

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Nur'aina Zulaekha Binti Zulhelmey	Student ID number:	2321905
Programme:	BA Accounting HNC/HND/BA Business Management (HRM / Finance / Marketing / Digital Marketing)		
Module:	Changemakers: Building your Personal Brand for Sustainable Employment		
Module code:	BMBM5021	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Robyn Griffiths	Internal Verifier:	Gwyneth Jones
Assignment Title:	E-Portfolio: Evidence of Learning	Word count (or equivalent):	2,000 words or equivalent
Submission deadline:	Friday 28th March 2025	Return date of provisional marks & written feedback:	Friday 2nd May 2025
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

Personal Development Plan (PDP)

Name: Nur'aina Zulaekha Binti Zulharmey

Age: 20

Current Status: International Business Undergraduate Student

1. Academic Development

My objective as an International Business undergraduate student includes developing a firm base in global trade practices combined with business strategy knowledge and industry education. My academic work will concentrate on both outstanding results and enhanced research capabilities combined with updates about food and beverage, and exports. Students who aspire to work in global business environments need to grasp economic trends together with trade framework knowledge (Hill et al., 2021).

The first phase of my improvement strategy involves developing my studies by using active recall and summarizing alongside case analysis techniques. My examination of trade policies will depend on two market reports found at (Open Knowledge Repository, 2023.) and (World Trade Report 2022 Climate Change and International Trade, 2022). To develop effective communication abilities, I will take part in classroom conversations and presentational activities within my academic program (Bucăța and Răzescu, 2017).

My long-term academic goal is to succeed in my studies while performing research about trade expansion methods. Business competitions and exchange programmes along with networking events offer opportunities for me to gain industrial exposure as part of my expansion objectives.

2. Career Development

Something I strive to accomplish involves hands-on experience in international business along with esports management by using my skills in barista services event planning and tournament creation. Academic knowledge only finds meaningful application in real-world business through having first-hand internship experience combined with direct industry exposure (Jackson and Bridgstock, 2021).

The immediate plan includes the pursuit of internship placement while I enhance my CV together with my portfolio presentation. Through LinkedIn as well as Discord channels and university-based networking events I intend to develop my professional relationships.

My long-term goal is to obtain a full-time position either in an esports organization or an international business company. Further qualifications at both graduate and professional levels remain part of my long-term plan to enhance my specialist competencies.

3. Goal Setting

Short-Term Goals:

The goal for graduation will be to exceed a 3.5 CGPA through classroom engagement while asking questions when I need clarification about the material. I am looking to increase my public speaking ability. I will join presentations as a voluntary speaker (Bucăța and Rizescu, 2017). Moreover, I will continue developing my competence in Excel together with digital marketing ability and data analytical skills (Paul, 2023).

Medium-Term Goals:

Acquiring practical experience will start when I complete paid internships which involve marketing or global trade activities. My networking ability improves through business and esports conference attendance, and I use my barista and esports experience to develop leadership and event management capabilities (Erwin et al., 2023).

Long-Term Goals:

The establishment of my professional career is directed toward international business where I want to help multinational corporations alongside startups. Further education will help me advance my expertise while I maintain a continuous awareness of worldwide market patterns (Idris, Nurhadi, and Sakinah, 2024). To take on business-related media work I intend to enhance my casting together with my hosting abilities (Dong & McIntyre, 2014).

4. Skill Development

My short-term goal includes developing my analytical skills in Excel and data analysis as well as digital marketing mastery. The development of my video editing and graphic design abilities will complement content creation tasks for esports. The present job market requires these abilities which are sought after by employers (Paul, 2023).

I possess mastery of Microsoft Word together with PowerPoint and Excel while using Canva for designing content as described in Erwin et al. (2023). The available tools give me the ability to make meaningful contributions to different projects. I find success when working with teams because it allows me to work with others toward solving problems alongside leading projects.

I plan to devote future time to becoming an expert in Power BI and Tableau alongside negotiation and leadership development. The abilities I accumulate will prove crucial for strategic decision-making in international business environments (Dong & McIntyre, 2014). I will develop both my esports commentary skills alongside my hosting skills in business situations to reach professional excellence.

5. Networking & Professional Growth

Career success depends heavily on networking which enables people to discover employment prospects and professional guidance (Forret and Dougherty, 2020). The short-term approach involves my participation in networking events together with conferences and my usage of social media platforms LinkedIn and Twitter. I will become a member of organizations that align with students along with esports communities and business clubs.

My long-term objective includes nurturing professional connections across business, esports, and fashion sectors to discover mentorship opportunities that will direct my professional development. I will create an authentic personal brand showing my deep industry knowledge so I can establish a reputation as a well-regarded professional covering international business and esports fields.

Final Thoughts

The elements of academic achievement together with professional objectives and competencies and lifestyle well-being weave into my Personal Development Plan because it intersects with my business interests my esports activities and my career trajectory in modeling. The plan will enable my career development through global business pursuits and competitive gaming that ultimately lead to my personal and professional triumphs.

References

1. Forret, M., & Dougherty, T. (2001). Correlates of networking behavior for managerial and professional employees. *SAGE Publications Inc Group & Organization Management*, 26(3), 283–311.
<https://doi.org/10.1177/1059601101263004>

2. Hill, C.W.L., Hult, G.T.M. and Schilling, M.A. (2021) *Global Business Today*. 11th edn. New York: McGraw-Hill.
3. Jackson, D., & Bridgstock, R. (n.d.). What actually works to enhance graduate employability? The relative value of curricular, co-curricular, and extra-curricular learning and paid work. *Springer Nature Higher Education*, 81(4).
<https://doi.org/10.1007/s10734-020-00570-x>
4. Paul, M. (2023, September 4). *LinkedIn 2023 Most In-Demand Skills: Learn the skills companies need most*. <https://www.linkedin.com/pulse/linkedin-2023-most-in-demand-skills-learn-companies-need-mrinmoy-paul>
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10. Idris, M., Nurhadi, N. and Sakinah, S. (2024). Challenges and Opportunities in International Business Management. *Advances in Business & Industrial Marketing Research*, [online] 2(3), pp.179–189. doi:
<https://doi.org/10.60079/abim.v2i3.309>.



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EDUCATION

2023 - 2026

UNIVERSITY MALAYA-WALES

- BBA in International Business

2022 - 2023

UNIVERSITY MALAYA-WALES

- Foundation in Arts
- GPA: 3.2 / 4.0

2020-2021

SMK WANGSA MELAWATI

- Sijil Pelajaran Malaysia

SKILLS

- Customer Service
- Barista Skills
- Team Leadership
- Event Management
- Conflict Resolution
- Time Management
- Problem-Solving
- Communication
- Team Coordination
- Cash Handling
- Adaptability
- Strategic Thinking

PROFILE

I am a dedicated and results-driven professional with experience in both the hospitality and esports industries, as well as a current student in International Business. My barista experience has spanned over a year, which allowed me to develop expertise in customer service, team collaboration, and superior quality standards during busy operations. My activities in esports have included event coordination, tournament organizing, team leadership, and casting duties during which I showed my problem-solving abilities together with my communication skills and event organization talents. I excel at team leadership together with conflict management which allows me to operate efficiently alongside creating positive organizational environments. International Business education provides me with advanced knowledge of strategic thinking and international business know-how.

WORK EXPERIENCE

DUWA Cafe, Kuala Lumpur

MARCH 2024 -

Barista

JULY 2024

- Produced and crafted beverage products based on customer specifications.
- Used coffee machines and performed cash transactions.
- Assisted in inventory management and supply restocking procedures.
- Delivered quick courteous care to customers in a busy setting.

Wolf and Turtle Coffee, Kuala Lumpur

NOVEMBER 2021 -

Barista

MARCH 2023

- Provided amicable reception to customers before executing orders with competence.
- Operated at a high standard to prepare coffee beverages with skills in creating latte art patterns.
- Successfully demonstrated exceptional customer care to people in a fast-paced environment.
- Maintained daily cleaning operations and organizational standards to provide satisfaction for guests.
- Restocked supplies as well as washed the dishes to maintain an uninterrupted service operation.
- Succeeded in working in a demanding environment with high speed while preserving my attention to detail.

REFERENCE

Syed Ariff

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Zharif

DUWA / CEO

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LANGUAGES

- English (Fluent)
- Malay (Fluent)

HOBBIES

- Cosplaying
- Bowling
- Dancing

E-SPORTS EXPERIENCE

- RGL x VYRE Valorant Tournament**
Caster

20 DECEMBER 2024
- 22 DECEMBER 2024

 - Delivered live tournament match analysis and commentary.
 - Kept the audience involved through breakdowns and step-by-step commentary of the match.
- RGL x VYRE Valorant Tournament**
Marshal

20 DECEMBER 2024
- 22 DECEMBER 2024

 - Monitored gameplay to ensure fair competition and compliance with rules.
 - Identified and resolved issues such as cheating, disqualifying offenders, and blacklisting them for future events.
- Barbie Valorant Tournament**
Tournament Organiser & Leader Admin

6 OCTOBER 2023
- 8 OCTOBER 2023

 - Organised and managed the tournament, ensuring smooth event flow.
 - Handled prize money distribution and ensured timely payouts to winners.
 - Assigned tasks and responsibilities to other admins for efficient operation.
- Trigger Supremacy (TRC) Lynx**
Team Manager

20 DECEMBER 2024
- 22 DECEMBER 2024

 - Monitored gameplay to ensure fair competition and compliance with rules.
 - Identified and resolved issues such as cheating, disqualifying offenders, and blacklisting them for future events.

International business students experienced a highly rewarding experience through their work with Piranha's Pit project together with Swansea College of Art students. Through the international business program, I gained the chance to examine innovative business potential together with pursuing business applications in practical settings and working alongside students with different majors. Lara and I tackled the business aspects of the project that involved market penetration strategies and target customer identification coupled with sustainable product selling methods. The art student Anna gave us comprehensive explanations about her project vision while executing her artistic work which enabled us to establish meaningful art-business connections.

The game we built serves as an educational experience for children between 9 and 12 years old through DNA detective-themed cards. The game established an interactive approach to introduce DNA concepts to young students before they study these notions at school. Our goal was to build an educational interactive system that utilized a DNA learning model paired with a strategic card game format to satisfy the learning needs of students and the entertaining preferences of educators and children (Suryodiningrat, Astriani, & Moniaga, 2013).

Children between the ages of 9 and 12 formed our central market segment because this group displays strong curiosity toward innovative teaching methods that are also enjoyable. The marketing effort focused on acquiring both children aged 9 to 12 and parents who together with educators served as important secondary targets particularly those emphasizing STEM education. Lara joined us in discussions to determine the most effective ways of reaching our target audiences. We decided the effective strategy would be selling our game through toy stores along with bookstores and Amazon as an e-commerce platform. Our team recognized the opportunity to work with schools to incorporate the game into STEM teaching standards to confirm its academic worth in classroom environments. Our market reach will expand through science fairs and educational convention promotions along with STEM expo participation.

Creating functional designs for games was one of the critical tasks facing the project team. We developed the game to function portably and be both convenient to transport and environmentally sustainable. The rising market demand for eco-friendly products led to the adoption of renewable materials comprising wood paper and PLA. The visual attractiveness of the game and its capacity to engage children depended heavily on Anna's artistic leadership that combined functionality with attractiveness. Students gained unique educational benefits from testing the puzzle game while physically

touching the DNA model which differentiates it from conventional educational accessories.

The financial framework along with production planning received careful business attention when we began. We invested £100,000 into the business to manufacture 125,000 units which will be followed by producing 187,500 units during the first yearly production run. The product maintained its usefulness for ten years which made it a reliable financial choice for home and educational purposes.

A special aspect of the program emerged from working with Swansea College of Art where I built comprehension about creative methods. By working with Anna, I learned how art and business elements should combine thus deepening my skills in delivering products that offer innovative value while also maintaining market viability. The experience gave me valuable access to various business and education facets of the UK as well as exposure to multiple viewpoints and innovative methods.

The Piranha's Pit project provided me with an outstanding chance to use business skills when working with others. My experience with art and business within this project demonstrated how creative thinking becomes essential for successful business development and I anticipate more chances to blend the two areas.

References

- Suryodiningrat, D., Astriani, M., & Moniaga, J. (2013). A METHOD FOR INTERACTIVE LEARNING. *CommIT (Communication and Information Technology) Journal*, 7(2). <https://doi.org/10.21512/commit.v7i2.583>

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	10	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice (including 10 marks for participation)	30	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

%