

Programme: Certificate of Higher Education in Business

Skills for the Workplace

Module Code: LCLM 4001

Module Name: Academic Skills

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Assignment Title: Task 3 - Reflective report

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1. Introduction

Reflection on academic skills refers to the process of analysing and evaluating personal experiences, feelings, and learning throughout a specific academic journey. The main purpose of this reflective report is to evaluate my key experiences from the module, “Academic Skills” under the programme, “Certificate of Higher Education in Business”. The main focus of this reflective report will be on the two main assessments of the module, such as Task 1 and Task 2, along with in-class sessions on reflective writing, referencing, time management, and critical thinking. All these experiences have directly contributed to shaping my approach towards academic learning, and reflecting on these experiences will help me to understand my strengths, weaknesses, and allow me to foster evidence-based future planning regarding my personal and professional development.

2. Description of Experience

My participation in this module offered me the opportunity to gain effective knowledge on academic writing, note-taking, time management, information assessment, and referencing skills. However, at the initial phase, I felt it was quite challenging to grasp all these skills and concepts, but over time, I have improved my academic integrity. In that context, the study findings of Davis (2023) mentioned that improving academic integrity requires effective focus on dedication to the academic tasks, along with significant help and support from tutors and peers. In my classroom sessions, I have received valuable guidance from my lecturer and support from my peers, which enabled me to understand key strategies in academic writing, like arguments, integration of supporting evidence, and reflective writing through the use of relevant models like Gibbs’ reflective cycle, Kolb’s experiential learning cycle, and Driscoll’s Model. From the assessments of the module, including Task 1 and Task 2, I have experienced the importance of clear structure and proper referencing to uphold the academic standards of essay writing. Furthermore, the peer review sessions after the assessments helped me improve my ability to foster coherence and clarity in my academic writing. Overall, from the entire module, I have received valuable experiences regarding academic integrity that ultimately contributed to improving my skills and competence in the academic field.

3. Analysis and Personal Reflection

3.1 Evaluation of experiences

All these experiences from the module significantly impacted on my academic performance by enhancing my understanding and efficiency in academic writing, research referencing, time management, and reflective writing. Gaining effective experience from the lecture sessions and assessments significantly contributed to strengthening my academic accuracy and improving my attention to detail. Efficiency in time management and information analysis further helped me boost my productivity, my quality in academic writing, and timeliness in report/essay submission. Altogether, participation in this module has allowed me learning and foster self-improvement in the academic field by balancing my effectiveness in both collaborative tasks and independent learning.

3.2 Analysis of the experiences and key learning from them

The key experiences gained from this module played a crucial role in developing my skills in academic writing and referencing, which ultimately helped to enhance my performance in assessments. According to Brauer (2021), achieving efficiency in academic learning and referencing is a crucial competency for higher education students as they act as the key abilities in the field of their academic evaluation. Mastering in Harvard Referencing style in alignment with the university guidelines improves my accuracy in conducting evidence-based essays and my confidence in assessments driven by my improved ability in time management.

3.3 Contribution of the experiences to understanding the module content

All these experiences directly contributed to improving my understanding of the key contents of the module by giving me the opportunity to be engaged in tasks like critical reading, academic writing, and accurate referencing. For example, the theoretical understanding of reflective writing helped me to gain effective knowledge on reflective learning and how to write a reflective report. Therefore, it can be stated that my active participation in the class sessions, assessments, and group activities enabled me to gain effective knowledge and understanding of the meaning and applicability of the key contents under the module.

3.4 Identification of strengths and areas for improvement

Based on the reflective writing, I have identified my strengths in academic writing, referencing skills, and time management. All these strengths have been developed by the opportunity provided to me in this module to effectively know how to organise ideas with clarity, supportive arguments, and appropriate analytics. However, I have also recognised some areas for improvement, like hesitation to speak in a group and a lack of ability in in-depth analysis. I

have found in my classroom participation that I hesitate to speak in group discussions driven by the fear of making mistakes, and I have also noticed in my writing that I am more focused on summarisation rather than critical evaluation. Addressing these gaps is essential to enhancing my effectiveness in academic writing and becoming a confident student in my upcoming academic journey.

3.5 Reflection on personal growth and development

In the context of my personal growth and development, the module has also contributed to enabling me to identify the areas that need further improvement. Such realisation further helps me to improve my quality in the academic field with more efficiency in writing and group participation. In that context, the study of Hampton (2010) highlighted that reflective writing helps to foster evidence-based personal growth and development by indicating the drawbacks and encouraging addressing them with a tailored action plan. In this aspect, I have planned to enhance my ability in information analysis and confidence in group discussions through active participation in classwork and group presentations.

4. Conclusion

In sum, the entire reflective report has helped me to understand my key strengths and drawbacks regarding my academic integrity developed throughout the module. I have identified my strengths in academic writing, referencing skills, and time management, while I have limited ability in confidence and analytics. In terms of improving these limitations requires my active engagement is required in class discussions and academic tasks, which are very essential to better prepare for my upcoming academic journey.

References

Brauer, S. (2021) 'Towards competence-oriented higher education: a systematic literature review of the different perspectives on successful exit profiles'. *Education + Training*, 63(9), pp.1376–1390.

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