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SAMPLE TITLE PAGE

ACS report

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1 Introduction

Reflection is about thinking back on what I learned and how it helped me. Lew (2011) says reflection helps students improve and see what they can do better. For me, this report is about looking at the skills I learned in the Academic Skills module. The main ones I will talk about are time management, note-taking, and summarising. These skills were not easy for me before, but I feel they helped me a lot. They are useful for my studies and in my job as a retail counter manager.

2 Description of Experiences

One skill I worked on was time management. Before, I did not really know how to plan my day. I often left tasks until late and felt stressed. In class I learned the Eisenhower Matrix, which splits tasks into urgent and important (Asana, 2025). Using this method, I can now see what I must do right away and what I can plan for later. It helped me with assignments and with planning staff tasks at work. Another important skill for me was note-taking. I learned that note-taking means writing key points to help remember information (Salame et al., 2024). I used the tabular method, where I make columns. This made my notes easier to read and helped me when I started this report. The last skill is summarising. At first, I struggled because I tried to write too many details. Walck-Shannon et al. (2021) explain that summarising helps focus on the main ideas. With my lecturer's support and group activities, I learned how to shorten texts.

3 Personal Reflection

3.1 Evaluation

Some things went well, and some were more difficult. The Eisenhower Matrix was very useful. It helped me to see my priorities. For example, I could separate urgent work tasks, like fixing staff problems, from important but not urgent tasks, like planning promotions.

The tabular note-taking method also worked well. My notes were neat, and I could use them again when writing this assignment. Before, my notes were messy, and I often got confused when studying.

Summarising was not easy at the start. I often copied too much text or lost the meaning. In class discussions, I saw other students' examples and listened to the lecturer's advice. After some practice, I started to improve.

3.2 Analysis

I think the Eisenhower Matrix helped me because it gave me a simple way to decide what matters most. Asana (2025) explains that it makes people focus on important tasks instead of wasting time. I feel this is true for me. Now I can plan my time better, and I feel less stressed about deadlines.

The tabular note-taking method helped because it made my learning more organised. Salame et al. (2024) say notetaking helps students remember more. I agree, because with tables I could compare ideas side by side. This also helped me at work, for example when I write staff, rotas or sales numbers in tables.

Summarising was difficult because I did not know how to shorten texts. Walck-Shannon et al. (2021) say summarising helps students focus on the main ideas. After practising in groups, I learned to find key points and not copy whole sentences. This made my writing more original and clearer.

Overall, this module gave me more confidence. My strengths are in time management and note-taking. Summarising is still hard, but I am improving. For the future, I want to

keep using the Eisenhower Matrix every week, keep my notes in tables, and practise writing short summaries after reading article

4 Conclusion

The Academic Skills module gave me useful tools. I learned how to use the Eisenhower Matrix for time management, the tabular method for notetaking, and how to summarise more clearly. These skills helped me in my studies and in my job. I feel more organised, less stressed, and ready for next term. I know I still need to practise summarising, but I feel I am much better than before

5 References

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