



ECPS4022 SKILLS FOR SUCCESS IN PSYCHOLOGY

Portfolio Assessment

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AI Usage Acknowledgement Statement

I acknowledge the use of Grammarly (<https://www.grammarly.com/>) on 10th September 2026 to check my work using the prompt(s):

1. Please check the following text for readability, grammar and syntax.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

I acknowledge the use of ChatGPT (<https://www.chatgpt.com/>) on 12th September 2026 to support my research using the prompt(s):

1. Please provide me with scholarly sources about time management as a student at university.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

MLA Statements

Learning Outcome	MLA number	Justification for Inclusion
Demonstrate your developing understanding of the essential skills required to be a resilient and successful independent learner	MLA5	I have chosen this MLA because planning how to manage my time for independent learning has been a challenge to fit everything in, and so I wanted to use this to highlight the changes I have made over the weeks.
Demonstrates your developing understanding of relevant literacy and practical skills related to a range of assessments	MLA1 (could have also indicated MLA8 for this)	I have chosen this MLA because it shows the development of my skills in relation to finding sources and the improvement in my critical thinking skills.
Demonstrates your developing ability to use suitable technology to support and enhance learning experience within Psychology	MLA11 (could also have indicated MLA7 for this one)	I have chosen this MLA because it shows that I have engaged with the technology that will allow me to take part in research within the department, developing my research skills.

; • •

MLA 1: Skills Audit

ECPS4022 Skills for Success in Psychology

Activity: Skills Audit and Goal Setting (30 minutes)

Purpose

This activity helps you:

- Identify your current academic and professional skills
- Recognise areas where you feel confident
- Highlight skills you want to develop during Level 4
- Set realistic and achievable goals for the semester

Part A: Skills Audit

Instructions

For each skill area, rate yourself from **1-5** based on the following scoring criteria:

Score	Description
1	I need significant support
2	I am developing this skill
3	I am reasonably competent
4	I am confident
5	I could help others with this skill

Skills Self-Assessment

Skill Area	1	2	3	4	5
Academic Reading	☐	☐	X	☐	☐
Academic Writing	☐	X	☐	☐	☐
Confidence in Learning	☐	X	☐	☐	☐
Critical Thinking	☐	☐	☐	x	☐
Digital Skills	☐	☐	☐	X	☐
AI Literacy	☐	☐	X	☐	☐
Resilience & Managing Setbacks	☐	☐	X	☐	☐
Presentation & Communication Skills	☐	X	☐	☐	☐

Academic Reading

Can you:

- Read journal articles independently?
- Identify key findings?
- Make notes effectively?

My reflection:

I don't really know what I am doing with this and I don't know how to find things

Academic Writing

Can you:

- Structure essays?
- Write in an academic style?
- Use APA referencing?

My reflection:

I think I am fairly good at writing essays and I can write in a fairly good academic style, but I have not used APA referencing before so this is something I probably need to work on

Confidence

Think about:

- Asking questions in class
- Contributing to discussions
- Meeting new people on the course

My reflection:

I don't like talking in public so this is a major issue for me and I am not sure how I am going to be able to deal with this. Maybe as I get to know people I will develop more confidence but this is a big thing for me to do

Critical Thinking

Can you:

- Evaluate evidence?
- Identify weaknesses in research?
- Compare different viewpoints?

My reflection:

I think I am fairly good at critical thinking, I like to question things and look at different sides of the argument so this shouldn't be a problem for me

Digital Skills

Think about:

- Using Microsoft 365
- Learning online
- Managing files and documents

My reflection:

I have used Microsoft Office a lot previously so I should be fine with that, but a lot of the things we are looking at on the university systems are new to me and so I will have to learn how to use them, but should be fine with it

AI Literacy

Can you:

- Use generative AI responsibly?
- Create effective prompts?
- Critically evaluate AI outputs?
- Understand academic integrity guidance?

My reflection:

I have used ChatGPT before but not very much and I need to learn how to use it better. I am worried about using it incorrectly and being accused of cheating when I might not mean to so will need to work on this.

Resilience

Think about:

- Managing workload
- Recovering from setbacks
- Handling feedback constructively

My reflection:

I am quite strong when it comes to dealing with multiple workloads so I think I will be ok – I know that I may get negative feedback on my work but I intend to use it to develop over the course of my degree so that I improve.

Presentation Skills

Can you:

- Speak confidently to a group?
- Explain ideas clearly?
- Create engaging presentations?

My reflection:

I hate talking in front of people and that could be a real issue for me. This is something I will have to work on.

Part B: Identifying Priorities

Look at your scores and identify the areas where you scored lowest.

My strongest skills

1. Digital Skills
2. AI Literacy
3. Critical thinking

Skills I most want to improve

1. Confidence
2. Presentation skills
3. Writing

Part C: Goal Setting

Creating SMART Goals

SMART goals are:

- **Specific** – Clearly state what you want to achieve.
- **Measurable** – How will you know you've succeeded?
- **Achievable** – Is it realistic?
- **Relevant** – Does it support your studies?
- **Time-bound** – When will you achieve it?

Bad and Good Examples

Example 1: Academic Reading

✗ "I will read more."

 "I will read and annotate one psychology journal article each week until Christmas."

Example 2: Presentation Skills

 "I want to be more confident."

 "I will contribute at least one comment or question in every seminar for the next six weeks."

Example 3: AI Literacy

 "I need to learn AI."

 "I will complete the university AI guidance module and use AI to generate study questions for two modules by Week 6."

My SMART Goals

Goal 1

Skill Area:

Confidence

SMART Goal:

I will talk in class and get involved in debates

How will I measure success?

The amount of times that I talk in class in the first semester

Target date:

End of semester

Goal 2

Skill Area:

Presentations

SMART Goal:

To practice my presentation skills during the semester

How will I measure success?

Number of times I practice and how confident I feel at the end of the semester to give a presentation to other people

Target date:

End of semester

Goal 3**Skill Area:**

Develop my writing ability

SMART Goal:

I will use the feedback from my work to improve my marks in the next submission

How will I measure success?

See an improvement of marks from one assessment to the next

Target date:

End of First Year

Part D: Commitment Statement

Complete the sentence below:

"During my first semester in Psychology, I will focus on developing my confidence, my presentation skills, and my writing because it will help me to get better marks on my degree and will make me a stronger student."

The aim is not to be perfect at Level 4. University is a place to develop these skills gradually, and recognising areas for growth is a strength, not a weakness.

ECPS4022 Skills for Success in Psychology

Activity: Skills Audit and Goal Setting Part II (30 minutes)

Purpose

This activity helps you:

- Reflect upon your current academic and professional skills
- Examine whether your confidence has developed
- Reflect upon skills you wanted to develop during Level 4
- Review realistic and achievable goals for the semester

Part A: Skills Audit

Instructions

For each skill area, rate yourself from **1-5** based on the following scoring criteria:

Score	Description
1	I need significant support
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Digital Skills	☐	☐	☐	X	☐
AI Literacy	☐	☐	☐	☐	x
Resilience & Managing Setbacks	☐	☐	☐	x	☐
Presentation & Communication Skills	☐	☐	X	☐	☐

How do these scores compare to those in your initial Skills Audit in Week 1? Calculate differences for each skill area (so if you are a '1' for Digital Skills in Week 1 and are now a '3', your score for that skill area would be +2).

Reading = +1

Writing = +2

Confidence = +1

Critical Thinking = 0

Digital Skills = 0

AI Literacy = +2

Resilience = +1

Presentation Skills = +1

For the reflections below, look back at your initial reflections and reflect upon whether you have made changes since that initial reflection.

Academic Reading

Can you:

- Read journal articles independently?
- Identify key findings?
- Make notes effectively?

My reflection:

I feel like I am now able to find better sources and am getting used to reading journal articles although I still struggle with understanding some of the content – however, I use Google and AI to help me understand the more difficult concepts and this is helping.

Academic Writing

Can you:

- Structure essays?
- Write in an academic style?
- Use APA referencing?

My reflection:

I have learnt the principles of writing in an academic style but this is still not something that I have done for assessment yet. However, I am planning to use the Essay document from this module as a guide for writing my first essay and will develop from there. Referencing is still something that I need to get used to but I am now using RefWorks and starting to get used to how citations and reference lists work.

Confidence

Think about:

- Asking questions in class
- Contributing to discussions
- Meeting new people on the course

My reflection:

I have started to ask questions in class although I still find this difficult – I feel more comfortable doing this now that I know the people on the course a bit better.

Critical Thinking

Can you:

- Evaluate evidence?
- Identify weaknesses in research?
- Compare different viewpoints?

My reflection:

Digital Skills

Think about:

- Using Microsoft 365
- Learning online
- Managing files and documents

My reflection:

AI Literacy

Can you:

- Use generative AI responsibly?
- Create effective prompts?
- Critically evaluate AI outputs?
- Understand academic integrity guidance?

My reflection:

Resilience

Think about:

- Managing workload
- Recovering from setbacks
- Handling feedback constructively

My reflection:

Presentation Skills

Can you:

- Speak confidently to a group?
- Explain ideas clearly?
- Create engaging presentations?

My reflection:

Part B: Identifying Priorities

Look at your scores and identify the areas where you scored lowest.

My strongest skills

1 I am able to use the university digital systems confidently now and I feel that I am able to find the resources that I need and use them appropriately

2

3

Skills I have improved the most

1 I have definitely improved my ability to find good sources for my work the most. This was something that I was reasonably good at initially but I have strengthened this a lot

2

3

For this section, are your strongest skills the same as in your initial audit or have they changed? For the skills that you have improved the most, are they the skills that you set out to improve initially? If not, what can still be done to improve those skills you identified in Week 1?

My reflection:

When I started in Week One there were a lot of things I was unsure of. I did not have much confidence in my ability to do all of the things that I needed to do in order to do well on the course and was worried that I would not be able to find things and develop my knowledge. However, I have been able to do this.

Dweck and Yeager (2019) have argued that people can develop over time through being challenged and that different mindsets can lead to people either attempting to develop in a positive way or not developing if they have a more fixed mindset. I believe that my development of my skills has shown this to be the case, as I have approached things from the perspective that even if it is difficult I will approach it as a challenge that is to be overcome rather than think that it is too difficult and that I cannot do it. This will then hopefully help me to continue in my development.

Part C: Goal Setting

Creating SMART Goals

SMART goals are:

- **Specific** – Clearly state what you want to achieve.
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Example 2: Presentation Skills

✗ "I want to be more confident."

✓ "I will contribute at least one comment or question in every seminar for the next six weeks."

Example 3: AI Literacy

✗ "I need to learn AI."

✓ "I will complete the university AI guidance module and use AI to generate study questions for two modules by Week 6."

Review your SMART Goals from Week 1. Did you achieve them? If not, why not and what can you do to still achieve them? Or do they need to be refined?

My SMART Goals

Goal 1

Skill Area:

Confidence

SMART Goal:

I wanted to develop my confidence talking in front of other people by being involved in debates more in class

How did you measure success? And were you successful?

I did this on a couple of occasions but there were times when I didn't feel that I could do this, either because I did not feel that I knew enough about the topic area or because I felt like other people were talking more and I couldn't get involved. So whilst I have been partly successful this is something that I would still like to develop even more.

Goal 2

Skill Area:

SMART Goal:

How did you measure success? And were you successful?

Goal 3

Skill Area:

SMART Goal:

How did you measure success? And were you successful?

Part D: Commitment Statement

In Week 1 you were asked to complete a Commitment Statement. Review that statement and reflect upon whether you have met what you set out to achieve. If you did, what helped you to achieve this? If you didn't, what were the barriers to achieving this and how can you overcome them in the future?

My reflection:

My commitment statement in Week One was as follows: "During my first semester in Psychology, I will focus on developing my confidence, my presentation skills, and my writing because it will help me to get better marks on my degree and will make me a stronger student."

I feel like I have gone some way to meeting this statement, although maybe not as far as I would have liked. I am more confident and feel like I know what I am doing more now, but this can go further and I want to develop this more for the rest of the year. I have worked on my writing skills but not my presentation skills yet so this is still something to develop.

I feel like I have developed over the last six weeks so that I am in a better position to get good marks on my degree than I was when I started in week one, but I know that I still have a long way to go and need to continue developing my skills in order for me to get the best marks that I can.

MLA7: RefWorks Account

RefWorks

VTCT project

University of Wales Trinity Saint D...

All References

Search Databases

Last Imported

Duplicates

Sharing

My Folders

Tags

Trash

Accessibility Statement

Privacy Policy

Terms and Conditions

Cookie Policy

Manage cookie preferences

+

Add

Assign

Share

Create Bibliography

Delete

Add Tags

Tools

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All References (viewing 1 – 1 of 1 references)

☐

Select all on this page

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Ref ID: 2

The impact of a customized aesthetic prosthetic leg cover on social interaction cues and attitudes in the general UK population: Two experimental studies

Phelps, Ceri; Hutchings, Paul Barry... Jenkins, Sean (2024, December 10)

the_impact_of_a_customized_aesthetic_prosthetic.272.pdf (318 KB)

Added August 5, 2026

MLA8: Jumbled Reference List Solution

(Please note: I have not put the solution into this document as you would just be able to copy and paste it into your submission! So I would expect the completed task to be entered here).

Skills for Success in Psychology: Jumbled Reference List

1. G. Mazetti, W. B Schaufeli and D. Guglielmi. International journal of stress management. Volume 23, issue 3. 2014. Are workaholics born or made? Relations of workaholism with person characteristics and overwork climate. 227-254.
2. Positive psychology: theory, research and applications. Kate Hefferon and Ilona Boniwell. Open University Press. New York, New York, 2011.
3. Adult drinking habits in Great Britain: 2005 to 2016. Release date: 3 May 2016. Office for National Statistics,
<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/drugusealcoholandsmoking/bulletins/opinionsandlifestylesurveyadultdrinkinghabitsingreatbritain/2005to2016>
4. Book Chapter – Psychological Response to Sport Injury by Lynne Evans, Ian. D. Mitchell and Stuart Jones in the Book called Literature reviews in Sport Psychology by Sheldon Hanton and Stephen.D.Mellalieu. Nova Science Publications. Hauppauge, NY. Pages 289-319. 2006
5. "Necessary but not sufficient? Phelps, Ceri, Masoumeh Minou, Andrew Baker, Carol Hughes, Helen French, Wayne Hawkins, Andrew Leeuwenberg, Rebecca Crabtree, and Paul B. Hutchings. Engaging young people in the development of an avatar-based online intervention designed to provide psychosocial support to young people affected by their own or a family member's cancer diagnosis." Health Expectations 20, no. 3, 2017, pp. 459-470.
6. Davey, G. (2014) Psychopathology: Research, Assessment, and Treatment in Clinical Psychology. (2nd ed) Oxford, Blackwell.

7. Geekie, J., & Read, J. (2009). Making sense of madness: Contesting the meaning of schizophrenia. London: Routledge Taylor & Francis. (E-book).
<http://www.tandfebooks.com/doi/view/10.4324/9780203878422>

8. Vartanian, Lenny R., Tara Trewartha, and Eric J. Vanman. "Disgust predicts prejudice and discrimination toward individuals with obesity." *Journal of Applied Social Psychology* 46, no. 6 (2016): 369-375.

9. Conference poster - Supporting adolescents struggling with appearance-altering conditions: the feasibility of using an online psychosocial intervention (YP Face IT) in primary care. Heidi Williamson, Centre for Appearance Research, University of the West of England, Annual Primary Care Conference, Royal College of General Practitioners, 12- 14 October 2016

10. Oral presentation - Families experience of Poverty Stigma in Education. British Psychological Society, 9 – 11 September, 2015, Developmental Psychology Section, Suzanne Day, University of Central Lancashire. *Psychology* 46, no. 6 (2016): 369-375.

11. September 18, 2017, Women know better than men what other women are thinking and feeling, Research Digest, The British Psychological Society, Emma Young, <https://digest.bps.org.uk/2017/09/18/women-know-better-than-menwhat-other-women-are-thinking-and-feeling/>

12. Danielle C Voigt, James P Dillaro, Kurt H Braddock, Jason W Anderson, Pradeep Sopory, Michael T Stephenson. "Carver and White's (1994) BIS/BAS scales and their relationship to risky health behaviours. Issue 47, *Personality and individual differences*. Pages 89-93. 2009.

13. 2006. The acceptability and preference for the psychological treatment of PTSD. Nicholas Tarrier, Tom Liversidge, Lynsey Gregg. *Behaviour, research and therapy*. 44, pp. 1643-1656.

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- behaviors. Journal of health psychology. 1-12. (2015). DOI: 10.1177/1359105315569858
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17. Pal Ulleberg and Torbjorn Rundmo. 2003. 'Personality, attitudes and risk perception as predictors of risky driving behaviour among young drivers.' Safety Science, 41, 427-443.
18. Computerised cognitive behavioural therapy. 10 September 2017. Mental Health Foundation (Audio podcast) <http://www.mentalhealth.org.uk/podcasts-and-videos/computerised-cognitivebehavioural-therapy>
19. Doctoral dissertation, Stigma and mental illness: are there cultural differences? Shemin Mohamed, 2011, University of East Anglia, EThOS, uk.bl.ethos.573771
20. Well-being of future generations (Wales) act 2015. Welsh Government. United Kingdom: The Office Stationary Limited.

MLA11: EMS Profile



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UNIVERSITY OF WALES
Trinity Saint David



Centre for Psychology and Counselling Experiment Management System

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System Message: Acknowledgment Confirmed.

Study Sign-Up

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Credits Overview

1

1 Earned

0 Pending

24 Required

Upcoming Appointments

No Upcoming Appointments

Email questions to Psychlabs@uwtsd.ac.uk
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MLA5: Time and Space Audit

Psychology Student Success: Time Audit & Study Planning Workbook

First-Year Undergraduate Psychology Students | UWTSD

This workbook is designed to help you understand how you use your time, identify your most productive study periods, and create a sustainable approach to independent learning throughout your first year.

How to Use This Workbook

Complete the weekly audit over a typical week.

Identify your best times for reading, writing and revision.

Review your commitments monthly.

Plan around assessment periods across the academic year.

Create your personalised study timetable at the end.

Suggested Colour Coding

Blue = Lectures/Seminars | Green = Reading | Yellow = Assignment Writing | Orange = Revision | Purple = Employment | Grey = Personal/Family Commitments

Part 1: Weekly Time Audit

Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun
6-8am							
8-10am	Green	Grey	Blue	Blue	Purple	Grey	Grey
10-12pm	Green	Green	Blue	Blue	Purple	Grey	Grey
12-2pm	Green	Green	Blue		Purple	Grey	Grey
2-4pm			Blue		Purple	Grey	Yellow
4-6pm					Purple	Grey	Yellow
6-8pm				Yellow	Purple	Grey	Yellow
8-10pm				Yellow		Grey	
10pm-12am						Grey	
Notes							

Estimate your study hours this week: 32

Reading hours: 10 Writing hours: 10 Revision hours: 0

Weekly Reflection

☐ My highest concentration periods were...Monday mornings

☐ The best time for academic reading is...Monday mornings

☐ The best time for assignment writing is...Sunday afternoon

☐ Distractions that reduced productivity were...doing things with family on a Saturday – no point in trying to schedule anything then

☐ One change I will make next week is... Not get caught up in things when I am supposed to be studying

Part 2: Monthly Planning Audit

Week	Assessments/ Deadlines	Personal Commitments	Available Study Hours	Action Plan
Week 1 – 2 nd November		On holiday	None	Have to get things done in previous month so that I can enjoy my holiday rather than worrying about it when away
Week 2 – 9 th November		Wedding at the weekend	12 in the week but won't be able to study on weekend	Need to make sure that I am able to get my work done during this week
Week 3 – 16 th November	ECPS4022 assessment due		20 – will need to do some extra to make up for last 2 weeks to prepare for next assessment	Do extra hours on Monday and Tuesday to catch up
Week 4 23 rd November				Focus on next set of assessments
Week 5				

Independent Learning Check

A full-time student should typically engage in substantial independent study alongside scheduled teaching. Reflect on whether sufficient time is being allocated to reading, note-making, revision and assignment preparation.

☐ Which week appears busiest? On holiday in week 1 so won't get any work done that week

☐ Have I started assessments early enough? Need to make sure that I start the assessment due on 17th November in October so that it is pretty much ready to go when I get back from holiday – will have a bit of time but not as much as normal in the week before

☐ Where can I create additional study time? Might have to tell the family that I need a few hours on the Saturday to catch up because of the holiday – but if not possible then will need to make sure I am not distracted on the Sunday and put some extra hours in there.

Part 3: Academic Year Audit

Month	Teaching/ Assessments	Employment	Personal Events	Study Opportunities	Risk Rating
Sep	None	2 days per week all month			
Oct	Just teaching	2 days per week all month			Ok
Nov	Teaching + 1 assessment	2 days per week all month	Holiday early Nov, wedding	Take part in research stuff in department – revision and writing	High because of holiday and assessments
Dec	Teaching first half of December and a few assessments due in	Probably higher amount of work because of Christmas rota – 3 days to a full week	Christmas – big family gathering	None – work and Christmas	Really high – Christmas and work, could easily fall behind and be exhausted – need a good plan for this
Jan	Lots of assessments + exam – no teaching for most of month so revision and writing	2 days per week all month		Probably exhausted from Christmas but lots to do so need to plan carefully	Could be low, could be high – need to see how Christmas goes
Feb	Teaching but no assessments	2 days per week all month	Kids birthdays	Get lots of studies and assessments done	Ok overall with a couple of critical weeks
Mar	Teaching and multiple assessments	2 days per week all month		Revision and assessment writing	Ok
Apr	Teaching and Easter holidays	2 days per week all month	Holiday 2 weeks	Need to start revision	Ok if plan well around holiday
May	Teaching, revision, assessments and exams – busy!	2 days per week all month		Revision and exams	Ok
Jun	Free	2 days per week all month			
Jul		2 days per week all month			
Aug	Get ready for return and Year Two				

UWTSD Graduate Attributes Reflection

- ☐ How will effective time management help me become a Critical thinker? I can only engage with things critically if I have the time and space to do it in

- ☐ How will effective time management help me become an Effective communicator? I need time to practice my presentations and communication skills

- ☐ How will effective time management help me become a Reflective learner? I need time to think about what I am doing and to do the research so that my reflections are critical and not just personal

- ☐ How will effective time management help me become a Digitally capable learner? I need time to work with the resources in the University and to learn new skills

- ☐ How will effective time management help me become an Ethically aware citizen? I need time to be able to take on new things out in the real world – not sure that I have this at the moment.

My Ideal Study Week

Using the evidence from your audits, design your ideal week.

Activity	Preferred Time	Hours per Week	Why This Works
Reading	Monday morning	4	House is empty and quiet
Lecture Preparation	Monday afternoon	4	I can sit in the coffee shop and access things on my computer
Writing Assignments	Sunday afternoons	4	It is quiet because everyone in my house is recovering from going out on Friday and Saturday
Revision			
Portfolio Work			
Group Work	Wednesday afternoon	2	Everyone in the group is available
Wellbeing/Recovery	Friday and Saturday	10	Need to be able to go out with friends and relax

Psychology Student Success: Time Audit & Study Planning Workbook

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Estimate your study hours this week: _____

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☐ The best time for academic reading is...

☐ The best time for assignment writing is...

☐ Distractions that reduced productivity were...

☐ Changes I will make going forward are...

Part 2: Monthly Planning Audit

Week	Assessments/ Deadlines	Personal Commitments	Available Study Hours	Action Plan
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Week 2				
Week 3				
Week 4				
Week 5				

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☐ Which week appears busiest?

☐ Have I started assessments early enough?

☐ Where can I create additional study time?

Part 3: Academic Year Audit

Month	Teaching/ Assessments	Employment	Personal Events	Study Opportunities	Risk Rating
Sep					
Oct					
Nov					
Dec					
Jan					
Feb					
Mar					
Apr					
May					
Jun					
Jul					
Aug					

UWTSD Graduate Attributes Reflection

- ☐ How will effective time management help me become a Critical thinker?

- ☐ How will effective time management help me become an Effective communicator?

- ☐ How will effective time management help me become a Reflective learner?

- ☐ How will effective time management help me become a Digitally capable learner?

- ☐ How will effective time management help me become an Ethically aware citizen?

My Ideal Study Week

Using the evidence from your audits, design your ideal week.

Activity	Preferred Time	Hours per Week	Why This Works
Reading			
Lecture Preparation			
Writing Assignments			
Revision			
Portfolio Work			
Group Work			
Wellbeing/Recovery			

What Has Changed Since You Completed This Initially in Week 2?

When I put together my original plan in Week 2 I had not really taken into account how much I would be distracted by other people at the times I had identified and how difficult it would be to keep such an ordered routine. Originally I thought that Monday mornings would be a good time for reading but I soon found that I was tired on Monday mornings and so what was supposed to be four hours of reading turned out to be only one hour, or sometimes none. This caused me immense anxiety and so I had to find a different way to do things. Therefore, instead of Monday mornings I moved it to Wednesday afternoons after class. I also had to speak to my friends and tell them that I couldn't go out on a Wednesday, and we arranged to go out on Thursdays instead.

Wolters et al. (2025) have provided evidence that time management is one of the most important things for academic success, and that it works best when we are motivated to achieve. With this in mind I have kept reminding myself of what it is that I want to get from this degree and this intrinsic motivation acts as a reminder that I need to keep good control of my time management skills because I could very easily fall behind if I am not careful due to having a busy and varied lifestyle.

Reference List

- Dweck, C. S., & Yeager, D. S. (2019). Mindsets: A view from two eras. *Perspectives on Psychological Science*, 14(3), 481-496. DOI: 10.1177/1745691618804166
- Wolters, C. A., Brady, A. C., & Lee, H. J. (2025). Time management and achievement motivation: A review of what we know and directions for where to go. *Educational Psychology Review*, 37 (58) doi.org/10.1007/s10648-025-10032-4