

Academic and Employability Skills - Report and reflection of the learning

Luca Oreno (1906225)

Academic and Employability Skills (BMSW4001)

University of Wales Trinity St David, London

Lecture : Tim Hopkins

Contents

<u>1 Acknowledgements</u>	3
<u>2 Abstract</u>	3
<u>3 Introduction</u>	3
<u>4 Methodology</u>	3
<u>5 Results</u>	6
<u>5.1 Case Study One</u>	6
<u>5.2 Case Study Two</u>	7
<u>5.3 Case Study Three</u>	7
<u>6 Discussion</u>	9
<u>7 Conclusions/Recommendations</u>	9
<u>References</u>	

1 Acknowledgements

The thanks are the result of a shared path with several people who took part in contributing to the development of a job, at the moment I could list many people, but I think it would be right to give credit to the *UWTSD* for giving us the opportunity to continue to study in comfortable and functional conditions, despite the fact that this year was really anomalous and full of obstacles not wanted by the human being, but of life itself and of phenomena that we are not able to manage.

2 Abstract

A reflection of experiences of learning various skills and knowledge I have encountered through the ACE module related employment, education, and other activities and how this could help me to develop my personal point of view regarding many different topics that I have learned during the first and second term. This includes various aspects of reflection and how fundamental they can be, a brief review of *Time Management* studied in the first term and then discussing how to create a *Curriculum Vitae* and *Cover Letter*, continuing with the analysis of *Reflective Writing*, how to use *Critical Thinking* and then conclude with the development of some confidences to face an oral *Presentation*.

3 Introduction

This report will show the analysing in depth the use of *Critical thinking and writing*, discussing the topics I have studied in both terms, with the aim of establishing what I already knew and what I have extended to my knowledge also in different fields.

4 Methodology

During the second term, I have studied reflective thinking and how important it can be when analysing a conversation, or when any type of event occurs. Reflecting is a very important process that our brain does automatically, but like every action that our body generates automatically, it must be controlled, managed and it would be good to clarify that in the

academic context, reflective writing is the evidence of reflective thinking, look back at something that happened makes us remember better and helps us to analyse, considering different points of view.

Having different opinions does not make us futile or brainless, but we do have the opportunity to make different choices. It is obvious that everything that we then reflect, in the academic context must be written and therefore I am going to discuss three different methods that I have deepened and that have facilitated me in seeing different perspectives on events that have happened and therefore I have generated a different way of interpreting actions , things, and events throughout life.

“Learning is the process whereby knowledge is created through the transformation of experience (*Kolb, 1984*). Starting with this interesting quote, it makes you understand exactly what I am going to discuss and at this point I would like to devote attention and briefly describe who *Kolb* was and introduce his method. Agreeing to the very latest neurobiological studies, our brain develops ideas, perceptions, and connections much quicker if he is forced to put them into exercise, (*McLeod, 2017*). His method is based on the theory that learning is a cycle (*Watson, (2019)*) . It is divided into 4 chronological stages:

- concrete experience
- reflective observation
- abstract conceptualization
- active experimentation

During the concrete experience, the members practice skills, abilities and knowledge through actions, and simulations. The reflexive observation phase, is based on monitoring, reflecting, and construing the sensations and behaviours that appeared during experience through debate and brain storming. The reflection is supported by the phase of abstract conceptualization, which intends to produce structure of concepts and skills by expanding them to external situations, both job and individual, through simulations, lessons, and graphs. Lastly, during

active experimentation they arise the knowledge and skills acquired in new conditions through simulations, surveys, case studies and seminars

Continuing will found *Graham Gibbs*, is an *Oxford University* professor who introduced his reflection cycle in his 1988 work "*Learning by doing: A Guide to Teaching and Learning*". (Gibbs, (1988))

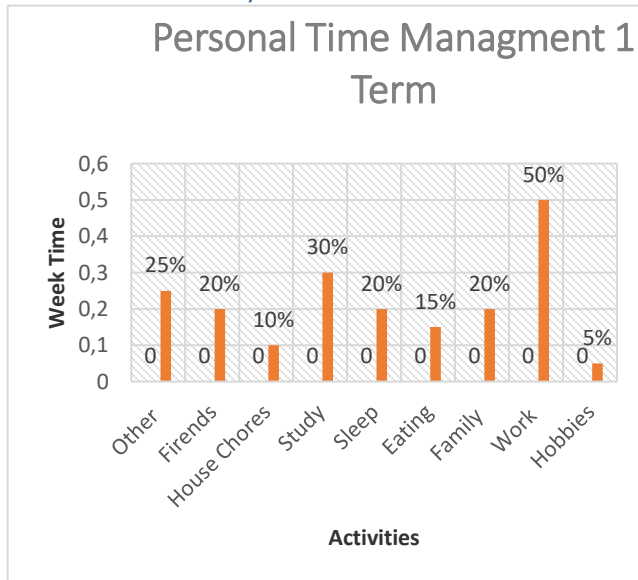
1. Write a description of the event.
2. Write down what you felt during the event.
3. Write an evaluation of your event.
4. Write down your analysis.
5. Write down a conclusion.
6. Write an action plan.

Finally, the Driscoll reflection model is one of the simplest. It was created by *Driscoll* in 1994, and then made various changes in 2004 and 2007. Basically, *Driscoll* studied the three stem questions that *Terry Boston* initially asked in 1970, they were: *What? So What? Now What?* (*libguides, 2020*). The first phase (*What?*) will contain the explanation of the main event. *Questions such as: What happened? What did you see, what you did, did you have a reaction?* The second phase (*So What?*) that is going to produce an analysis of the accident, at this point is really important that we are able to do a very reflective analysis. The main questions that will arise here are: *What are you thinking now? Did you notice any differences and, if yes, can you explain why? What was the effect of your reaction? There is any constructive aspect that emerged from the situation? What are the main reasons why you feel different from other people?* And finally (*Now What?*) *That is going to show future actions after the occasion of the problem or experience. Setting the new learning from that experience into practice raises questions like: What are you going to do in the situation? What will happen if you do not change anything? What could you do differently if you were to face a similar situation again? What are the best ways to get information about the situation if it recurs?*

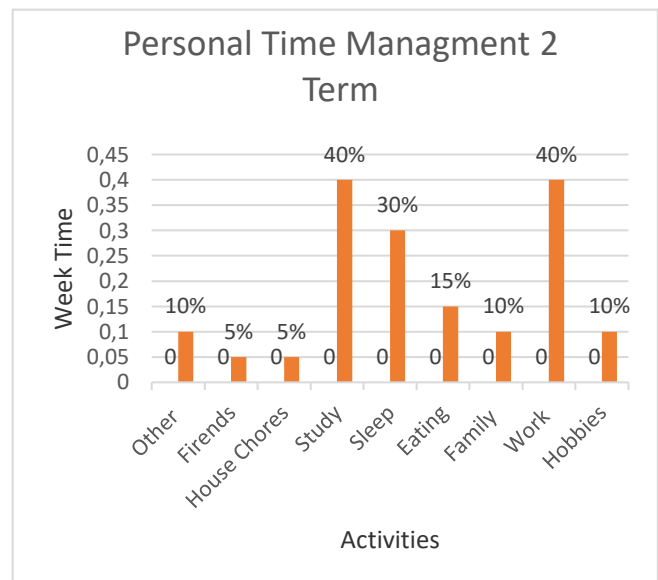
5 Results

in accordance with what is listed, I am now going to apply the three different methods, using my critical thinking on the topics studied in the first and second term.

5.1 Case Study One



Graphic by Luca Oreno

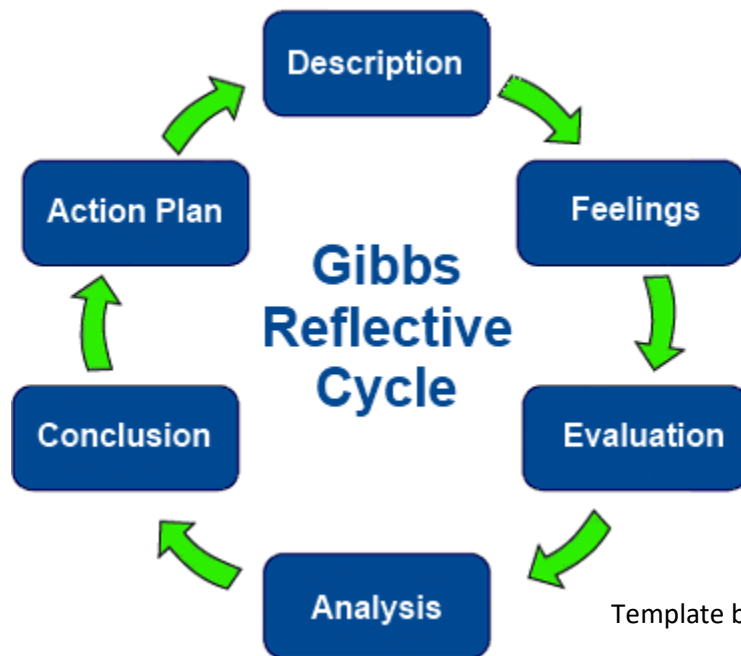


Graphic by Luca Oreno

As announced, I am going to use *Gibb's reflective cycle* on my personal *Time Management (The Eisenhower method (Chaneski, 2017))*, that I developed in the first and second term. As you can see, many parameters are slightly increasing considering that I started to ponder the key points of the method by asking myself:

- What happened?
- What were my feelings in the beginning?
- What was right and what was bad?
- Do you think it is right to make an analysis of time and how you use it?
- In the general sense what can be concluded?
- And what can be concluded in my personal situation?
- What will you change to improve, what is your plan?

A summarise of Reflective Thinking that provided an opportunity for me to gain further insights from my work, through deeper reflection on my experiences. To illustrate this:



Template by prehospitalsearch.eu

As can be seen in the graph of the first term, the activities showed shortcomings regarding personal well-being, my reactions and feelings pushed me to change something because I knew I could do it and therefore I made an assessment of what was good and what instead required useless efforts . So I decided to implement a plan that could help me understand how to take advantage of time and I concluded that reducing unimportant activities made me excel in more important activities and therefore I gained more time to devote to studies and my passions.

5.2 Case Study Two

At the beginning of the second term, I studied for the first time how to create my own *Curriculum Vitae and Cover Letter*. Over the years I have accumulated various experiences, but the main question was always the same: If I apply for certain jobs, would I need all these past experiences in different contexts? At this point I used *Kolb's experiential learning cycle (1984)*, analysing the four key points:

- **Concrete experience**

In this first step, I carefully reread all the work experiences and tried to reorganize them based on date and importance.

- **Reflective observation**

A long and detailed reflection on experiences, trying to extrapolate potentialities and weaknesses.

- **Abstract Conceptualism**

The conclusion of what I learned from those experiences.

- **Active Experimentation**

In this last phase I selected the best knowledge acquired during the development of past experiences and I transformed them into personal skills to then create my personal statement. (Tomkins, 2015)

“see appendix”

5.3 Case Study Three

Furthermore, in this case of study I'm going to use *Discroll's model (1994)* to make a recap on the meaning of *critical thinking* and how I used it on the performance of an exercise that I have done during the sixth week of the second term.

The exercise involved doing a critical analysis of an article in an online newspaper and answering critical questions, in my case I analysed an article on lack of control at airports to avoid the spread of Covid19. (BBC, 2020)

Reading the writer's questions, I asked myself **What?** And immediately I dwelt on my reaction and tried to analyse the key point of the article. Following **So What?** And that is where I used *critical thinking* by analysing how I felt at that moment by reading those questions that even the experts could not solve.

Lastly **Now What?** And it is in this moment that I produced some questions trying to do something about it, do more research and above all put critical thinking into practice.

“see appendix”

6 Discussion

Reasoning on what I have just expressed I can deduce that using Bloom's Taxonomy, (it is a classification of the different goals to be achieved through formal education conducted by Benjamin Bloom), on the basis of the three aspects that various educational experts reflected in 1948 when they tried to establish a consensus on the goals of education: cognition, affectivity and psychomotor skills. (D., 2020) This is all you need to conduct an optimal *PowerPoint presentation*, as this pyramid is made up of:



Template by wordpress.com

It is intended to improve the student's competence and tends to focus on the cognitive side.

“see appendix”

7 Conclusions/Recommendations

For writing this report I have deepened used critical thinking and writing by analysing all the topics studied in virtual lessons held during the lockdown. And I must say that despite the difficult time that the entire planet is experiencing, I was able to find a positive aspect that helped me to develop a wide range of critical skills. I would like to recommend to all readers to

spend more time using critical thinking with the intent of making their life decisions more pondered.

References

- BBC. (2020, 08 14). Coronavirus: Why isn't the UK testing travellers on arrival? !london, England, UK. Consulté le 08 15, 2020
- Chaneski, W. S. (2017, 10 01). ime Management--How Effective are You? Perhaps former President Eisenhower's method for prioritizing activities can help you, too. (I. Gardner Publications, Éd.) *Modern Machine Shop, Vol.90 (5)*, p. p.36. Consulté le 08 19, 2020
- D., K. (2020). *A revision of Bloom's taxonomy: An overview. In Theory into Practice*. Consulté le 08 18, 2020, sur student.unsw.edu.au: <https://student.unsw.edu.au/critical-thinking>
- Gibbs, G. ((1988)). *Learning by doing: a guide to teaching and learning methods*. London: FEU.
- libguides. (2020, 05 18). *University of Cambridge*. Consulté le 08 20, 2020, sur libguides: <https://libguides.cam.ac.uk/>
- McLeod, S. A. (2017, 10 24). *simplypsychology*. Consulté le 08 20, 2020, sur simplypsychology: <https://www.simplypsychology.org/learning-kolb.html>
- Tomkins, L. a. (2015). 'Oh, was that "experiential learning"?!' Spaces, synergies and surprises with Kolb's learning cycle. *Sage journals, Vol.47 (2)*, p.158-178. Consulté le 08 19, 2020
- Watson, M. K. ((2019), 11 17). "Using Kolb's Learning Cycle to Improve Student Sustainability Knowledge.". 4602. Basel,, Switzerland, Switzerland. Consulté le 08 14, 2020, sur https://whel-primo.hosted.exlibrisgroup.com/permalink/f/mqg008/TN_cdi_doaj_primary_oai_doaj_org_article_9c2c4b2a53414f579e24a280edfaa4d3

8 Appendices

Personal Skills

07 August 2020 15:37

Knowledge:

Emotional intelligence, general culture, perception

Skills:

Ability to communicate with clients on my business, supervising staff members, dealing, providing outstanding customer service

Attributes:

Confidence, determination, resilience, passion

Other:

Hardworking, dedication, desire to learn

Personal Statement

Friday, 7 August 2020 15:42

Personal Statement

" A passionate and determinate young professional with a great attitude and dedication for continuous learning and professional development"

Has studied BA course to the intent to provide highest goals in term of team working for biggest labors. Passionate about Business having recently a small range of experiences, extremely motivated to achieve the satisfaction of clients providing excellent costumers services. Confidence and determination attitudes to gain good rapport with future staff members, and able to deal with certain situations, experienced in collaborating with hospitality industries on front of house.

Curriculum Vitae

Friday, 7 August 2020 15:43

Luca Oreno
307 Beckett Court 13 Mast Street, Barking IG11 7FY, London
07494796192
lucaoreno@gmail.com · <https://uk.linkedin.com/lucaoreno>

A passionate and determinate young hospitality industries professional with a great attitude and dedication for continuous learning and professional development.

Has studied BA course to the intent to provide highest goals in term of team working for biggest labours. Passionate about Business having recently a small range of experiences, extremely motivated to achieve the satisfaction of clients providing excellent costumers services. Confidence and determination attitudes to gain good rapport with future staff members, and able to deal with certain situations, experienced in collaborating with front of house.

Experience

04-04-2017 – Current

Bar Manager, VINOTECA LTD- REF. FEDERICO VICIANI- OPERATION MANAGER

- Manage business aspects of the restaurant, negotiating suppliers' contracts, taking inventory and reordering supplies, managing budgets and setting goals.
- Hiring and training staff to provide good services to patrons.
- Planning and taking part in promotional events and trips.
- Creating effective schedules and quickly resolving conflicts between patrons and staff.
- Setting and enforcing quality and safety controls.
- Maintaining a fun, safe atmosphere, and concentration.

01-02-2016 – 01-04-2017

Store Manager, CAFFE NAPOLI EXYTUS LTD-REF. PIER FERRARO- OPERATION MANAGER

- Maintain the sales environment of the store.
- Management of staff, recruitments, trainings, and developments.
- Cost minimizations, implementing marketing plans, managing budgets.
- Keep staff motivated, maintaining records related to the staff salaries and bonuses.

01-01-2012 – 27-01-2016

Chef de rang, GIACOMO MILANO-REF. MARCO MONTI- CEO

- Preparing, cooking, and presenting dishes within your specific section.
- Training and managing any chefs working under you.
- Following all health and safety procedures.
- Being aware of profit margins and keeping waste to a minimum.

https://uowtsd.sharepoint.com/teams/CertHET2G3931_GRP/_layouts/15/Doc.aspx?sourcedoc={c56184fb-24cc-4c38-bx}

07-09-2009 – 27-12-2011

barman supervisor and coffee artist, -LA CAPANNINA, TWIGA, TENAX, (TUSCANY). CAVO PARADISO, (MYKONOS). AMNESIA, (IBIZA). CAFÉ OLE, (FORMENTERA).

- Taking beverage orders from customers or wait staff and serving drinks as requested, paying extreme attention to detail
- Satisfying patron requests in a timely manner
- Assessing customer preferences and making drink recommendations
- Providing a positive and friendly guest experience by interacting with patrons
- Collecting money for drinks served and providing change as needed
- Checking identification to verify legal age requirements for all customers
- Balancing cash receipts
- Keeping a well-stocked bar with an adequate supply of liquor, beer, wine, mixers, ice, napkins, straws, glassware, and other accessories
- Cleaning the bar, tables, chairs, and work area to maintain a sanitary environment
- Preparing and serving appetisers, snacks, or other food items for customers at the

owner, EL PAMPERO MUSIC PUB-REF. CARMELA ORENO- BUSINESS PARTNER

- Explains the preparation and cooking methods as well as ingredients of various menu items
- Taking orders from customers for food and beverages, writes down or memorize the orders; and enters information into the computer for transmittal to the kitchen
- Serving food and beverages promptly
- Ensuring that customers are enjoying their meals or that they do not have any problem with their food
- Checking their identification to make sure that they meet the minimum age requirement for consuming alcoholic beverages
- Collecting the customers' payments and prepares bills with itemized costs and appropriate taxes
- Performing other duties like brewing coffee and preparation of salads and appetizers
- Ensuring that there are adequate supplies of food, tableware, linens, and beverages
- Offering wine selections, put this in the proper wine glass, and pour the wine for customers
- Staying alert for customer's requests and be prompt to address them

maint

02 2019- current

https://uowtsd.sharepoint.com/teams/CertHET2G3931_GRP/_layouts/15/Doc.aspx?sourcedoc={c56184fb-24cc-4c38-bx}

Certificate in skills for the workplace, UNIVERSITY OF WALES TRINITY SAINT DAVID-LONDON CAMPUS

Level 4 program

01 2019

Wset level 2 award in wines and spirits, INTERNATIONAL WINE AND

Certificate in skills for the workplace, UNIVERSITY OF WALES TRINITY SAINT DAVID-LONDON CAMPUS

Level 4 program

01 2019

Wset level 2 award in wines and spirits, INTERNATIONAL WINE AND SPIRIT CENTRE LONDON UK-REF. MATTHEW FORSTER-DIRECTOR

Fully knowledges regarding wine and spirit

2012-2014

7 MASTER'S degree in mixologist, PLANET ONE ACADEMY NAPOLI ITALY

2010-2012

- o HACCP licence
- o Seminar on Sanitation and Safety for Waiters
- o Food Safety Permit

Skills

- Banking, hospitality industries, internships
- Easy learner, hard worker

- Supervising staff members
- Dealing and problem solving
- Providing outstanding customer services

Computer Skills

Microsoft Office tools namely Microsoft Word, Outlook, Excel, Access, PowerPoint and usage of Internet Explorer.

Activities

Languages known:

Italian, English, Spanish

Good use

Cover Letter

Friday, 7 August 2020 15:43

Cover Letter

Luca Oreno

307 Beckett Court 13 Mast Street, Barking IG11 7FY, London UK

lucaoreno@gmail.com Mobile: 07494796192

Dear Zachary Daniels,

As a loyal and successful Restaurant Manager, I read your posting for a new Store Manager candidature and, I would like to apply for it. My experience aligns well with the criteria you are seeking, and I am certain I would make a valuable addition to your organization.

With more than 16 years 'experience as Restaurant Manager and other positions in this field, I am proficient managing daily operations, overseeing employers and implementing promotions and profits of the company. Moreover, while my current job experience has afforded me a well-rounded skills set, including motivational and leadership abilities, I excel at:

- Increasing customer satisfaction through outreach and special offers.
- Ensuring cooperation with Area Managers.
- Constantly training for the staff, and establish positive, healthy, and safe working environment.
- Generating revenue with diverse product and marketing strategies.

In addition to my experience and personal qualities, I have a big passion for the whole hospitality field. I am extremely enthusiastic about this candidature, with the aim to improve business 'success and exceed in the future goals.

Please review my attached resume for additional details regarding my expertise and career achievements. I will follow up to request an appointment to discuss how my experience and background meets your needs.

Thank you for your time and consideration.

Sincerely,

Luca Oreno

Reflective Writing exercise

Friday, 7 August 2020 15:44

Reflective writing IMAGE N 3

Sometimes we spend whole days thinking about what could happen if one day we won a large sum of money and what would be the impact on our life, in my case not being a person who believes in these lottery games it is easy for me, but sometimes we read articles or watch the news we get to know people who have received a high prize that can make their lives change. **How can all this happen?** Well the answer is quite easy, you have to have a little hope, invest a certain amount of money and hope that it will happen. **Is it easy to wonder what will happen next?** at this point it is very difficult to give an answer because you should put yourself in the shoes and in the mind of those who are experiencing that specific emotion, I could certainly say that as a first reaction I would scream and try to manage emotions to the maximum but honestly it is not always easy to implement what you think and therefore my personal answer is that you have to be in that specific situation and experience the moment.

Reflective writing

The deepening of reflective writing is really important for me being a very introspective person I always try to measure all aspects of an action, idea or something that has happened to me. At the beginning of the first term, I came across an in-depth topic vital to the development of my professional career, namely time management.

To be honest I had never tried to write on my agenda what my priorities were and above all to write the things and actions that took away from the precious time that I could take advantage of by concentrating on what is fundamental for a good personal organization.

Today I can say that I found a good harmony between my commitments and the time I have to devote to myself and sincerely the fact of being able to write in a very reflective way on the events that happen daily in my life, makes me able to have a greater control over the fundamental aspects that are part of the professional career but above all on personal life.

Critical thinking exercise

Friday, 7 August 2020 15:45

HOMEWORK - USE THIS TABLE TO PRACTICE CRITICAL ANALYSIS - FIND A NEWSPAPER OR ONLINE JOURNALISM OR NEWS ARTICLE AND ANSWER THE CRITICAL QUESTIONS

Q. What is the main line of reasoning?

A. The key message of this article is to understand the real reasons why people arriving at airports from other nations are not tested for COVID19.

Q. Is the line of reasoning clear both in the introduction and in conclusion?

A. I think it is quite clear the message that the writer wants to present in the introduction than in the conclusion, but like every writer or newspaper relies on the opinion of a person (in this case Prof. Rowland Kao) which can be truthful and therefore ascertained but at the same time you should listen to the opinions of other competent people in the field.

Q. What is the key evidence used to support the line of argument? Is the evidence presented in a way that develops the argument and leads clearly to the conclusion?

A. It would be correct to say "key evidence" and not evidences, because as already stated in the answer to the previous question, the writer draws on justifying the decision taken by the British government based on the scientific studies of a single person, for what can be understood in writing of this article I would say that the evidence mentioned can securely lead to a correct conclusion of the article itself.

Q. When was the evidence produced? Is it up to date? Is it still relevant?

A. We can deduce that the article is dated 28 July 2020 and therefore the texts and the evidence of what we read are the source of the latest updates and therefore at the latest of the last week.

Q. Has the writer given the sufficient consideration to alternative points of view? Give examples

A. Absolutely yes, as we can read in the end of the article there are several hypotheses from other experts such as: Joshua Moon of the University of Sussex Business School said: "This is worrying because a negative test result can give people a false sense of security," or a spokesman for Swissport and Collinson (who are proposing a test pilot in the UK) said: "This concept of on-arrival testing provides a safe way to open key trade routes for the UK and can serve as critical support for currently flagged countries as green [low risk] peaks in cases involving the need to be reclassified as requiring a quarantine period, as we have seen with Spain".

Professor Paul Hunter, a health protection expert at the University of East Anglia, has reservations: "Given that Covid-19's incubation period is an average of five to six days and perhaps the test could turn positive about a day before the onset of symptoms, and also given that the test is far from 100% sensitive even in clinically ill patients, airport screening as suggested will lack a substantial percentage of infected people."

The professor. Steven Evans, of the London School of Hygiene and Tropical Medicine (LSHTM), says that people who present a negative test may need a second test a few days later to be sure they are still negative, because some people may have

References

BBC News, 28 July 2020 (online article)

<https://www.bbc.co.uk/news/health-53567309>

Q. Is there sufficient evidence to prove the case? Is the evidence relevant? What might be missing?

A. During the reading we note that the writer mentions opinions from other experts and therefore opens us up to a sort of personal question, reading various hypotheses about what could be done or what is being done raises a strong doubt in the readers but at the same time generates the opportunity not to rely on a single hypothesis. Surely all the theses can be very relevant and if I had to say that something is missing, I would say no also because I am not an expert on the subject to be able to suggest any new hypotheses.

Q. What (if any) would have been a better order in which to present the evidence so as to strengthen the line of reasoning?

A. I think that a better order in listing different hypotheses in these types of article is not always the need, we are talking about a pandemic crisis that is currently still present, therefore, all that writers, doctors and experts in the front line tell us through means of communication are hypotheses only, even for themselves. I would say that this question would be more appropriate to ask when everything ends and over the years, we would all have the correct answers first of all the people who are involved in the front line.

Q. Are there any examples of flawed reasoning? Attempts to persuade the reader through an appeal to the emotions? Is evidence interpreted and used correctly?

A. In this case I believe that any reasoning is a source of new ideas and possible insights, it can easily provoke new interpretations in the readers and the tests listed can make readers have a clearer sense of the article.

Career Advisor Meeting with Mrs Maristela Parfitt

During the second term I decided to face an interview with the university's career advisor, which proved to be a useful experience. Before starting I had taken note of all the questions I wanted to ask, the confusion in my head is a lot, also because I'm still not sure of the job I would like to do immediately after finishing my studies. Mrs Parfitt has really given me a great help and together we have decided to start a path that will allow me to have clear ideas about my future job at the end of this year of studies. The endless confusing questions that I initially wanted to ask were reduced to four only, and I have listed them below:

1. How can I show I have experience if I do not have direct experience?

The answer to this question is very simple, just think that all the skills we have accumulated over the years will not be lost but we can safely transfer them to the possible start of a different career.

2. How important can be an eventually internship during the studies?

Any internship during the studies can facilitate the achievement of further skills which will then be required in future work. In the meantime, I can ask the company where I work to integrate extra hours to face an integration path in the financial sector.

3. What resources are available to help me in future's job search?

For a future job search various websites are available, Mrs Parfitt advised me to deepen all the details of the different types of work on prospect.uk and in the future to look for any internships or jobs on target.uk and uwttd.ac.uk, I was not aware of these channels and it was an interesting discovery.

4. How can I improve my academic English and if there are courses that can be integrated during my course of study?

There are many free courses and the most comfortable choice is to contact the borough where I am based and ask to participate in any adult learning courses of academic English and to enrich the knowledge using books, vocabularies and attending the university library.

Luca Oreno

16-07-2020

Maristela Parfitt

PowerPoint Presentation

CORONAVIRUS

UK testing not compulsory on arrival

Luca Oreno, Ashvin Ramhit, Moreno Pelle, Noemi Baglieri

Why is the UK not testing travellers?

- Logistically difficult
- Risk of missing some cases
- Giving people false sense of security
- Infected people can go undetected

Expert's advice

- Rowland Kao: Tests on arrival would reduce risk of spread
- Paul Hunter: Airport screening will miss a huge proportion of infected people
- Steven Evans: People can spread the virus without experiencing symptoms
- Sam Clifford: Swab tests during quarantine could be a compromise

The government's suggestions

- Quarantine is safer than testing
- Travellers from high-risk areas will be asked to self-isolate
- Pre-booking a test at arrival could avoid 14-days isolation

Reference list

- BBC News, 28 July 2020 (online article)
- <https://www.bbc.co.uk/news/health-53567309>