



**PROGRAMME: CERTIFICATE OF HIGHER EDUCATION IN
BUSINESS SKILLS FOR THE WORKPLACE**

MODULE: ACADEMIC SKILLS

MODULE CODE: LCLM 4001

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1. Introduction

This reflective report is to demonstrate the learning experience during the Academic Skills module, and describes the major assessments and classroom exercises that have helped me in the process of personal and academic development. The module was expected to provide the necessary knowledge of how to manage time, take notes, reference, paraphrase, and maintain academic integrity as required by the university (Sabrina *et al.* 2022). In particular, I will reconsider Task 1 (Academic Skills Quiz) and Task 2 (Application of Academic Skills Exercise), and discuss the topics and training exercises in the classroom. The experiences have been essential to my overall confidence and academic performance to the extent that I am well-placed to set a solid foundation for the remainder of my programme.

2. Description of Experiences

A number of activities and assessments developed during the Academic Skills module have been influential on my learning experience. One of such experiences was Task 1, which was a quiz 45 minutes in the classroom during Week 5, where we were checked on our knowledge of academic integrity, time management strategies, and the ability to reference sources and use information in a productive way. This quiz preparation involved going over the notes taken during classes and practising the use of references in the Harvard format, which helped me to comprehend the necessity of proper citation and the lack of plagiarism (Weerawardane and Byrne, 2021).

A practical exercise that was an important milestone in my learning in Week 7 was Task 2. The task was to make an organised note of a short academic text, create summary sentences, and develop a well-structured paragraph (Khan, 2024). The skills were further bolstered through participatory classroom discussions and workshops, which helped me to grow.

3. Analysis and Personal Reflection

My experience of the Academic Skills module has given me the confidence to say that this course has become a turning point in my academic life. It helped me learn the necessary skills, such as time management skills, referencing skills, and paraphrasing skills, required in university and changed my previous thoughts about learning. There are some elements to be applied, and there are elements that show me that I have to work more.

What worked?

In Task 1, the academic skills quiz, I did work quite well. I was ready to answer the questions regarding referencing, time management and writing style in academic papers. My preparation to encounter the quiz was rewarded due to having studied the course material, learned the rules of citing and engaged in the classroom discussion. The strategies I have learnt included referencing styles, management of time when approaching academic tasks and using authentic writing tone. I developed the ability to find qualitative sources and add them logically to my work. Even though effective time management and disciplined writing habits were developed over time, referencing skills were much more challenging, as a result of the variety of available formats and specific rules. The other good experience was the classroom workshop on paraphrasing, where I got to learn how I can rephrase the work whilst not changing the meaning. This turned out to be useful when I was doing Task 2, which involved paraphrasing and writing an academic paragraph. My capacity to organise the information clearly according to the PEEL method (Point, Evidence, Explain, Link) also improved considerably. This further supported me to paraphrase content by maintaining a systematic procedure, which included paraphrasing a context by incorporating evidence and maintaining a link between the actual content, evidence and paraphrase writing.

What was not good:

Despite my success, I encountered some difficulties, especially with time management. I used to underestimate the amount of time to be spent on leveraging my talent and strengthening my understanding of business skills. In Task 2, I was also pressed against time at the tail end of the session, and this could be a factor that influenced the quality of writing in the final paragraph. This further supported to strengthen my ability to bring high-quality content. In the same way, in the course of paraphrasing, I sometimes sank too deep into the original text, which was tough to plagiarise subconsciously. I also realised that I should spend more time reading materials to gain confidence and expertise, as reading can help me to learn new concepts and leverage my efficiency.

Learning outcomes:

All these moments showed me that academic achievements required not only hard work but also planning and persistence. As an example, I discovered that the Pomodoro Technique (time-blocking) (Sohail, 2025) allowed me to be focused on studying and minimised the amount of procrastination. My note-making and referencing enabled me to appreciate the importance of

organisation and planning in academic writing. Academic misconduct also became more known to me and the ethical considerations as a student.

Module (understanding) contribution:

The practical tasks of creating written materials in the form of structured paragraphs and paraphrasing the text helped support the essential tasks taught during the Academic Skills module (Fabian *et al.* 2022). The experiences not only helped me break out of being theoretical and implement scholarly ideas practically, but also developed my capacity to engage in more coherent and effective scholarly work.

Strengths and Areas for Improvement

I have made a good grasp of the Harvard referencing, have a good way of being active in discussions and organising paragraphs with the use of the PEEL method. Also, I take active feedback and arrange my workload. Nevertheless, I hope to better manage my time when the pressure is on, be more proficient in paraphrasing and restating complicated thoughts (Malon *et al.* 2024), and possess more critical reading and analysis capabilities.

Self-improvement and enhancement:

This module has played an important role in shaping me as an independent and critical learner. I have more appreciated the value of preparation, organisation and academic integrity in everything one wants to learn. By using the suggestions of the learning technologists, I have incorporated a few evidence-based practices that helped me in my coursework. These involved the principled allocation of digital study sessions planning, the adherence to formative and summative assessments feedback, and the incorporation of drafting and editing in an iterative process.

Academic perspectives like the concepts discussed in the class have leveraged my mind. The teacher's activities and class discussions have enhanced my confidence in being able to present my ideas and consider alternative approaches. I am now more self-enlightened in terms of my strengths, which include communication, and my weaknesses, like time management and critical reading and ready to seek assistance when required. The module has assisted me in developing a strong academic identity based on my abilities.

4. Conclusion

To sum up, the Academic Skills module has proved a useful part of the study process. With the help of such tests as Task 1, Task 2, as well as activities in the classroom, I mastered the key skills

in referencing, paraphrasing, time management and writing academic text. Such experiences helped me to prove my ability, which included communication and my weaknesses, which included time management and critical reading. Altogether, the subject has highly boosted my academic confidence and future study readiness.

References

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