

ACADEMIC AND EMPLOYABILITY SKILLS

ASSIGNMENT 1

CLASS: BMSW4001

ACADEMIC REPORT

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Introduction

Due to the rapid development of society, inter-industry competitions are also increasingly organized, focusing on the needs of the health care graduates' and paying more attention to their employment skills. To beat their competitors in fierce competition, health care facilities need graduates with a wide range of skills that can be used on the job and employees with many capabilities to fill many vacancies. For example, in order to maintain sustainability within the hospital or any other clinical setting health care worker needs to have team working skills (Ramli et al., 2010).

To be more serious about professional advertising later, this study will find out what skills the health care or social care worker needs within a clinical setting, and the skills required for employment show that graduates perform individual SWOTs and organizational development activities.

Discussion

"Employability skills" are defined as skills, or in other words, capability needed not only to get a job but also to develop within the company in order to use hidden potential and contribute effectively to the creation of important facilities in large companies (Messum et al., 2011). Wilton (2011) described employability as "the ability to navigate the labour market independently to identify potential through sustainable employment". Fejes (2010) refers to employment as the percentage of graduates employed full time for a given period of time or as the number of graduates with a permanent employment contract. Increasingly, more competent students are considered to be working faster. The period during which a person qualifies for the job can be announced as a change in the professional circle. Taylor (2016) describes work as a unit of performance, skills, understanding and individual qualities that enable graduates to successfully find a job in their chosen profession.

In addition, he explains that work is an alumni's ability to work in the workplace. Messum et al. (2015) argue that the term "workability" refers to the supposed "working ability," meaning that the health care worker has the skills, information and understanding that will contribute to the goals of the association in a creative way. With regard to the employment of

registered nurses, there is a need to change the rules and regulations and to evaluate the nature of the training (Ramli et al., 2010). The ability of graduates to meet the requirements of the company will be a focus of the professional development funds (Durrani and Tariq, 2012). This can then lead to basic links between the most important health care opportunities.

Previously, the employment of health workers in the United Kingdom was considered to be high, and the announcement of a job in the health care sector was also very popular. This problem is now explained by the fact that the number of vacant nursing positions is gradually increasing in the UK. The information measured by the UK employment services shows that in 2015, 320,525 nursing jobs were offered (Sisodia et al., 2017). The UK Public Employment Service did not collect any more information on vacancies in accordance with the Act. The current information indicates that unemployment in nursing care is increasing (Ramli et al., 2010).

This demonstrates that there are hardly any vacancies in the field of nursing and health care in the UK, despite the interest in the subject and the fact that this is evident. One of the main focal points of this study is to find out what higher education institutions can do to increase the employment of nursing school graduates. Higher education institutions can study the employment opportunities for graduates of nursing schools from two perspectives: for example, higher education institutions can offer candidates jobs and motivation or follow the situation at the “nursing care” and, on this basis, invite candidates to submit their application (Messum et al., 2015).

Currently, despite having a diploma, organizations pay more attention to the professional skills of graduates, but there is no single standard for professional skills. The professional skills of graduates are based on the actual working conditions of the organization, and different organizations have different indicators (Durrani and Tariq, 2012). Thanks to a wide range of written studies, the side effects that skills organizations need for employment are almost identical and can usually be divided into eight basic accompaniment skills: "communication skills, teamwork skills, problem understanding, self-management skills, planning and monitoring skills, technological skills, lifelong learning skills, and proactive and entrepreneurial skills" (Messum et al., 2015).

The United Kingdom does not yet have an instrument to effectively develop specific capacity requirements in the workplace. In addition, a system for assessing and monitoring the employability of graduates has not yet been established. The assessments were available through the UK employment services, which collected information on the needs of employers according to occupation rather than skills (Sisodia et al., 2017).

The assessment of knowledge acquired at the end of examinations (Messum et al., 2015) and the assessment of knowledge required by employers may be one of the possibilities for assessing the employability of graduates (Sisodia et al., 2017).

In their studies on intelligence, Wilton (2011) found that the apparent level of competence of students is closely related to the degree of communication between students and the mentor in the clinical context, which results in the adaptation of students to work between students and employers. Ramli et al. (2010) believe that younger nursing students need to acquire clinical knowledge to bridge the gap between learning and practice and that nursing education should be based on competency-based learning.

For nursing graduates, it is important that the training base and the employment offer (clinical status) are constantly balanced and well organized. This means that educational institutions must be in constant contact with employers who expand employment opportunities for graduates and know what skills are required for the job (Durrani and Tariq, 2012). In addition, employers must fully describe the skills and competencies required for a given position. Skills development organizations are economic institutions and are part of serious market relations. Therefore, the degree of employment of skilled nurses is an important factor in their well-being. One of the most important indicators of a graduate's well-being is his/her normal assessment. Unfortunately, the relationship between normal proportions of academic performance, such as normal assessment and thesis, has not taken root. (Wilton, 2011)

Necessary Skills

Communication

"The study conducted by conducted a survey which covered over 1000 employers in the UK. The main characteristics that employers look for when leaving work are relational skills

(35% of employers rank them in the three most popular characteristics), commitment (40%) and character (30%)(Taylor, 2016). Communication takes place constantly in the workplace; true interpersonal skills can lead to decent relationships with colleagues and employers, which can make us a decent job and help us do it even more efficiently (Durrani and Tariq, 2012).

Furthermore, thanks to our strong communication skills, we can not only make patients more satisfied with the treatment of our organization offers, but also can increase the satisfaction level of the patients which will definitely help in maintaining sustainability (Durrani and Tariq, 2012).

Team Work

In today's society, it is not enough to work individually, more and more positions require a team effort especially during operation, working in a team can accelerate the progress of work, and conceptualization can contribute to the excellent thinking of an organization (Fejes, 2010).

Learning

To improve the satisfaction level and productivity level, consistent learning of health workers within health care facility is crucial, it is enough to keep it informed about this rapidly changing society's structure, and social workers with ingrained learning skills can also benefit from it (Ramli et al., 2010).

Personal Swot Analysis

Strength

- I have great potential for cooperation and organization. As my self-assessment test shows, I have an incredible sense of human strength and commitment. Working collectively allows me to broaden my thinking about different people and, as a group pioneer, I am often willing to share assignment or in other tasks with other social workers in the collection to ensure that everyone appreciates their commitment.
- I am allowed to do this in local government. I can do this well and finish my time without pressure. I usually write down what I have to do and sift through it according to the

importance and time of the group. I will contact them on time to find out what is my assignment and contact them if I need some guidance or assistance.

- I am good at learning. I am ready to invest energy and fight for new skills. As a replacement, I will also take a subscription to free social work sessions and will try to perform volunteer work as much as possible in order to develop new skills such as communication skills.
- I have innovative skills. I have the necessary computer skills and the ability to use special software instruments. Since I made the business decision I demonstrated in my first year, and I am now studying application management and decision making, each of them must use specific software instruments to learn how to use them in the course.

Weakness

- I have no employment experience, even a part-time job experience.
- I am weak in critical thinking; when I encounter problems, I usually don't see all sides and can't pay more attention to them.
- My communication skills are weak. I am a caring person, and I do not speak well with other people. I feel shy when I talk to people outside of my working environment.

Opportunities

- In order to build some skills, volunteer work seems to be beneficial for me as it can be a source of learning communication skills, team working skills, decision-making skills and many more which definitely help me in future.
- Working in the UK, I am more likely to have a job than others. 70% of employers worldwide show that they are even more employable within their home country than any other **nation** (Ramli et al., 2010). They are even more likely to choose graduates with professional skills abroad.
- I have the opportunity to find a decent job with the possibility of going to China after graduation. "China is expected to become the largest market for human capital in the world later on, which will require an immense number of qualified health care experts. Organizations are trying to employ people returning from the mainland: based in China, with

a check/job in the U.S. or, on the other hand, in Europe, and then return to China. They offer a universal experience that goes beyond language and social skills, but it's hard to find. (Taylor, 2016).

- I can appreciate some specific agreements for foreign students made by the Chinese government after my visit to China.

Threats

- From the end, the "delicate" development models of UK substitutes abroad decide to return, which will increase the competition for landing places in the United Kingdom.
- Employment pressure, both in China and the UK. "Not only are Chinese licensees struggling with job stress, but British licensees are also facing this problem. The lack of jobs is attributed to the 'generous surplus' of unemployed graduates from previous years, making employment more important in 2016.

Reflection on my Performance

My performance during the trimester was average, with some trimesters. There were no major differences in my performance in last trimester and my current, which was not ideal for my academic development. Every trimester I proposed to raise my GPA to graduate with honors. In this sense, I need to do more and spend more time on the preparation of the reports. As I stated in my SWOT analysis, at the end of the trimester I asked for a 70% average on all reports and papers. The extra time I spent learning from teachers and professors only had a small impact on my work. This extra time should be used to get the best results. One of my teachers said that I needed more practice, not opportunity. The changes in the amount of practice needed were not implemented in a viable way because the results were not acceptable.

Getting practical experience in any field is essential and crucial to success. In my spare time I wanted to work with a small service to gain experience and practice in this area to help the hypothesis be learned in class. This progress was made in part because I was unable to work in my field. The work I was able to do was in the health care industry, which is not ideal for testing the skills I learned in college. I really wanted to invest more energy than the experience was

worth. However, in my next trimester, I will certainly include more opportunities to find a suitable job, so that I can gain experience in the ideal field and the ideal job.

Overall, I found that I have some potential that I haven't used. Before, I couldn't find time to practice more than in class, but I didn't work as well. I discovered that I can continue to “more holistic life” and more without changing the time I spend studying. With this arrangement, I was able to imagine what needed to be accomplished and how to do it. I discovered that my terrible demonstration in school was a side effect of almost zero practice.

Conclusion

There is no doubt that employees with a decent degree will prolong the initial phase because a decent degree helps employees open the door to a new type of social work - in any case, a degree is not enough, employers need to widen their horizon in terms of different types of skills, they need employees who will benefit from the organization and leave it invincible in times of fierce competition. As a result of extensive research, I have summarized several types of skills that health care facility typically needs to have in order to maintain sustainability within the premises. In addition, I conducted an individual SWOT survey, which depended on skills and self-esteem in online work, and an actual meeting, which led to a gradual self-awareness.

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Appendices

3 Techniques for paraphrasing

(a) Changing vocabulary by using synonyms:

argues > claims/ eighteenth century > 1700s/ wages > labour
costs/ economise > saving

You not attempt to paraphrase every word, since some have no true synonyms e.g. demand, economy, energy

(b) Changing word class:

explanation (n.) > explain (v.) / mechanical (adj.) > mechanise (v.) / profitable (adj.) > profitability (n.)

(c) Changing word order:

... the best explanation for the British location of the industrial revolution is found by studying demand factors.

> A focus on demand may help explain the UK origin of the industrial revolution.

4.1

FOUR WHEELS GOOD

The growth of the car industry parallels the development of modern capitalism. It began in France and Germany, but took off in the United States. There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production. In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company. After the Second World War the car makers focused on the styling of their products, to encourage more frequent model changes. From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully. At the same time, trades unions became increasingly militant in defence of their members' jobs. Today the industry owns some of the most famous brands in the world. However, many car makers are currently threatened by increased competition and saturated markets.

5 Practice exercise: Synonyms

■ Find synonyms for the words underlined.

(a) The growth of the car industry parallels the development of modern capitalism.

Example: The rise of the automobile industry matches the progress of contemporary capitalism.

(b) It began in France and Germany, but took off in the United States.

(c) There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production.

6 Practice exercise: Word class

■ Change the word class of the underlined words, and then rewrite the sentences.

(a) In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company.

Example: In the 1920s, with help from the managerial theories of Alfred Sloan, General Motors dominated the world's car companies.

(b) After the Second World War the car makers focused on the styling of their products, to encourage more frequent model changes.

(c) From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully.

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(a) Changing vocabulary by using synonyms:

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How do I reference specific types of resources?

1. Books and e-books

Most references to books should adhere to the following general format. Elements may vary slightly. Specific examples are provided.

In-text citation:

(Author's surname, year of publication, page number)

(Smith, 2016, p. 5)

Reference list / Bibliography:

- Author/editor
- Publication year (in round brackets)
- Title (in italics)
- Edition (if relevant)
- Place of publication: publisher

Smith, E. (2016) *How to improve your research project*. 2nd edn. Plymouth: Kiln Press.

As print and electronic books are virtually identical, there is no need to indicate whether or not it is electronic unless the electronic version is not an identical version of a print publication.

1.1 Book with two or three authors

(Phillips and Renton, 2012, p. 54)

Phillips, E.O. and Renton, P. (2012) *Teaching mathematics today*. Reading: Canalside Press.

1.2 Book with four or more authors

(Morton *et al.* 2014, p. 37)

Morton, A.C. *et al.* (2014) *Walking and learning*. Swansea: Sandpaper Press.

1.3 Chapter within an edited book

(Hardy, 2015, p. 53)

Hardy, P.T. (2015) 'Outdoor play and how it can help learning', in Walker, E. (ed.) *A new approach to teaching in the primary school*. London: Todcaster and Frome.

1.4 Book without an author or editor

In this case you would use the title rather than the author. When listing in the reference list and/or bibliography you would list it alphabetically but by its title.

(*How to make an impact*, 2009, p. 1)

How to make an impact (2009) London: Avery and Perch.