



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

Business Skills - Week 2:

Part 1:
**Registration and the Careers
Service Website**

Part 2:
**Academic Writing, Research
and Analytical Skills**

**Part 3: Learning and
Development Workshop**

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales

www.uwtsd.ac.uk



Coming up...

- Academic Writing – But first, let's sign into the Careers Service Website.



UWTSD Careers Service

During today's session and over the coming weeks you will be provided with a link to a variety of short courses.

Let's take some time to sign in using your student email and password.

- Please ensure you have signed in otherwise you will not be able to complete the courses.
- You should only be required to sign in once. However, if you do need to sign in again, there is a UWTSD Careers Service user guide available within ***our Module Information Tab on our Business Skills Moodle page.***

Week 2: Learning Outcome

By the end of this session, you should have developed an understanding of how to organise and structure material for academic assignments. To include academic reports, essays, and reflective writing.

UWTSD Careers Service Short Course

- Complete the 20-minute course on Spelling and Punctuation. I'll pop the link in the chat. We will resume in 30 Minutes.
- <https://uwtsd.careercentre.me/learning/scorm.aspx?CourseId=9h1QR+92aWgS0gZ0sYwy+w==>



g & punctuation

Top Tips for help with Grammar and Spelling

- [Grammarly](#) is a useful tool which is free to download
- [Dictionary.com](#) can help with meanings and spellings
- Also, you could ask a friend or family member to help you proofread for grammar and spelling mistakes.

Essential Reading

- To help improve your academic writing skills, it is advised that you take time to read The Study Skills Handbook by Stella Cottrell via our online reading list tab on Moodle.
 - You could also click on the Module Information tab on our Moodle page and download **'Academic Writing Tips Essays and Reports'** for more information on how to:
 - Recognise the differences between essays and reports
 - Understand the structure of an academic report
 - Understand the structure of an academic essay
- *If you require further assistance, please speak to your lecturer.

Discussion Time: Essay and Report Writing...

- Knowledge Check!
- What's the difference between academic essays and reports? Are they the same?

****We will be covering Reflective Writing during our Learning and Development Workshop later in this session.***

How to...

- Individual Task!
- Visit our Business Skills Moodle page and click on the Module Information Tab. Scroll down to the PowerPoint presentation – Academic Writing Tips: Essays and Reports.
- Have a browse through. We will resume in 15 minutes

How did it go?

- It is important that you understand the difference between the two modes of assessment. You will lose marks if you do not submit in the correct format.
- Quick Recap



Reports

- Formally structured
- Informative and fact-based
- Written with a specific purpose and reader in mind
- Written in a style appropriate to each section
- **Always include** section headings
- Can **include** bullet points
- Can **include** tables or graphs
- Offer conclusions
- Offer recommendations for action
- Include in-text citations and a reference list
- You **may** be required to include appendices

Essays

- Semi-structured
- Argumentative and idea-based
- Not written with a specific reader in mind
- Written in single narrative style throughout
- Usually **do not** include sub-headings
- Usually **do not** include bullet points
- Usually **do not** include tables or graphs
- Offer conclusions
- Include in-text citations and a reference list
- You **may** be required to include appendices

Top Tip! Read the Instructions!

Very Important: Assignment Brief - Task Description:

You will be surprised how many students do not follow the instructions.

- ***In great detail*** the task description tells you what you ***must*** include in your assignment – if you do not adhere to the task description you risk losing/zero marks.

Academic Writing

Academic writing is:

- **Planned and focused:** it answers the question and demonstrates an understanding of the subject.
- **Structured:** it is coherent, written in a logical order, and brings together related points and material.
- **Evidenced:** it demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.
- **Formal in tone and style:** it uses appropriate language and tenses, and is clear, concise and balanced.

(Cottrell, 2019)

TUNE IN TO.

1st, 2nd
& 3rd
PERSON



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What's the Story?

1st person is usually required for reflective writing. As the terms 'I' and 'We' are more suitable for this type of assignment.

Also, you will often find that novels/stories are written in first person . The reason for this is that the writer wants you to feel that you are 'living the story'. You start to see things from ***your own perspective***, you develop your ***own personal thoughts and opinions*** thus heightening your interest.

- The limitation here is that you are developing your thoughts based on **one point of view**.

The Third Person

- Academic writing usually requires evidence from a range of credible sources. This demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.
- This aspect of objectivity will make your work look more credible and less biased. Writing in third person will allow you to focus your work on available facts from ***many different viewpoints*** rather than your own thoughts and opinions.
- Simply put, when writing in the third person, you are writing from the point of view of others to enable you to compare, contrast, analyse, and evaluate multiple perspectives.

For more information on Academic Writing...click on the Digital Support Tile on Moodle and scroll down to Academic Writing Skills



Digital Support: Hospitality and Tourism

Category: Hospitality and Tourism Management

digital help?

GET SUPPORT WITH ALL THINGS DIGITAL

This is a Moodle tile for digital support. It features a green background with a white box containing the text 'Digital Support: Hospitality and Tourism' and 'Category: Hospitality and Tourism Management'. Below this, the text 'digital help?' is written in large white letters, and 'GET SUPPORT WITH ALL THINGS DIGITAL' is written in smaller white letters at the bottom.



Study Skills Support

Further
Support
with
Academic
Writing



Study skills support is available to all University of Wales Trinity Saint David students who need assistance with their studies.

To book a session email studyskillsdistance@uwtsd.ac.uk

Research and Analytical Skills – An Overview



Evaluating Information...

Using a search engine like Google is very easy and will return a lot of hits but you need to be aware there is no quality control – anyone can publish content on the internet, so its up to you to determine if the content you have found is accurate and reliable.

When you search for information, you are going to find a lot of it. What you must consider is whether it is trustworthy accurate and suitable for your assignment.

The CRAAP Test

Ask yourself the following. Is the information:

- **Currency:** is it up to date? Does it reflect any changes that might have occurred?
- **Relevancy:** who is the intended audience?
- **Authority:** what are the author's credentials?
- **Accuracy:** can the information be verified?
- **Purpose** - Is the information objective? Are they trying to persuade you to see a particular perspective?

Evaluation Information - The CRAAP Test

The use of information in our society is widespread, but how do we know what is good information?

Currently, misinformation and 'fake news' are frequently discussed in society, so being able to identify credible sources of information is becoming increasingly important.

For more information, please visit the Digital Support page on Moodle and click on the link [Basics of Credible Digital Research Skills](#).

The Library

- The library is full of credible resources and can be accessed via Moodle or Quick Links
- You will be provided with '**how to**' information during your Finding and Using Information Workshop with **Academic Liaison Librarian** Lisa Ellis
Wednesday 17th May 1:30-2:30 pm



Academic Liaison Librarians

They are able to help you with more specialist enquiries, such as:

- Finding, using, and evaluating information sources
- Referencing
- Locating accessible resources.

They also provide a wider [Academic and InfoSkills](#) programme focusing on transferable employability skills and academic skills.

Support is available via email or Microsoft Teams.

Finding Help – General Enquiries

If you need further assistance, the library staff will be happy to help!

Email

You can contact the library via email at library@uwtsd.ac.uk

Social media

You can message the Library on Facebook, Twitter, or Instagram (@UWTSDLib).

Finding help – Academic Liaison

For in-depth research help, you should contact the Library's [Academic Liaison Librarians](#).

It's all about the Research!

During your time at university, you will be expected to evaluate and use information appropriately, which involves a significant amount of research!

However, it is important to note that research is a process of enquiry and investigation. It is not just about collecting interesting facts.

The Purpose of Research

Key Attributes:

- To review and synthesise existing knowledge
- To investigate an existing situation or problem
- To explore and analyse more general issues
- To provide solutions to a problem
- To generate new knowledge

(Saunders, Lewis and Thornhill, 2018)

Research and Academic Writing

- When writing an academic assignment for university, you need to show that you have read what other professionals in the field and established academics have found as a result of their reliable and unbiased research.
- This will allow you to develop a deeper understanding of the topic leading to effective paraphrasing - putting something that you have read or learnt into your own words.
- Paraphrasing effectively and respectfully is an important part of good academic practice. The best way to paraphrase is to develop an understanding of what has been written first.

****More on paraphrasing next week***

Analytical Skills

Analytical skills and research skills go hand in hand. As you work on collating relevant information into your assignments you also need to be able to evaluate, interpret and synthesise your findings.

Analytical thinkers never assume, they will question the significance of the information by breaking the information down into smaller parts.

Examples of Analytical Skills:

- Critical Thinking
- Interpreting Qualitative and Quantitative Data

Critical Thinking

- Critical thinking gives you the tools to use scepticism and doubt constructively so that you can analyse what is before you. It helps you to make better and more informed decisions about whether something is likely to be true, effective or productive (Cottrell, 2023).
- Critical thinking skills involve trying to grasp a situation as objectively as possible: setting aside our own immediate feelings and preferences and trying to identify the relevant facts (Chatfield, 2018).

Definition - Objectively

- Trying to understand something from a more neutral perspective, rather than relying on a single opinion or first piece of information that has come to hand (Chatfield, 2018).

Definition – Scepticism

Refusing to take things at face value:

- Why should I trust this claim?
- Why does the person making this claim believe it – or want me to believe it?
- What else has been said, written or reported about this?
- Do I know enough to answer all of the above questions confidently?

(Chatfield, 2018)

Interpreting Qualitative and Quantitative Data

- We can use data analysis to categorise and summarise information to enable us to make more informed decisions or conclusions. There are two types of data:



Qualitative and Quantitative Data

Qualitative data uses words or images to describe something.

Not in numerical form – For example:

- Open-ended questionnaires ‘What did you think of our service?’

Quantitative data uses numbers, or categories, that can be labelled with a number.

- This type of data can be used to construct graphs and tables of raw data.

Individual Task

- Complete the 40-minute course on “Figures summed up. Working with statistics”. I’ll pop the link in the chat. We will resume in 50 minutes for our Learning and Development Workshop.
- <https://uwtsd.careercentre.me/learning/scorm.aspx?CourseId=WvgNHPS tM/MO4wIV3fybZg==>



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king with statistics

Learning and Development Workshop



BUSINESS SKILLS
ASSIGNMENT OVERVIEW

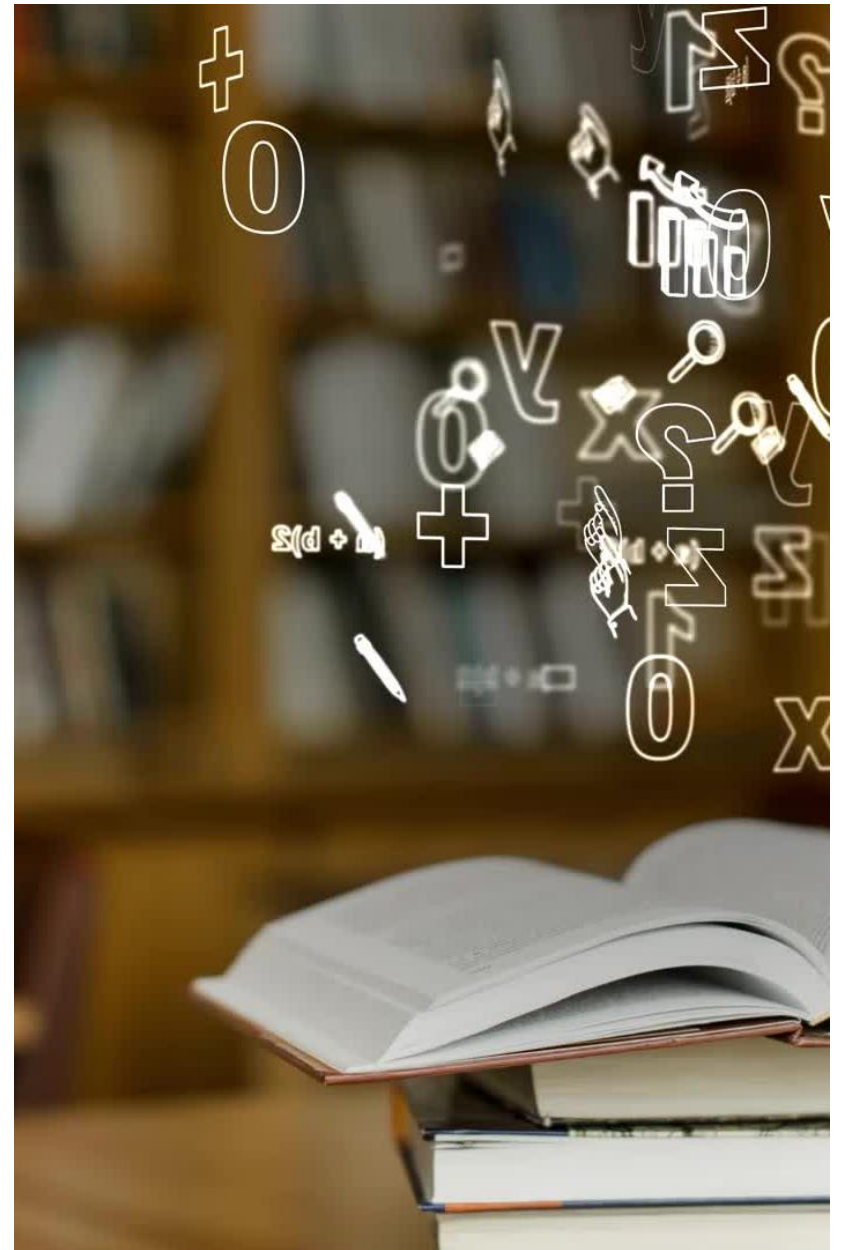


AN INTRODUCTION TO
REFLECTIVE WRITING



Q&A

First, let's look at
the Task
Description within
the Module
Handbook.



Business Skills Assessment Overview

- You are required to produce a portfolio of evidence on what you have learned in Business Skills equivalent to 3000 words. This involves writing in **first person** reflecting on your own learning and development. Also, you are encouraged to ***be creative and make it fun!***
- The **style** of your Business Skills Assignment – is **very different** to what you have been asked to do for Marketing Essentials and may be very different to what you will be required to do for your other modules.

Always read the task description for guidance. If you are not sure, ask your lecturer.

Reflective Writing



Reflective Writing – first person

Reflective writing is usually written in **first person**. This means using terms such as 'I' and 'we' as they are more suitable for this type of assignment because you are reflecting on your own views and feelings on a particular subject.

The goal of reflective writing is not just to establish what was learnt, but to discuss the personal experiences and findings resulting from this.

Before you start, it can be helpful to use a reflective model or framework to think through the different phases of an experience or activity.

(McMillan and Weyers, 2021)

Models of Reflection...

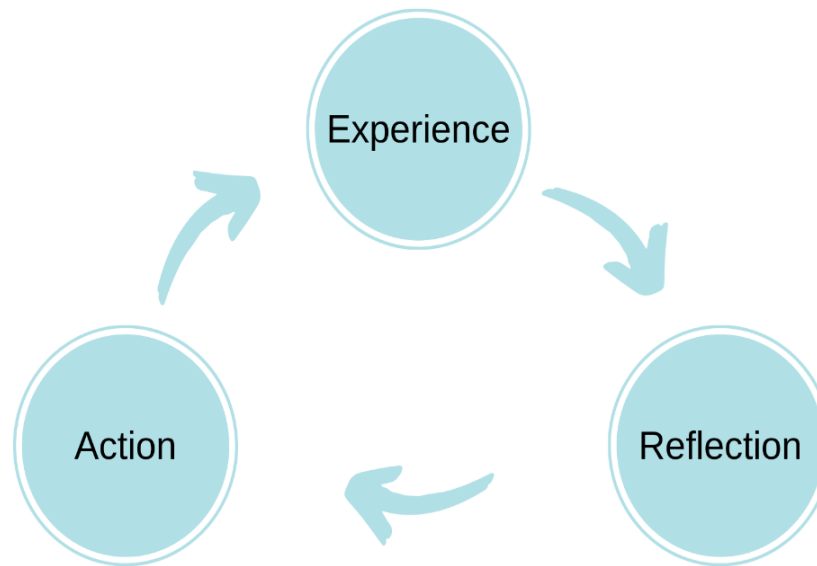
- Models of reflection can also help us identify our strengths and areas for development. For example, the ERA Cycle is a simple model and a good one to help with the reflective process.



*****Feel free to use this model as a guide to help you get started with the reflective process, but do not include it in your portfolio.***

The ERA Cycle

You can see that it is an ongoing cycle as we learn from our experiences and apply what we have learned.



The ERA Cycle

- Using the ERA model (experience, reflection, action) we can start thinking about an experience, either something we have been through before or something completely new to us. This experience can be positive or negative.
- Once something has been experienced, we will start to reflect on what happened. This will allow us to think through the experience, examine our feelings about what happened and decide on the next steps.
- This leads to the final element of the cycle - thinking about what we have learned from the experience and how we will act in future as a result.

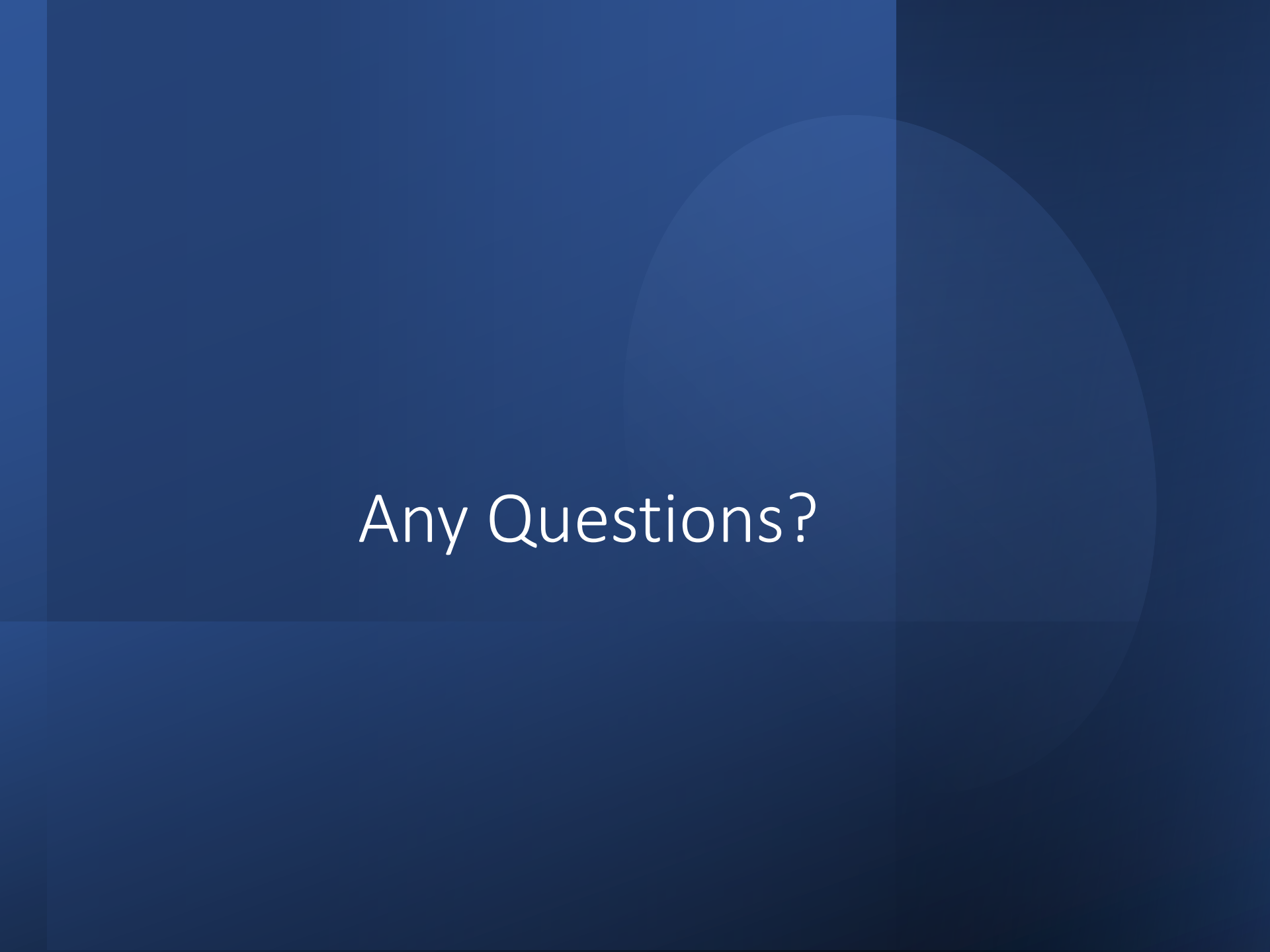
(Jasper, 2013)

Top Tip Time! Revise, Edit and, **Proofread**

Most writing will require several drafts and revisions in order to improve the clarity and structure.

When you edit your work, you should ask yourself:

- Is it coherent and written in a logical order
- Does it stay on topic?
- ***Does it respond to the assignment question or task?***



Any Questions?

Week 2: Learning Outcome Recap

By the end of this session, you should have developed an understanding of how to organise and structure material for academic assignments. This will include academic reports, essays, and reflective writing.

No Worries!

- Please don't worry if there is anything you don't understand about the assignment as you will be given the opportunity during the last hour of each Business Skills session to ask questions.
- See you next week!

References

- Chatfield, T. (2018) *Critical Thinking: Your guide to effective argument successful analysis and independent study*. London: Sage Publications Ltd.
- Cottrell, S. (2023) *Critical Thinking Skills. Developing effective analysis, argument and reflection* London: Bloomsbury Publishing.
- Cottrell, S. (2019) *The Study Skills Handbook. Fifth edition*. London: Macmillan International Higher Education/Red Globe Press.
- Jasper, M. (2013). *Beginning Reflective Practice*. Andover: Cengage Learning.
- McMillan, K, & Weyers, J (2021) *The Study Skills Book*. Harlow: Pearson Education Limited.
- Saunders, M.N.K., Lewis, P. and Thornhill, A. (2019) *Research methods for business students*. Eighth Edition. New York: Pearson.