

UNIVERSITY OF
VISION
STRATEGY
OPPORTUNITY
WESTMINSTER 

WESTMINSTER BUSINESS SCHOOL

Module Title: Professional and Personal Skills Development

Module Code: 5BUSS005X

**Host School of the Module: School of Management and
Marketing**

Semester 1, 2021

Module Handbook

MODULE TEACHING TEAM CONTACT DETAILS

Name	Room	Email
Module leader:		
Xanthy Kallis	M101	kallisx@westminster.ac.uk
Teaching team:		
.		

DATES FOR YOUR DIARY

Key assignment submission and feedback return dates

Assessment	Weighting	Deadline for submission	Method of submission	Feedback available:	Feedback available from:
Reflective essay (1,000 words)	25%	Mon 15th November 2021	Blackboard via Turn-it-in	8 th December 2021	Blackboard
Essay & learning logs (3,000words)	75%	Mon 10th January 2022	Blackboard via Turn-it-in	1st February 2022	Blackboard

The dates for the return of marks and/or feedback are determined by the University's stated marking periods as given in the academic regulations.

The Core Text for this module is

Matthewman, L., Rose, A. Hetherington, A., (2009), *Work Psychology: An Introduction to Human Behaviour in the Workplace*, Oxford University Press

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- Please note that this module handbook serves as guidance for students taking this module.
- Some minor changes related to literature and video sources, seminar activities etc. may change during the course of the module and will be communicated by the module leader
- Key information such as the module learning outcomes, the methods of assessment and assessment deadlines will not change.

Ensure that you check the module Blackboard site and your University email regularly for announcements and updates.

1. INTRODUCTION & WELCOME TO THE MODULE

Welcome to the module! The module is designed in a challenging and interesting way to help you gain the most of the internship experience and grow both professionally and personally within this experience. It aims to improve self-understanding and self-awareness as well as understanding the behaviour of other people in the workplace.

Employability Link to the Module

Graduate Attribute	How this module curriculum & assessment enhances your employability
Critical and creative thinker	Working on a business issue tests your ability to critically evaluate information; researching the issue and presenting the findings demonstrates your ability to present ideas in ways that communicate meaning with creativity
Literate and effective communicator	Working in teams; seeking, editing and formatting information to communicate effectively develops your active listening skills and your ability to negotiate and influence your ideas to and with others.
Entrepreneurial	In working on a particular project/area of interest, taking some existing ideas and promoting these to others by devising creative approaches to the issues and marketing them in new ways you also develop life long learning skills.
Global in outlook and engaged in communities	As part of your project development, you are involved in a field study of the area of research, comparing and contrasting the different cultures & perceptions with your own and being open and accepting to these differences and how they add to your knowledge and learning experiences.
Socially, ethically and environmentally aware	You develop an understanding of the interdependence between social, ethical and environmental values when making decisions and their impact in a holistic way, developing your own self awareness and your awareness of others around you.

Careers and Employability Service:

<https://www.westminster.ac.uk/current-students/support-and-services/careers-and-employability-service>

Westminster Employability Award:

<https://www.westminster.ac.uk/current-students/employability-and-career-development/improving-your-employability/westminster-employability-award>
https://www.youtube.com/watch?time_continue=189&v=eaErNpoL7-I

Volunteering Opportunities:

volunteering@westminster.ac.uk | 020 3506 6112
<http://westminster.ac.uk/volunteering>

Placement (UG):

Between levels 5 and 6 all UG students can take a paid placement year. CV and interview preparation appointments are available from the CES (Career & Employability Service).

westminster.ac.uk/careers or

<https://www.westminster.ac.uk/study/current-students/employability>

Engage Login: <https://engage.westminster.ac.uk/>

Mentoring: Zurria Qureshi: z.qureshi3@westminster.ac.uk

2. MODULE AIMS, LEARNING OUTCOMES AND INDICATIVE CONTENT

Module Aims

Students will complete an internship in a business function alongside their studies. Students will draw upon their experience in the workplace in order to reflect on (and to challenge) their behaviours, attitudes and assumptions at work. This greater self-awareness will help the student appreciate differences in cultural and ethical working practices. The module uses coaching tools to help students discover their own solutions to issues, thus developing 'independent' self-reliant learners and increasing their resilience.

Learning Outcomes

On successful completion of this module you should be able to:

- Assess own capabilities and set personal goals within the context of the internship by creating a personal development plan and evaluating own progress towards their criteria
- Demonstrate career management skills through a critical analysis of the output from different tools
- Apply theories of organisational culture, challenging stereotypes and own assumptions in the workplace
- Apply theories of coping with stress in the workplace, in order to develop own coping mechanism
- Evaluate ethical working practices and relate these to own experiences
- Communicate effectively, demonstrating ability to present information both orally and in writing

Indicative Syllabus Content

- Theory
A variety of topics that will be covered, such as management styles, organizational culture, ethical practice in the workplace, relationships at work, conflict, goal setting, career development, reflective practice.
- Practice
Use of self development tools and techniques to assess, reflect and develop: self-awareness; awareness of others; recognition of own styles of learning, styles of working, resilience.
Development of a personal development plan showing understanding of its dynamic nature.

3. ASSESSMENT

The University has arrangements for marking, internal moderation and external scrutiny. Further information can be found in [Section 12](http://westminster.ac.uk/study/current-students/resources/academic-regulations) of the Handbook of Academic Regulations, westminster.ac.uk/study/current-students/resources/academic-regulations

The pass mark for the module is 40%. To pass overall, the overall total calculated from adding weighted marks in each assessment component must be 40% ((If your mark for the module is between 30%-38% you will be required to complete one or more referral assessments and your mark for these will be capped at 40%).

Unless explicitly indicated otherwise all coursework must be submitted electronically via Blackboard. In addition to the detail given below, further information may be posted onto the Blackboard site for the module.

Anonymous marking

Do NOT include your name or student number within the file name or anywhere within your submission. The submission will be subject to anonymous marking. Having logged into either Turnitin the system will record your details anonymously and tutors will only see your name after the entire submission has been assessed and provisional marks have been released to all students at the same time.

Assessment rationale, methods and weightings

Formative assessment (0%): as reflective practice underpins the students' learning in this module; they are expected to submit a draft of their learning log for their first two weeks experience for which they will receive formative feedback to help them develop their reflective writing skills.

Individual reflective essay (25%): this essay is linked to a group project aiming to give students experience in writing a reflective essay. The essay is designed to allow students the opportunity to reflect on their participation and contribution within this group process and demonstrate an ability to reflect on (and to challenge) their behaviours, attitudes and assumptions within the group process. Students need to demonstrate their ability to effectively communicate their experiences and contribution within this group process in a clear and concise manner and to demonstrate a level of self awareness. Furthermore, they are required to demonstrate an ability to apply 'theory' to their experiences as well as identify their learning. You will be required to sign a group learning contract.

Reflective essay with reflective logs (75%): during their internship the students will keep a weekly electronic log of their work-based experiences which they will then use as content for their reflective essay. The aim of the reflective essay is to demonstrate their ability to reflect and learn from these situations. They need to re-read the learning logs in order to capture any insight gained over the weeks as a result of these and to write an essay that focuses on their ability to recognise their own behaviour, assumptions, attitudes and actions at work and how these may impact on how others will consequently respond, thus demonstrating a level of self awareness. The essay they are required to write is based on their internship experience and the reflections from their learning logs and what they would do differently next time that they can take forward into their future career. This is designed to test students' learning about their own performance and professional development based on their ability to underpin their experiences with 'theory' and to illustrate these with examples from their learning logs.

Assignments

Assessment One – is a 1000 word ‘individual reflective essay worth 25% of the overall module mark (excluding reference list and bibliography) use Arial 12 font The reflective essay is based on a group project experience, which gives students the opportunity to demonstrate their ability to communicate these experiences and their learning based on their involvement within the group project. The reflective essay must be submitted via turn-in-it on **Monday 15th November 2021 before 13.00 UK time.**

Assessment Two – is a 3000 word assignment, which is in two parts, the first part 1) **must be completely weekly** in the form of reflective learning logs, during their internship work experience, using the ‘format’ provided, approx 100 words per log, making up 1000 words of the total word count and 2) a reflective essay based on the learning gained from these weekly reflective learning logs making up 2000 of the word count. This piece of work is worth 75% of the overall module mark. The total word count for this assignment is 3000 words (excluding reference list and bibliography.) use Arial 12 font for both. The assessment is due on **Monday 10th January 2022 before 13.00 UK time.**

Eligibility of students for an ‘alternative assessment’

No alternative assessment is offered for this module.

Assessment criteria

Individual reflective essay

- depth and extent of student’s knowledge and understanding of relevant theories and concepts;
- effective communication skills
- ability to write clearly, effectively and concisely
- degree of self-awareness evident

Individual reflective essay linked to learning Logs

- ability to reflect upon and evaluate own behaviour, attitudes and performance
- ability to write clearly, effectively and concisely.
- depth and extent of students’ knowledge of relevant underpinning theories;
- ability to apply such knowledge to analysis of own experience;

Assessment name	Weighting %	LOs	Assessment type
<i>Formative</i>	0	1,6	<i>Draft learning log based on their first two weeks experience</i>
<i>Individual Reflective Essay based on group poster</i>	25	1,2,5,6	<i>Reflective writing (1000 words)</i>

Individual reflective essay with reflective learning logs	75	1,2,3,4,5,6	<i>A reflective essay (2000 words) using the learning from their weekly reflective log (1000 words) and also underpinned by theory (3,000 words total)</i>
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Assessment General Threshold Criteria

The descriptions below are indicative of what is needed to merit a mark at a given level:

General criteria	Level 4	Level 5	Level 6
	%	%	%
No evidence to suggest that any learning has taken place beyond the most basic principles.	1-9	0	(0)
Makes no serious attempt to answer the question, and has little or no coherence. What little evidence that learning has taken place is interspersed with nonsense.	10-19	1-9	0
Makes a limited attempt to answer the question but demonstrates a clear lack of understanding of the issues concerned. Misunderstandings and errors of fact are likely to outweigh correct or meaningful statements. There is unlikely to be any referencing. The poor quality of the writing may make it difficult to read.	20-29	10-19	1-9
Attempts to answer the question but is only partly successful in doing so, with much irrelevant material included and much relevant material left out. Referencing is likely to be limited. It should show at least an emerging understanding of the issues, but is likely to include some fundamental misunderstandings and/or errors of fact. It may well lack structure and be poorly written.	30-39	20-29	10-19
Makes a clear attempt to answer the question, but is likely to include material of doubtful relevance. It may well be based largely on a single text-book, or on lecture notes, but shows at least a basic understanding of the issues. There may be some significant misunderstandings or errors of fact. Structure may be confused and language clumsy.	40-49	30-39	20-29
Is clearly focussed on the question and demonstrates a general understanding of the major issues without significant misunderstandings or errors of fact. It may well demonstrate a degree of naivety and is likely to be largely descriptive in nature. It should be properly referenced, but may be based on a limited number of sources, principally text-books. It should have a coherent structure, but may have some clumsy expression.	50-59	40-49	30-39
Demonstrates a detailed understanding of the major issues and at least a general awareness of problems and conflicting	60-69	50-59	40-49

viewpoints. Reading is likely to go beyond basic textbooks, and should show at least an emerging ability to compare and contrast the arguments in different sources. It should be well-structured and well-written.			
Demonstrates a full understanding of the major issues and a full awareness of problems and conflicting viewpoints. It should include references to secondary as well as tertiary sources (journal articles, monographs etc.) and should demonstrate at least an emerging ability to evaluate and criticise sources. The quality of argument should show some sophistication & elegance.	70-79	60-69	50-59
Demonstrates a clear ability to evaluate and criticise sources and at least an emerging ability to apply original insight and thought to the issues under discussion. There should be at least a limited understanding of theoretical issues. If the analysis of primary data is included this should be conducted with at least a basic degree of competence.	80-89	70-79	60-69
Demonstrates a clear ability to apply original insight and critical thought to the issues under discussion, and a clear understanding of the problems and limitations of the approaches developed. It should demonstrate a degree of sophistication in the way in which theory and practice are integrated. If the analysis of primary data is included this should be conducted with complete competence and with a degree of sophistication.	90-99	80-89	70-79
Theoretically informed, with a high degree of originality and an effective integration of secondary and primary data. It should be capable of adaptation with a limited amount of effort either for publication (though not necessarily in a peer-reviewed journal) or for effective professional use (e.g. a marketing strategy that could actually be presented to the Board).	100	90-99	80-89
Suitable for publication or effective professional use, as above, in its submitted form, without significant adaptation.	(100)	100	90-99

Referencing requirements for assignments

Statements, assertions and ideas made in coursework should be supported by citing relevant sources. Sources cited in the text should be listed at the end of the assignment in a reference list. Any material that you read but do not cite in the report should go into a separate bibliography. Unless explicitly stated otherwise by the module teaching team, all referencing should be in **Westminster Harvard** format. If you are not sure about this, the library provides guidance (available via the library website pages).

Difficulties in submitting assignments on time

If you have difficulties for reasons beyond your control (e.g. serious illness, family problems etc.) that prevent you from submitting the assignment, make sure you apply to the

Mitigating Circumstances board with evidence to support your claim as soon as possible. The WBS Registry or your personal tutor can advise on this.

Submitting your coursework - checks

You must NOT include your name, student ID and word count on the first page of your assignment.

Unless indicated otherwise, coursework is submitted via Blackboard. On the Blackboard home page for the module you will find a button on the menu called 'Submit Coursework'. Clicking this will take you to the submission link.

At busy times the coursework submission process may run slowly. To ensure that your submission is not recorded as a late submission, avoid submitting very close to the deadline.

To submit your assignment:

1. Log on to Blackboard at <http://learning.westminster.ac.uk>;
2. Go to the Blackboard site for this module;
3. Click on the 'Submit Coursework' link in the navigation menu on the left-hand side
4. Click on the link for the assignment;
5. Follow the instructions.

REMEMBER

It is a requirement that you submit your work in this way. All coursework must be submitted by 13:00 (UK Time on the due date).

If you submit your coursework late but within 24 hours or one 'working' day of the specified deadline, 10% of the overall marks available for that assessment will be deducted as a penalty for late submission, except for work which is marked in the range 40-49%, in which case the mark will be capped at the pass mark (40%).

If you submit your coursework more than 24 hours or more than one 'working' day after the specified deadline you will be given a mark of zero for the work in question. The University's mitigating circumstances procedures relating to the non-submission or late submission of coursework apply to all coursework.

If you are unclear about this, speak to your class leader or module leader.

4. FEEDBACK ARRANGEMENTS

Feedback on assessments will be provided on-line via Turn-it-in on Blackboard. Feedback will indicate the reason why the work has achieved the mark awarded and identify main failings of the assessment in relation to the published assessment criteria. Feedback will be provided in a way that promotes learning and facilitates improvement. Feedback will be available to the student on-line via Turnitin.

5. USING YOUR STUDY TIME EFFECTIVELY

You have primary responsibility for your own learning. You will have a schedule of formal study where you will be working with academic staff and this is outlined later in this handbook.

Alongside your scheduled studies, your private or 'independent' study is very important. This is the time that you spend learning without direct supervision from, or contact with, a member of teaching staff and this makes up a large part of your studies. It is likely to include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and so on. Some independent study may be structured for you as a key part of your learning, but it also is the additional study you choose to undertake to further improve your learning.

To summarise, in general your study activity will break down into:

- **Scheduled contact/activity time** (such as lectures, classes, tutorials, workshops, supervisions and other directed activities)
- **Structured independent study** (such as reading and preparing for scheduled learning activity)
- **Module and course-based wider study** (such as reading the business media, employability activities, personal tutoring activity)
- **Assessment** (working on coursework and/or preparing for and taking tests/exams)

You should be putting in 10 hours of study time for every credit so you should plan to commit more hours than the class time in this module in order to gain the most of your studies.

UG Activity Table

Learning and Teaching Activity Type	Category	Hours*
Lecture	Scheduled	12
Class	Scheduled	24
Workshop	Scheduled	12
Total Scheduled Contact/Activity Hours		48
Structured independent study	Independent	50
Module and course-based general study	Independent	50
Working on and taking assessments	Independent	52
Total Independent Study Hours		152
Total Learning and Teaching Hours		200

* These hours are indicative only and may be subject to change. They also indicate what would be typical. Your particular study needs may vary.

If you are unclear on any aspect of making the best use of your study time on this module, speak to your class leader or the module leader.

Academic integrity

What you submit for assessment must be your own current work. It will automatically be scanned through a text matching system to check for possible plagiarism.

Do not reuse material from other assessments that you may have completed on other modules. Collusion with other students (except when working in groups), recycling previous assignments (unless this is explicitly allowed by the module leader) and/or plagiarism (copying) of other sources all are offences and are dealt with accordingly. If you are not sure about this, then speak to your class leader.

University of Westminster Quality & Standards statement

Plagiarism is a particular form of cheating. Plagiarism must be avoided at all costs and students who break the rules, however innocently, will be penalised. It is your responsibility to ensure that you understand correct referencing practices. As a University level student, you are expected to use appropriate references and keep carefully detailed notes of all your sources of material, including any material downloaded from the www.

Plagiarism is defined as submission for assessment of material (written, visual or oral) originally produced by another person or persons, without acknowledgement, in such a way that the work could be assumed to be your own. Plagiarism may involve the unattributed use of another person's work, ideas, opinions, theory, facts, statistics, graphs, models, paintings, performance, computer code, drawings, quotations of another person's actual spoken or written words, or paraphrases of another person's spoken or written words.

Plagiarism covers both direct copying and copying or paraphrasing with only minor adjustments:

- a direct quotation from a text must be indicated by the use of quotation marks (or an indented paragraph in italics for a substantive section) and the source of the quote (title, author, page number and date of publication) provided;
- a paraphrased summary must be indicated by attribution of the author, date and source of the material including page numbers for the section(s) which have been summarised.

6. READING AND KEY LEARNING RESOURCES

Main Texts:

Arnold J, Coyne, I, Randall, R and Patterson, F (2020). *Work psychology: understanding human behaviour in the workplace* (7th Edition). Harlow: Pearson

Cottrell, S. (2015) *Skills for Success*. Personal Development and Employability (3rd ed.) access online

Longson, S. (1999) *Making Work Experience Count*. (2nded.) Oxford: How To Books.

Matthewman, L., Rose, A. Hetherington, A., (2009), *Work Psychology: An Introduction to Human Behaviour in the Workplace*, Oxford University Press

Williams, K, Wooliams, M, Spiro, J (2012) *Reflective Writing (Pocket Study Skills)* Basingstoke: Palgrave Macmillan

Supplementary Reading:

Bolton, G (2014) *Reflective Practice: Writing and Professional Development* (4thed) London: SAGE Publications Ltd

Gibbs, G. (1998) *Learning by Doing - A Guide to Teaching and Learning Methods*. London: Further Education Unit.

Hawkins, P. & Winter, J. (1995) *Skills for Graduates in the 21st Century*. Cambridge: The Association of Graduate Recruiters.

Honey, P. & Mumford, A. (1995) *Using Your Learning Styles*. Maidenhead: Peter Honey Publications.

King, D. & Lawley, S. (2013) *Organizational Behaviour*. Oxford: Oxford University Press.

Kolb, David A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs: Prentice Hall.

Rollinson, D. (2008) *Organisational Behaviour and Analysis: An Integrated Approach*. (4thed.) Harlow: Financial Times/ Prentice Hall.

Rook, S (2013) *The Graduate Career Guidebook: Advice for Students and Graduates on Careers Options, Jobs, Volunteering, Applications, Interviews and Self-employment*(Pocket Study Skills) Basingstoke: Palgrave Macmillan

Please note: some of these text books will also be available on line.

7. MODULE CALENDAR

Learning Week	Lecture CG42	Seminar CG42	Workshop CG42	Preparation for next week
1	Introduction to module and how module fits into your internship Why Reflective writing matters	Meet the group Ice breaker Mini Self Presentation Discussing strengths and aspirations	Speed Networking session Getting to know each other Exploring London Project	Cottrell (2010) Ch 3 & 7
2	Learning Theory and Reflective Writing WHEEL	Time Management exercise Learning Styles Preferences questionnaire	Discuss ideas for field study –students as co-creators Brainstorming ideas MUST have a list of 5 minimum	Matthewman et al (2009) Ch 13
3	Effective Communication Guest Speaker	Communication Exercise Resume exercise in groups Feedback & Q&A on draft reflective learning logs	Reduce list of ideas to top three and reasons for these Finalising topic (one to one sessions)	King and Lawley (2015) Chapter 14
4	Group Dynamics	Working in Groups	Getting into group - working dos and don'ts	
5	Perceptions and Attitudes within your internship	Perception exercise TED talks	Group activity as a 'group' Project Field day (one to one sessions)	Matthewman et al (2009) Ch 4
6	Group Field Project	Field Study –as a group and ALL to go together	Finalising Group Project Q&A CW1 (one to one sessions)	Poster Design
7	Internship Relationships &	Belbin's Team roles S&W of roles	Learning from group work and ways to	Matthewman et al (2009)

	Motivation		improve Q&A about CW1	Ch 6 Cottrell (2010) Ch 5
8	Stress and Well-being	Stress levels questionnaire Type Personality questionnaire	Using Goal Setting to plan project action Desk Research of topic (one to one sessions)	Matthewman et al (2009) Ch 9 Cottrell Ch 4
CW1 IINDIVIDUAL REFLECTIVE ESSAY DEADLINE: 15th November 2021				
9	Career Management PDP	Wheel of Life Holland's Vocational Choices	Poster design and development	Matthewman et al (2009) Ch 9 Poster Design
10	Future of Work and planning PDP	Interview Skills Role Play exercise 3-4 Tier 4 Education Abroad Team	WHEEL revisited (one to one sessions)	Completing Poster
11	Module Review and update		Project Exhibition	Exhibition
12	Drop in Session about assessment	Assessment and Reflection – Final assessment to be handed in	Assessment and Reflection final Q&As	
CW2 INTERNSHIP EXPERIENCE REFLECTIVE ESSAY DEADLINE: 10th January 2020				

Note:

Additional preparation materials may be posted on Blackboard. To benefit fully from your face-to-face taught sessions, these should be accessed and completed beforehand. Any changes to the schedule will be announced on Blackboard.

Lecture capture

We support our students by providing complementary recordings* to support education and learning. We aim to offer recorded versions of the following:

- Course and module induction sessions
- Key lectures
- Assessment briefings

Other types of learning may be also provided, depending on the module and mode of study. Workshops and seminars will not be routinely recorded.

**Recordings may be provided in a range of forms, including Panopto recording, audio, video and other learning resources.*

Recordings can be found on our virtual learning environment (Blackboard).

8. WBS PROFESSIONAL PRINCIPLES

PROFESSIONAL EDUCATION IS A PARTNERSHIP

AT WESTMINSTER BUSINESS SCHOOL WE ARE:

RESPONSIBLE

ACCOUNTABLE FOR OURSELVES AND OUR ACTIONS

- Taking control of my learning and/or teaching
- Keeping my promises and dealing with any problems as they arise
- Remembering that my actions affect others

ENGAGED

ACTIVELY LEARNING, TEACHING AND WORKING

- Being curious: asking questions, contributing perspectives, listening to others' ideas
- Taking advantage of the extra activities available in WBS and the University
- Asking for help when required

RESPECTFUL

CONSIDERATE OF OTHERS AND THEIR IDEAS

- Valuing the amazing diversity of WBS, the staff and the students
- Treating everyone with courtesy and respect
- Allowing others to learn, study and work without disruption

INFORMED

AWARE OF POLICES, PROCEDURES AND DEVELOPMENTS

- Knowing who and where to go to for help and advice
- Checking handbooks and online advice for key information
- Keeping up-to-date with faculty and University developments

CLEAR

THOUGHTFUL AND CONSTRUCTIVE COMMUNICATORS

- Checking all communications regularly (at least every 48 hours) and responding quickly
- Communicating in a professional manner
- Using university email

PREPARED

READY TO LEARN, TEACH AND SUPPORT ONE ANOTHER

- Completing preparatory work in good time
- Being ready and equipped to teach or learn in every class
- Working with and actively supporting my peers

PUNCTUAL

MEETING DEADLINES AND BEING ON TIME

- Arriving on time and prepared for classes, meetings and other commitments
- Being organised: in the right place, at the right time, with the right materials
- Informing others promptly if I cannot keep a commitment

DEVELOPING

COMMITTED TO PERSONAL AND PROFESSIONAL GROWTH

- Setting and working towards my personal goals
- Taking responsibility for my professional development
- Finding and taking advantage of opportunities to enhance my employability

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Learn more: westminster.ac.uk/professional-wbs



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