

Reflective Practice in the Graduate Diploma in Immigration and Refugee Law

Andrea Speltz, Christa Bracci, and Sharry Aiken

23 June 2026



Graduate Diploma in Immigration and Citizenship Law (GDipICL)

- Regulated, competency-based
- 9 courses in just under 1 year
- Weekly synchronous sessions
- Taught by practitioners
- Adult learners



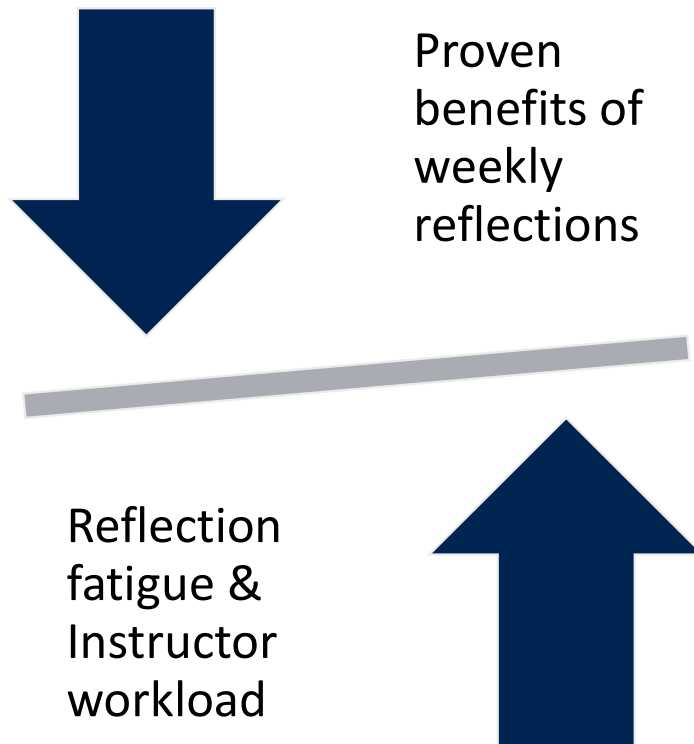
Roadmap

1. Confronting design challenges
2. Design in Practice: activities and assessments
3. Securing instructor buy-in & "compliance"



Confronting design challenges: Frequency, structure, and assessment

How often should students write reflections?



How should we structure reflections?

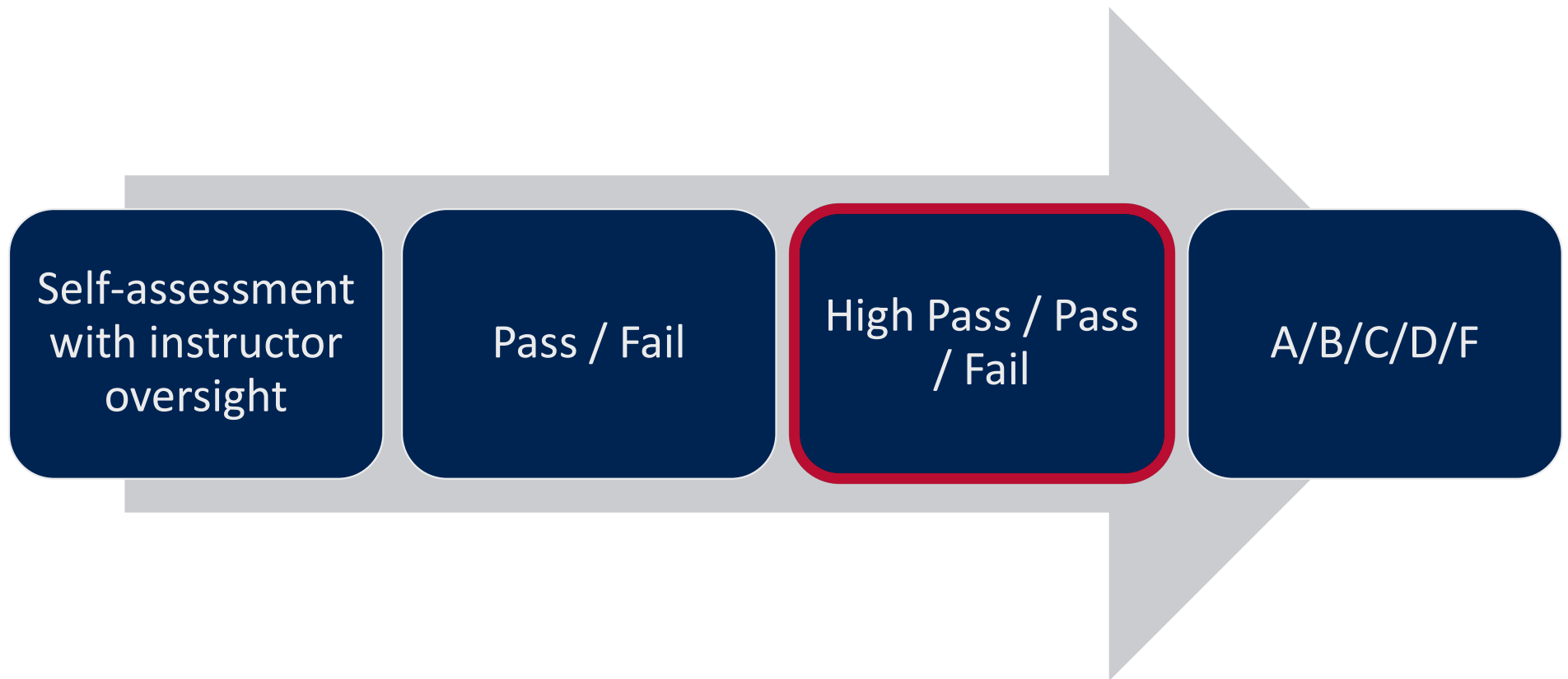
Prescribe a topic



Prescribe a framework (Kolb;
Casey; Leering; Driscoll)



How should we assess formal reflections?



Design in practice: activities and assessments

Design in Practice – Keys to implementation

- Anchored in Competencies
 - Initial Competency Inventory (handout)
 - RCIC [Essential Competencies](#)
 - GDipICL Program Skills and Values Outcomes (SVOs)
- Consistency across the Program
 - Students report on change in relation to one or two competencies per course.
 - Graded Skills Reflection at the end of each Course
 - Summative reflection ("A Wider Lens") at the end of the last course in the program: a springboard to continuing professional development

Skills Reflection



Two-part narrative (400 words)



End of each course



Part 1: Connect learning experiences to growth in program Skills and Values



Part 2: Identify areas of weakness and discuss your plan to develop these areas in the future.

Skills Reflection Rubric

5/5 Exceptional = **clear, plausible, and precise:**

- References specific identifiable course learning experiences
- Describes growth ("change")
- Identifies areas of weaknesses
- States concrete plan for advancing growth
- The text is persuasive, very well structured, and very well written.

3.5/5 Meets Expectations

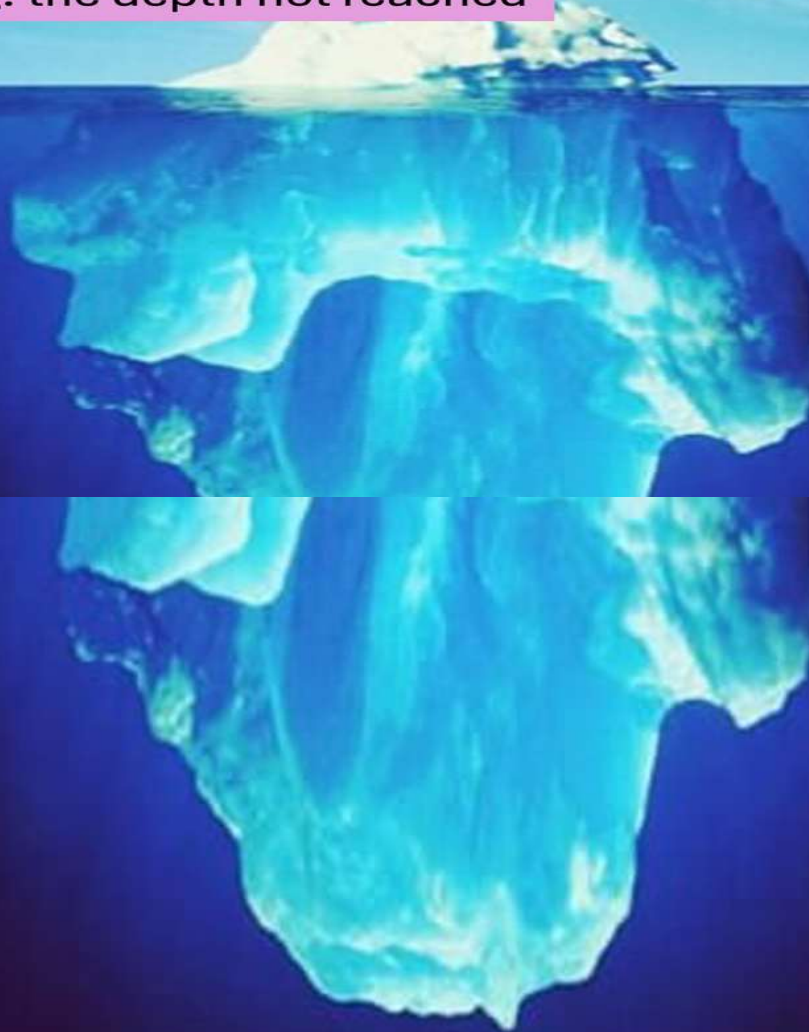
Text is still substantively clear, plausible and precise but is less compellingly expressed: it lacks persuasiveness and/or weakened by structural issues or poor writing.

2/ 5 Limited

Lacking in one or more of the main criteria (clarity, plausibility, precision)

Instructor buy-in and "compliance"

The Tip of the Iceberg: the depth not reached

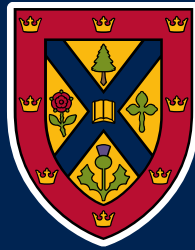




Grading inconsistency & subjectivity

RP orientation: discerning reflective writing





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Works cited on reflective practice

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