

Anna Margaret Levett
Career
Portfolio
2019

Module code- ECGE6001

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ANNA MARGARET LEVETT

1997 CURRICULUM VITAE

ADDRESS - THE COTTAGE FOUNTAIN HALL

FOUNTAIN HALL TERRACE

CARMARTHEN

SA31 1SJ

TEL: 01267 234400

DOB: 6TH DECEMBER 1977

EDUCATION HISTORY

1995 - 1997 RATHBONE TRAINING, CARMARTHEN

1989 - 1995 QUEEN ELIZABETH MARIDUNUM SCHOOL, CARMARTHEN

QUALIFICATIONS

1997 NVQ LEVEL 2 - CARE: DIRECT CARE

1995 BTEC HEALTH AND SOCIAL CARE INTERMEDIATE

1994 GCSE

ENGLISH

ENGLISH LITERATURE

MATHS

GEOGRAPHY

DESIGN AND TECHNOLOGY

Commented [a1]: Keeping an up-to-date CV is essential as the person who is actively seeking a job may need to send it quickly (Cottrell, 2015). Thus, on-page 6-7 is an up-dated CV with comments explains why the opposite CV is not appropriate.

EMPLOYMENT 1996- PRESENT

GOLDEN LION HOTEL

101 LAMMAS STREET

CARMARTHEN

CARMARTHENSHIRE

SA31 3AP

TEL- 01267236333

EMPLOYERS NAME - JANE SAMBOURNE-HENDERSON

MY MAIN ROLE IS TO

- PREPARE THE BAR AREA AND SERVE DRINKS
- RECEIVE AND STORE STOCK
- CREATE AND MAINTAIN EFFECTIVE WORKING RELATIONSHIPS
- MAINTAIN AND DEAL WITH PAYMENTS

EMPLOYMENT 1996- PRESENT

ERWHIR CARE HOME

29 LONG ACRE ROAD

CARMARTHEN

SA31 1HL

TEL- 01267 236504

EMPLOYERS NAME - MRS JONES

MY MAIN ROLE IS TO –

- ASSIST RESIDENTS WITH PERSONAL CARE
- HELP RESIDENT'S WITH EATING IF NEEDED

- MAKE RESIDENTS TEA/COFFEE
- BUILD A FRIENDLY RELATIONSHIP WITH RESIDENTS
- ASSIST IN END OF LIFE CARE

PERSONAL STATEMENT

I AM 19 YEARS OLD AND RECENTLY COMPLETED A RATHBONE TRAINING COLLEGE COURSE DOING LEVEL 2 IN CARE: DIRECT CARE NVQ. I AM A PART-TIME BARMAID, AND I ALSO WORK PART-TIME AS A CARE ASSISTANT IN ERWHIR RESIDENTIAL HOME FOR THE ELDERLY, I INITIALLY DID WORK EXPERIENCE WITH ERWHIR DURING MY COURSE; HOWEVER, I WAS EMPLOYED AS A CARE ASSISTANT ONCE I COMPLETED MY NVQ COURSE.

I HAVE EXPERIENCE WITH HELPING PEOPLE WITH PERSONAL CARE AND AIDING THOSE WHO NEED SUPPORT WITH WALKING. I HAVE BEEN PRESENT WITH RESIDENTS AT THEIR END OF LIFE, AND I HAVE HELPED THE SUPERVISOR SUPPORT THE INDIVIDUAL AND THEIR FAMILY MEMBERS DURING THESE TIMES.

I HAVE A PASSION FOR CARING AND WISH TO FURTHER MY CAREER IN THIS FIELD WITH A LEVEL 3 IN CARE: DIRECT CARE.

HOBBIES AND INTERESTS

MY HOBBIES AND INTERESTS INCLUDE-

- READING
- FAMILY
- TRAVEL
- WORKING
- CARING FOR OTHERS

REFERENCES

JANE SAMBOURNE-HENDERSON

MRS JONES

GOLDEN LION HOTEL

ERWHIR CARE HOME

101 LAMMAS STREET

LONG ACRE ROAD

CARMARTHEN

CARMARTHEN

SA31 3AP

SA31 1HL

TEL- 01267 236333

TEL – 01267 236504

Anna Margaret Levett

Personal Details

Address: 32 Haulfryn, Tregynwr, Carmarthen Postcode: SA31 2DT
Tel: 01267 232231 ; Mobile phone: 07761561280 Email: 1703729@student.uwtsd.ac.uk
Nationality: British

Educational History

2017 – present University of Wales Trinity Saint David, Carmarthen, SA31 3EP
1995 - 1997 Rathbone Training, Carmarthen
1989 - 1995 Queen Elizabeth Maridunum School, Carmarthen
1983 – 1989 Model Church in Wales School, Carmarthen

Qualifications

2019 Level 5 - BA Social Studies: Health and Social Care
2018 Level 4 - BA Social Studies: Health and Social Care
1997 NVQ Level 2 - Care: Direct Care
1995 BTEC Health and Social Care Intermediate
1994 GCSE in English, English Literature, Maths, Geography,
Design and Technology

Employment History

Dates	Employer	post	Responsibilities
1996 – present	Golden Lion Hotel 101 Lammas Street Carmarthen SA313AP 01267 243909	Bar Supervisor	Preparing bar for service, maintaining the cellar and kegs, cleaning drink dispense lines, receiving stock, training new members of staff.

Commented [a12]:

This CV is based on Cottrell (2015, p. 297).

Cottrell (2015) suggests that a CV should be aesthetically pleasing, avoiding images, and difficult to read fonts. Using the same font throughout and by adding some essential information may make the interviewer choose the applicant for an interview.

Cottrell (2015) argues that a CV is becoming less in demand by some employers; however, organisations often request a CV and often respond to some applicants even if a job is not on offer. Although there are many appropriate layouts for a CV, an employer may spend less than one-minute reading them, hence the importance of keeping a CV to no more than two sides long and adding information that is relevant to the job (Cottrell, 2015).

Commented [a13]: Cottrell (2015) states that qualifications should only be added to a CV if they are relevant to the job application. Hence, the qualifications shown on the CV show a longing to work in the care sector.

Commented [a14]: Cottrell (2015) argues a CV should be clearly written with bold headings, divided into clear sections such as, employment history and any volunteer work.

1996 – 1998	Erwhir Care Home 29 Long Acre Road Carmarthen	Support worker	Supporting residents in their personal care, medication, serving meals and assisting at mealtimes if needed.
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Volunteer Work

Dates	Organisation	Responsibility
2019 – present	Leonard Cheshire Disability Nursing Home Carmarthen SA313GA	Supporting residents in everyday activities such as; day trips, shopping, pamper sessions, reading, organising activities throughout the day suitable for their needs.

Commented [a15]: Volunteering is seen to improve employability by giving volunteers the prospect to develop new skills, broaden social networks, build CVs, and to try out new career paths as well as developing skills (Paine *et al.*, 2013).

Skills and competences

Doing a full-time degree, working 20 hours per week plus volunteering, I feel I am a well organised, diligent individual with a thrive for success. I work well as part of a team and effectively get on with the task at hand. However, I also work well on my own and able to work under pressure. The fact that I have worked for the same establishment for over 23 years shows I am dependable and trustworthy.

Commented [a16]: Bright and Earl (2007) argue people who add a brief competence statement to their CV have a better chance of being selected for the job. Cottrell (2015, p. 295) also backs this theory by suggesting, providing an employer with ‘competence-based’ skills may authenticate ‘transferable’ proficiencies in the workplace.

Interests and achievements

I have always had a caring attitude, and I am customarily good with people. Hence, I am keen to have a career related to the caring profession, where I can make use of my skills and knowledge through my ongoing Health and Social Care Degree and voluntary work.

Other information

I have a clean and full driving licence, with experience of driving a wheelchair accessible vehicle. I also have an up to date Disclosure and Barring Service (DBS) certificate. Furthermore, I am currently studying for a level 6 of a BA Social Studies: Health and Social Care Degree and aiming to graduate in 2020.

Commented [a17]: The importance of adding a DBS to a CV may help the employer keep those considered to pose a risk to vulnerable people in society out of the workplace (Cqc.org.uk, 2019). Those companies who use DBS certificates have shown the importance of excellent recruitment practices by protecting those people who are at risk such as; children, elderly and the disabled (Cqc.org.uk, 2019).

References Available Upon Request

Commented [a18]: Indeed.com (2019) suggest it may be best practice to leave references off a CV as they may not be needed for an initial interview process. A CV should contain relevant information for the employer to choose an individual for an interview (Cottrell, 2015). Hence, the changes made from the old CV.

Personal statement

I am a mature student currently undertaking my third year studying for a Health and Social Care Degree. I enrolled in this particular course with the notion that it may help me achieve the skills as well as the qualifications I need to begin my career in the care profession that I have aspired since I was at school.

Throughout my adulthood, the only job I have ever known was being a mother and a barmaid. However, since my children have now grown up and no longer need my full attention, I feel I have outgrown the convenience and flexibility of working behind the bar. Therefore, putting myself first furthering my career by enrolling in a university degree back in 2017 .

I have always had a passion for care, sometimes placing others before my own needs as I thrive off caring for others. I have previous experience working in a care home for the elderly, which involved assisting residents in their personal care, as well as end of life care.

My initial career aspirations were to become a social worker for the elderly, however, due to a module comprising of volunteer work I wanted to broaden my understanding of collaborating with people and how to deal with adults with disabilities. Thus, volunteering for Leonard Cheshire for my university degree has been such a meaningful experience that I now volunteer regularly visiting once or twice a week aiding a resident living with quadriplegia. I support this gentleman with shopping, going on day trips, driving him to his family home and assisting him at meals times. I have experience of driving a wheelchair assessable vehicle and have familiarity with operating electric and manual wheelchairs. My passion is to advocate for individuals with disabilities to remove barriers in society so that nothing may restrict their life choices and to study the 'social model' of disability more in-depth.

Being a full-time mature student, and a working mother I am an extremely organised person, I can work to deadlines, have excellent time management skills and I consider myself to be an excellent communicator due to working in hospitality. In addition to this, working for over 23 years for the same establishment shows how I am committed to my responsibilities as well as demonstrating excellent people skills with co-workers and customers.

Commented [a19]: Cottrell (2015) argues that a personal statement is an effective method of making use of ongoing reflection, evaluation and observations. Thus, showing a potential employer why the person may be suited for a particular job.

Commented [a110]: This is an important piece of information as it shows that the potential employee has previous experience working in the care sector and has experience of driving a wheelchair assessable vehicle. Therefore, Harootyan (1996, p. 613) argued volunteering is intended to provide a service to help others without obligation for which the volunteer does not receive 'pay or other material compensation'.

Commented [a111]: Informing the potential employer, a small amount of information about their organisation shows that the prospective employee has done some background research on the company and understands what the job may entail (Cottrell, 2015).

Leonard Cheshire highlights the prominence of the social model of disability by expressing 'We support individuals to live, learn and work as independently as they choose, whatever their ability'(Leonard Cheshire, 2019a). The idea of the social model of disability is, therefore, a term that acknowledges the cause of disability within society; it is not the disabilities of the person that cause disability, but the obstacles in society that prohibit people from participating entirely in the community (Giddens and Sutton, 2013).

Commented [a112]: The success of organisations is increasingly reliant on the involvement, dedication and, more importantly, loyalty of their employees (Rodríguez, Boltansky, Chiapello, & Vázquez, 1999 cited in Murali, Poddar and Seema, 2017). Hence, the importance of showing the potential employer that working for over 23 years for the same company is showing loyalty and commitment to their current job.

Personal Statement (Volunteering Work)

Since February 2019, I have been volunteering for Leonard Cheshire home for individuals living with disabilities visiting once or twice a week. Currently, there are Over 2,500 people throughout the United Kingdom (UK) volunteering for this particular organisation (Leonard Cheshire, 2019b). Since its inception in 1948, Leonard Cheshire Disability has enabled disabled people in the UK and around the world to understand their potential and live the lives they desire (Leonard Cheshire, 2019c).

The Leonard Cheshire home that I volunteer for is called Ty Cwm and is situated in Carmarthen. Ty Cwm is a home adapted to house up to 20 physically disabled adults with a dedicated team of volunteers and staff. Each resident is included to engage them in individual and group activities, so they can all have an opportunity to get creative, to be social and enjoy everyday activities (Carehome.co.uk., 2019).

My primary role in Ty Cwm is to engage residents in everyday activities these include -

- Cooking
- Gardening
- Pamper sessions
- Reading
- Music
- Taking residents shopping

However, recently, I have been working on a one-to-one basis with a resident who lives with quadriplegia. Therefore, I was assessed for my driving and had an evaluation of operating his specific wheelchair. I accompany this gentleman to his home and shopping trips, and due to his disability, I assist him with food and drink.

Reference for my role in Leonard Cheshire, please contact

Name - Esme Thomas
Address- Leonard Cheshire Disability Nursing Home, Carmarthen SA31 3GA
Telephone number - 01267 228070
Email- esme.thomas@leonardcheshire.org

Commented [a13]:

Cottrell (2015) argues that when developing a portfolio for potential work applications, it should contain numerous features. Some of these may include; personal statements, personal development plans, work experience, volunteer activities, and a broad set of transferable skills that can transfer in the workplace.

Therefore, by adding this personal statement shows the employer that they are contributing to society, they have experience in working in the care sector which may involve transferable skills to their organisation.

Commented [a14]: I have added a reference to this personal statement for the employer to contact my co-worker to verify that I am being truthful.

Teamwork

Situation – Part of the module for my level 5 BA in Health and Social Care was to produce a video presentation under current social inclusion issues. This particular module was focused on teamwork, and we would be collaborating with a team of three or four people to produce a video. Each of the team members created a different aspect of the theme, and we individually provided a portfolio of evidence to validate our work as a group.

Task – The main focus of the video presentation was to cover a ‘Hot Topic’ for a group of people who are disadvantaged in society, we as a group decided to focus on violence against women, however, due to the full range of issues violence against women covers, we decided to concentrate on intimate partner violence and to highlight ‘male violence against female partners or ex-partners’.

Action – Working as part of a team for a project was a new experience for myself; however, we all cooperated equally to produce a high level of academic work. Therefore, having excellent communication skills was key to this task as each of us has strong concepts and beliefs; however, we avoided any disagreements by expressing our concerns early in the assignment, and we worked productively. Each of the team members was given different aspects, and we regularly converged to discuss and share our findings. As we all have other commitments such as employment and families, we, therefore, worked out a plan so that we could meet up and produce the finished product.

Result – The ‘hot topic’ issue was a fascinating subject to research, covering topics such as policies, legislation, statistics, the historical denotation of patriarchy, and theorists’ viewpoints to explain such issues. Therefore, we managed as a group to complete the video the day before the deadline. Overall, the video we produced was of a high standard as the academic results we all received indicated. I received a mark of 72, which I believe shows that I can work to a very high standard and demonstrates that I have the skills and competencies for teamwork, communication, creativity skills, and time management.

Video Presentation Marks and Feedback

video presentation	
GRADEMARK REPORT	
FINAL GRADE	GENERAL COMMENTS
72/100	Instructor
	<i>Please note that these comments mainly relate to your Video Presentation. Your Video Planning Sheet will also be taken into account.</i>
	You introduced your group and the topic well at the start of the presentation.
	Your use of the QMS for your data was appropriate.
	Think about the balance between text and graphics in your presentation.
	You need to ensure that your citations are correctly formatted.
	Your point about violence to women throughout history was supported by the use of appropriate sources of evidence.
	Your use of Social Learning theory to account for the continuation of violence was a very good application of theory.

Commented [a15]: The STAR approach adapted from Kent.ac.uk. (2016).

Cottrell (2015) argues, to have competency-based applications in a CV it may provide employers with the knowledge of specific transferable skills that have been learnt and how these skills can be applied to the job application.

Taylor and Humphreys (2002) articulate, maintaining and keeping a good team at work is valued high among business leaders. Thus, by adding a teamwork competency sheet shows the potential employer that working as part of a team for a particular module was highly successful.

Commented [a16]: To add proof of a skill that has been achieved to a potential employer shows that a particular competency has been achieved (Indeed.com, 2019b).

Professional Behaviour Evaluation

Name:	Anna Margaret Levett		
Date of Evaluation:	06/ 10 / 19		
Competency	Examples of Professional Behaviour	Competent	Not Yet Competent
1. Integrity	Examples of professional behaviour include but are not limited to: Consistent honesty; being able to be trusted with the property of others; can be trusted with confidential information; complete and accurate documentation of service user care and learning activities.	☒	☐
2. Empathy	Examples of professional behaviour include but are not limited to: Showing compassion for others; responding appropriately to the emotional response of service users and family members; demonstrating respect for others; demonstrating a calm, compassionate, and helpful demeanour toward those in need; being supportive and reassuring to others.	☒	☐
3. Self-Motivation	Examples of professional behaviour include but are not limited to: Taking initiative to complete assignments; taking initiative to improve and/or correct behaviour; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in all aspects of service user care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities.	☒	☐
4. Appearance and personal hygiene	Examples of professional behaviour include but are not limited to: Clothing and uniform is appropriate, neat, clean and well maintained; good personal hygiene and grooming. Examples of professional behaviour include but are not limited to: Clothing and uniform is appropriate, neat, clean and well maintained; good personal hygiene and grooming.	☒	☐
5. Self-confidence	Examples of professional behaviour include but are not limited to: Demonstrating the ability to trust personal judgement; demonstrating an awareness of strengths and limitations; exercises good personal judgement.	☐	☒
6. Communications	Examples of professional behaviour include but are not limited to: Speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations.	☒	☐
7. Time Management	Examples of professional behaviour include but are not limited to: Consistent punctuality; completing tasks and assignments on time.	☒	☐

Commented [a17]: Professional Behaviour Evaluation (2019).
Evaluation report was handed out during sessions 5 and 6 of the Skills for life: Employability and Future Pathways module.

Commented [a18]: Cottrell (2015) argues working on your confidence is essential as having low self-esteem affects the brain that makes you work less efficiently, believing in one's self-belief and competencies are vital in motivating you not just in the workplace but in life as well.

8. Teamwork and diplomacy	Examples of professional behaviour include but are not limited to: Placing the success of the team above self-interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems.	☒	☐
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9. Respect	Examples of professional behaviour include but are not limited to: Being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession.	☒	☐
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10. Service user advocacy	Examples of professional behaviour include but are not limited to: Not allowing personal bias to or feelings to interfere with service user care; placing the needs of service users above self-interest; protecting and respecting service user confidentiality and dignity.	☒	☐
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11. Careful delivery of service	Examples of professional behaviour include but are not limited to: Mastering and refreshing skills; performing complete equipment checks; demonstrating careful and safe ambulance operations; following policies, procedures, and protocols; following orders.	☒	☐
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Development Opportunities

Use the space below to explain any not yet competent ratings. When possible, identify specific behaviours that you wish to improve, and developmental actions you will take.

Competency	Behaviour	Developmental Action
Self-confidence	- Feeling anxious - Self-doubt	- Ask for help, i.e. lectures, student services - Reading academic text - Working on my anxiety - Creating a Personal development plan

Personal Development Plan (PDP)

What are my goals?	To complete my degree
Goals first?	- Read for my degree. - Go to all lectures. - Time management. - Complete modules on time.
When do I want to achieve this?	2020
Obstacles?	- Family life. - Work commitments. - Procrastination. - Motivation. - Lack of confidence.
How can I improve?	- Organise my time better. - Prioritise my time. - Turning telephone/ television off. - Not being afraid to ask for help.
Where can I go for support?	- Lecturers. - Library staff. - Career advisors. - Student services.
Review	- Level 4 of BA Social Studies achieved - Level 5 of BA Social Studies achieved

Commented [a19]:

Personal development plan template adapted from the website Perkbox (2019).

A personal development plan (PDP) is a personal development of the individual who is writing it (Cottrell, 2015).

PDP is a reflective piece of work and Cottrell (2015) argues it supports the journey of 'exploration and discovery.' This requires the writer to develop self-awareness regarding their, ambitions, goals, motivations, barriers to achieve these goals and how these barriers can be challenged, support networks for the individual to turn to for support and a review to see if the goal has been achieved (Cottrell, 2015).

What are my goals?	To find a job in the care sector.
Goals first?	Complete my degree with a 2 1 or first-class honours.
When do I want to achieve this?	2020
Obstacles?	- Lack of confidence in finishing my degree. - Anxiety in leaving the only job I have known for over 20 years.
How can I improve?	- Working on my self-confidence. - Gaining more experience in my volunteer work.
Where can I go for support?	- Career advisors. - Lecturers. - Websites such as- - Indeed - NHS - Leonard Cheshire Disability - Carmarthenshire County Council
Review	

Reflection

During this assignment, the 'Gibbs Model of Reflection' (1988) will be used to evaluate and critique the '*Skills for Life: Employability and Future Pathways ECGE6001*' module.

Description

As part of the '*Skills for life: Employability and Future Pathways*' module we were asked to present a collection of evidence in a portfolio to illustrate a variety of competencies and skills relevant to employability such as; an old CV compared to an updated CV. In Addition, we were also asked to prepare and give a ten-minute individual presentation on how the skills and knowledge we have gained throughout the module could be transferred to a work opportunity in the future. Therefore, the end goal of this module is to build an enterprise mindset and employability mentality, to provide us with the skills needed for the workforce and for any business opportunities once we graduate.

Feelings

My initial thoughts and expectations while understanding the criteria of this module was apprehension, as throughout my adult life I have only had two places of employment one was a home for the elderly, and the other was working in a public house for the past twenty-three years. I did mention to the lecturer that I felt my CV would be "boring" however he reassured me that it would not and that it showed commitment and loyalty to my employer, therefore, due to his comments it eased my concerns somewhat.

Evaluation

The 'Skills for Life' module was lectured over a few weeks instead of extending over the first semester, which we had been accustomed to over the previous years; I had to rearrange some work shifts so that I could attend the classes. The lectures were over two days a week, and each lecture consisting of four-hour lessons. However, due to the module only lasting a few weeks and assignment deadlines due for a few weeks' time also, this made me a little discouraged because I thought it was a lot of work to do in a short time as I have not had a reason to create a CV for a number of years, due to being in the same employment for many years. However, I started my portfolio, adding an old CV from 1997 and an updated version which I structured from Cottrell (2015) 'Skills for Success' textbook. Subsequently, I made comments on my new CV to explain my reasoning's of the new changes and structures. I also created a personal statement clarifying my reasons for beginning my university degree and my reasons for working in a public house for twenty-three years. In addition, a personal development plan for my university degree and my plans for future jobs have also been added as well as a 'Professional Behaviour Assessment' (2019) which was handed out during sessions five and six of the module. Additionally, a competency account following the STAR method (Kent.ac.uk., 2016) on a teamwork module that I was part of ,was also introduced to show a potential employer that I can work as part of a team and effectively achieve a high academic record.

Analysis

Some of the problems I encountered during this module was my self-doubt over how uninteresting my CV would appeal to future employers. Therefore, Fennell (2009) argues, having low self-esteem in particular education and employment may make the individual avoid specific difficulties, or perhaps work with such 'rigid perfectionism' that they may live with a constant 'fear of failure.' Therefore, those with 'self-esteem issues', may find it more challenging to give themselves 'credit' for their achievements in life (Fennell, 2019, p.23). However, Cottrell (2015, p. 295) argues that a CV is becoming less in demand by some employers as they may assign 'less than a minute reading it'; thus the importance of making sure a CV is no longer than two pages long, easy to read and with relevant information for the job. Moreover, employers in recent times are seeking more of a 'competence-based application', therefore, asking potential employees to provide examples of their abilities and competencies and how these skills can be transferred to a specific job role; hence the importance of only adding principal competencies to a job application (Cottrell, 2015, p. 295).

Conclusion

The changes I would have made to this particular module would be for it to have been over a more extended time schedule, so I did not feel that I had to rush to complete the module for the assignment deadline. However, I think It may have been helpful for myself to have an up-to-date CV at hand and started a personal development plan at the start of my university degree. If I was to participate in a similar assignment again, I feel I am now more prepared and confident in achieving my goals once my degree is completed.

Action plan

To conclude, the overall module has made me feel ready and confident to apply for jobs once my degree is over. I will continue to update my CV on a regular basis and frequently add to my personal development plan. Furthermore, working on my self-confidence is something I will continue to work on, as towards the end of my portfolio along with, reassurance from the lecturer and fellow peers I feel proud of the fact that I have worked for the same establishment for all those years and I am enthusiastic about my future. Therefore, I will take on board any criticism that is given to me during this module to support me for the future.

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