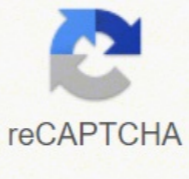




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# Academic essay structure and format

## Research of the Effect Factors of College Graduates' Employability based on the Perspective of Education

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**Keywords:** USEM; Employability; Educational Perspectives; Factor Analysis  
**Abstract:** Employability was the core of college graduates' successful employment influence factors. Based on the USEM model and selecting factors of college graduates' employability and adding latent variables of education resources, research established conceptual model of college graduates' employability. The results of 7 facts showed that the fit indicators of the model proposed by this research had high goodness-of-fit. Finally, the paper analyzed the practical significance of this model.

**Introduction**  
With the development of Higher Education (HE), the college education transferred from the elite education to the mass education in China. The social economy transformation was presented in this process, which led to uncertainty of HE as so as to affect the adaptability of HE in the changeable environment. As a result, the poor situation limited employment quality of college students.  
MCCOS Institute issued 2012 Employment Report of Chinese College Students, pointed that the employment rate of Chinese university students who graduated in 2011 is 92 percent, higher than the 89.6 percent rate for the students who graduated in 2010, meanwhile, the unemployment rate was 8.8 percent in 2011, lower than the 10.4 percent in 2010<sup>[1]</sup>. World Pricer indicated that one important reason that it was difficult for college students to look for a job was that they lack enough employment ability<sup>[2]</sup>. From the perspective of ability framework, the construction and cultivation of employment ability for college students was not based on what the works position need. Therefore, the undergraduate career track occupational qualification model set up by employers<sup>[3]</sup>.

Employment ability was first mentioned by the UK, Beveridge named the employment ability in 1906, and then developed soon in the US. Foreign experts and organizations carried out a series of related research from different perspectives, but far from reaching an agreement. The main research content can be concluded in three categories. The first one was to understand the employment ability from the perspective of technology. They believed that a person was the subject which obtained and maintain the work qualification, and technology were the most important factors in the employment ability. These researchers and organizations defined the employment ability based on level of technology, ignored personal attitude, expect and demographic factor. The International Labour Organization, American Society for Training and Development (ASTD), and the Committee for Education and Employment in the UK, preferred this definition of the employment ability. The second viewpoint understood the employment ability based on the personal perspective, which mean that personal nature and traits were taken as the core of employment ability. In another words, employment ability was believed as the mixture of personal nature and other human resource capital factors<sup>[4]</sup>. The third viewpoint defined the employment ability (EA) from the perspective of occupational qualification system, which looked EA as a complex nature that required active adaptation and need satisfaction. The definition not only involved knowledge, technology and attitude, but included self-efficacy, conscientiousness, environmental factors and interaction between individual and market<sup>[5]</sup>. Based on the above analysis, in this paper we believed that EA was an aggregation including individual knowledge, technology, and ability of solving problems, which were the core of achieving employment.

## Report writing: Formal

There are many different types of reports. This information is a basic outline only. Before you attempt to write a report, you should check the particular requirements for the subject.

A formal report should have the following arrangement.

1. **TITLE PAGE** — The Title Page must include the subject of the report, who the report is for, who the report is by and the date of submission.

2. **ABSTRACT** — An Abstract is usually 100 to 200 words and should include the following.

- why the report has been written (i.e. what question or problem is it addressing?)
- how the study was undertaken
- what the main findings were
- what the significance of the findings is.

Be specific and precise so that the reader can get a good understanding of the main points without having to read the whole report.

The abstract should be on a separate page with the centred heading ABSTRACT in capitals. It is usually written in a single paragraph with no indentation.

3. **TABLE OF CONTENTS** — The Table of Contents should be on a separate page. It helps the reader to find specific information and indicates how the information has been organised and what topics are covered. The table of contents should also include a list of figures and a list of tables if any are used in the report.

4. **INTRODUCTION** — The Introduction has three main components.

1. **The Background** which describes events leading up to the existing situation, what projects have been done previously, and why the project or study is necessary.
2. **The Purpose** which defines what the project or study is to achieve, who authorised it and the specific terms of reference.
3. **The Scope** which outlines any limitations imposed on the project such as cost, time etc.

5. **BODY** — The Body varies according to the type of report. Basically, it answers the questions — Who? Why? Where? When? What? How? In an investigative report, it would consist of all the information required to convince the reader that the conclusions and recommendations are valid/reliable. This information must be presented in a systematic way.

## IELTS Writing Task 2

| DO  | DON'T  |
|---|--|
| <ul style="list-style-type: none"><li>• analyse the topic</li><li>• respond to all parts of the prompt fully</li><li>• spend the first five minutes planning your essay</li><li>• in the introduction: paraphrase the task and state the aim of your essay in a thesis statement</li><li>• divide your essay into paragraphs (min. four: introduction, two main body paragraphs, conclusion)</li><li>• start each paragraph with a topic sentence</li><li>• provide a reason and an example for each of your arguments</li><li>• summarise the points made in the essay in the conclusion</li><li>• provide some food for thought (e.g. recommendations, suggestions, wider implications) in the conclusion</li><li>• use impersonal language (e.g. we must - it is essential not)</li><li>• if appropriate, state your opinion in formal style (e.g. It is my firm belief that)</li><li>• use formal vocabulary (e.g. keep - maintain, make sure - ensure) TIP: words that sound or look more French, Spanish, Italian or Portuguese will usually be more formal</li><li>• use passive voice to sound more formal and objective (e.g. The film will be shown...)</li><li>• avoid repetition by using synonyms (e.g. important = vital = essential = crucial)</li><li>• use formal linking words (e.g. despite, nevertheless, furthermore)</li><li>• use complex sentences</li><li>• proofread your work to avoid simple mistakes</li><li>• make sure you've written at least 250 words</li></ul> | <ul style="list-style-type: none"><li>• DON'T use contractions (e.g. I don't)</li><li>• avoid being personal (e.g. I, me, my)</li><li>• DON'T use emotive language (e.g. disgusting, fabulous)</li><li>• DON'T use only personal examples</li><li>• DON'T use colloquial expressions (e.g. I had great time)</li><li>• avoid simple vocabulary (e.g. say, think, had) and basic linking words (e.g. and, but, also)</li><li>• DON'T repeat the same vocabulary throughout your essay</li><li>• DON'T write simple sentences (e.g. Everyone thinks it's true. I disagree.)</li><li>• DON'T use overgeneralisations (e.g. everyone, always, never, all)</li><li>• DON'T copy the task in your introduction</li><li>• DON'T forget to answer ALL parts of the task</li><li>• DON'T write less than 250 words</li><li>• DON'T forget to summarise and conclude your essay in the last paragraph</li><li>• DON'T use examples or arguments unrelated to the topic</li></ul> |

compiled by Marek Kiczowski

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