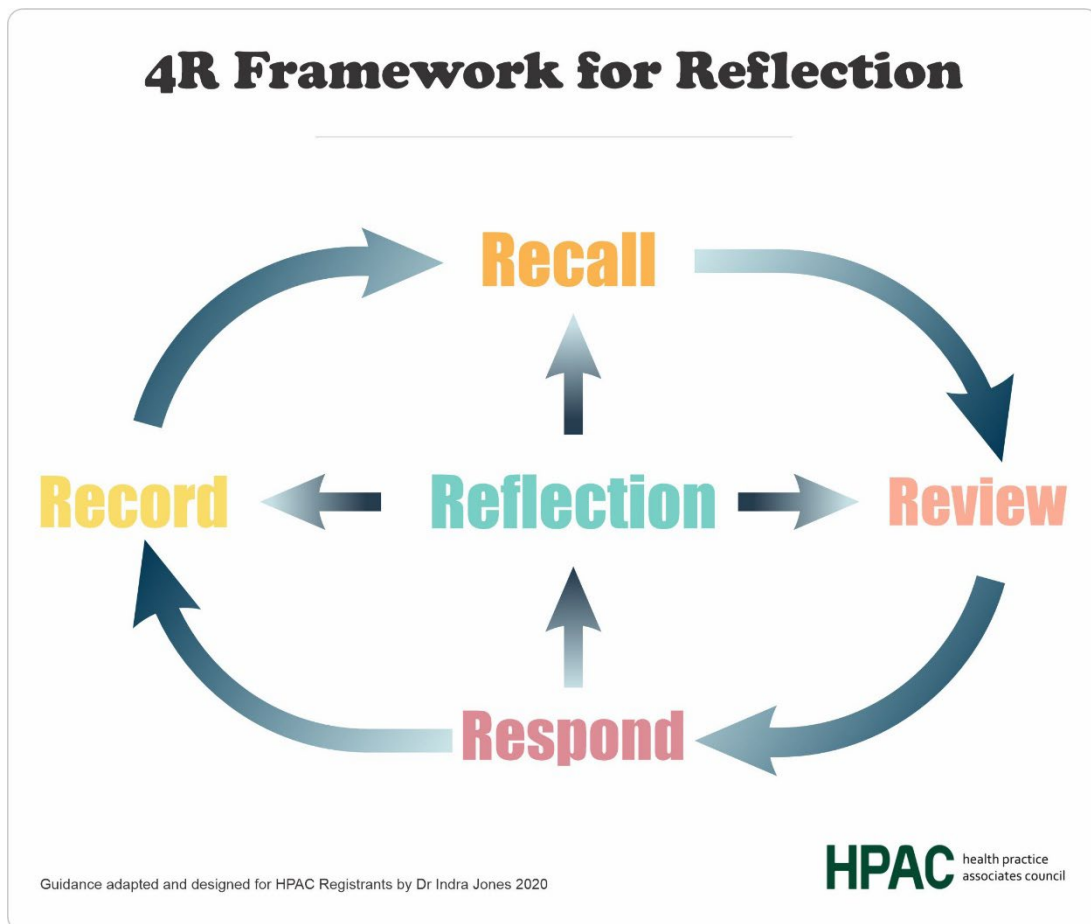
Please note that in the world of social media, not all information is factual, so it is a good idea to be selective about the sources and resources you choose to reference your learning.

References add credibility to your reflections and show that you have considered the broader perspectives of the incident/situation to inform your reasoning process.

RECORD

Reflective learning is not just about thinking and talking. The need to record it is vital for your future career progression. It is the hallmark of good professional practice.

- Keep a written record of your reflective learning
- It is essential for your learning development. CPD is set to become a requirement as an HPAC Registrant.
- There are many ways of recording your learning including a log, diary, and journal or pocket aide memoir.
- Choose a method that works for you.
- Take pride in your record.



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