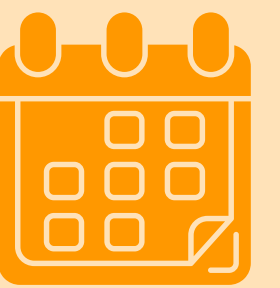


I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

SKILLS REFLECTION

Time Management

Time management was a key skill developed through this module, particularly when balancing the different stages of the research process alongside other academic responsibilities. At the beginning, I found it difficult to organise my workload effectively, which sometimes led to feeling overwhelmed and falling behind schedule. However, as the module progressed, I began to adopt more structured approaches to managing my time. Breaking tasks down into smaller, manageable sections allowed me to focus on specific stages such as planning and study creation. I also found the use of time-blocking and digital planning tools, such as calendars and reminders, to be particularly useful in maintaining consistency and meeting deadlines. This approach enabled me to allocate appropriate time to each part of the research process, ensuring that no stage was rushed or overlooked. As a result, I was able to complete my work more efficiently. Developing this skill has not only improved my productivity but also reduced stress when managing multiple deadlines. This reflects wider research suggesting that effective time management is closely linked to improved academic performance and reduced workload pressure (Classens et al., 2007).



Communication

Communication played a significant role throughout the module, particularly in both written academic work and group interactions. Initially, I found it challenging to clearly articulate my ideas in an academic format, as well as confidently contribute to group discussions. Through completing the research project, I developed my ability to structure written work more effectively, ensuring that arguments were clear, concise and supported by appropriate evidence. I also improved my understanding of academic conventions, including referencing and maintaining a formal tone. In addition, verbal communication became increasingly important when working collaboratively. I found that actively listening to others was just as important as expressing my own ideas. This allowed me to better understand different perspectives and respond more effectively during discussions. Over time, I became more confident in contributing to conversations and sharing my viewpoints. The development of these skills helped minimise misunderstandings and improve the overall quality of group work. Effective communication is widely recognised as essential in both academic and professional environments, particularly in supporting collaboration and the sharing of ideas (Klein et al., 2006).



Teamwork

Teamwork was a central aspect of this module and provided valuable experience in working collaboratively with others. Throughout the research process, it became clear that successful teamwork requires not only cooperation but also flexibility and mutual support. One of the key skills I developed was the ability to work effectively within a group by sharing responsibilities and contributing equally to tasks. Ensuring that work was distributed fairly helped to maintain balance and allowed each member to play an active role in the project. I also found that maintaining open communication within the group was essential in keeping everyone informed and ensuring that tasks were completed on time. There were challenges, particularly when group members had different working styles or external commitments. However, these challenges were managed by being adaptable and supportive, which helped maintain a positive working environment. Overall, this experience highlighted the importance of collaboration in achieving shared goals. Working as part of a team allowed for the exchange of ideas and perspectives, ultimately improving the quality of the research. It also reinforced the importance of interpersonal skills in both academic and professional settings.



Ethical Considerations

Ethical considerations were a central part of the research process and significantly influenced how the study was designed. Through this module, I developed a clearer understanding of the responsibilities involved in conducting ethical research, particularly when working with participants. A key part of this process was the completion of an ethics form, which required careful consideration of potential risks, data protection and participant wellbeing. This encouraged me to think critically about how the research would be carried out and ensured that appropriate safeguards were in place before data collection began. Informed consent was an essential component, ensuring that participants were fully aware of the purpose of the study and their right to withdraw at any time. This required providing clear and accessible information, allowing individuals to make informed decisions about their involvement. Confidentiality was also a priority, with steps taken to anonymise data and store it securely. Engaging with ethical guidelines highlighted the importance of maintaining integrity and professionalism throughout the research process. Ethical research involves ongoing reflection and responsibility, rather than simply following procedures (Orb et al., 2001).

This experience has strengthened my understanding of ethical practice and reinforced the importance of conducting research in a responsible and respectful manner.



References

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