

Realising Opportunities (RO)

Academic Skills Module

Round-up Session

Realising Opportunities –
supporting progression
to leading universities.

www.realisingopportunities.ac.uk



**REALISING
OPPORTUNITIES**
Working Together | Supporting Talent



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Event sessions:

- Referencing session
- Academic Note Taking session
- Academic Subject Stream Lecture
- Academic Note Taking, small group work session



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Self-guided online component:

- Opportunity to reflect on the skills you learnt during the ASM sessions
- RO student hub
- Complete in your own time
 - **Deadline:** 6th November



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Self-guided online component:

written reflective piece

- 500 words (plus or minus 10%)
 - Based on the online events and your quiz outcomes
 - Same length as the UCAS personal statement
 - Must be a reflection of your own ASM experience
- ASM Reflective Tutors
 - Provide constructive feedback **NOT** marking work
 - Turnaround of 10 working days to provide feedback
- Gibbs Reflective Cycle



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What is reflective writing?

- Reflective writing is much more personal than other kinds of academic writing. You will think reflectively every day, but not usually in the same depth which is needed in good reflective writing. Effectively, reflective writing is:
 - Looking back at something (for example the ASM sessions).
 - Analysing the event (thinking about it in depth and from various perspectives).
 - Thinking carefully (what did the event mean to you and how can it help you progress to HE).

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Gibbs Reflective Cycle





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Step 1: Description

During this step, you should describe the situation, event or activity in detail, without drawing any conclusions right away. The most common questions that can help create an objective description are:

- What happened?
- When did it happen?
- Where did it happen?
- Who was involved?
- What did you do yourself?
- What did other people do?
- What was the result of these actions?



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Step 2: Feelings

This phase is about the feelings that the event triggered, as well as what your thoughts were during the event, activity or situation described in step 1. The intention is not to discuss your feeling in detail or comment on it directly. Emotions don't need to be evaluated or judged. Awareness is the most important goal of this phase.

Helpful questions that are often used:

- What did you feel leading up to the event?
- What did you feel during the event?
- What did you feel after the event?
- How do you look back on the situation?
- What do you think other people felt during event?
- How do you think others feel about the event now?



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Step 3: Evaluation

In this step, you need to ask yourself whether the experience of the event in step 1 was good or bad. Which approach worked well and in what way? Which approach didn't work as well? It can be difficult for people to be objective about the situation. In order to still conduct a proper evaluation, the following questions may be helpful:

- What went well during the event or activity?
- Why was that?
- What didn't go so well?
- Why was that?
- What was their contribution?
- What contribution did other people make?



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Step 4: Analysis

This phase is about what you have learned from the situation, event or activity. Because of the experience, you should now know what to do in similar, future situations.

This means that both positive and negative things and/or problems you experienced should be written down and analysed individually. After all, people learn from mistakes.

This analysis is often done together alongside Step 3.



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Step 5: Conclusion

This is the step where you should take a step back and look at yourself from a distance and ask what else you could have done in this situation. The information gathered earlier is very valuable in this step and can encourage you to come to a good and useful conclusion. The following questions may be helpful:

- To what positive experience did the event, situation or activity lead?
- To what negative experience did the event, situation or activity lead?
- What will you do differently if the event, situation or activity were to happen again in the future?
- Which skills do you need to develop yourself in a similar event, situation or activity?



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The reflective piece – advice

- This is a personal piece of work – you're a person, not a robot. Whilst using AI for planning, testing ideas, spellcheck or support with structure can be useful, it's best not to lift entire paragraphs or sentences from AI
- You have two weeks to complete this – deadline is **6th November** – give yourself some time to reflect on the event and plenty of time before the event deadline
- One possible approach:
 - Imagine you're telling a friend what you did, following the steps in the reflective cycle
 - Write it down as you'd say it to your friend
 - Use this as your starting point – edit it, refine it, add to it and take away from it until you're happy!

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