

ACADEMIC AND EMPLOYABILITY SKILLS (ACE)

BMSW 4001

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Introduction:

This assignment focuses on reflective learning, reflecting on recognized models of reflection for example, The Gibbs cycle. Using the four topics of problem solving, digital skills, effective team working and communication and academic and employability skills I had to reflect on my own academic skills. I gathered a lot of knowledge and information from Term one and was challenged with the question, why do I want to do this course. I knew I wanted to do this cause because of the passion I have to become a social worker and help others who need support. Within this report I will tell you of my journey and how the quest to become a social worker began.

Topic One: Reflection

Reflecting from February 2019, going through my Moodle reading and studying, I have gained a lot of knowledge. When I started university, I was very worried about my ability to keep up with the course and reach deadline targets, as I had not studied in years.

I was worried yet optimistic, this was a new challenge and I knew that this would be a personal growth for myself. I began to enjoy my learning especially when I started studying my first Personal development Plan (PDP). I put a plan in place where I wrote down all the things I wanted to do for the future, making Social Work a priority as this is what I intend to become.

I completed goals and achievements, including having a placement within a Social Care setting where I can gain work experience while studying. I attended an interview for my placement in which I was successful, however due to Covid-19 my placement was put on hold.

Due to the Covid-19 pandemic lockdown, this created the opportunity of reflection where I was able to have a lot of thinking time and really put things in perspective, analyzing what I wanted for my future. Social Work was predominantly my focus however I also wanted to own my own business. With self-analysis I realized I need more confidence and focus to achieve my goals and dreams; however, I intend to study my course for three years and come out with my BA Honor's to become a top Social Worker. Within my reflection I had to look within myself and acknowledge my SWOT (Strength, Weaknesses, opportunities, Threats) process.

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SWOT (Strength, Weaknesses, opportunities, Threats)

I found my SWOT interesting, because it helped me to identify all areas of self-development, I therefore started to reflect.

1. **Strength:** SWOT helped me to identify that I am an honest person, caring, with good communication skills. I am a people person and have a lot of empathy for people. I have excellent leadership skills and help to motivate others, as a team player I am extremely helpful and considerate, and I can understand and solve conflicts. I am confident and very good at planning and organizing, with transferable skills.
2. **Weaknesses:** I am not particularly good at public speaking, as I can be shy in public places at times. I recognize the need to be more confident within myself and the fear of failure. I am very empathetic with regards to other people's emotions and try extremely hard not to let my emotions take over. I am confident I will pass the three-year course in Health and Social Care as I am able to recognize and understand my weaknesses and develop them.
3. **Opportunities:** I Love to develop and help others, that is why I have taken the opportunity to study my Health and Social Care course. I am an incredibly good team player and love to encourage others to become their best., I am particularly good at listening, and communicating.
4. **Threats:** Due to my lack of confidence with public speaking this may appear as a threat as further down the line in my career, I may need to do presentations and whole group training. This leaves me open to a vulnerability in which I need to improve.

Now that I have analyzed my SWOT and I am positive of who I am and know what I really want to do. Having a love to help and support people, being aware of my vulnerability and improving on them makes me know this is the right journey for me.

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The Gibbs Cycle.

As I reflected on my career Journey, I reflected on the six different stages of the Gibbs Cycle. Gibbs reflective cycle was great at helping me to make sense of my experience.

1. **Description.** I am currently Studying for a Certificate of Higher Education in Health and Social care. It is a three years course, at the University of Wales Trinity Saint David, in which I will achieve a BA Honors in Health and Social Care.

I am currently working part-time as a Service Manager for Tesco's. I manage and organize flexible shift work for over 70 staff. I lead a team of 4 who I also delegate job roles too. Part of my Job is to ensure that myself and my team achieve excellent service, and stay customer focused. I solve customer complaints and ensure staff are treated fair, and sort out conflict within my team. I am also in charge of all legal training to ensure we are meeting all legal standards.

2. **Action Plan.** I have a personal Action plan in place that I am currently working on. This plan was in place from term one's PDP and I am still using my PDP as I find that it helps me to know what I would like to accomplish. My plan is to continue to achieve my goals and to pursue my work placement and get back into training. I have sought one advice with a Social Worker in the Haringey borough, where she will be helping me to find another placement.

3. **Feelings:** I am optimistic about my future and very anxious to complete my Course. Sometimes I get a little stressed and wonder if I can study for three years; however, I do not intend to give up as this is my passion. I found the online lesson and not physically attending in class lessons a little hard as I would prefer to be in class interacting with my tutors and classmates.

It can sometimes be frustrating when I do not quite get the full understanding of a subject discussion and find I must go back and read my Moodle again, to understand. This Covid-19 has changed so much around me that, there are times I feel like giving in. However, I will not give up and I will ensure that I complete my three years within this field.

4. **Evaluation:** Being a leader in my current job allowed me to come across many situations in my field of work. I must solve problems, and I take responsibilities for other staff members. I must make decisions which some staff might not like or appreciate. For Example, where staff

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keep using their mobile phones on duty, I would have to make the decision that all mobile phones must be locked away and hidden within lockers. This is a company rule and the staff do not like it as they believe their phone is an essential tool for them.

If staff are caught with a mobile phone, they will get a warning. This approach often solves the situation as staff must have a valid reason for their phones to be on them.

Heresy, Interviewing John R. Schermerhorn (1997) highlighted the question, through the models and theories training can leaders become more effective leaders in different situations? My answer to this is yes, because, through my own personal training I have received models and theories that have contributed to making me an efficient and effective leader.

5. **Analysis:** I have questioned if some of the decisions I made through my leadership have helped me? Has it affected my job as a leader? Have I been fair? Have I treated all staff the way I would like to be treated? With these questions, I can analyze my SWOT and confidently answer yes.

I would say I am a good leader. Through my exercise I can resolve conflicts and make decision outcomes that would not harm or implicate anyone. Making decisions enables me to place myself in other people's shoes and understand why and how it has, or would have an impact on them. Some decisions can lead to a disciplinary where the person in question would understand and know the reasons for this.

6. **Conclusion:** In all my Gibbs Cycle reflections, I have concluded that I am more of a positive person. I have made some good positive decision, advising others to change their perspective and view things positively. Being a good leader entails, you must always place yourself in someone's shoes and lead by example, I am not perfect however my motto is treat others the way you would like to be treated. I do try to make my decision more positive than negative.
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Topic Two: Paraphrasing

With reflection, Paraphrasing has helped me to understand how to phrase words and put them into context, where I use nouns, synonyms, and objectives. It also helps me write in my own words and use my own paraphrase

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Topic Three: CV Writing

CV writing was given as a class exercise; I was able to compose a cover letter attached to my CV, the cover letter was addressed to Mr. Thomas regarding a vacancy that was advertised. In my letter I explained my skills, how many years and experience I have, and how much staff I was managing. This letter focused on my Objective, Experiences, Skills Education, and work as a Volunteer Administrator. I also included my Email address and telephone number. My CV and cover letter have also explained my flexibility and my Referable skills.

Topic four: Development skills:

My Developmental skills have enabled me to grow and develop more, it has made an impact on my learning as I have learned new things, and with my experience within my career, I am able to review, analyze, research, and write a report regarding my learning.

My Development skills have enabled me to communicate and work more effectively, it has directed me towards a higher goal in achieving what I want to do. Using the 6 Gibbs Cycle model, I can identify where I have developed and put into place my PDP.

I have a structured PDP Action plan that aids both my online learning and my learning development. This helps me to adapt towards changes and acknowledge how important integrity is. I can problem solve and with transferable skills I am able to move forward in developing myself and others.

Metrology:

During the Covid-19 pandemic, we were doing an online study on reflection. We then had to do an online learning where we had to sign into our lectures, this is called Virtual learning. We had gone into Moodle to access our lesson; this had given me a new insight into a new way of learning. We then read up on our Moodle which reflected this assignment. I then read Gibbs' reflective cycle which helped me to understand myself. Doing the online classes made me realize

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how important it is to interact with others. The comparison of journeying from in class lectures to online lectures made me aware that I can adapt to any changes.

Analysis:

I have reflected on all my journey and development in which I have come a long way, I have gained a lot of experiences and I am able to look within myself and analyze who I am. I have read up on Moodle and read the task description. My academic progress is growing and developing more. This reflection taught me to look within myself and achieve more. From the beginning of my journey in term one to term two I have gained more knowledge and understand the way forward in learning and development.

Conclusion:

From the start of my journey to the present I have reflected on my experiences, knowledge, my strength, opportunities, and threats. I am now able to place this reflection within the Gibbs Cycle as this has helped me to identify who I am and made me realize I am on the right part towards my career.

With transferable skills, I can be what I want to be. I can identify my strengths with good communication skills and my Weaknesses whilst adapting to any giving situations.

References

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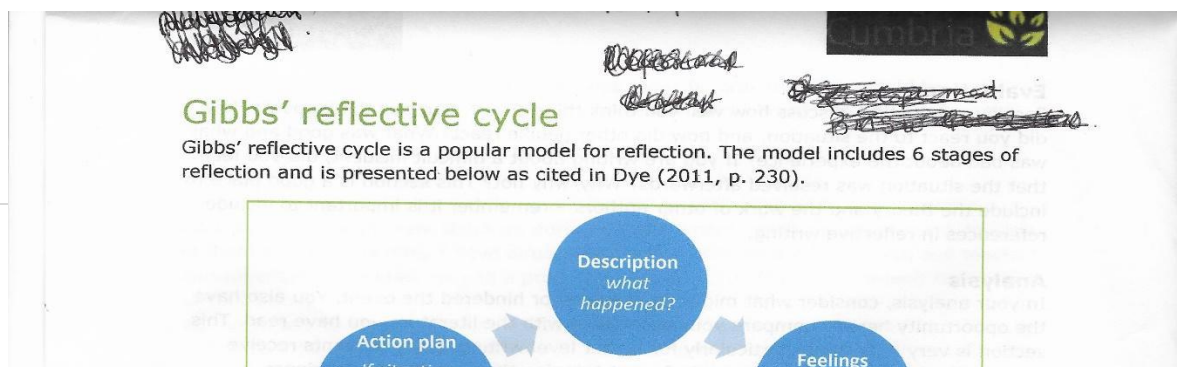
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Appendices



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Evaluation

For your evaluation, discuss how well you think things went. Perhaps think about: How did you react to the situation, and how did other people react? What was good and what was bad about the experience? If you are writing about a difficult incident, did you feel that the situation was resolved afterwards? Why/why not? This section is a good place to include the theory and the work of other authors – remember it is important to include references in reflective writing.

Analysis

In your analysis, consider what might have helped or hindered the event. You also have the opportunity here to compare your experience with the literature you have read. This section is very important, particularly for higher level writing. Many students receive poor marks for reflective assignments for not bringing the theory and experience together.

Conclusion

In your conclusion, it is important to acknowledge: whether you could have done anything else; what you have learned from the experience; consider whether you could you have responded in a different way. If you are talking about a positive experience...discuss whether you would do the same again to ensure a positive outcome. Also consider if there is anything you could change to improve things even further. If the incident was negative...tell your reader how you could have avoided it happening and also how you could make sure it doesn't happen again.

Action plan

Action plans sum up anything you need to know and do to improve for next time. Perhaps you feel that you need to learn about something or attend some training. Could you ask your tutor or placement supervisor for some advice? What can you do which means you will be better equipped to cope with a similar event?

Using Gibbs' reflective model in reflective writing

The following text is an example of a piece of reflective writing, following Gibbs' model. The task was to write a reflection about an incident which occurred during the first few weeks of a teaching placement (1000 words). Please note that the references used are fictional. If you are not a student teacher, use [OneSearch](#) or your [subject resources pages](#) to find resources that explore reflective writing in your subject discipline

Description

I am currently on a teaching practice placement in an adult education college in the south-west of England, learning how to teach GCSE maths to various groups of adults. As my placement is in the early stages, I am mainly assisting the class tutors and have just started planning and delivering a small part of each lesson. The incident occurred in an evening class during which I was due to deliver my very first session. The class tutor had been teaching the learners about fractions, and my task was to continue with this instruction, looking specifically at how to multiply two fractions. However, when I was due to teach the session, I got to the whiteboard and became so nervous that I struggled to speak to the group. I felt myself visibly shaking and was unable to articulate my first sentence coherently. The students were quite understanding, as they are all mature students who are aware that I am new to teaching and am nervous, but the

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class teacher was unsympathetic and responded by taking over the lesson whilst I sat at the back of the room trying not to cry. I left the session as soon as the class was over, and did not speak to anyone.

Feelings

I felt extremely miserable at the time and even considered leaving my teacher training course. I was also embarrassed and upset by my own inability to speak in front of the group, but I was also extremely angry with the class teacher for her response in the presence of the learners. I felt afterwards that she had not given me sufficient time to compose myself, and that she should have allowed me to address my nerves. The situation left me very distressed and I rang in sick the following week; it was only when I reflected on the experience that I decided I needed to speak to the placement supervisor. I also realised later that feeling nervous is a natural reaction to speaking in public (Jones, 2000) which made me feel less embarrassed.

Evaluation

At the time, I did not feel that the situation had been resolved at all. I very deliberately left at the end of the class without speaking to the class teacher or the learners. However, after speaking to a fellow trainee about his own experience, I felt much more positive. I realised that everyone feels nervous before their first few classes. This is clear in the relevant literature, as Greene (2006, p. 43) points out, saying that nine out of ten new trainee teachers found their first session "incredibly daunting". It appears that most trainee teachers have moments of being "tongue-tied" and "losing their way with the lesson" (Parbold, 1998, p. 223).

Analysis

The situation was made worse by both my own actions and those of the class teacher. I feel that I should have stood up to her, rather than letting her take control of the lesson, and that I should have spoken to her immediately after the lesson about how I was feeling. Dealing with situations like this immediately is preferable, as Cooper (2001) points out.

Instead, I spoke to my placement supervisor several days later, and did not see the class teacher again until a formal meeting consisting of myself, the teacher and the supervisor. Daynes and Farris (2003) say that, by not dealing with situations immediately and personally, and instead taking it to an authority figure, the situation can be made worse. The class teacher could have felt that she was being "ganged up on" (Thomas, 2003, p. 22), which could lead to future problems. The teacher's actions also made the situation worse, because she did not give me time to overcome my fears and she deliberately embarrassed me in front of the class. She claimed that she had thought she was helping me to overcome my anxieties, but I do not believe that to be the case. However, as we only spoke about the incident over a week later in the meeting with the supervisor, she rightly argued that I should have said something to her at the time.

Conclusion

In retrospect, I would do several things differently. I should have spoken to the class teacher immediately after the session and voiced my opinions. I should also have been more assertive by advising the tutor that I could continue with the lesson. However, the incident made me realise the importance of building up a relationship with the teacher, a skill that Jackson (1999) stresses as fundamental to a successful placement. I feel that, had I developed a professional relationship with the teacher in the preceding weeks, I

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would have been able to explain how nervous I was beforehand. This would have provided the opportunity to discuss strategies for dealing with nerves and perhaps the incident could have been avoided entirely.

Action Plan

In future, I will ensure that I build up a relationship with colleagues. I am working alongside several different teachers during my placement, and I intend to speak to each of them about my nerves. I have already had a beneficial conversation with one teacher and together we have developed a programme of team-teaching for the next few weeks so that I do not feel so pressurised. I plan to do this with the other class teachers, as it will help them to understand how I feel. I also need to speak to my fellow trainees more often about how they feel, as I think I will be able to learn from them. In terms of training, I have booked onto a presentation skills workshop at University, and intend to follow it up by attending the practise sessions afterwards. This experience has made me realise that I need to gain more confidence with presenting and I feel addressing my presentation skills will help me to do this.

Extract adapted from: www.salford.ac.uk

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CHARMAINE ROACH

9 Sojourner Truth London E8 3NX ·
Charmsine1379@gmail.com

Mr. Thomas
The Cambian Group
Yeovil, Somerset
United Kingdom

Dear Mr. Thomas

I would like to apply for the current Vacancy as a support worker that has been advertise on neuvoo.co.uk

I have attached my CV to this this cover letter. I have 22 years of experience dealing with young people also the elderly. the position is fulltime which suits me as I am very flexible. I am very dedicated and committed, I have transferrable skills as I have been a manager managing over 70 staff. I do believe that young people and every child including adults has the right to achieve their personal best.

In my current roll as a manager I have bee responsible for dealing with staff who has difficult behaviors, I also solve problems, communicate, team player, meeting deadlines, being efficient, hold meetings, dealing with accounts and more skills I can bring within this field of work, I have also taking a course on how to deal with conflicts.

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I do enjoy training and have develop other to achieve their golds. I find it rewarding where young people and adults grow to improve their live. I do believe in values and treat others as they would like to be treated.

Yours sincerely
Ms. Charmaine Roach

C. Roach.

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CHARMAINE ROACH
 CUSTOMER SERVICE MANAGER

OBJECTIVE

I am a determined individual and a proactive team member delivering an efficient and effective administrative and customer service. I can communicate with a variety of different people, delivering diverse customer needs and requirements. I have strong work ethics and welcome the opportunity for career growth.

SKILLS

- Knowledge of I.T Package (Microsoft Word, Excel, Database etc.)
- Problem Solving Skills
- Confidentiality
- Providing Excellent Customer Service
- Providing Administrative support

EXPERIENCE

CUSTOMER SERVICE MANAGER • TESCO • FEBURARY 1998 – AUGUST 2019

- Cash Handling
- Customer Service
- Home Visits
- Staff Counselling
- Health and safety training
- Legal Training for the Workplace

VOLUNTEER ADMINISTRATOR • SERENDIPITY SOLUTIONS • 3RD AUGUST 2019 – PRESENT

- Updating, Maintaining and File keeping.
- Administrative duties including faxing, photocopying, telephone enquiries.
- Working with confidential information.
- Attention to detail for identifying personal documents
- Maintaining high standards of customer care, providing a pro-active quality service in order to meet customer need.

EDUCATION

CERTIFICATE OF HIGHER EDUCATION IN HEALTH AND SOCIAL CARE LEVEL 4 • PRESENT • UNIVERSITY OF WALES TRINITY SAINT DAVID

- Academic and |Employability skills
- Effective Team Working and Communication
- Digital skills and research methods
- Problem solving and decision making
- Professional Career development
- Psychology for Health and Social Care

VOLUNTEER EXPERIENCE OR LEADERSHIP

I have organized charity events at work which involved working with charity organization such as Cancer Research, diabetes, food donations, alzheimer's and Mind. I currently volunteer my time working with the elderly for an organization called Serendipity.



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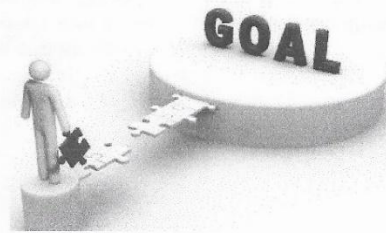
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Step 3: Creating a plan

Deciding on a plan of action to get from here to there.

Make concrete plans:

- ❖ Define what you need to do
- ❖ Define when and how you will do it
- ❖ Be specific about your milestones
- ❖ Plan review points



Adapted from: <http://www.youtube.com/watch?v=VLTcm63n10I>

Personal Development Plan

	Short-Term Time Frame	Mid-Term Time Frame	Long-Term Time Frame
	What do I want to accomplish in the next three to six months?	What do I want to accomplish in the next six months to two years?	What do I want to accomplish in the next two to three years?
Section 1 - My Goals What are my overall goals that I want to accomplish in this time period? <i>Example: become a Student Affairs Officer; learn computer graphics</i>	My goal is to pursue my career within the social work sector. Becoming a social worker and confident in what I have done and achieved with digital skills and how to use soft wares	The next six months to two years: Fully trained and qualified as a Social Worker working with young people also the elderly Fully trained on digital skills, and soft wares.	Next two -three years a fully qualified as a social worker with BA Honours. Also trained and teach others, own my business and be successful. Fully qualified and own my business.

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Skills and knowledge to be developed What specifically do I need to learn? What project do I need to work on? <i>Example: Student advising; Banner; Dreamweaver; develop a procedures manual</i>	Skills I need to work on Communication Self-Awareness Perseverance Active Listening Organizations Enable me to use the web site more, researches, and confident in using the tools required.	Working in a social worker environment where I am helping and supporting young people and the elderly. Able to be create a web site or my company, being creative and complete my digital skills & research methods.	Be able to run my own Company and designed Own logo Able to publicise my own Business and designed my Company logo
Section 3 - Next Steps How am I going to acquire the skills and knowledge? How am I going to do this project? <i>Example: take Dreamweaver class; do an informational interview; set up a project outline</i>	Work replacement to gain more knowledge and experience. How to turn my Ideas into Reality	Fully Knowledgeable and well informed, have a plan in place. Being consistent in my studies. To be very creative and complete my digital skills And Research Methods.	To Transfer all my skills and knowledge my staff Also training and developing others. Fully able to have my own Apps and Company Logo

Adapted from: <http://www.hr.ucdavis.edu/sdps/forms/IDP%20Final%2010.14.11.pdf>

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	Short-Term Time Frame What do I want to accomplish in the next three to six months?	Mid-Term Time Frame What do I want to accomplish in the next six months to two years?	Long-Term Time Frame What do I want to accomplish in the next two to three years?
Section 4 - Resources What resources do I need? Example: free time; funding	complete And my Assignments. Academic and Employability skills Project status Problem Solving Student finance	Complete my first and second year in Certificate of Health and Social care level 4.	Complete my Certificate in Health and Social Care with BA(Hons) with a Top Highly Top. rated job.
Section 5 - Time Schedule What is my time schedule?	one year. 17 February 2020	one year.	~~three years~~ one year.
When will I start?	17 February 2020	Two years	Three years
When do I expect to finish?	17 February 2021	three years	three years
Section 6 - Completion When have I completed each step?	☐ _____ Date ☐ _____ Date ☐ _____ Date	☐ _____ Date ☐ _____ Date ☐ _____ Date	☐ _____ Date ☐ _____ Date ☐ _____ Date

Adapted from: <http://www.hr.ucdavis.edu/sdps/forms/IDP%20Final%2010.14.11.pdf>