



Applied Leadership and Management in the Workplace

Module Assignment Submission

Student Name:	Dominique Mould
Student Number:	2022665
Module No:	BMSK4011
Module Title:	Continous Professional Development

Statement of Confirmation of Authenticity

By the act of making this submission, the student declares that this is the work of the student named above. The work has not, in whole or in part, been knowingly presented elsewhere for assessment, or where assessment has been built on a previous assessment, this has been identified. Where materials have been used from other sources it has been properly acknowledged. If this statement is untrue, the student acknowledges that an assessment offence has been committed.

Attention is drawn to the plagiarism and unfair practice policies of both the University and of ILM.

Table of Contents

Section 1: Know how to identify development needs	
1.1 Identify learning styles for self and another	3
1.2 Use a simple technique for identifying development needs for self & another	4
1.3 Identify potential barriers to learning for self and another.	5
1.4 Explain how these barriers to learning can be overcome.	5
Section 2: Know how to develop self & others to achieve organisational objectives	6
2.2 Identify support mechanisms for the development of self & another	6
2.4 Method used to monitor the development of self & another.	8
References	10
Appendix A Curriculum Vitae	11

Know how to identify development needs

Distinguishing different learning styles is vital and so important for employability, communication, and creating a co-operative workplace. One used method for understanding learning styles is the **VARK** model, which gives you a better understanding of your employees it looks at Visual, Auditory, Reading/Writing preferences. In this study, I have compared the different learning style and strategy between myself and one of my team member, Rista.

Identify learning styles for myself and Rista.

VARK Learning Styles:

I am more of a visual learner, I find it easier to analyse and do it myself this way I will remember. In a group setting, I would benefit more from visuals and quick guides when being introduced to a new task , I really enjoy being hands on and being able to utilise my mind. Easy reading guides or charts help me break down large information. (Lisá, 2019) *“Using a variety of coded frameworks and envisioning ideas helps with understanding and maintenance.”*

I am also a Kinesthetic Learner, I enjoy learning when I can be pro-active and do the practical side of the task. I enjoy jumping into a task without instructions.

Rista is more of a auditory Learner, Rista finds that she learns better through spoken words, discussions, and meetings. Rista would benefit more from verbal

explanations and taking notes she would also benefit by getting involved in group activities, using podcasts, group discussions and audio books. Rista is also a reading/writing learner, she is great at listening and taking notes then can write about the subject quite easily afterwards, As somebody with this learning style she is hugely beneficial to me in my company as this is my downside.

Formal vs. Informal Learning:

Formal Learning:

Benefits: Formal learning, such as lectures, courses, degrees to gain knowledge will ultimately put you in a better position when getting applying for the job you want, you will learn important content and knowledge that will be beneficial, you will have a certificate/ degree to back this. (Scott, 2019). 'It gives an orderly way to deal with picking up, guaranteeing a complete comprehension of a subject.'

Informal Learning:

Benefits: Informal learning includes casual chats ,meetings. group activities just daily life in general you will always learn that through work experiences, interactions with staff/customers, and observation. This is continuous learning, and the utilisation of practical skills learnt on the way.

1.2 Use a simple technique for identifying development needs for self & another

SWOT Person 1	
STRENGTHS • Strong Communication • Team player • Adapts well	WEAKNESSES • bad management skills • Limited IT skills
OPPORTUNITIES • Online course • Networking events • Development opportunities	THREATS • IT (always getting better , hard to keep up latest trend) • Competitors • Economy
SWOT Person 2	

STRENGTHS

- IT skills
- Great at listening
- Team player

WEAKNESSES

- Lacks confidence
- Finds it hard to manage a team
- Doesn't enjoy change

OPPORTUNITIES

- Networking Events
- Business mentor
- Benifitcal Courses

THREATS

- Economy
- Competitors

Gap Analysis person 1

Strengths	Areas for development	Action needed
• Great problem solving skills • Excellent communication skills • Strong leadership skills	• Lack of experience in managing a large team • negotiation skills • Difficulty in delegation to team • “Exposure to adopting technologies” (Laguna-Sánchez, 2020)	• Management courses • Business Mentor • IT courses • Work on negotiation skills or hire someone who can help.

Gap Analysis person 2

Strengths	Areas for development	Action needed
• problem solving skills • Excellent communication skills • Great teamwork • Adaptable skills	• Limited experience in supervisor role • IT training needed • Better time management • “Building a professional network” (Abd Majid, 2020)	• Courses in leadership training program • Enrol in IT course • Attend management workshops regularly • networking events

1.3 Identify potential barriers to learning for self and another.

Recognise the potential barriers to developing employability skills or joining a new company, when it comes to developing good employability skills and starting at a new company, taking on new employees and learning a new skill / studying for a higher education theres a few things that need to be taken into consideration.

One main barrier for me would be making sure I had full clarity on my job role and position , I would need clear instructions and to be physically shown on the practical side. When clear instructions aren't given mistakes are made which

can have a huge impact on the company and finances.

For instance, some software engineering roles prioritise coding in specific languages while most consulting firms focus more on analytical skills.

(Kenayathulla, 2019). "Not gaining insight into these nuanced requirements poses a barrier."

Additionally, developing knowledge and perfecting the job role comes in time, sometimes mistakes need to happen so we as employees know how to resolve then. This comes over time.

Another factor would be finding the motivation and discipline to put in long hours especially with family commitments and fitting in studying around work commitments.

Having easy access to the right learning resources and materials such as courses, management support/lecturers, tools, mentors etc is also so important without easy access to these it's hard to stay motivated to learn and carry out the task given.

Addressing these barriers in the workplace requires self-awareness, being open to ask for help from others and having the end goal/target which should help you stay motivated and want to continue learning.

Based on conversations had at my workplace when asked her are some of the main barriers hindering and causes issues ;

1. Lack of direction, some of my employees felt as if their job roles have been mixed in with others and they weren't clear of what their daily tasks should be. This made them feel unmotivated and uninterested to learn and lack self motivation.

2. Solo/lone working, after conversations it seems some of my lone workers at my organisation are finding it difficult and lack concentration and motivation when working alone.

I also find this whilst studying alone and not with my university colleagues. We can fix this by checking in regularly on each other , organise meet-ups and try to illuminate that isolated feeling.

3. Time management, juggling work and studies can be very difficult especially when you have a busy family life.

4. Poor spelling/grammar and dyslexia/ADHD. Talking from experience this can hugely impact learning in the work place and studying. I find it hard to get jobs finished and I find it takes me a lot longer to carrying out and complete written tasks this makes me unmotivated to continue learning.

The key to overcome some of these barriers would be to deconstructing them into smaller chunks and tackle them one by one.

Communication is key and making sure we are aware of how we feel the best way for us to learn is will illuminate so many issues that may arise later.

1.4 Explain how these barriers to learning can be overcome.

Developing professional employability skills is crucial for our career but with these barriers it can be made to be problematic. Here are some ways we can tackle these challenges;

1. Lack of learning / work direction: Being strategic instead of reactive. Give job descriptions to all my staff and make sure they are fully aware of their roles and also have catch up chats to ensure they are sticking to their roles and not mixing with other work colleagues roles .
2. Create structure around the learning and work, schedule dedicated study time slots, add In reminders to your phone or calendar. Make sure you are fully aware of the tasks you need to do and put them in importance order at the start of the day.
3. Self-learning/solo-work in with shared environments. Rather than purely solo learning, join local networking events, online forums, work from internet cafes or libraries so you don't feel completely isolated.
4. Get support from university or family members if you are struggling with ADHD/dyslexia, be aware of burn outs and rather than getting overwhelmed break work down into bite size chunks this will help you complete tasks without feeling stressed.

Section 2: Know how to develop self & others to achieve organisational objectives

Objective 1: Enhancing Team Building

1. Create stronger relationships among team members through team-building activities and exercises.
2. Allow space for open communication with team members and university colleagues allow people to feel they are in a safe space with no judgement.

3. Create a positive workspace and by celebrating milestones and wins.
4. Provide opportunities and allow room for improvement. Create new job roles and encourage promotions.

Objective 2: Achieving Targets

1. Set clear goals and targets for individuals and teams
2. Provide regular feedback and staff meetings so staff can see progress.
3. Work together and Identify areas of improvement but help and support where needed. Ensure the correct tools are given to carry out tasks.
4. Create a performance check for each employee which will help them keep on track and easy for them to see progress.
5. Celebrate and reward team when they have hit targets and achieved goals.

Objective 3: Providing Support

1. Mentor and coach staff members and team always be approachable, if you can't then hire someone who can be there to support them. Offer them guidance in their professional and personal life if needed.
2. Provide training opportunities and push courses that will positively impact the business.
3. Create a supportive environment that encourages employees to seek help and support when needed.
4. Offer flexible work arrangements when possible this will help to support work-life balance and overall well-being,

Objective 4: Learning and Skill Development

1. Identify learning needs and recognise that we all learn differently, always carry out individual and team development plans.

2. Allow team to have access to learning resources and encourage network events, courses/online learning.
3. Encourage staff to learn , motivate them and praise them and give them allocated time slots so they don't become overwhelmed.
5. Celebrate individual and team's efforts in completing and mastering new skills/courses.

By focusing on these objectives, we can work towards achieving massive organisational goals whilst building a strong and solid team and a happy working environment.

2.1 Identify support mechanisms for the development of self & another

Family Support:

Emotional support is so important, having someone who cares and understands you especially from family members can encourage personal strength and can help a positive mindset for growth and development. Family support in managing daily life and responsibilities can create a good environment and then create room for focusing on improvement in work and home-life.

Family and personal Support and work-Life balance, creating a healthy balance between work and personal life enables the team member to focus on professional development without the added stress. As a business owner/manager you must be aware and understanding family commitments, being aware and accommodating to your employees family responsibilities creates a supportive environment which will create a better work environment.

Peers and Networking:

Knowledge sharing and engaging with peers/colleagues creates an openness to different opinions and views. Most great ideas are created when having a chat within the team. Support from the team will help with motivation and drive which ultimately is all round better for the business and learning.

Training Resources

Online Courses, workshops and easy access to online learning platforms, will encourage staff to want to learn more. Relevant training resources can enhance specific skills and new skills which can bring more custom to the business.

Team

Job Rotation and changing the team around is always good so team members can learn different roles and positions within the company, this will give them a better understanding of their peers job roles and can create new ideas to make it easier for them.

Team building and keeping a good moral is so important, encouraging communication within the team and regular catch up. Training Opportunities and sponsored courses offered to the team enables the team member to access training course that are aligned to fit with the business needs.

Coaching/ Mentoring and professional guidance from experienced professional such as business and finance mentors can help with expanding your company and always learn new ways to save money and invest. Regular meets and talks with mentors are a great way to monitor performance.

2.3 Prepare development plans for myself and another person

Person 1 (myself)

What do I want to learn?	What do I have to do?	What support and resources will I need?	How will I measure success?	Target Date for Review
Management skills	“Sign up for online courses or workshops zeroed in on information examination devices and methods” (Di Gregorio, 2019).	laptop courses feedback from staff	ask team members check on targets (Am I hitting them easier) Monitor staff behaviour and team moral	Next 4 months
leadership Skills	Deligate to staff and hire the correct people in the correct roles or change the team around	Job centre agency courses family support	ask for feedback from team Monitor the business success for new staff	Next 5 months

communication skills	Give Clear instructions	Hire a manager if i can't change	Feedback from staff	Next 4 months
	Be able to say NO and also treat staff as employees and not friends	Be clear on everyone's job roles	Monitor staff behaviour and if tasks are being completed	

Personal Objectives

Short Term Goals (next 12 months)

Over the next 12 months, my goal is to focus on improving my communication, leadership, and management skills

1. Communication Skills:

Work on my verbal and written communication skills through practice and attend in workshops or online courses where possible.

Actively listen and ask for feedback to improve communication.

Allow staff to feel they can communicate honesty with me and don't take the feedback too personal.

2. Leadership Skills:

Gain a deeper understanding of leadership, read books, attend courses and get a business mentor.

Try where possible to seek out new opportunities to lead small projects within the team to practice leadership.

Become a leader that inspires and motivates others.

3. Management Skills:

- Expand knowledge and understanding of various management ways. Attend courses and ask for feedback from staff.

Medium Term Goals (2-3 years)

Over the next 2-3 my goals will be to ;

Continue to attending courses on management.

Develop on presentation skills and try to engage and take part in public speaking events.

Open a new business and delegate to new team members, try and put the correct people in the correct places.

Continue to ask for feedback from work peers.

Project management and work on setting timelines and budgets and personal targets.

Long Term Goals (3-5 years)

Over the next 3-5 years my goals will be to

Expand my company and even franchise out.

Have my own online courses where I can help young entrepreneur to set up their own company.

Once I have mastered my communication skills I would like to talk in schools and hopefully motivate children to set up their own business.

Person 2 (Rlsta)

What do I want to learn?	What do I have to do?	What support and resources will I need?	How will I measure success?	Target Date for Review
Management/ supervisors. skills	Sign up to management courses	Courses Laptop and correct tools	Ask for feedback from manager and staff Hitting company targets	Next 6 months
Effective Team building	Participate in group building exercises, studios, and take on cooperative tasks. Look for input from colleagues (Mahajan, 2022).	manager fun days out and activities company money	team moral Work performance	Next 4 months

Personal Objectives

Short Term Goals (next 12 months)

In the next 12 months Rista will focus on her management skills as a supervisor and carry out courses to ensure she is a good role model for staff.

Rista will organise team events and team building exercise days with the company go ahead. (McGunagle, 2020). ‘‘Hold back nothing on cooperative endeavours and fruitful finishing of joint ventures.’’

Rista will work along side the manager to ensure all company target are hit.

Medium Term Goals (2-3 years)

Move up from supervisor to manager, continue to learn and carry out more courses.

Build a well established team and see the operations of the business are solid so when new staff start they will be able to jump straight in without confusion.

Long Term Goals (3-5 years)

Work on own small projects and maybe even set up her own company with all the skill she has learnt . Rista would like to own her own bakery which she feels may well be achievable with these transferable skills .

2.4 Method used to monitor the development of self & another.

I used a Personal Development Plan (PDP) method for monitoring and the professional development of both myself and Rista, The PDP displays different objectives.

The PDP highlights the area that are in need for improvement. I have set relevant (SMART) goals and objectives for both myself and my colleague.

These goals will help with the professional and personal targets.

Skills Assessment:

Both myself and Rista will conduct a self-assessment of our existing skills and abilities, and then the areas that are in need of improvement. We will continue to ask for feedback from peers and work colleagues.

The PDP has created strategies which will help us to achieve the goals set . We will keep referring back to the PCP and ensure we keep on track on targets set.

The plan specifies the resources and tools needed for development mainly being courses and further learning.

I have set a timeline for each objective to track, this ensures that development stays on track and allows for to change if necessary.

Regular Check-ins between myself, the colleague, and relevant mentors or managers for feedback is vital. These meetings provide opportunities to discuss issues and problems and also give us a chance to celebrate achievements.

The PDP is adaptable and can be changed to align with new personal or company goals. It ensures that the plan stays relevant to in which way the business growing a to fit the company needs.

Keeping tracking of achievements, aiming to hit targets but being aware of the progress in what works and what doesn't within the company . (Fahimirad, 2019).
"Regular reflection on experiences enhances awareness and guides future goals."

By implementing a PDP, both myself and Rista will benefit in our work and personal life. The plan will be used as a positive , effective tool to monitor our work and targets. The plan also enables continuous learning, new skill development , clear guidance. Regular reviews will be carried out during the term of the plan.

References

Abd Majid, M. Z., Hussin, M., Norman, M. H., & Kasavan, S. (2020).

The employability skills among students of Public Higher Education Institution in Malaysia. *Geografia*, 16(1). [https://www.researchgate.net/profile/Saras-Wathy/publication/](https://www.researchgate.net/profile/Saras-Wathy/publication/341670454_The_employability_skills_among_students_of_Public_Higher_Education_Institution_in_Malaysia/links/5ece21db92851c9c5e5f7958/The-employability-skills-among-students-of-Public-Higher-Education-Institution-in-Malaysia.pdf)

[341670454_The_employability_skills_among_students_of_Public_Higher_Education_Institution_in_Malaysia/links/5ece21db92851c9c5e5f7958/The-employability-skills-among-students-of-Public-Higher-Education-Institution-in-Malaysia.pdf](https://www.researchgate.net/profile/Saras-Wathy/publication/341670454_The_employability_skills_among_students_of_Public_Higher_Education_Institution_in_Malaysia/links/5ece21db92851c9c5e5f7958/The-employability-skills-among-students-of-Public-Higher-Education-Institution-in-Malaysia.pdf)

Ayala Calvo, J. C., & Manzano García, G. (2021).

The influence of psychological capital on graduates' perception of employability: The mediating role of employability skills. *Higher Education Research & Development*, 40(2), 293-308. [https://www.researchgate.net/profile/Guadalupe-Manzano/publication/](https://www.researchgate.net/profile/Guadalupe-Manzano/publication/340096764_The_influence_of_psychological_capital_on_graduates'_perception_of_employability_the_mediating_role_of_employability_skills/links/5e9837b2299bf130799eaad6/The-influence-of-psychological-capital-on-graduates-perception-of-employability-the-mediating-role-of-employability-skills.pdf)

[340096764_The_influence_of_psychological_capital_on_graduates'_perception_of_employability_the_mediating_role_of_employability_skills/links/5e9837b2299bf130799eaad6/The-influence-of-psychological-capital-on-graduates-perception-of-employability-the-mediating-role-of-employability-skills.pdf](https://www.researchgate.net/profile/Guadalupe-Manzano/publication/340096764_The_influence_of_psychological_capital_on_graduates'_perception_of_employability_the_mediating_role_of_employability_skills/links/5e9837b2299bf130799eaad6/The-influence-of-psychological-capital-on-graduates-perception-of-employability-the-mediating-role-of-employability-skills.pdf)

Di Gregorio, A., Maggioni, I., Mauri, C., & Mazzucchelli, A. (2019).

Employability skills for future marketing professionals. *European management journal*, 37(3), 251-258. http://salonedellostudente.s3.amazonaws.com/app/uploads/2020/06/19124937/3_EMJ_Employability-skills-for-future-marketing-professionals.pdf

Fahimirad, M., Nair, P. K., Kotamjani, S. S., Mahdinezhad, M., & Feng, J. B. (2019).

Integration and development of employability skills into Malaysian higher education context: Review of the literature. *International Journal of Higher Education*, 8(6), 26-35. <https://files.eric.ed.gov/fulltext/EJ1229004.pdf>

Kenayathulla, H. B., Ahmad, N. A., & Idris, A. R. (2019). Gaps between competence and importance of employability skills: evidence from Malaysia. *Higher Education Evaluation and Development*, 13(2), 97-112. <https://www.emerald.com/insight/content/doi/10.1108/HEED-08-2019-0039/full/pdf>

Laguna-Sánchez, P., Abad, P., de la Fuente-Cabrero, C., & Calero, R. (2020). A university training programme for acquiring entrepreneurial and transversal employability skills, a students' assessment. *Sustainability*, 12(3), 796. <https://www.mdpi.com/2071-1050/12/3/796/pdf>

Lisá, E., Hannelová, K., & Newman, D. (2019). Comparison between Employers' and Students' Expectations in Respect of Employability Skills of University Graduates. *International Journal of Work-Integrated Learning*, 20(1), 71-82. <https://files.eric.ed.gov/fulltext/EJ1214585.pdf>

Mahajan, R., Gupta, P., & Misra, R. (2022). Employability skills framework: a tripartite approach. *Education+ Training*, 64(3), 360-379. https://www.researchgate.net/profile/Richa-Misra-2/publication/359065468_Happiness_at_work_through_spiritual_leadership_a_self-determination_perspective/links/633d7993ff870c55ce025d07/Happiness-at-work-through-spiritual-leadership-a-self-determination-perspective.pdf

McGunagle, D., & Zizka, L. (2020). Employability skills for 21st-century STEM students: the employers' perspective. *Higher education, skills and work-based learning*, 10(3), 591-606. <https://arodes.hes-so.ch/record/5715/files/Preprint.pdf>

Scott, F. J., & Willison, D. (2021). Students' reflections on an employability skills provision. *Journal of Further and Higher Education*, 45(8), 1118-1133. <https://www.tandfonline.com/doi/pdf/10.1080/0309877X.2021.1928025>

Scott, F. J., Connell, P., Thomson, L. A., & Willison, D. (2019). Empowering students by enhancing their employability skills. *Journal of Further and Higher*

Education, 43(5), 692-707. <https://strathprints.strath.ac.uk/62849/1/>

[Scott_etal_JFHE_2017_Empowering_students_by_enhancing_their_employability.pdf](#)

CURRICULUM VITAE

Dominique Mould

Mobile: 07949457357

Email: Dominique.creativecc@gmail.com

Profile

Employment History

2018- Current

Kenneth Bernard Lettings /Air bob management /Cleaning

I possess a strong work ethic and am known for my reliability, punctuality, and hardworking nature. I excel both independently and as a valuable member of a larger team. My commitment to excellence drives me to complete tasks to the highest standards. Even under pressure, I remain composed, adaptable, and quick to respond to changes. My cheerful and positive personality adds a lively touch to any environment.

As a manager, I am approachable and patient. I have developed excellent people skills. I am always eager to expand my skill set and explore diverse interests in various fields. Continuous learning and personal development are important aspects of my professional journey.

2017- Current - The Creative Candle Company

I own and run a bespoke candle company that has now been established for 8 years. I have created an online store and have built up clientele in and around South Wales. I supply wholesale to gift shops and link in with local events like such as fashion shows, charity fundraising and seasonal markets.

2016 - September 2017 Innovate Trust- Catering/Support Manager

Building upon my experience of working with disadvantaged individuals and my management experience, I rose to the challenge of working with Innovate Trust. I trained and created opportunities for young people with learning disabilities who face barriers to employment in the catering sector. I would ensure that they comply with relevant hygiene and health and safety legislation and supervise them to build their confidence and skills. I was responsible for cashing up and purchasing stock to sell at a number

of locations operated by the Trust. I work calmly under pressure and managed difficult situations with empathy and professionalism.

2014-2015 Cancer Research Wales – Store Manager

On my return to the UK I decided that I wanted to build upon my retail experience and become a manager. I successfully opened the flagship store in Central Cardiff for the charity and was responsible for recruiting staff and volunteers. In addition, I was responsible for merchandise display and stock being sourced from other stores and warehouses.

I organised staff to attend the Elsteddfod which was the first time Cancer Research Wales had a presence at such an event. I worked at the event myself which was a huge success. I regularly organised fund raising evenings in the shop to raise the awareness and brand profile of Cancer Research Wales in Cardiff City Centre. These included raffles, pamper evenings and charity auctions.

2013-2014 Teaching English as a Foreign Language (TEFL) English Teacher (Phuket Thailand)

I moved to Thailand in November 2013 and successfully found a teaching placement in a small school of 300 students ages 4 - 13

My typical tasks included:

- Classroom management;
- Planning preparing and delivering lessons to a range of classes and age groups;
- Preparing and setting tests, examination papers, and exercises;
- Marking and providing appropriate feedback on oral and written work;
- Devising, writing and producing new materials, including audio and visual resources;
- Organising and getting involved in social and cultural activities such as sports competitions, school parties, dinners and excursions;
- Attending and contributing to training sessions;
- Participating in marketing events for the language school;
- Preparing information for inspection visits and other quality assurance exercises;

Basic administration, such as keeping student registers and attendance records.

In addition, I sought to progress my teaching skills further by undertaking freelance teaching on a one-to-one basis. This included, teaching adults and children at their homes and in school settings and managing a busy schedule.

2012-2013 Opportunity Housing Trust – Support Worker

I was responsible for supporting five male service users all with challenging behavior and individual personalities in their own home. I worked as part of a team in the provision of overall support and development to service users living in their own homes. I undertook additional training such as food hygiene, health and safety and manual handling as well as Protection of Vulnerable Adults training. Individually, I assisted them with physical and emotional support helping to promote their own independence.

Whilst working in this role I wanted to undertake additional learning to develop new skills and to travel. I decided to complete Teaching English as a Foreign Language (TEFL) course via the internet and was immediately successful. I then embarked upon my travels to Thailand to implement my new skill set.

2008-2012 Molton Brown Ltd (Senior sales assistant/key holder) Cardiff

My main focus was to deliver excellent customer service which resulted in the store achieving our weekly KPI targets. My main responsibilities included opening and closing the store on a daily basis, completing daily and weekly trade reports for head office and maintaining good stock control through receipting deliveries/returns and assist with completing regular stock takes. I took on additional responsibility as key holder. Cashing up and banking experience were developed as part of this role.

During this period, I established my own beauty business. I studied whilst working full time to obtain the relevant qualifications I needed in tanning, nail art, massage, and eyelashes for example. I managed to balance my own business around my busy shifts in Molton Brown.

Qualifications and Training Courses School: 2001 – 2006 St Teilos Cardiff

GCSE

- ☐ English
- ☐ Mathematics
- ☐ Art
- ☐ IT
- ☐ P.E

Courses and certificates

- ☐ Cardiff School of Beauty Therapy (varicus beauty treatments)
- ☐ Self-defense in the work place
- ☐ Health and safety at work
- ☐ Food hygiene
- ☐ TEFL
- ☐ PCVA

Interests and hobbies

My interests and hobbies include travel, keeping fit, my 2 dogs which are pugs, make up, fashion and socialising with friends and family. I support numerous charitable organisations and actively raise money for those in need. Examples of this include two years ago I trekked across the Sahara desert and raised £7,000 for Help for Heroes.

Most weekends I work alongside GFP a clothing brand, I help out with social media, photo shoots and promotional stands.

Personal details

Address: 141 Bremley Court, Glenwood, Cardiff, CF23 6UW Date of birth:

27/03/1991

Nationality : British Driving licence

Non smoker