

ACADEMIC AND EMPLOYABILITY SKILLS

Report

University of Wales, Trinity Saint David

Veronica-Daniela Floria

Student ID:2115140

BMSW4001

Lecturer: SOBAN SADIQ

Date:8.05.2022

Table of Contents

Introduction.....	Error! Bookmark not defined.
Gibbs Reflective Cycle	3
Academic and employability skills.....	4
Academic writing	4
Time management and Organising Study	5
Summarisation.....	7
Action plan.....	8
Conclusion	9
References.....	10

Introduction

This report is mainly focused on Academic and Employability Skills and discussed how to develop these skills.

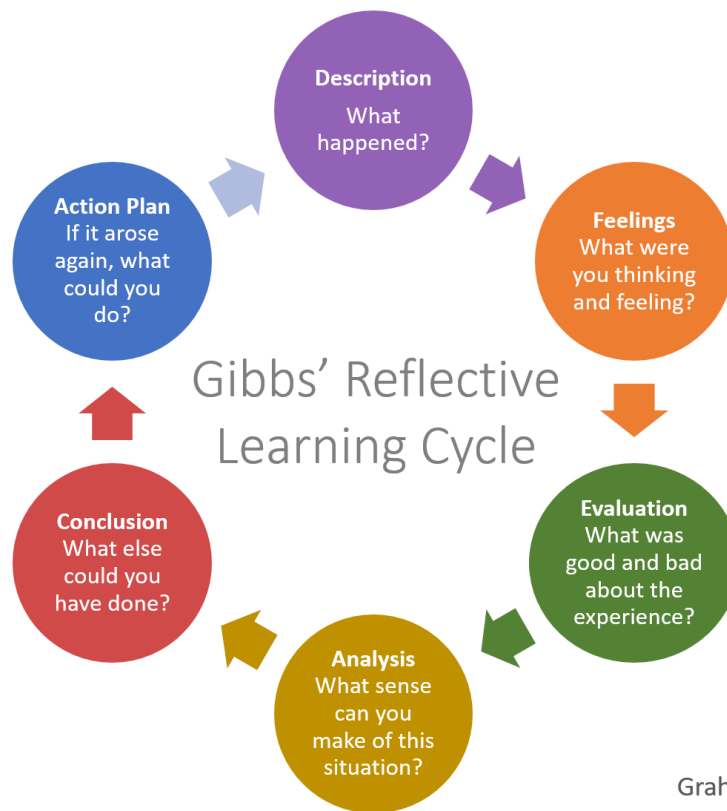
Academic skills are skills that aid to improve the reader's understandings in order to improve their learning strategies and approaches. This ensures that the learner improves their academic progress in the learning institutions (Evans, Henderson and Ashton-Hay, 2019). Generic employability skills are significant since the labour market is intensively competitive and employers are looking for people who have skills and are flexible in taking the initiatives placed in the employment. However, academic skills are the abilities, strategies and habits that help learners to succeed in an academic setting. Academic skills are important since they build learners mastery of literacy and technically are applied in their own fields of engagement (Pakarinen et al, 2017).

This report describes reflecting on what we have learnt throughout the module through discussing four topics that were covered in the module. In order to ensure the reflection is well covered, the report will use Gibbs reflective cycle to discuss the whole of the reflection.

Gibbs Reflective Cycle

Gibbs reflective cycle gives a structure to learning from the experiences that I have obtained throughout the module. It includes six stages, description which explains and describes the situation in detail and also includes the concern of what happened during the module, feelings entails explaining and exploring feelings and thoughts that a learner had during the experience and how they impacted the experience across the module, evaluation entails explaining what worked well and what did not work by focusing on both the positive and negative aspects of the experience, analysis stage explains the whole experience in more details by extracting the meaning from the experience gained, conclusion consists of summarising the whole experience in key points and action plan of how to deal with situations in future through giving out possible recommendations of what to be done (Adeani, Febriani and Syafryadin, 2020). The reason of

choosing this reflective cycle is because it offers a framework for examining experiences obtained from a learning module.



Academic and employability skills

Academic writing

During this module, academic writing was defined as a clear, concise and structured writing that learners use in order to improve their understanding in particular units being covered (Akhtar et al, 2019). When the module began, I was not sure of what academic writing entailed. I therefore took the initiative of making some further research in order to explore more about these academic skills. I decided to give myself a set some objectives to work on them in order to achieve better academic writing skills. The module leader who was taking us through ensured that everyone was there before he commenced teaching and this was useful since all of us were taught the skill so as to avoid the confusions that may arise later. During this topic, I felt like I was not on the right side since I had poor use of academic writing skill and to some point, I even felt like I should not attend the topic when it was being taught. Before we

commenced the discussing about the topic in class, I realised I had a lot of work to do in order to ensure am more familiar with the academic writing.

Learning academic writing as a skill was so helpful to me since I was able to gain more knowledge in this area and I can use for my future academic learning and when I am employed. I was able to learn the fact that academic writing skills entail three areas mainly reading, writing and oral communication skills (Dorji, 2021). I also learnt that academic writing skills is helpful since it helps students to be the best versions of themselves as they are able to explore themselves about the different writing skills. During this module, I also learnt how to improve my study skills through active preparation and listening keenly and making sure that I capture everything that is being taught in class and being discussed at work. I also learnt that strong writing skills can improve learner's ability to take notes, produce essays and communicate.

During the topic coverage, I also realised that many employability communicates primarily through written channels such as emails, memos and progress reports. It was also defined that writing clearly and effectively can help a learner to express their opinions and may even improve their collaboration skills. Conclusively, it is important for learners to learn the academic writing skills since it helps to build knowledge on strengthening their academic knowledge through improving their reading habits and skills thus ending up to take keen notes while studying and when employed in different business.

Time management and Organising Study

In this module, I was able to gain knowledge about the time management skills and organising study skills. Before we started handling this topic, our module leader asked us to carry out deep research in order to gain more knowledge about time management and organising study skills. In my research, I was able to define time management skill as a process of planning and exercising conscious control of time spent on the specified objectives and activities and it is significant to learners since it increases effectiveness, efficiency and productivity since they

get to plan themselves well with the skills (Aeon and Aguinis, 2017). Organising study skills are set of techniques used by learners to facilitate the efficiency of future-oriented learning, problem-solving and task completion.

The organisational study skills are significant since they help learners also to make everything, they are undertaking to be easier. When the module leader assigned this topic to every individual, I felt like it was crucial to be handled and saw the need of seeking some more understanding from my friends which turned to be more beneficial as it gave me more knowledge on how to manage my time effectively. Other students also were able to gain from me since I also gave them some further understanding that I had gained from the research I had undertaken.

Before the module teacher started teaching about the topics, every student in my class had done effective and satisfactorily research thus making us to be more familiar with the topic. This made it easier for the module leader since during the discussion everyone could add more information about the topic thus ensured that comprehension of the topic was well understood by the learners. The research worked very well in our class since everybody took the initiative of working on getting more in-depth information about time management. It was also stated during the topic coverage, that effective time management enables learners to have good planning skills because it develops them into proper planning skills that helps to calibrate the course of the day and ensures that every activity that has been set is achieved well and effectively (Rubery et al, 2015).

During this module, I also learnt that effective organisation study skills help learners to turn into efficient and effective employees thus leading them to being productive when they have been employed later on. I also learnt that these skills enable one to easily organise their work and set aside priorities that need effective time management in order to accomplish them within

the efficient time. Conclusively, this module helped me to achieve time management skills together with organisation study skills that effectively will help me to manage the plans that I will have and to accomplish them before the deadlines.

Summarisation

During this module, we were able to cover summarising as a topic. Studying this topic was significant as it helped us to be familiar ways in which a learner can summarise important topics and information that will enable them to memorise the unit and information they are handling in class (Chan, Inoue and Taylor, 2015). The module leader was able to define for us that summarising encourages a learner to focus and remember key points that they are studying about. In this topic coverage, I was able to learn how to effectively summarise the key points in the information I am handling. The module leader decided to divide the summarisation sections in to different groups in order to carry out more class work research about different ways that can be used to make summarise in order to increase more knowledge on the ways summarising the topics that we shall be handling in future. I also had to carry out side research in order to ensure that I was more familiar with the topic.

When the module leader divided the work into groups, I first felt that we would not handle the topic since it was a bit new to all of us and we did not have a lot of knowledge on how to go about it. But surprisingly to my group, we took the task given positively and it turned out to be successful because we took in-depth research of the topic thus explored more information concerning summarisation (Buchs and Butera, 2015). The experience was quite good during the research since I was able to evaluate more about the topic and gained more knowledge about it. Moreover, the fact that we handled somethings in groups cancelled some plans for some people to find more information by themselves through personal researching about the topic.

During this module, I also realised that summarising helps students to improve reading comprehension since they get to take key points and summarise it into simple statements that can be understood by the learner. Summarisation filters main ideas from details of the large information. Also, it was discussed during the module, that summarisation helps learners to understand the theme being handled thus analysing keenly the text being handled by the learners.

This was important to me, since I was able to acquire the different skills that I can use to summarise different information that I will be handling in my academic and also in future employment. Additionally, I thought that approaching an information is all about reading and understanding the topic being handled but I found out that it was important to carry out summarisation skills in order to fully understand the topic being handled and to analyse all the key points within the information. Conclusively, I found out that summarisation was significant to every learner since it helps them to understand the whole information through taking key notes and analysing the theme fully thus comprehending the information and all it entails.

Action plan

When handling topics during the next module, I will need to effectively plan myself in order to ensure that I gain more research about the topics and this will ensure that I have more knowledge about them. This will also ensure that I do not get fear when some topics are mentioned by the module leader. I will also need to do more practice about summarisation since it will help me to focus more on identifying key points on the information am handling. Potentially, I would suggest that I will have to start practicing time management planning in order to effectively plan on the different topics and task I will be having in order to reduce pressure that I may face in order to beat the deadlines. I will also have to improve my academic writing skills by improving the reading habits and study skills in order to gain more knowledge about what am handling and reading. This will be important to me since I will be able to

understand fully the academic materials am handling this will increase my productivity and effectiveness in my academic life.

Conclusion

I learnt that when handling academic, a learner needs to make sure they are well familiarised with the academic study skills that will help them to effectively understand their academic life. I also learnt that for effective understanding of what one is doing they must ensure they have good reading habits and study skills that will help them to analyse keenly the academic writing they are doing. Time management is also important study skill to every learner and through this topic I was able to learn that it helps learners to significantly increase their planning and ensure they make timely decisions during their academic process. I also learnt that it is important for learners to understand organisation study skills in order to keep their information and studies well organised. Lastly, I also learnt about summarisation as a topic during this module, and I discovered that this skill helps the learners to identify key points in the information being handled and also analyses the theme. Conclusively, these academic skills are important as they develop learners to ensure they effectively have skills that ensure their academic life improves.

References

- Adeani, I.S., Febriani, R.B. and Syafryadin, S. (2020). USING GIBBS'REFLECTIVE CYCLE IN MAKING REFLECTIONS OF LITERARY ANALYSIS. *Indonesian EFL Journal*, 6(2), pp.139-148.
- Aeon, B. and Aguinis, H. (2017). It's about time: New perspectives and insights on time management. *Academy of management perspectives*, 31(4), pp.309-330.
- Akhtar, R., Hassan, H., Saidalvi, A. and Hussain, S. (2019). A systematic review of the challenges and solutions of ESL students' academic writing. *International Journal of Engineering and Advanced Technology*, 8(5), pp.1169-1171.
- Buchs, C. and Butera, F. (2015). Cooperative learning and social skills development. *Collaborative learning: Developments in research and practice*, pp.201-217.
- Chan, S., Inoue, C. and Taylor, L. (2015). Developing rubrics to assess the reading-into-writing skills: A case study. *Assessing writing*, 26, pp.20-37.
- Dorji, J. (2021). Enhancing Academic Writing Skill Through Mini Lessons and Revision. *JET (Journal of English Teaching)*, 7(1), pp.56-66.
- Evans, S., Henderson, A. and Ashton-Hay, S. (2019). Defining the dynamic role of Australian academic skills advisors. *Higher Education Research & Development*, 38(6), pp.1121-1137.
- Pakarinen, E., Lerkkanen, M.K., Poikkeus, A.M., Salminen, J., Silinskas, G., Siekkinen, M. and Nurmi, J.E. (2017). Longitudinal associations between teacher-child interactions

and academic skills in elementary school. *Journal of Applied Developmental Psychology*, 52, pp.191-202.

Rubery, J., Grimshaw, D., Hebson, G. and Ugarte, S.M. (2015). "It's all about time": Time as contested terrain in the management and experience of domiciliary care work in England. *Human Resource Management*, 54(5), pp.753-772.