

8/13/2026

Module Name: Learning in the Digital Era

Module code: ACCA4025

Programme: CertHE Computing Skills for the Workplace

LECTURER'S NAME: Koushik Modak

Student Name: Mumtaz Ali

Student ID: 2451394

Video Link:

<https://youtu.be/vUwLibK56qg?is=C2hbLX-otuG6vz-z>

Screenshots of Professional Development Plan:

This screenshot shows the first slide of a presentation titled "PROFESSIONAL DEVELOPMENT PLAN". The slide features a large blue diagonal bar on the left and a yellow triangle at the bottom. The text on the slide includes:

- MODULE NAME:** Learning in the Digital Era
- MODULE CODE:** ACCA4025
- STUDENT NAME:** MUMTAZ ALI
- STUDENT ID:** 24518394
- LECTURER'S NAME:** Koushik Modak
- VIDEO LINK:**

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This screenshot shows the second slide of the presentation titled "AGENDA". The slide features a large blue diagonal bar on the left and a yellow triangle at the bottom. The text on the slide includes:

- AGENDA**
- Self-evaluation
- Reflection & Goals
- SMART Professional Development Plan
- Goal Progress
- Becoming a lifelong learner
- Conclusion
- References

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1 PROFESSIONAL DEVELOPMENT PLAN

2 ACADEMIA

3 USE OF GENERATIVE AI

4 SELF-EVALUATION

5 Reflection & Results

6

USE OF GENERATIVE AI

- Research: To find and select scholarly literature on reflective practice, SMART goal-setting, and digital-capability frameworks, generative AI (Chatgpt) was utilised.
- Proofreading: This presentation and the associated report were checked for spelling, grammar, and referencing formatting using artificial intelligence.
- Structure, writing, creative content, and code: In accordance with the assessment criteria, no generative AI was employed.
- Every AI-assisted study was checked against an associated scholarly source and cited in conjunction with it (see References).

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SELF-EVALUATION

Strengths:	Weaknesses	Traits:
• Good communication • Teamwork • Problem-solving	• Public speaking • Time management • Digital Confidence	• Adaptable • Motivated • Responsible

- Self-reflection and a Belbin-style team-role self-assessment were used to identify these strengths, shortcomings, and characteristics [1], which were then compared to the transferable abilities that employers are increasingly valuing, such as resilience and analytical thinking[2].

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Reflection & Goals

The Gibbs cycle is a technique for self-reflection, monitoring mental health, academic learning and teaching activities, and professional and personal growth when utilised in reflective practice. The six stages of its structure are description, feelings, assessment, conclusions, and action plan [3]. Gibbs supports Schön's theory of the reflective practitioner as someone who continually learns from professional experience [5] and expands on Kolb's previous experiential learning cycle [4].

Gibbs' Reflective Cycle as a Reflective

- Model Reflection revealed what needed to be improved: The ability to present
- Proficiency in digital
- Effective time management
- Self-assurance

Career Goal: IT professional

Gibbs Reflective Cycle

6. Action Plan
1. Description
2. Feelings
3. Evaluation
4. Analysis
5. Conclusion

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SMART PROFESSIONAL DEVELOPMENT PLAN

S **M** **A** **R** **T**

Specific Measurable Attainable Relevant Time-Bound

Complete Microsoft Learn Course	Finish all course modules	Study 3-4 hours each week	Support my future IT career	Complete within 3 months
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Goals are developed utilising the Jisc digital-capability learning tools [8] and are organised using Doran's original SMART framework [6], as used by Ayoub's subsequent strategic-goals analysis [7].

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GOAL PROGRESS



Since establishing this objective, I have finished the initial Microsoft Learn modules on fundamental digital skills, putting in three to four hours of study time every week in accordance with the SMART plan. The completion of the first module block is demonstrated by the certificate above. Using Gibbs' cycle [3] to reflect on this, I've found that keeping a regular weekly study time has been the biggest problem, which I've solved by setting up certain study times in my schedule.

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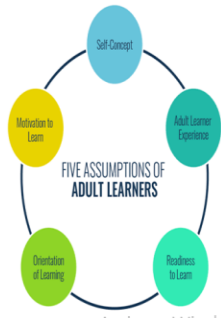
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BECOMING A LIFELONG LEARNER

- Knowles defines self-directed learning as the process by which people, with or without outside assistance from peers, teachers, experts, and learning materials, proactively diagnose their learning needs, set learning goals, identify learning resources, choose and implement appropriate strategies and evaluate learning outcomes [9].

Key Concepts:

- Learning Agility
- Continuous Learning
- Digital literacy and self-directed learning
- Reflection



Curiosity and continual learning are ranked among the top future talents by the World Economic Forum [10], and the OECD has recognised lifelong learning as a key skill for the future workforce [11].

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