
Reflect Academy Forum

Research

Volume 1, Number 1

Date: October 2025

Building Reflective Communities: A Mixed-Methods Evaluation of the Reflect On Academy Forum

Jenny McClymont, Director, Reflect On Academy

Vicky Charalampidou, Trainee Psychotherapeutic Counsellor (Year 2), Reflect On Academy

“Professional growth flourishes when people come together with curiosity and care. Through reflection, shared dialogue, and a community that values each person’s contribution, we create spaces where learning deepens, confidence grows, and collective wisdom emerges.” – J. McClymont (2025)

ABSTRACT

Professional forums can play an important role in supporting reflective practice, professional development, and peer learning within the counselling and psychotherapy professions. Reflect On Academy hosts regular forums that bring together trainees, qualified counsellors, psychotherapists, and helping professionals to engage in discussion, reflection, and continuing professional development.

This mixed-methods evaluation explored participants' experiences of the Reflect On Academy Forum and sought to identify factors contributing to its effectiveness as a professional learning community. Data were collected through an online questionnaire completed by thirteen participants. Quantitative data were analysed using descriptive statistics, while qualitative responses were analysed using thematic analysis following Braun and Clarke's (2006) approach.

The findings demonstrated high levels of participant satisfaction, with respondents reporting strong levels of professional relevance, engagement, and overall satisfaction. Four overarching themes emerged from the qualitative analysis: Professional Learning and Ethical Reflection; Community, Connection and Shared Learning; Future Professional Development Needs; and Forum Development and Improvement.

Participants particularly valued opportunities for ethical discussion, shared reflection, and learning from diverse professional perspectives. The findings suggest that professional forums may provide a valuable complement to formal training, supervision, and continuing professional development activities by creating opportunities for reflective dialogue, community building, and professional growth.

The report concludes by identifying implications for practice, recommendations for future forum development, and opportunities for further research.

Keywords: reflective practice, professional development, counselling, psychotherapy, communities of practice, continuing professional development, thematic analysis.

1. INTRODUCTION

The counselling and psychotherapy professions place significant emphasis on reflective practice, lifelong learning, ethical awareness, and ongoing professional development. Practitioners are required not only to maintain competence through formal training and continuing professional development (CPD), but also to engage in reflective processes that support professional growth, self-awareness, and ethical decision-making.

Alongside formal training and supervision, professional forums can provide valuable opportunities for practitioners to engage in dialogue, share experiences, explore emerging issues, and learn from one another. Such forums create spaces where trainees and experienced practitioners can come together to discuss challenges, exchange ideas, and reflect upon developments within the profession.

The Reflect On Academy Forum was established to provide an accessible and supportive environment in which these conversations could take place. The forum welcomes trainee counsellors, qualified practitioners, psychotherapists, supervisors, educators, and professionals working within related helping professions. Through discussion and reflection, participants are encouraged to explore ethical issues, professional challenges, theoretical developments, and contemporary concerns relevant to practice.

As the forum continues to develop, it is important to understand how participants experience these events and what value they derive from attending. Evaluating participant experiences can help ensure that future forums remain responsive, relevant, and beneficial to the professional community they serve.

This study therefore seeks to evaluate participants' experiences of the Reflect On Academy Forum and identify factors that contribute to its effectiveness as a professional learning and reflective space.

2. LITERATURE REVIEW

2.1 Reflective Practice

Reflective practice has long been recognised as a cornerstone of professional development within counselling, psychotherapy, education, and healthcare. Schön (1983) argued that professionals develop expertise through ongoing reflection both during and after practice. Reflection enables practitioners to critically examine their work, integrate learning from experience, and develop greater self-awareness.

Bolton (2014) further emphasised the role of reflective practice in supporting ethical awareness, professional development, and critical thinking. Within counselling and psychotherapy, reflective practice is widely recognised as essential for maintaining professional competence and ensuring that practitioners remain responsive to clients' needs.

The BACP Ethical Framework (2018) similarly identifies self-reflection and professional development as central components of ethical practice. Practitioners are encouraged to engage in ongoing reflection to support safe, effective, and ethical client work.

2.2 Communities of Practice

Wenger (1998) introduced the concept of Communities of Practice, describing learning as a social process that occurs through participation in groups with shared interests, goals, and professional identities. Within such communities, knowledge is developed through dialogue, collaboration, and shared experience.

Professional forums can be understood as communities of practice in which practitioners learn from one another, exchange perspectives, and develop professional understanding through participation. Such communities may also reduce professional isolation and contribute to the development of professional identity.

Lave and Wenger (1991) further suggested that learning is enhanced when individuals participate within authentic communities where knowledge is constructed collectively rather than transmitted solely through formal teaching.

2.3 Continuing Professional Development

Continuing Professional Development (CPD) plays an important role in maintaining competence and supporting lifelong learning. Professional bodies such as the BACP emphasise the importance of engaging in ongoing learning activities that contribute to professional growth and ethical practice.

Jarvis (2004) argued that adult learning occurs through a combination of experience, reflection, and engagement with new knowledge. Professional forums provide opportunities for all three processes by encouraging practitioners to explore ideas, reflect upon practice, and learn from the experiences of others.

Raymundo (2020) highlighted the value of collaborative learning environments in fostering engagement, creativity, and knowledge sharing. Such findings suggest that professional forums may provide a valuable context for practitioner learning and development.

Despite growing recognition of the value of professional learning communities, relatively little published research has explored participant experiences of local counselling and psychotherapy forums. This study seeks to contribute to that developing body of knowledge.

3. PURPOSE OF THE STUDY

The purpose of this study was to evaluate participants' experiences of the Reflect On Academy Forum and identify factors that contribute to its effectiveness as a professional learning and reflective space.

The study sought to explore both measurable outcomes, such as participant satisfaction and perceived relevance, and participants' subjective experiences of attending the forum. By examining these experiences, the evaluation aimed to identify strengths, areas for development, and opportunities to inform future forum planning.

As Reflect On Academy continues to provide opportunities for reflective dialogue and professional learning, understanding the experiences of participants is important in ensuring that the forum remains relevant, inclusive, and responsive to the needs of its community.

4. AIM AND OBJECTIVES

Aim

The aim of this study was to explore participants' experiences of the Reflect On Academy Forum and identify factors that contribute to its value as a professional learning community.

Objectives

The objectives of the study were:

- To evaluate participant satisfaction with the forum.
- To explore the perceived relevance of the forum to professional practice.
- To identify the aspects of the forum that participants found most valuable.
- To explore future topics and areas of interest identified by participants.
- To identify opportunities for future development and improvement.
- To contribute to Reflect On Academy's ongoing commitment to reflective practice, professional development, and service improvement.

5. METHODOLOGY

5.1 Research Design

This study adopted a mixed-methods evaluation design, combining quantitative and qualitative approaches to data collection and analysis.

Mixed-methods research is increasingly recognised as a valuable approach within social science and educational research because it enables researchers to explore both numerical trends and participants lived experiences. By integrating quantitative and qualitative data, a more comprehensive understanding of participant experiences can be achieved.

The quantitative component of the study examined participants' ratings of satisfaction, relevance, and organisation. The qualitative component explored participants' reflections on their experiences of the forum, including what they found valuable, suggestions for improvement, and topics of interest for future events.

The use of a mixed-methods approach was considered particularly appropriate for this evaluation because it enabled both measurable outcomes and personal experiences to be examined simultaneously.

5.2 Participants

A total of thirteen participants completed the online questionnaire. Although modest in size, the sample represented a range of professional experiences and stages of development within the counselling and psychotherapy profession, providing diverse perspectives regarding the value and impact of the forum.

Participants represented a range of professional backgrounds, including:

- Trainee Counsellors
- Qualified Counsellors
- Psychotherapists
- Helping Professionals

Most respondents attended the forum in person.

Participants became aware of the forum through a variety of routes, including:

- Reflect On Academy Website
- Email Communications
- Word of Mouth
- Social Media

The diversity of participants provided a broad range of perspectives regarding the value and impact of the forum.

5.3 Data Collection

Data were collected through an online questionnaire distributed to forum attendees following participation in the Reflect On Academy Forum.

The questionnaire included both closed and open-ended questions.

Closed questions gathered quantitative data relating to:

- Overall satisfaction
- Relevance to professional practice
- Organisation of the event
- Attendance information

Open-ended questions invited participants to reflect on:

- The most valuable aspects of the forum
- Future topics of interest
- Suggestions for improvement
- General comments and observations

This combination of question types enabled participants to provide both measurable feedback and richer descriptive accounts of their experiences.

5.4 Data Analysis

Quantitative Analysis

Quantitative data were analysed using descriptive statistics. Frequency counts, percentages, mean scores, and modal scores were calculated to identify overall patterns within participant responses.

Descriptive statistics were selected because the primary purpose of the study was evaluative rather than predictive. The analysis therefore focused on identifying trends and levels of participant satisfaction rather than testing hypotheses.

Qualitative Analysis

Qualitative responses were analysed using Thematic Analysis following the framework developed by Braun and Clarke (2006).

The analysis involved six stages:

1. Familiarisation with the data
2. Initial coding of responses

3. Identification of recurring patterns
4. Development of themes
5. Review and refinement of themes
6. Interpretation and reporting of findings

Thematic analysis was selected because of its flexibility and suitability for identifying patterns of meaning across participant responses.

Through this process, four overarching themes emerged:

- Professional Learning and Ethical Reflection
- Community, Connection and Shared Learning
- Future Professional Development Needs
- Forum Development and Improvement

These themes provide the foundation for the qualitative findings presented in the following section.

6. RESULTS

The results are presented in two sections. The first section reports the quantitative findings derived from participants' ratings of the forum. The second section presents the qualitative findings generated through thematic analysis of participants' written responses.

Together, these findings provide insight into participants' experiences of the Reflect On Academy Forum and the factors that contribute to its value as a professional learning community.

6.1 Quantitative Findings

A total of thirteen participants completed the evaluation questionnaire.

Overall satisfaction ratings were highly positive, with most participants rating their experience either 4 or 5 on a five-point scale.

Table 1: Summary of Quantitative Findings

Domain	Mean Rating	Modal Rating
Overall Satisfaction	4.6	5
Relevance to Practice	4.7	5
Organisation of Event	4.5	5

Across all categories, ratings clustered between 4 and 5, indicating consistently positive perceptions of the forum's structure, delivery, and professional relevance.

All respondents indicated that the length of the session was appropriate, with participants reporting that the duration provided sufficient opportunity for discussion, reflection, and engagement.

Most participants attended the forum in person and represented a mixture of trainee counsellors, qualified counsellors, psychotherapists, and helping professionals.

Participants became aware of the forum through a variety of channels, including the Reflect On Academy website, email communications, social media, and word-of-mouth recommendations.

These findings suggest that participants viewed the forum positively and perceived it as relevant to their professional learning and development.

6.2 Qualitative Findings

Thematic analysis of participant responses identified four overarching themes:

1. Professional Learning and Ethical Reflection
2. Community, Connection and Shared Learning
3. Future Professional Development Needs
4. Forum Development and Improvement

Each theme is discussed below.

Theme 1: Professional Learning and Ethical Reflection

One of the strongest themes emerging from the data was the value participants placed on professional learning and ethical reflection.

Participants particularly appreciated opportunities to explore contemporary issues affecting counselling and psychotherapy practice. Discussions relating to ethics, legislation, political developments, and the wider social context of therapeutic work were frequently identified as valuable aspects of the forum.

Examples included:

- Ethics within complex social and political contexts
- The impact of legislation on practice
- Exploring contemporary professional challenges
- Learning from experienced practitioners
- Reflecting on the broader role of counselling within society

Participants appeared to value opportunities to move beyond purely theoretical discussion and engage with real-world ethical dilemmas relevant to professional practice.

The findings suggest that the forum provides a space where practitioners can critically reflect upon the ethical dimensions of their work and engage with emerging issues affecting the profession.

Theme 2: Community, Connection and Shared Learning

A second prominent theme related to the sense of community and connection experienced by participants.

Many respondents described the forum as:

- Supportive
- Open
- Welcoming
- Inclusive
- Non-judgemental

Participants valued hearing different perspectives from trainees, qualified practitioners, psychotherapists, and other helping professionals.

Several respondents highlighted the importance of learning through discussion and shared reflection. Participants described appreciating the opportunity to hear how others approached professional issues and valued the diversity of experiences represented within the group.

The findings suggest that participants experienced the forum as more than a learning event; it was also perceived as a professional community where meaningful dialogue and mutual learning could occur.

Theme 3: Future Professional Development Needs

Participants identified a broad range of topics they would like to explore in future forums.

Frequently requested topics included:

- Artificial Intelligence and Mental Health
- Ethical implications of technology
- Supervision and self-care
- Developing and sustaining private practice
- Placement preparation and interview skills
- Jungian approaches

- Psychodynamic approaches
- Diversity and inclusion
- Creative and expressive therapeutic approaches

The range of topics requested suggests that participants value opportunities to engage with both theoretical and practical aspects of professional development.

The findings also indicate a desire to explore emerging challenges facing the profession, particularly those relating to technology, ethics, and changing professional landscapes.

Theme 4: Forum Development and Improvement

Although overall feedback was highly positive, participants also provided constructive suggestions for future development.

Recommendations included:

- Sharing discussion topics in advance
- Increasing opportunities for small-group discussions
- Providing greater clarity regarding forum aims and objectives
- Incorporating additional interactive elements
- Including occasional structured teaching components

These suggestions reflected a desire to build upon existing strengths rather than fundamental concerns regarding the forum itself.

Participants appeared particularly interested in maintaining opportunities for open discussion whilst also incorporating additional structure and preparation.

The findings suggest that future forums may benefit from balancing flexibility and dialogue with greater advance planning and opportunities for participant preparation.

Summary of Findings

The quantitative and qualitative findings present a consistent picture of participant experience.

Participants reported high levels of satisfaction and perceived relevance, while qualitative responses highlighted the importance of ethical reflection, professional dialogue, community connection, and shared learning.

The results suggest that the Reflect On Academy Forum provides a valued space where practitioners can engage in reflective discussion, learn from one another, and explore contemporary issues affecting counselling and psychotherapy practice.

7. DISCUSSION

The purpose of this study was to evaluate participants' experiences of the Reflect On Academy Forum and identify factors contributing to its effectiveness as a professional learning and reflective space. The findings indicate that participants viewed the forum as a valuable environment for reflective dialogue, professional learning, ethical discussion, and community connection.

The quantitative findings demonstrated consistently high levels of satisfaction, relevance, and positive perceptions of the forum's organisation. These findings were supported by the qualitative data, which highlighted participants' appreciation of the forum as a supportive and professionally enriching environment.

One of the most significant findings was the importance participants placed on reflective dialogue and ethical discussion. Participants valued opportunities to explore contemporary issues affecting counselling and psychotherapy practice, including ethical dilemmas, legislative developments, and wider social and political influences on therapeutic work.

These findings are consistent with Schön's (1983) concept of reflective practice, which suggests that professional competence develops through ongoing reflection upon experience. Similarly, Bolton (2014) argues that reflective practice supports critical thinking, ethical awareness, and professional growth. The emphasis participants placed on ethical reflection suggests that the forum provides a valuable space for practitioners to engage in the reflective processes considered essential within contemporary counselling and psychotherapy practice.

The findings also align with the BACP Ethical Framework (2018), which identifies self-reflection, professional development, and ethical awareness as core components of competent professional practice. The forum appears to support these objectives by providing opportunities for practitioners to discuss emerging professional issues within a reflective and collaborative environment.

A second important finding related to participants' experiences of community, connection, and shared learning. Participants consistently described the forum as supportive, welcoming, inclusive, and non-judgemental. Many valued hearing diverse perspectives from trainees, qualified practitioners, psychotherapists, and other helping professionals.

This finding resonates strongly with Wenger's (1998) theory of Communities of Practice. Wenger proposed that learning occurs not only through formal instruction but also through participation in communities where individuals share experiences, discuss challenges, and construct knowledge together. The forum appears to function in a

similar manner, providing opportunities for collaborative learning and professional dialogue.

Lave and Wenger (1991) further suggest that participation within authentic professional communities contributes to professional identity development. The presence of both trainees and experienced practitioners within the forum may therefore create valuable opportunities for learning through observation, participation, and dialogue.

The importance participants placed on a supportive and non-judgemental atmosphere also reflects Edmondson's (1999) concept of psychological safety. Edmondson argues that individuals are more willing to engage, contribute ideas, ask questions, and learn when they feel psychologically safe within a group. Participants' descriptions of the forum suggest that such conditions may be present, enabling open discussion and meaningful professional reflection.

The findings relating to future professional development needs are also noteworthy. Participants expressed interest in a diverse range of topics, including artificial intelligence, ethical challenges, supervision, private practice, psychodynamic approaches, Jungian theory, diversity, and creative methods. These responses suggest that participants view the forum not only as a reflective space but also as an opportunity for continuing professional development.

This finding aligns with Jarvis's (2004) view that adult learning occurs through a combination of experience, reflection, and engagement with new ideas. Similarly, Raymundo (2020) highlights the value of collaborative learning environments in supporting engagement, knowledge sharing, and professional growth. The findings from the present study suggest that participants value opportunities to explore emerging professional issues within a collaborative learning environment.

The constructive suggestions provided by participants also offer valuable insights. Recommendations relating to advance topic notification, increased interaction, and greater clarity regarding forum objectives indicate a desire to strengthen and develop an already valued professional resource. Importantly, these suggestions were framed within otherwise highly positive feedback, suggesting that participants were invested in the continued success and development of the forum.

Overall, the findings suggest that the Reflect On Academy Forum functions as more than a professional discussion group. It appears to provide a reflective learning community in which practitioners can engage in ethical dialogue, share experiences, develop professional understanding, and strengthen connections with others within the profession.

8. IMPLICATIONS FOR PRACTICE

The findings of this study have several implications for counselling, psychotherapy, and professional development practice.

First, the results suggest that professional forums can provide a valuable complement to formal training, supervision, and continuing professional development activities. While training programmes and supervision remain essential components of professional development, forums offer additional opportunities for practitioners to engage in reflective dialogue and collaborative learning.

Second, the findings highlight the importance of creating professional spaces that encourage open discussion and psychological safety. Participants repeatedly emphasised the value of a supportive and non-judgemental atmosphere. Such environments may encourage deeper reflection, greater participation, and more meaningful professional engagement.

Third, the study suggests that opportunities for dialogue between trainees and experienced practitioners may be particularly beneficial. The presence of individuals at different stages of professional development appears to create opportunities for shared learning, mentorship, and professional identity formation.

Fourth, the findings indicate that practitioners value opportunities to discuss contemporary issues affecting the profession. Emerging topics such as artificial intelligence, ethical challenges, diversity, supervision, and private practice development may therefore represent important areas for future professional dialogue and CPD activity.

Finally, the findings suggest that professional forums may contribute to reducing professional isolation. By creating opportunities for connection, discussion, and shared reflection, forums can help strengthen professional networks and support practitioner wellbeing.

9. LIMITATIONS

Several limitations should be acknowledged when interpreting the findings of this study.

First, the sample size was relatively small, with thirteen participants completing the evaluation questionnaire. While the findings provide useful insights into participant experiences, they may not fully represent the views of all forum attendees.

Second, participation in the evaluation was voluntary. As a result, it is possible that individuals with particularly positive or negative experiences may have been more likely to respond.

Third, a technical issue with the questionnaire resulted in the email address field being mandatory during part of the data collection period. It is possible that this affected participation rates, particularly among individuals who wished to remain anonymous.

Fourth, the study focused on a single professional forum within one organisation. Consequently, the findings may not be directly generalisable to other forums or professional communities.

Despite these limitations, the study provides valuable insights into participant experiences and offers a useful foundation for future evaluation and research.

10. RECOMMENDATIONS FOR FUTURE FORUMS

Based on the findings of this study, several recommendations are proposed.

- Continue providing opportunities for ethical reflection and professional dialogue.
- Maintain the supportive, inclusive, and collaborative atmosphere valued by participants.
- Share forum topics in advance where possible to support preparation and engagement.
- Consider incorporating additional small-group discussions and interactive activities.
- Continue to include both trainees and experienced practitioners to support shared learning.
- Explore future topics identified by participants, including artificial intelligence, supervision, private practice, psychodynamic theory, Jungian approaches, diversity, and creative therapeutic methods.
- Conduct further evaluations to monitor participant experiences and support ongoing service development.

These recommendations may assist Reflect On Academy in continuing to develop the forum as a valuable professional learning community.

11. ETHICAL CONSIDERATIONS

Ethical considerations were carefully considered throughout this evaluation project.

Participation in the questionnaire was voluntary, and participants were free to choose whether to provide feedback. Responses were treated confidentially, and findings have been reported in aggregate form to protect participant anonymity.

Some respondents elected not to provide identifying information, and no individual participant has been identified within this report. Where comments and observations have been discussed, they have been presented in a way that protects confidentiality and prevents identification.

The evaluation focused on participants' experiences of the forum rather than personal or clinical information. Consequently, the level of risk associated with participation was considered low.

The study was conducted in accordance with the principles of respect, integrity, transparency, and professional responsibility reflected within the British Association for Counselling and Psychotherapy (BACP) Ethical Framework (2018). Attention was given to respecting participants' autonomy, ensuring confidentiality, and accurately representing the feedback received.

The purpose of the evaluation was not only to gather feedback but also to contribute to the ongoing development and improvement of the Reflect On Academy Forum for the benefit of current and future participants.

12. CONCLUSION

This mixed-methods evaluation explored participants' experiences of the Reflect On Academy Forum and examined factors contributing to its effectiveness as a professional learning and reflective space.

The findings indicate that participants perceive the forum as a valuable and meaningful professional resource. Quantitative findings demonstrated high levels of satisfaction, relevance, and positive perceptions of organisation, while qualitative findings highlighted the importance of ethical reflection, professional dialogue, community connection, and shared learning.

Four key themes emerged from the analysis: Professional Learning and Ethical Reflection; Community, Connection and Shared Learning; Future Professional Development Needs; and Forum Development and Improvement. Together, these themes provide insight into the aspects of the forum that participants value most and identify opportunities for future development.

The findings support existing literature relating to reflective practice, communities of practice, continuing professional development, and collaborative learning. Participants consistently emphasised the value of engaging with others, exploring diverse perspectives, and discussing contemporary issues affecting counselling and psychotherapy practice.

The Reflect On Academy Forum appears to provide more than a learning event. It functions as a reflective community in which practitioners, trainees, and helping professionals can come together to share experiences, develop professionally, and engage in meaningful dialogue.

As counselling and psychotherapy continue to evolve within an increasingly complex social, cultural, and technological landscape, opportunities for reflective discussion and collaborative learning remain essential. The findings from this evaluation suggest that professional forums can play an important role in supporting these processes.

Reflect On Academy remains committed to fostering professional growth through reflection, dialogue, community, and lifelong learning. The findings from this evaluation will inform future forum development and contribute to the ongoing enhancement of opportunities for professional engagement and development.

It is hoped that this evaluation will serve as a foundation for future Reflect On Academy research projects and contribute to ongoing conversations regarding reflective practice, professional learning communities, and continuing professional development within the counselling and psychotherapy professions

13. REFERENCES

- BACP. (2018). *Ethical Framework for the Counselling Professions*. Lutterworth: British Association for Counselling and Psychotherapy.
- Bolton, G. (2014). *Reflective Practice: Writing and Professional Development* (4th ed.). London: Sage Publications.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Edmondson, A. C. (1999). Psychological safety and learning behaviour in work teams. *Administrative Science Quarterly*, 44(2), 350–383.
- Hanson, M. G. (2006). *Counselor Self-Efficacy: Supervision Contributions, Impact on Performance, and Mediation of the Relationship Between Supervision and Performance*. Doctoral Dissertation, Southern Illinois University.
- Jarvis, P. (2004). *Adult Education and Lifelong Learning: Theory and Practice* (3rd ed.). London: RoutledgeFalmer.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.
- Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

Moon, J. A. (2004). *A Handbook of Reflective and Experiential Learning*. London: RoutledgeFalmer.

Raymundo, M. R. D. R. (2020). Fostering creativity through online creative collaborative group projects. *Asian Association of Open Universities Journal*, 15(1), 97–113.

Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

Wenger, E. (1998). *Communities of Practice: Learning, Meaning and Identity*. Cambridge: Cambridge University Press.

APPENDIX A – FORUM QUESTIONNAIRE

The evaluation questionnaire included both quantitative and qualitative questions designed to explore participant experiences of the Reflect On Academy Forum.

Quantitative Questions

- What is your current professional role?
- How did you attend the forum?
- How did you hear about the event?
- On a scale of 1–5, how satisfied were you with the event?
- How relevant was the event to your professional practice?
- How would you rate the organisation of the event?
- Was the length of the session appropriate?

Qualitative Questions

- What was the most valuable aspect of the forum?
- What topics would you like to see covered in future forums?
- What did you enjoy most about the event?
- Do you have any suggestions for improvement?
- Is there anything else you would like to share?

Prepared by

Jennifer McClymont (Reflect On Academy)

Data Collection and Preliminary Analysis

Vicky Charalampidou (Forum Evaluation Project)

ACKNOWLEDGEMENTS

Reflect On Academy would like to thank all forum participants who generously contributed their feedback and reflections.

Special thanks to Vicky C for assisting with the collection, organisation, and preliminary analysis of the evaluation data. Her enthusiasm, commitment, and willingness to support the Forum Research Project are greatly appreciated.

We also extend our thanks to the Reflect On Academy Forum community, whose openness, curiosity, and willingness to engage in reflective dialogue continue to make the forum a valuable space for learning, professional development, and connection.