

A report reflective submitted in fulfilment of the
requirements for Course BMSW4001_LON (Academic
and Employability Skills)

Term 1 Group 8 Assessment

Complied by : Ada Bamisedun

Student ID: 2014210

Tutor Name: Lloyds Beharry

Year: October 2020

University of Wales, St Trinity College London
Campus

Table of Content

Introduction-----	3
Reflective Writing-----	4
Graham Gibbs Model-----	5
Time Management-----	6
Public speaking and giving presentations-----	7
Online Learning Experience-----	8
Conclusion-----	9
References-----	10

1.Introduction

Educationists and writing experts believe reflection to be a characterizing highlight of student portfolio (Fink 2003; Zubizarreta 2004; Jones and Shelton 2006) cited by Kathpalia and Health (2008)

We reflect normally in our everyday lives, pondering things that have occurred, why they occurred, regardless of whether we dealt with them well. In scholarly world, we are expected to formalise our reflections to show that learning is taking place.

When we reflect, we consider our feelings, past experiences, opinions, strengths, and weaknesses. It may involve thinking back about a past event, considering a current situation or planning future actions.

The process of thinking profoundly includes critical analysis and takes time but leads to greater insight about ourselves – our assumptions, beliefs, and motives.

Following a successful first term of studying Academic and Employability Skills course at the University of Wales Trinity Saint David London campus, I am writing a reflective report to highlight a thorough reflection and deep understanding of the module content while relating it to my personal experience of working in the health care sector in the United Kingdom.

This report will focus on three topics within the module content: Time management, Presentation and Online Learning experience. This reflection will help me examine the self-reflection of an understanding of my views using a reflective framework.

There are several schools of thought about the model of reflection that can be used to aid one's own reflective process. For the purpose of this report, I will be using the Graham Gibb's (1998) Reflective Cycle model (popularly known as Gibb's Model).

In this report, I will explain the rationale for choosing the Gibb's model. The model will show how it will be used to reflect on the incident and the outcome of the current and future practice.

2 Reflective Writing

Reflection is an active process of witnessing one's own experience so that we can take a closer look at it. It has its foundations in the discipline of experiential learning. Dewey (1939 cited in Rolfe, Freshwater, & Jasper 2001) claimed that we learn by doing, and realising outcome of what we did.

Jarvis (1992) states that engaging in critical reflection enables practitioners to 'continue to learn, grow and develop through practice'.

The logic of reflection is that when we reflect on what we have done, it should make us do better, but that is not always the case. There is a well-known phrase that is commonly used in education and elsewhere that states that, "if you always do what you have always done you will always get what you have always got". So, unless we seek for the knowledge that comes from realising outcome of what we did, then standard of our practice can stand still. As students or professionals, we need some guidance and structure for helping our thought process rather than being just contemplative.

Dabell (2018 cited John, C (2000a) which describes reflection as a window through which professionals can view and focus oneself within the context of one's own lived experience in ways that enable one to confront, understand and work towards resolving the contradictions within his or her practice between what is desirable and actual practice.

Reflection should be a daily routine, actively setting aside some time away from work to reflect and analyse our daily experience is an effective way of reflective practice Kolb (1984).

According to Boud et al. (1985), the effect of reflection is a process both cognitive and affective in nature, with the potential of having new perspective on an experience, influencing behavior, motivating professionals to apply new knowledge and skills practically and committing to action.

Reflection can be enabled in several ways. It could be reflective writing about a particular incident or an experience in school, work or in social gathering. Writers may reflect by keeping reflective journals, diary entries or a portfolio.

Within the health care setting, such as the in a residential care home where I work, reflections are expressed through debrief, team meetings, supervision and or appraisal as well as through personal development plan sessions with your line manager. Whereas, in education setting

reflection is conducted based on your experience of a field of study. It is imperative that when people engage in personal reflection the focus should not only be on the negatives but to have a balanced critical assessment of the situation with a focus on learning and development.

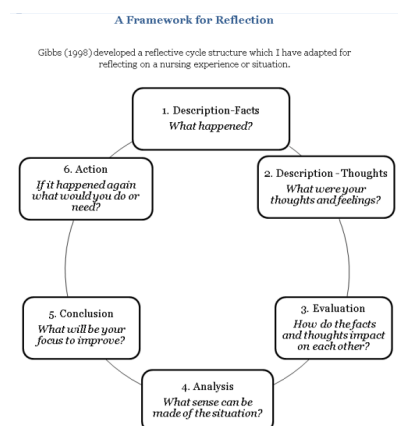
I am using Gibb's model because it gives structure to learning from experiences. It offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or did not go well.

2.1 Graham Gibbs Model of Reflective Cycle:

An American sociologist and psychologist Graham Gibbs published his Reflective Cycle model in his book 'Learning by Doing' in 1988. Gibbs Reflective Cycle encourages people to think systematically about the experiences they had during a specific situation, event or activity. Using a circle, reflection on those experiences can be structured in phases.

Gibb's model states that 'It is not sufficient simply to have an experience to learn. Without reflecting upon this experience, it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated, and it is generalisations that allow new situations to be tackled effectively.' (Gibbs 1988).

This is a long quote, but it helps showcase why Gibbs model of reflection is now commonly used throughout many professions. It is an easy-to-understand framework with generalised steps which can be applied into all situations (Howatson-Jones, 2016). Also, it can be used by the person involved in the situation themselves as self-reflection without the need for someone to instigate the analysis.



3. Time Management

At the beginning of my course, I struggled with managing my time effectively. Being a mother of four; children who are still dependent on me, an entrepreneur; starting a new business and a wife. It was difficult for me to keep a tab on my time management. I felt overwhelmed by the number of things I needed to be on top of and wanted to switch to the morning class at some point but was told it was too late in the course to quit. In between class, I had to go pick my son from school which took a toll on the time I spent listening and engaging in class. I will then need to excuse myself from the class to prepare lunch for my 9-year-old

Although, I enjoyed the lecture and find the content to be useful, especially when I had to do a personal SWOT analysis (an acronym for Strength, weakness, opportunity and threats). It enabled me to evaluate my strengths and limitation and how to improve if I am to remain competitive in the world of work.

I came to the realization that I lacked some vital academic and employability skill to enable me foster in a workplace such as the use of technology skills, organizational skill which goes hand-in hand with time management skills. A critical self-reflection revealed that, if I am to be successful in my line of business, this is one of the pathways to achieving success in my chosen career, gaining academic and understanding how to effectively navigate employment in the future. Doing the Academic and employability Skills course exposed me to what employers really look for in a prospect.

The following are some of the skill I have acquired since doing this course that has helped me improve on my time management skills; Communication- which entails both verbal and non-verbal aspects. While reflecting on an incident at work about 2 weeks ago, I realized that lack of effective communication in a timely manner was the main reason that a service user attended her GP at a wrong date. There had been a change of date and the staff who took the message had not communicated the new date promptly.

For this service user, its usually a challenge getting him to attend appointment. Staff and management had to plan way ahead and prepare him for any outdoor activities or appointments. The learning from the debrief was that staff to confirm any future appoint with the GP 24 hours before the actual date to avoid any future occurrence. This was cascaded down all staff in the staff communication book.

Teamworking- delegating and working with both small and larger groups. Problem solving- attending brainstorming sessions and search for innovative way to resolve issues arising. Using own initiative and think logically and quickly. Planning and organisational skills – I can prioritise to get important tasks done promptly and efficiently. As well as the use of modern technology to enhance both my academic and employability outcomes

Time management is an imperative skill that employers look for in a candidate because lack of good time management skills can result to; loss of client, failure to meet scheduled deadline, flop in efficiency, miss business opportunities and loss in profit. Time management has taught me to be more responsible and have great sense of time keeping so that I can appropriately allocate the time required for a task. Good time management is not only about scheduling. It also requires a lot of discipline, proactiveness, ability to think on the spot, knowing how and when to delegate tasks if need be and to know when to strategies for dealing with delays, distraction and unforeseen circumstances.

In future, I will not take too much on at the same time. Doing this course coincided with me starting a new business. I had a wrong sense of judgment about the responsibilities of both a business start-up and studies to be easy.

3.1 Presentation Skills:

During this study, I was tasked with presenting a piece of work to analyse my academic and employability skill as it relates to the world of work. This was an individual presentation in which I was required to create a PowerPoint presentation which I will present to the class and my tutor. This task is to help me develop my skills of public speaking and presentation. At first, I felt nervous as I have never had to present in front of that many people. Even though this presentation was conducted online, it did not make that much of a difference with my nerve.

During the presentation, I did not feel I practised enough as I stumbled on few occasions to articulate my works and I struggled to maintain good eye contact with my audience. One of the downsides for me was that I was first to present and opened the floor for a constructive criticism.

At the end of my presentation, I realised that I could have added more images and colour to my presentation. I failed to use Harvard referencing style as required by the university. Overall,

my presentation was good as it equipped me with the skills in conducting a SWOT analysis an (acronym of Strengths, Weaknesses, Opportunities, and threats) of my skill set and to develop a Personal Development Plan that will enhance my future career prospects.

Knight and York (2003) and Yorke (2006) stipulates that a blend of knowledge and understanding, skilful practice self-confidence and reflectiveness will benefit employee, the workforce, their community, and the economy. What would have enhanced my presentation was if the tutor had given the entire class more opportunity to practice in class prior to our academic assessment. Self-practice done with the support of a member of my family was not the same as practising in class.

After the presentation, I got a constructive feedback form my assessors which help boost my confidence and the realisation that ‘practice, practice, practice make perfect’. In future, I will make conscious effort to also keep good eye contact and ensure my reference is according to the university specification.

3.2 Online Learning Experience:

What attracted me to this was the fact that it was classroom base. I have never liked online or distance learning studies however, due to the global pandemic educationist had to adopt new and innovative ways of delivering their lectures. I was frustrated about the changes. I did not think I could handle online schooling as I am a very practical person and I prefer face-to-face learning style. I struggles to adjust at the initial stage due to all the technology involved but I now feel more comfortable with the approach.

My perspective for online learning has changed for the better. Its convenient and saves me travel money. I enjoy the fact that I can learn from the comfort of my home or from anywhere in the world. Although I still miss having to meet people physically. There were a times when we experience network fluctuations which was quite frustrating. The school promptly resolved the IT issues. I also got one-to-one support from the IT technician who were able to remotely log into my laptop to resolve any issues that arose. Online learning was not as difficult as I thought.

4. Conclusion:

My first term experience doing the academic and employability skills can be improved through reflective practice. Reflective practice can greatly help improve outcomes in the health care sector. It can help staff, care providers, local authorities to have good perception of complicated and difficult situations. It has proven to be an avenue to learn from experiences which in turn improve overall performance and service users care. Personal development plan and appraisal could help staff identify their educational need, work related stress, limitations to development and identifying pathways for improvements.

Reflection has empowered me with life-long skills which I can apply to any situation in my life.

References:

- Boud, D., Keogh, R., and Walker, D. (eds) (1985) *Reflection: Turning Experience into Learning*. New York: Kogan Page
- FFGibbs, G (1988). *Learning by doing: a guide to teaching and learning methods*. Oxford: Further Education Unit, Oxford Polytechnic.
- Foundation of Nursing Studies(2013) *Guidance for Critical Reflection on Practice Development*. London: FoNS. Retrieves from: <http://fons.org/resources/documents/Journal/IPDJCriticalReflectionResourcesjan2013.pdf> (last viewed 10/12/2020)
- Jarvis, P. (1992) *Reflective practice and nursing*. *Nurse Education Today*. Vol. 12. Pp174-181.
- Jones, L. (2016). *Reflective practice in nursing*, London, Learning Matters.
- Kathpalia, S., and Heath, C. (2008) *Sage Journals, RELC Journal*. <https://doi.org/1177/00336882096843> (lasted accessed 01/12/2020)
- Rolfe, G., Freshwater, D., and Jasper, M. (2001) *Critical Reflection for Nursing and the Helping Professionals – a User’s Guide*. Basingstoke. Palgrave