

Module name: ACADEMIC AND EMPLOYABILITY SKILLS

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Introduction

Employability is considered an aspect of the undergraduate level of study, which has potential to be overlooked with delivery in favour to introduce concept in second and third years. From the University of Wales, it is being presented an approach to introduce the students towards employability in their first year. It may also take a skill approach, which would embed delivery into certain schedules of workshops and lecturers for the module. Thus, the task will concentrate on how the learning module has helped me to develop my academic and employability skills. This will be concentrated mainly on the skills gap, and it will suggest me to develop the gaps. Further, Reflective cycle developed by Gibbs has been implemented to demonstrate the development of the information and data regarding employability skills (Rasul *et al.* 2013). The factors that are influenced in the reflective cycle developed by Gibbs are as follows: *description, feeling evaluation, conclusion and action*. It has been seen that the development of the reflective cycle would help to assess the experience and information that individual can acquire by evaluating a specific subject. These factors or stages have helped to evaluate a specific topic that the individual has been dealt with in response to development.

Description

Most colleagues are quite aware of the skills, which employer seeks while recruiting graduates. It may comprise of critical thinking, oral communication, IT skills, teamwork and problem solving. Often, the development of these skills could be embedded in courses where students may fail to value them or relate with employability perspective. According to Brewer (2013), some of the new initiatives have also increased wide emphasis to encourage student to embed the skills by developing major activities, for being employment-oriented. In my perspective, work placements may act as way to help students for developing their work associated skills to be regarded as potential employers. *For example*, those students that would be returning from industrial placement could have gained large experience due to wide diversity in placement experience. Employability skills also try to work on gaining employment, and it contributes to my career with personal development skills. As a part of employability, the learning module has lot to do for me, while I am working in my career. For the part of the module delivery, employability could be analysed through lectures, and assessments.

In case of lectures, it will introduce me the basis of teaching and learning with wider literature. It involves the pedagogical implications, and approaches that may work meaningless to students. For this case, it is decisive to present employability for the students first time, so that the concept has to be evocative, relative and active (Rasul *et al.* 2013). This should also have diverse potential and

background for the future. For my employability profile, I have considered my aspect of personal life while undertaking the degree study, at University of Wales. The profile that I selected could help me to encompass attributes, skills, interests, ability, values and personality. Rasul *et al.* (2013) have discussed that today the present reality for the graduate job market has limited history of graduates that go into the jobs directly. Even from my viewpoint, I do believe that understanding attributes and own skills could apply to a situation, but the key aspect is that skills developed could be transferred to other area of academic, social and work situation. Principally, this also adds in building a proper CV that will have attributes to attract the recruiter of any organisation (Brewer, 2013). Thus, it is important that the personality traits would be required for the candidate, as it would help the potential employers to understand whether the candidate is suitable or not. *For example*, a MBA degree may offer openings to wider range of careers but it is possible to gain relative skills that may be relevant towards work experience. I am also being encouraged to understand and know statements such that they have awareness and capability to apply the skills being developed over the course of the study. As lecture builds on previous weeks, it also tries to explore benefits while reflecting my employability development and own skills.

As a part of management degree in University of Wales, students are also provided with a critical reflection on skill development may be in the form of essay. According to Fallows and Steven (2013), it is asserted that a critical evaluation of skill development could focus on 1-2 skills, which may be developed as a crucial part of the module. Developing the skills will work as a key facet in future work. If it is appropriate, it is evident to link skills that are being developed to a possible career, considered for future. Certain guidance notes are being provided through virtual learning environment that is based on workshops (Pavlin and Svetlik, 2014). On a whole, the reflecting writing might be submitted to show students in developing a deeper phase of understanding towards employability. It is also being witnessed that students sometimes fail in attending to sessions regarding employability, as they do not find the value of their academic career.

Feelings

I feel that as a part of my module from University of Wales, I could be asked to give a feedback on the aspects, which I liked the least, the most, and give option to provide more comments. It is that area where my responses could be associated to employability aspects of skill development. While typically students while enjoying their capability for choosing own topics may undertake an independent research. In my perspective, I feel that my module teaches those skills that may be done in 2nd or 3rd year time in my university. Others may also dislike focus on employability that has no relevance to any certain job. Clearly, in my management study, I was allowed to develop my analytical and research skills, as it offered me an opportunity for expanding my ability of

presentation, time management, leadership and thinking skills. No matter what could be the strengths of an individual may be there could be something effective to gain because of a broad nature of results (Lerman, 2013). The module has also enabled me in progressing to be a graduate, which I could apply in my future career towards a good job. I also have acquired by considerable career pathways, where I may analyse strengths because of range of tasks, including presentations and group work. There is also a recognition that could be delivered through lectures, as it may be useful to students while they are exploring plans beyond graduation.

It may be acquired that there are possible skills gaps in academic and employability skills. As it is being asserted that, a degree is not enough for graduates. It is evident that recruiters at present are looking for job-specific skills that will prove academic excellence. This will look in case the candidate opts for creativity, teamwork, adaptability and communication (Cottrell, 2015). Based on trends, it is also being recommended that soft skill programmes in academic area could embed in the formal education. This is where students could be encouraged in practically applying their concepts on what is being learnt in overall (Collet *et al.* 2015). Like, University of Wales has to encourage the students, so that they can acquire good knowledge with continuous learning area. Moreover, it is prioritised that a self-assessment would be effective to set priority, in order to work with a vision and approach.

Evaluation

It could be evaluated that a relative approach could be evident to introduce students towards the employability, during first year in University of Wales. In taking up a skill-based review, it is quite effective for any content that is need to be delivered to students who are pro-active to develop an idea regarding future career. It would also allow others and me in finding own way towards employability, so that it can give thought-evoking questions for considering range of resources (Calonge and Shah, 2016). While it also offers, opportunity in experiencing the pathway of reflective writing that is supported by the environment. In considering passions and the dream jobs, like me, and other students has to be given a chance of considering and exploring, what they want to work in future. Such area embeds the nature of employability that allows students to see it, as a part of learning experience. For being bolted on ad-hoc fashion, this could be relatively stranger at certain area of instances (Gowsalya and Ashok Kumar, 2015). I believe that the employability works as a key aspect of my experience, which may be overlooked by me, when it is being perceived by afterthoughts, or a sales pitch to work for other university departments. I believe that in having an embedded employability, I can acquire value towards my learning experience. Just by incorporating certain element to an assessment with development of skill, it will allow me to

gain experience of writing job applications, CV, or other assignments that form base to build my further employability aspects towards a delivery course (Smale and Fowlie, 2015).

It is also quite effective that exploring my perception of my own skill need will be effective, on what employers actually need (Rowe and Zegwaard, 2017). Likewise, it is possible for acquiring the gathered information in the delivery for employability aspects during my university module. While the results gathered at the end of my module will show me, what I have developed during course of research project, or what I have understood to develop. From *Schon's reflective writing theory*, it may be interpreted that knowing on action is adapted with experience, thinking what I should do during my career and acting straight (Misra and Khurana, 2017). In case of reflection in action, it intends about thinking about something that has just happened. *For instance*, if you are in a lecture, it may keep distracted by thinking on what to have during lunch! One has to decide in start making some notes of key points. Lastly, in case of Reflection on Action, one may notice sometime, after a lecture on what has been covered (Saunders and Zuzel, 2010). During this, it is important to find a lecture topic in advance, and then write questions to be answered. It is possible to file any type of handouts and lecture notes realistically. However, a basic structure of lectures when it is tailored to idiosyncrasies of diverse discipline leads to a good career path of effective teams during academic career.

Conclusion

It could be concluded from the *Gibbs Cycle of Reflection* that includes description to decide the event, situation, and activity without drawing conclusions. It has to be noted that other people could be included in a situation only. Likewise, feelings are event triggered to identify the thought or the event being descried. It is that phase where the emotions may not be evaluated or being judged. During module, the feelings have helped me to encourage questions by coaching them. The last two steps are analysis and conclusion that would be defined with the role of skills gap in employability. However, the overall area of skills gap in employability and academic skill set evaluates employability as per the market standards. Towards my personal area, I also have to come up with a deeper area of understanding that could reflect on my employability profile.

Action plan

The action plan has to be achieved in a period of 3 months.

Objectives	Achievements	Duration
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To increase my verbal communication	This would be done by communicating well with my fellow mates, so that I can gather good teamwork and area of academic excellence.	2 months
To develop an initiative where I can acquire self-motivation for me	It could be done by taking motivation guidelines from university or the module or gaining something effective from internet	3 months
To work mainly on written communication	This will be done by gaining good evidence by preparing assignments, or gathering notes of the lectures during the class.	3 months

Table 1: Action Plan

(Source: Learner)

References

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