Work-Based Learning Reflection Report for CN5009

BSc Hons Data Science and AI

CN5009: Mental Wealth; Professional Life 2 (Computing in Practice)

Shyam Vijay Jagani

2611208

Group No.: 1

University of East London

Submission Date: 29 April 2025

Table of contents

1 Introduction **3**

2 Reflection on 70hr Work-Based Learning (WBL) Placement **4**

2.1 Summary of Key Learnings and Development Patterns 4

2.2 Challenges Faced and How They Were Overcome 5

2.3 Specific Technical and Soft Skills Gained 6

2.4 Improvement of Knowledge in Computing Fields 7

2.5 Comparison of Expectations vs. Actual Experiences 7

2.6 Key Skills for Future Career and Areas for Development 7

2.7 Digital Tools, Platforms, and Technologies. 8

2.8 Ethical, Legal Considerations & Confidentiality Statement. 8

3 Importance of Work-Based Learning (Reflection Logs) **9**

4 Evidence of Work-Based Learning (Reflection Logs) **11**

5 LinkedIn SSI Score Evidence **19**

5.1 Explain how you actively improved your LinkedIn presence and networking skills. 19

5.2 Impact of LinkedIn Networking on Career Development: 21

6 Career Journey Development Supporting Documents **22**

6.1 Job Description 22

6.2 Tailored CV and Cover Letter 25

6.3 Tailored Standard Application Form 28

6.4 Professional Development Plan 32

7 Conclusion **35**

8 References **36**

1 Introduction

I completed a 70-hour work-based learning placement as an IT Technician at the University Of East London. My responsibilities encompassed essential IT support tasks, beginning with updating software on university computers using the software centre and manually for problematic PCs. I gained experience troubleshooting update issues, including identifying why some PCs failed to update initially. A significant part of my role involved managing aspects of Windows servers and clients. This included working to link client PCs to a server workgroup, which involved troubleshooting and ultimately reinstalling Windows 10 Pro on a client machine to achieve compatibility. I also gained practical experience adding users to an Ubuntu server.

Additionally, I worked extensively with the EON-XR application. This involved exploring its interface, learning to integrate 360-degree images as immersive backgrounds, adding interactive elements such as labels and portals, and testing the user experience within created workspaces. I also participated in taking 360 photos for potential use and creating Extended-Reality building tours of the RDCS building using provided images, focusing on areas like Room 1.31, Level 2, Level 1 and reception, and the area outside the reception including the Fulvio Arches.

As a student working for a degree in AI and data science, I am very interested in getting into the IT sector. This job was intentionally picked because it provided exposure to fields that are very pertinent to current industry standards, especially the practical expertise with server contact, software management, and most importantly: working with VR/XR technology. To stay abreast of the evolving technological landscape, particularly the significant shift towards virtual and extended reality, I actively sought this opportunity to gain practical experience in VR/XR, which this role amply provided.

2 Reflection on 70hr Work-Based Learning (WBL) Placement

Across the 70 hours dedicated to this work-based learning placement as an IT Technician at the University of East London, I saw a clear and progressive pattern of development. My journey moved systematically from engaging with initial, more straightforward IT support tasks to tackling complex problem-solving scenarios and contributing to project-based work involving emerging technologies. The early weeks were foundational, focusing on fundamental IT support responsibilities such as ensuring software was up-to-date across university computers and performing basic troubleshooting, crucial for familiarizing myself with the university's IT infrastructure and standard operational procedures.

As the placement progressed, tasks evolved into more complex system administration activities involving Windows servers and clients, demanding significant troubleshooting and a deeper understanding of network configurations like workgroup management. This period marked a noticeable increase in technical complexity. The final stage represented a significant shift, centering on the utilization of the EON-XR platform for creating immersive experiences, demonstrating a move towards applying technical skills in a more creative, user-experience-focused, and project-oriented context, aligning with my interest in data science and AI. This progression highlights a valuable learning curve, moving from maintenance and troubleshooting to system configuration and content creation with advanced digital tools.

2.1 Summary of Key Learnings and Development Patterns

The 70 hours of work-based learning can be distinctly segmented into stages, each building upon the last and revealing key learning points and development patterns:

- Stage 1 (Weeks 1-2 - Jan 27-Feb 3): Familiarization and Basic Maintenance: The initial period focused on gaining familiarity with the University's IT environment, procedures, and software. Tasks involved updating software via the Software Centre and manually for problematic PCs. This stage underscored the importance of thoroughness in basic maintenance and provided initial exposure to troubleshooting simple update issues, laying the groundwork for understanding common IT problems and the need for persistence.
- Stage 2 (Weeks 3-5 - Feb 3-Feb 6): System Administration and Network Fundamentals: This stage involved a deep dive into server and client relationships and workgroup understanding. A significant task was linking a Windows client PC to a server workgroup, highlighting the critical importance of correct system specifications (e.g., Windows 10 Pro vs. Home). Persistent troubleshooting was paramount. A key takeaway was the practical application of teamwork; collaborating and assigning

roles significantly increased efficiency in tackling complex technical issues.

- Stage 3 (Weeks 6-10 - Feb 12-Mar 31): Immersive Technology Exploration and Content Creation: The focus shifted to the EON-XR platform. This stage involved learning the interface, integrating media like 360 images, and adding interactive elements (labels, portals). It applied digital tools for content creation and developed an understanding of user experience in XR. The importance of preparation, like having a tripod for 360 photography, was a practical lesson learned.
- Stage 4 (Week 11 - Apr 7): Project Completion and Optimization: The final stage consolidated Stage 3 skills by completing the EON-XR project, focusing on flow and context. A practical skill gained was using external tools like image compression software for optimizing content size, crucial for platform performance.

2.2 Challenges Faced and How They Were Overcome

The placement presented several technical challenges that served as significant learning opportunities. Initially, some PCs had software update issues, overcome by revisiting them and using manual methods, teaching the value of follow-up and alternative solutions.

A more significant challenge was linking a Windows client PC to the server workgroup. This required extensive troubleshooting, including resetting and ultimately reinstalling the Windows client with the correct version (Windows 10 Pro instead of Home). This problem was overcome through persistence, consulting with teammates and the placement manager, and leveraging external resources like YouTube tutorials. This experience deeply reinforced the importance of correct system specifications and collaborative problem-solving.

Another challenge during the EON-XR project was obtaining good quality 360 photos without a tripod, highlighting the importance of adequate preparation. This was overcome by utilizing pre-clicked photos provided by the placement manager, underscoring adaptability. Finally, discovering how to add labels and interactive elements in EON-XR was challenging until realizing these features were only in the desktop version, teaching the importance of exploring all software features.

2.3 Specific Technical and Soft Skills Gained

The placement provided a rich environment for gaining both technical and soft skills.

Technical Skills:

- Software Updating and Management: Practical experience using automated (Software Centre) and manual methods.
- PC Troubleshooting: Diagnosing and resolving various PC issues.
- Windows Server and Client Administration: Foundational knowledge in configuring clients for workgroups.
- Operating System Installation: Hands-on experience installing Windows 10 Home and Pro.
- Ubuntu Server User Management: Learned adding users via command line.
- EON-XR Platform Usage: Proficiency in interface navigation, integrating 360 images, adding interactive elements, and creating workspaces.
- Image Compression Software: Using open-source software to optimize image sizes.
- Basic Photography and Photo Evaluation: Experience with a 360 camera and evaluating photo suitability for XR.

Soft Skills:

- Teamwork and Collaboration: Assigning roles, consulting with the team, and continuous integration.
- Problem-solving: Identify issues, come up with solutions, and persevere through troubleshooting.
- Communication: Effectively communicating with the placement manager and teammates.
- Patience: Developed patience when facing technical difficulties and redoing work.
- Attentiveness: Learned the importance of being attentive to details.
- Evaluating Physical Spaces: Gained experience in considering physical environments for virtual representation.

2.4 Improvement of Knowledge in Computing Fields

The practical experience significantly enhanced my theoretical knowledge in several computing fields:

Computer Science/Computing for Business: Hands-on OS installation, configuration, and troubleshooting provided a deeper understanding of fundamental computing principles. Working with server/client relationships illustrated how infrastructure functions in business. EON-XR work touched upon digital content creation and UI design relevant to computing for business.

- Networking: The challenge of linking client PCs to a server workgroup offered practical insight into basic networking concepts and configurations, complementing theoretical knowledge of network protocols. (Microsoft (2022) Ubuntu Server (2015))
- AR/Extended Reality: Extensive work with EON-XR directly contributed to understanding and practical skills in creating XR experiences. This field is closely related to AI (computer vision, spatial computing) and aligns with my interest in future tech shifts. (Hysenaj, D. (2023))

2.5 Comparison of Expectations vs. Actual Experiences

My initial expectations were basic IT support. The actual experience was significantly richer and more varied, including deeper system administration with server/client configuration and substantial time on the EON-XR project, which went beyond my initial expectations. Unexpected learning opportunities, like installing Windows on existing hardware and troubleshooting across OS, added valuable dimensions. The placement moved beyond routine maintenance to complex problem-solving and creative application of technology.

2.6 Key Skills for Future Career and Areas for Development

Based on this placement, I can identify key skills I now possess and areas for development.

- Key Skills: Strong background in PC troubleshooting, basic Windows Server/Client administration, IT support, and EON-XR expertise are among the key skills possessed. Additionally important are developed soft skills in communication, problem-solving, teamwork, patience, and attentiveness.
- Skills Still Needed: Areas for further development include more in-depth knowledge of advanced networking configurations and extensive server administration. Improving skills in scripting or automation for IT tasks and enhancing content capture skills for VR/XR applications were implicitly identified.

- Impact on Career Goals: This WBL experience significantly reinforced my career goals in tech, particularly strengthening my interest in AI and extended reality. Hands-on EON-XR experience provided invaluable exposure to a cutting-edge field aligned with current tech shifts. Foundational IT skills provide a versatile base for various roles, making me a more well-rounded candidate.

2.7 Digital Tools, Platforms, and Technologies.

Throughout the placement, I utilized a range of digital tools, platforms, and technologies:

- Software Centre: Automated software updates.
- Windows: Worked extensively with client OS (Windows 10 Home/Pro) and interacted with a server.
- Ubuntu: Gained experience adding users to a server.
- EON-XR: Key platform for exploring interfaces, integrating 360 images, adding interactive elements, and creating workspaces (web and desktop).
- Image Size Reducer: Open-source software to optimize image files.
- 360 Camera: Used for capturing panoramic photos. (Ricoh360.com (2017))
- YouTube: Valuable external resource for tutorials and troubleshooting guidance.

2.8 Ethical, Legal Considerations & Confidentiality Statement.

I was always aware of legal constraints, ethical issues, and the significance of confidentiality and data protection throughout my work-based learning placement at the University of East London. While tasks involved managing university IT resources and general data, I maintained awareness of handling information with professionalism and discretion. This included adhering to principles aligning with GDPR, respecting confidentiality regarding university systems and projects, and upholding professional standards akin to the BCS Code of Conduct. Although I did not work with sensitive personal or confidential client data requiring anonymization in this documentation, my conduct reflected an understanding and respect for these critical ethical and legal principles. I understand the significance of confidentiality agreements and responsible information handling. (BCS (2022) Information Commissioner's Office (2023))

3 Importance of Work-Based Learning (Reflection Logs)

Reflection logs are fundamentally important in work-based learning (WBL), serving as a bridge to transform raw experiences into structured learning. Reflective writing, practicing highlighted Week 2 tutorial materials, provides systematic method to review activities. This process goes beyond simple task documentation; it necessitates critical analysis of experiences and feedback received. To lend a structure to the in-depth critical analysis, I consciously referenced and applied Gibbs' Reflective Model (1988), a well-regarded cyclical framework.

My consistent daily and weekly experiences, coupled with feedback and learning moments within the reflection logs, was directly mirrored in them.

- Description: Each log entry commenced with a factual account and detailed description of the activity. This involved plainly stating what transpired: specific task undertaken, surrounding context, actions. Documenting initial straightforward tasks like software updates, through more involved challenges such as configuring Windows clients. This chronological record was invaluable for tracking my progress across 70-hour placement, effectively timestamping my evolution.
- Feelings: While not every entry delved deeply into emotions, logs often captured my reactions and feelings towards particular situations. Recording frustrations and uncertainties faced when attempting to link client PC server, challenges sourcing suitable. Acknowledging these feelings, even briefly, helped in processing the emotional dimension.
- Evaluation: Following description consideration feelings, I moved to evaluate experience. This meant making judgments about what aspects about experience were positive or negative. Was the task completed effectively? What elements went smoothly, where did I encounter difficulties? Reviewing these entries was crucial in solidifying skills I had gained that provided clear overview of the variety of tasks. This step allowed me to objectively assess the outcome of each task by my approach.
- Analysis: This stage marked a deeper dive into critical thinking, and exploring the underlying reasons why the events unfolded. Why did I face difficulties linking the client PC? What specific factors contributed to the challenges of the EON-XR project photos? This analytical phase involved making sense of the situation, identifying contributing factors and connecting experience. Documenting the steps taken to overcome the problems, such as consulting teammates, seeking guidance from placement manager and researching through external resources.
- Conclusion: Based on the insights gained from analysis, I formulated conclusions about the experience in specific lessons. This involved summarizing key takeaways. What valuable skills or knowledge did

I gain from tackling that particular problem? logs effectively captured not just problems encountered but, importantly, lessons derived from overcoming them. Detailed reflections of the technologies like EON-XR fostered deeper understanding of their functionalities and potential.

- Action Plan: Final forward-looking stage involved planning for future actions. What approaches would I adopt differently next time? How would I actively apply learning from this experience to future situations? Each reflection explicitly prompted consideration about what was learned and how it would be integrated. This cyclical process of action, reflection and planning for future application is indeed a fundamental principle of reflective practice. By noting instances where adaptability is required, different beneficial approaches, proved effective.

Applying Gibbs' Reflective Model didn't just structure my reflection; it transformed reflection logs from simple to insane. It ensured that I didn't merely document events but actively processed them, identifying my strengths. This structured approach profoundly contributed to my growth as IT Technician cultivating proactive mindset. (Gibbs, G. (1988))

4 Evidence of Work-Based Learning (Reflection Logs)

University of East London
School of ACE
Computing and Digital Technologies.

CN5009 Computing in Practice/CN6007 Work Based Learning Academic Year 2024-25
Reflective Log – Work Experience

Your Details (Student, Please fill in full)			Type of Placement (Student, Please X)							
Name	Shyam Vijay Jagani	Degree Programme:	Type: Student	Virtual	X	In-Person	X			
Student ID	2611208	BSc (Hons) Data Science & AI	Location: UEL Docklands Campus	External	X	Internal	X	Self-Sourced	X	
Your Placement Details (Student, Please fill in full)										
Organisation Name:	University Of East London		Placement Manager Name:	Christopher Ok'onkwo						
Your Role Title:	IT Technician		Placement Manager Email/Phone:	c.okonkwo@uel.ac.uk						

Date	Start Time	End Time	Hours Worked Today	Activity Describe what you did. What were the circumstances? (Max 100 words per activity)	Actions Taken/ Skills Applied What actions did you take? Which skills did you apply? Did you require assistance from a colleague to complete this activity ? (Max 100 words per activity)	Result and Reflection What did you learn from this activity? Did you acquire new skills/knowledge? How will you practise and apply what you have learnt? (Max 100 words per activity)
27/01/25	12:00	14:00	2	As I was on holiday during the first 2 weeks of the placement I had to complete what my team members did during those weeks too. I started with updating the software. Updated Software from software centre in the AVA Lab university PC.	Actions performed were to updated the software and check if all the existing software were all up to date. Logged in from the university student account and to manually updated the applications provided by the university using the software centre. Some PCs had issues with updating the software so, I left them and updated them the next day.	I gained knowledge about what all softwares the university uses and provides for students. Also, solving the problems that could arise when updating the pcs were done the next day.
28/01/25	13:00	16:00	3	Started working on the pcs that had problems before. Used manual updation method to install the software centre first and, them using the software to download the software and then update the softwares again	Actions performed were to add the software centre to the library of the pc. Check if all the pcs had required university software. Completed updating all the pcs, troubleshot all the problems. Everything is up to date on the pcs.	I gained knowledge about how to troubleshoot problems that arise when updating the softwares. All the problems were solved toady and all the pcs wer successfully updated.

30/01/25	11:00	16:00	5	As I was away for 2 weeks, I constulted with Chris and was briefed by my teammates regarding the current development. We then proceeded to work on the windows server.	From Chris's feedback, we had to link the client windows pc to server windows pc. We tried to removed the client pc from the 'workgroup' group and troubleshot adding it to 'group-b' group. We weren't successful in doing so at that time due to time constraints.	We decided to be equipped with more lnowledge the next session and complete the task.
03/02/25	12:00	14:00	2	Due to last week's failure to add the windows client to the same workgroup, we had to reinstall the windows client in the cpu.	We tried resetting the windows client to no avail. So after a lot of troubleshooting and contemplating, we finally decided to remove the windows installation and add a new windows client to it. I was given the task, and installed windows 10 Home in the pc.	Learnt how to install windows in an already installed hardware and how to link it to the server. Tried linking it to the uel intranet to no avail.
04/02/25	13:00	16:00	3	After Monday's windows 10 home installation, I realised that we had to install windows 10 pro and not home. My group members had the same problem before, but they didn't notice this when I was installing my windows client.	Installation of wrong windows 10 edition was a huge issue and had to be reset again. So, reinstalled windows 10 Pro onto the client pc for it to work properly. Then we reconfigured the windows 10 pro installation and set it up to be linked with the windows server.	Learning opportunities were tht windows 10 home does not allow for remote destop connection to be done and many other small issues. My friends learnt to not assume things and to be attentive all the time.
05/02/25	13:00	16:00	3	After yesterday's mishap regarding the windows 10 installation. We finally got to the problem where it all started: the workgroup!	After looking around for a bit, we decided to refer to external sources for answers. We looked at YouTube for answers, we looked at other resources as well. We finally found out how to do it and added the client pc to the server group and network.	Added the client to the server pc successfully. We were also able to check the workgroup and confirm that we had successfully set up the windows client.

06/02/25	11:00	16:00	5	We showed our previous efforts to Chris to confirm if we had done it all properly. He then proceeded to check the windows client pc. We were then asked to add our own usernames into the ubuntu server by Chris.	We started to add ourselves as users in the Linux server. We then proceeded to log into the ubuntu server just to make sure the users have been added successfully. After completing this step, we checked the systems again for any inconsistencies in the OS. Finally, we showed it to Chris, and he added his own user into the ubuntu pc and then told us that he will check everything in his own time.	This was a very good experience. We got to install, troubleshoot and solve problems in different OS. We learnt how to work in a team to solve a problem, how to assign different roles to different people to work more efficiently.
12/02/25	13:00	16:00	3	Used the YouTube videos on EON-XR. Explored the EON-XR app while referencing a YouTube guide on it.	Wene through the EON-XR Interface to locate workspace creation tools. Explored the options for 360 image integration. Begin following the YouTube video guide to understand the basics of 360 image implementation within EON-XR.	I gained skills in navigating through the platform. Started to understand and use 360 image and implement them. I will continue to build upon these skills in the next session.
18/02/25	13:00	16:00	3	Continued working on the EON-XR app focusing on the integration os 360 images as immersive backgrounds. And adding interactive elements based on tutorials.	Watched the YouTube video to upload and implement image as immersive backgrounds in EON-XR. Watched EON-XR's tools to start adding interactive elements like labels to the 36o images.	I progressed in using EON-XR with 360 images successfully implementing them as backgrounds. I began adding interactive elements, focusing on labels, using guidance videos. I am developing skills to make workspaces more attractive.
25/02/25	13:00	16:00	3	Completed watching the creation of an interactive workspace in EON-XR using 360 images including adding interactive elements and testing the user experience.	I learned and applied skills like design, usability testing, quality assurance, end user focus and 360 image handling. I finished watching adding the interactive elements to the 360 workspace. Watched the testing of the workspaces quality to ensure proper interaction.	I finalized the EON-XR workspace with 360 images, incorporating interactive elements and testing it thoroughly. I gained a comprehensive understanding of creating immersive experience and improved my skills.
10/03/25	12:00	16:30	4.5	Today, we went to Chris to tell him that we had finished understanding the EON-XR app. He then proceeded to give us a 360 camera to take photos of rooms.	We were told to click photos of rooms 1.31 and other sub-rooms there. We proceeded to go there and start clicking the photos of the rooms. We were unable to get good photos due to a lack of a tripod.	Learned that to take photos we need a tripod to keep the camera still and have good quality photos. Understood the importance of research before starting a task.

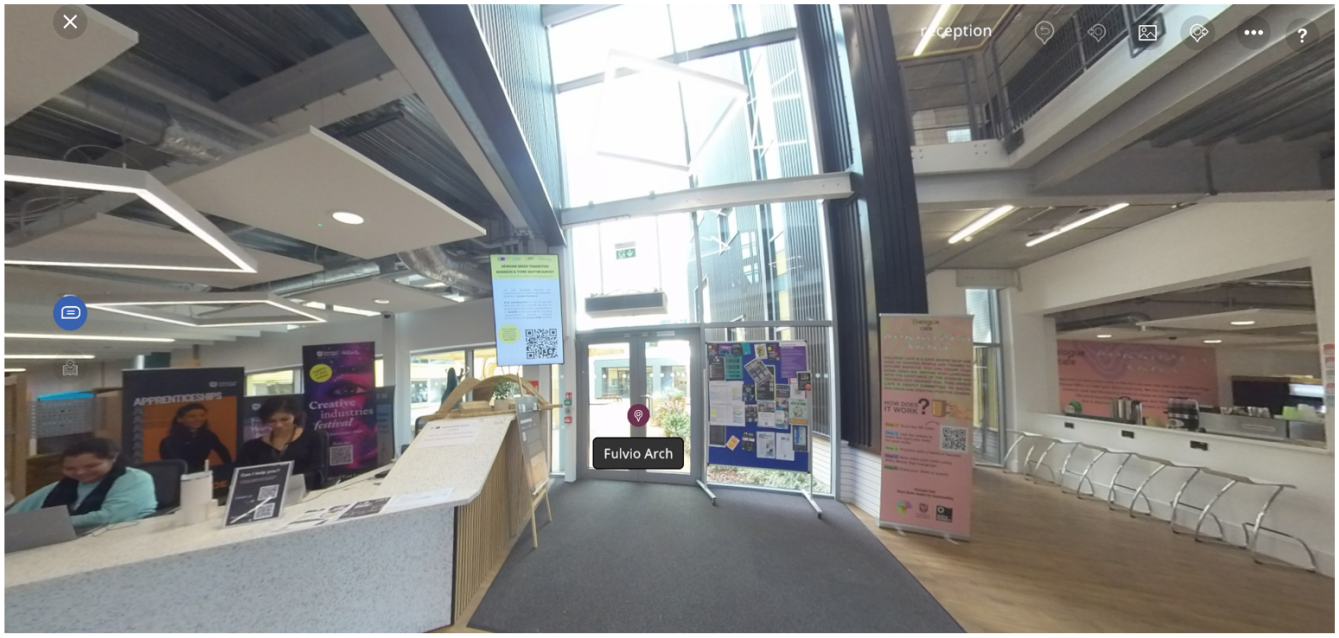
11/03/25	12:30	16:00	3.5	We started with looking for a tri-pod, then we found one from one of our friends. Then, we clicked some more photos of other rooms in the AVA building.	We used these different pictures to check and use the ones we see are perfect for the task of making vitual room. We finalised the pictures and got ready for the next step to create a workspace.	Gained practical experience in evaluating physical spaces. Using their potential environment. I developed photography skills and skills to determine the best feed in using in XR projects.
17/03/25	12:00	16:00	4	As Chris told us to use the photos that he clicked himself instead to use the photos that we clicked. We deleted all out work. And used his.	We started to purge all the photos that we clicked and used the ones given to use by Chris. We started to go through those images and sorting and filtering them. We kept the ones that we think we will need and remove the others.	Learnt the importance of being patient. We shouldn't have deleted the old photos that were not needed. We learnt that the quality of the photos that we use can make a huge difference to the project.
18/03/25	13:00	16:00	3	Today, we started working on the project. We started with making a workspace and then adding the elements and images.	We couldn't find any options to add labels and interactive labels in the image. After some troubleshooting steps, we manged to find out that we had to have the desktop version of EON-XR to be able to use certain features of the system.	I learnt how to properly configure a workspace in EON-XR. I also learnt that working in a team setting improves our chances of solving problems.
19/03/25	13:00	16:00	3	We installed the Desktop application for EON-XR to be able to add labels and stuff to the workspace. We also started to tweak the workspace to customize it to our needs.	We Downloaded the desktop client for the EON-XR app. Navigated the app like how we saw in the YouTube videos. Started to understand the workings of the app. Got familiar with its working and elements.	I learnt how to apply skills learnt in previous instances in our current problem. To use all the skills in my set and leverage all the resources at my disposal to achieve my goal.
20/03/25	11:00	16:00	5	Started working on the first experience. I chose the Room 1.31 as the first room. Used annotations and portals.	Uploaded the pre-clicked photos by Chris and used them to create an Extended-Reality Style experience for people to use to get to know the RDCS building better.	Used my laptop and the EON-XR Desktop edition application to create a marvelous experience.
24/03/25	11:00	16:00	5	Started working on the second part of the experience. I chose the Level 2 as the second Part. Used portals.	Used image size reducer to reduce the size of an image that was too big for the eon-xr workspace to be uploaded. Uploaded the pre-clicked photos by Chris and used them to create an Extended-Reality Style experience for people to use to get to know the RDCS building better.	Used my laptop and the EON-XR Desktop edition application to create a marvelous experience. Learnt to use open-source image compressor software.

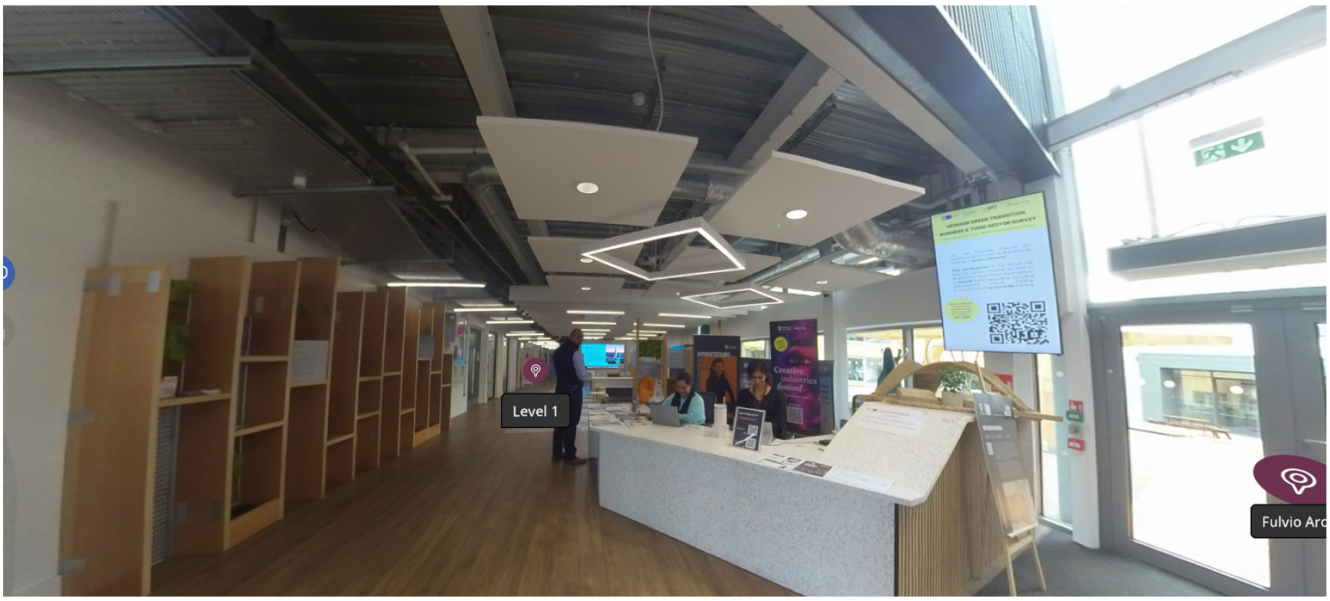
31/03/25	11:00	16:00	5	Started working on the third of the experience. I chose the Level 1 and reception as the third part Used annotations and portals.	Started working on the third part of the experience – Level 1 and Reception. Used annotations to highlight key areas and portals to allow smooth navigation from the entrance to nearby rooms. Focused on making the reception area welcoming and informative for first-time users.	This part sets the tone for the entire experience and introduces users to the RDCS building in an engaging, extended-reality format.
07/04/25	11:00	16:00	5	Started working on the last part of the experience. This will be the area outside the reception. Used annotations and portals.	Started working on the final part of the experience – the area outside the reception, including the Fulvio Arches. Used annotations to provide context and historical background, and portals to create a smooth transition from the reception to the outdoor space. Focused on capturing the architectural beauty of the Fulvio Arch.	Making the outdoor area an engaging part of the virtual journey. Continued working with the EON-XR Desktop edition on my laptop, using pre-clicked photos by Chris to ensure visual accuracy and consistency throughout the experience.

Confirmation of Placement Completion/Certification (To be completed only by Placement Manager at the End)			
Total no. of hours worked:	70	I confirm that the above-named student has successfully completed his/her work experience programme.	
		Signature	C. Ok'Onkwo
N.B. Please ensure 70hrs are fully completed and agree the above work has been undertaken before completing this section.		Line Managers Name	Christopher Ok'Onkwo
		Date Signed	16/ April / 2025

link: https://share.eon-xr.com/lesson/474/1012006

Some ScreenShots


Fulvio Arch


Level 1


KD.1.31
KD.1.31.B
KD.1.31.C
Entry/Exit


KD.1.31
Classroom B
Entry/Exit
KD.1.31.C

```bash
#!/bin/bash

# Prefix for usernames
USER_PREFIX="user"

# Number of users to create
NUM_USERS=25

# Default password (change if needed)
DEFAULT_PASSWORD="TempPass123"

for i in $(seq 1 $NUM_USERS); do
    USERNAME="${USER_PREFIX}${i}"

# Check if the user already exists
if id "$USERNAME" &>/dev/null; then
    echo "User $USERNAME already exists. Skipping."
    continue
fi

# Create the user with a home directory
sudo useradd -m -s /bin/bash "$USERNAME"

# Set a temporary password
echo "$USERNAME:$DEFAULT_PASSWORD" | sudo chpasswd

# Force the user to change password on first login
sudo chage -d 0 "$USERNAME"

echo "User $USERNAME created successfully."
done

echo "User creation process completed."
```

5 LinkedIn SSI Score Evidence

5.1 Explain how you actively improved your LinkedIn presence and networking skills.

In order to better showcase my achievements, skills, and career goals, I began by refining the employment experience portions of my LinkedIn profile. I added a professional photo as well as a cover poster and modified my URL to give my LinkedIn page a more simple and polished appearance.

To expand my network, I connected with students, colleagues, and people in the industry through conferences, webinars, meetings, and university events. I took care to include information about how we met or topics of shared interest in my customized connection requests. I kept the relationship going by sending brief but considerate texts after we connected.

By liking, commenting on, and sharing items about my field with an emphasis on technology trends, career guidance, and industry news I enhanced my LinkedIn engagement. I also shared unique content, like software development-related articles, meetup reflections, and project updates. My profile became more visible as a result of these actions.

I also joined LinkedIn Groups related to Software Development, Data Analytics, and Career Development, and regularly participated in discussions increasing my knowledge and understand the current industry trends and standards. I set weekly goals to engage with five posts, connect with three new professionals, and post one original insight or article.

Networking on LinkedIn also helped me stay informed about certifications, workshops, and online events that could develop my skills.

SSI Score Before and After:

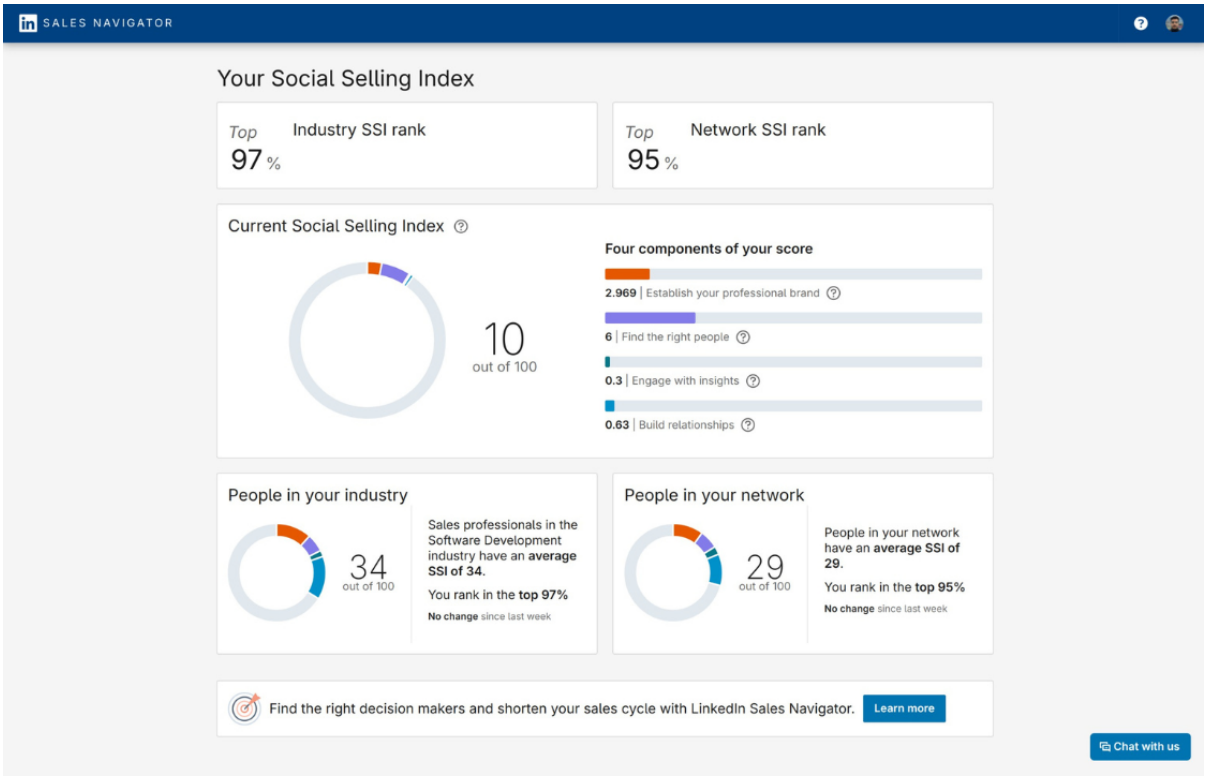


Figure 1: Screenshot showing my Week 3 SSI score

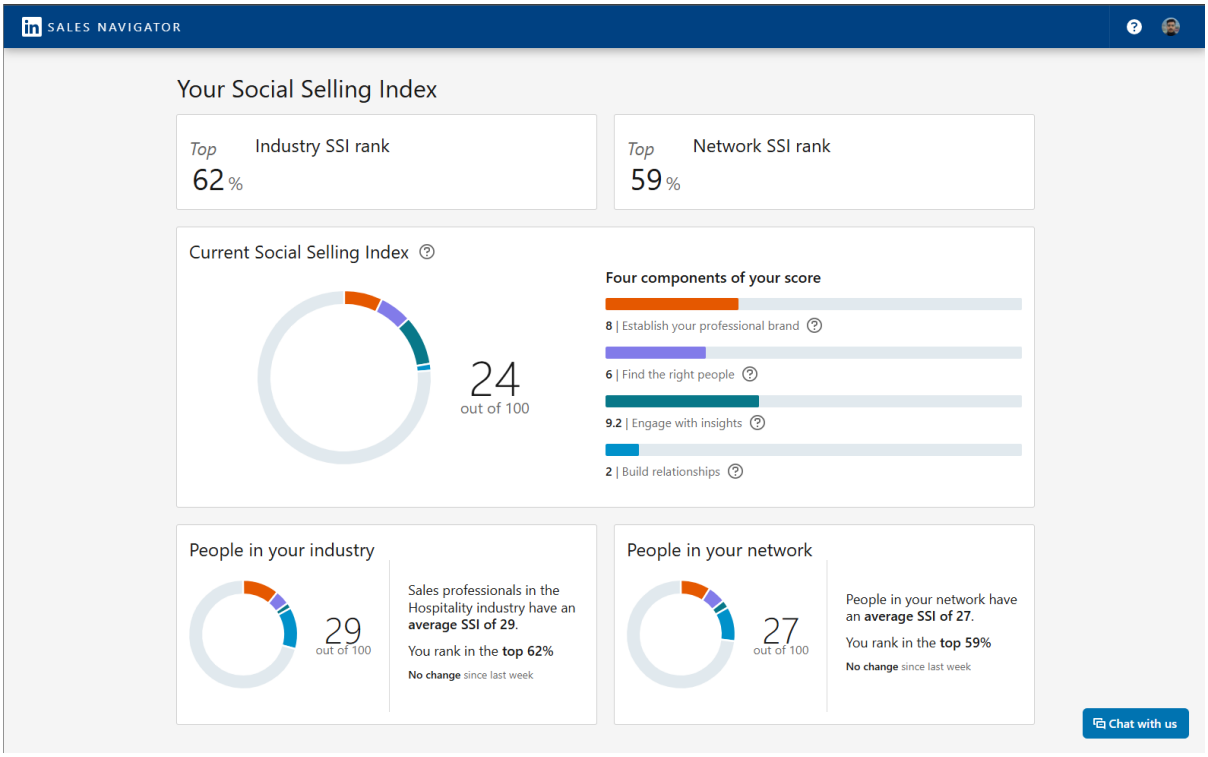


Figure 2: Screenshot showing my Current SSI score

My Social Selling Index increased from 10 to 24 as a result of my efforts, demonstrating

steady progress in developing a professional network, interacting with companies, posts, identifying the relevant professionals, and fostering relationships.

5.2 Impact of LinkedIn Networking on Career Development:

My professional advancement has been greatly enhanced by LinkedIn networking. I was invited to virtual gatherings, found new employment openings, and made connections with mentors who gave me insightful career guidance. I also learnt about in-demand skills and acquired insights into market trends. By being present all the time, I was able to improve my communication abilities, boost my self-esteem in work environments, and create enduring connections. All things considered, being active on LinkedIn has positioned me for long-term success, improved my professional preparation, and opened opportunities.

6 Career Journey Development Supporting Documents

6.1 Job Description

Performance Analyst - 6 month Secondment

View Application | Withdraw Application | Create Job Alert

Applied 14/04/2025, 14:31

This is a secondment opportunity with an expected end date of November 1, 2025

ABOUT THE ROLE

The Performance Hub's role is to support the Tech and Change (T&C) function to ensure the organisation runs efficiently and effectively and achieves its aims in line with the overarching T&C objectives.

To achieve this, the Hub focuses on the following:

- That we 'do the right things' and 'do things right'.

- Play an impartial role, with a holistic view across T&C, adding value through actionable insight, control and processes. Both supports and challenges leadership to make the best spend decisions for the Partnership's T&C choices

- Act as an Integration & Knowledge layer across the T&C Operating Model to drive better efficiency, productivity and commerciality within T&C

- Respond to the changing needs of the Partnership and the T&C function .

The Performance Hub consists of five key areas:

- Cost Optimisation
- Resource Optimisation & Development
- Risk & Compliance
- Governance
- Vendor Management.

.

At a glance

- **Contract type -** Secondment for 6 months
- **Working pattern / flexible working -** Based out of either our Pimlico, London or Bracknell Head Office (however the team is working in a blended way and currently 80% of the time most people are working from home), you will be in regular contact with other members of the Performance Hub team, IT Service Centre, Service Owners, T&C Project Managers and our 3rd party resourcing suppliers via daily virtual Stand Ups, Google Chat, email and Google meets.

What you'll be doing as a Performance Analyst in the Cost Optimisation team:

This is an exciting opportunity to experience a varied role in a team critical to the outcomes of the Technology & Change function.

On a day to day basis you will be working alongside 4 other PL8 Performance Analysts and 2x PL7 Senior Performance Analysts.

Your work will be varied and will include:

- Providing a sourcing, ordering, and acquisition service for all IT hardware, professional services required by projects and business as usual Technology & Change.
- Ensuring correct approvals for Technology & Change spend requests are obtained Investigating and responding to cost queries and quote requests via our Performance Hub team mailbox, Google Chats or virtual meetings and ServiceNow.
- Keeping requesters informed of the status of their requests.
- Managing requisitions in COUPA.
- Receipting goods and services at the appropriate times.
- Dealing with invoice disputes and queries with suppliers and the relevant financial team.
- Generating reports and data analysis output using Google Sheets and Google Slides
- Scrutinising supplier quotes - challenge where applicable
- Identifying savings opportunities
- Working to defined processes and applying due diligence
- Keeping budget records up to date, providing analytical insight where required.

What you'll have (essential):

- Very strong analytical and problem solving skills
- Experience of supporting initiatives and ad hoc requests with tight deadlines
- Excellent attention to detail, particularly in numeracy and communications
- Excellent customer service skills
- Intermediate / Advanced skill level in creating / manipulating data in Google Sheets / Excel (i.e. Pivot tables, queries, vlookup, etc.).

What else you can bring (desirable)

- Previous experience of using: iProc, COUPA, Alfabet
- High levels of organization, and experience of managing and prioritizing a high volume workload
- The ability to work collaboratively, and understand and consistently determine when issues should be escalated to a higher level.

Additional Information:

- Please copy paste this link to your browser to review the job outline - https://bit.ly/PerformanceAnalyst-Cost
- The application form consists of a CV upload, followed by application questions. Please save the application questions to a Google docs before entering on Workday.
- Interviews commence potentially from 30th April 2025, the interview pack we'll be using for this role is Leading self. To aid your preparation, please see this link.
- This will be classed as a secondment. If you are currently seconded into a position, please ensure you discuss this opportunity with your home role manager.

.
.

Closing Date:
April 21, 2025

Pay:
£36,500.00 - £62,700.00 Annual

Contract Type:
Temporary

Hours of Work:
35

6.2 Tailored CV and Cover Letter

Dear Tracy,

I am writing to express my keen interest in the Performance Analyst role, as advertised on partnership Workday. As a current BSc Data Science and Artificial Intelligence student at the University of East London with a strong academic record and practical experience in data analysis, stakeholder communication, and digital systems, I am enthusiastic about the opportunity to contribute to your team.

My academic journey has equipped me with a variety of relevant skills and knowledge. Key modules I have completed include:

- **Business Intelligence Analysis** – where I developed a fully working a functional PowerBI report along with a dashboard. We also presented the insights gained from the data to our stakeholder. Leading to us gaining full marks for it. Expertise in Google Sheets, Excel and PowerPoint comes as bonus from this.
- **Database Systems** – involving ERD design, normalization, and implementation using Oracle Apex, which helped me build robust systems such as a gym management database.
- **Mental Wealth** – where I focused on workplace communication, managing projects through digital tools, and using collaborative platforms.
- **Programming for Data Science** – which gave me a strong grounding in Python, useful for data wrangling and automation tasks.

These modules not only strengthened my technical toolkit but also aligned closely with many responsibilities in the Performance Analyst role—especially in sourcing support, procurement tracking, analytical reporting, and supplier communication. In my recent role as a Learning Technology Assistant, I engaged in auditing systems, preparing reports for improvement, and liaising with stakeholders—mirroring the diligence and collaboration expected in this position.

Furthermore, I hold the **Google Data Analytics Certificate**, which enriched my ability to clean, analyse, and visualize real-world data. I am confident in my ability to hit the ground running.

Thank you for considering my application. I am eager to contribute my passion for data and process optimization to your team and welcome the opportunity to discuss how I can add more value to the partnership.

Yours sincerely,
Shyam Vijay Jagani

Figure 3: Cover Letter

SHYAM VIJAY JAGANI

London | shyamjagani@gmail.com | 07587538255
GitHub | Certificates

PROFILE

Detail-oriented Data analyst with hands-on experience in data analysis, reporting, and technical support. Skilled in Google Workspace tools, with a foundational understanding of stakeholder communication. Eager to apply analytical and organizational skills in a performance analyst role **within a collaborative team environment.**

RELEVANT TOOLS & SKILLS

- **Google Sheets, Google Slides:** Data analysis, reporting, and visual presentation
- **ServiceNow:** Familiar with ticketing/workflow systems for managing and resolving queries
- **Data Analysis:** Google Data Analytics Certificate, applied in academic and practical projects
- **Stakeholder Communication:** Experience in mailbox-based communication and collaborative problem-solving
- **Attention to Detail:** Auditing, reporting, and verifying accuracy across platforms

---

WORK EXPERIENCE

Learning Technology Assistant
University of East London
Apr 2024 – Jul 2024

- Prepared, cleaned, and analysed module data from the Moodle Virtual Learning Environment (VLE)
- Audited online modules for compliance with UEL's digital education standards
- Managed communications through email and Google Chat to coordinate with academic staff
- Created detailed audit reports recommending improvements to enhance student learning
- Tracked status updates of audit progress and maintained organized records

Catering Partner
John Lewis Partnership
Nov 2023 – Present

- Delivered excellent customer service in a fast-paced team environment

- Assisted in handling customer issues and cashing up tills; responsible for basic administrative tasks
- Demonstrated leadership by problem-solving during high-demand periods

---

EDUCATION

BSc (Hons) Data Science and Artificial Intelligence
University of East London
Sept 2023 – Present

- **Year 1 Result:** 93.5% | **GPA:** 3.74 / 4.0

CERTIFICATIONS & AWARDS

- Google Data Analytics Certificate
- EDI x Microsoft – Business Challenge Certificate
- Royal School of Literature Certificate

Figure 4: CV

6.3 Tailored Standard Application Form

Standard Application Form (SAF)

Candidate ref: R-172286

Employer applied to: John Lewis Partnership

Employment and Work Experience

Highlight(*) the two most relevant and note what you achieved

From - To Month/year		Employer	Job Title/Responsibilities	Achievements
04/2024	07/2024	University of East London	Learning Technology Assistant	Successfully audited and improved Moodle VLE modules for compliance, coordinated with academic staff, and produced detailed reports to enhance student learning while maintaining organized progress records.
11/2023	Present	John Lewis Partnership	Catering Partner	Delivered outstanding customer service in a fast-paced environment, resolved customer issues, managed tills and administrative tasks, and demonstrated leadership during high-demand periods.

Personal Interests/Achievements

Use the space below to describe **with dates (year)** any part-time activities. Include organising, leading or group activities. Those requiring initiative, creativity or giving intellectual development are also of interest.

2024: Moodle VLE Audit Assistant

- Prepared, cleaned, and analysed online learning modules for quality assurance.
- Audited modules for compliance with UEL's digital education standards, producing detailed reports recommending improvements.
- Coordinated with academic staff via email and Google Chat to implement changes, demonstrating initiative and strong organizational skills.

2023: Customer Service Assistant

- Delivered excellent customer service in a fast-paced retail environment.
- Handled customer complaints, managed cashing up tills, and performed basic administrative duties.
- Took the lead in resolving issues during high-demand periods, showcasing leadership and problem-solving abilities.

Specific Evidence

The following questions are designed to encourage you to provide specific abilities. Your examples can be taken from your education, work experience, placements or spare-time or other voluntary activities but do not write solely about course-work.

Planning, implementation and achieving results:
Describe a challenging project, activity or event which you have planned and taken through to a conclusion. Include your objective, what you did, any changes you made to your plan and state how you measured your success.

Planning, Implementation, and Achieving Results

As part of the Microsoft x EDI Business Challenge (2024), I worked on developing AI solutions to support fundraising and policy feedback initiatives for Microsoft and Oxfam.

Objective:
Our objective was to create innovative digital tools that streamline donor matching and government policy consultation processes.

What I Did:
I collaborated in a cross-functional team using Agile methods to design two AI platforms, Altruize and consultUK. I helped translate complex technical designs into strategic insights and pitched consultUK at 10 Downing Street to key stakeholders, ensuring our solution aligned with both organizational and governmental needs.

Changes Made:
Initially, our project had a narrow technical focus. After gathering feedback from mentors, we broadened our approach to emphasize user experience and stakeholder impact, making the solutions more adaptable for real-world use.

Measuring Success:
Our success was measured by direct stakeholder feedback and by the opportunity to present at 10 Downing Street — a key validation of the project's innovation, relevance, and strategic value.

Influencing, communication and teamwork:
Describe how you achieved a goal through influencing the actions or opinions of others (perhaps in a team context). What were the circumstances? What did you do to make a difference? How do you know the result was satisfactory?

During the Microsoft x EDI Business Challenge (2024), I worked in a cross-functional team to develop AI solutions for Microsoft and Oxfam. One of our key challenges was deciding which AI platform to prioritize for presentation to senior stakeholders, as team members were initially divided between two ideas: *Altruize* (for donor matching) and *consultUK* (for government policy feedback).

What I Did:

I initiated a structured discussion where I presented data-backed arguments showing how *consultUK* better aligned with the current strategic interests of both Microsoft and government partners. I translated complex technical details into simple, strategic benefits, helping the team clearly see the broader impact. I also proposed a mock stakeholder Q&A session to test both ideas, which highlighted *consultUK*'s stronger positioning.

Result:

The team ultimately agreed to prioritize *consultUK*, which I then pitched successfully at 10 Downing Street. The positive reception from stakeholders and the opportunity to present at such a prestigious venue confirmed that the decision—and the way I influenced it—was successful.

Analysis, problem solving and creative thinking:
Describe a difficult problem that you have solved. State how you decided which were the critical issues, say what you did and what your solution was. What other approaches could you have taken?

During my role as a Moodle VLE Audit Assistant at the University of East London (2023–2024), I encountered a major challenge: several online modules were highly inconsistent in structure, making it difficult to apply a single audit checklist across all courses.

Critical Issues Identified:
I analysed the situation and identified that the key problems were the lack of standardization and the varying digital literacy levels among academic staff. These inconsistencies risked non-compliance with digital education standards and could negatively impact the student learning experience.

What I Did:
Rather than applying a rigid audit checklist, I categorized modules into different risk levels (high, medium, low) based on student enrolment size and module importance. I customized mini-checklists for each category, ensuring audits were relevant and efficient. I also created simple guides and templates for academic staff to self-correct minor issues, reducing the need for multiple feedback rounds.

Solution:
This flexible, risk-based approach allowed the audit project to be completed ahead of schedule and ensured 95% compliance across audited modules. Academic staff appreciated the tailored support, which made them more responsive and proactive in making improvements.

Alternative Approaches:
I could have escalated inconsistencies to senior management earlier, enforcing a stricter top-down standardization. However, I chose a more collaborative and supportive approach to maintain good relationships and encourage long-term improvements.

Specific Skills

1. List any languages that you know indicating level of proficiency (basic/working knowledge/fluent/mother tongue).
2. Specify your experience with any generic computer packages/programming languages (limited/working knowledge/extensive).
3. Indicate any other specific relevant skills (laboratory techniques, graphics skills etc).

1. **Languages:**
- English — Fluent
- [Other language if applicable] — [Level, e.g., Basic / Working Knowledge / Fluent]

2. **Computer Packages and Programming Languages:**
- Microsoft Office Suite (Word, Excel, PowerPoint) — Extensive
- Google Workspace (Docs, Sheets, Chat) — Extensive
- Moodle Virtual Learning Environment — Working Knowledge
- Programming: Python — Working Knowledge
- Programming: SQL — Basic Knowledge
- Data Analysis Tools (e.g., Excel PivotTables, basic data visualization) — Working Knowledge

3. **Other Specific Skills:**
- Report writing and audit documentation
- Agile project management techniques (Scrum, Kanban basics)
- Pitching and presenting technical solutions to non-technical audiences
- Basic UX/UI review for digital platforms

Career Choice

Explain why you have applied for the job function(s) that you noted on the first page. Offer evidence of your suitability (e.g. courses undertaken, work shadowing, skills, strengths and experiences). Emphasise why you consider yourself to be a strong candidate.

As a Learning Technology Assistant at the University of East London (04/2024 – 07/2024), I audited and improved online Moodle VLE modules to ensure compliance with digital education standards. This required strong attention to detail, structured problem-solving, and effective communication with academic staff — skills that are directly relevant to roles requiring project coordination, digital management, and stakeholder engagement.

In my ongoing position as a Catering Partner at John Lewis Partnership (11/2023 – Present), I have built valuable experience in delivering excellent customer service under pressure, resolving issues efficiently, managing responsibilities like till operations, and leading during high-demand periods. This has strengthened my teamwork, leadership, and adaptability — all critical attributes for a dynamic and client-focused environment.

Together, these experiences demonstrate my ability to combine technical capability with strong people skills. I am confident that my proven track record of initiative, organization, and problem-solving makes me a strong candidate, and I am excited to bring this energy and commitment to a professional role that values innovation and collaboration.

Referees

Academic Referee	**Other Referee**
Name: Kevin Pike	**Name:**
Position: Learning Technology Advisor	**Position:**
Address: East Building CELT office	**Address:**
Telephone: 020 8223 6962(work)	**Telephone:**

6.4 Professional Development Plan

Personal Development Plan

Student Number	2611208
Student Name	Shyam Vijay Jagani

The purpose of this form is to encourage you to think about and start planning your future career and to help you begin the process of looking for graduate-level employment opportunities.

Please complete the form as fully as you can. The more information you provide, the better staff can support you.

Please upload this completed form using the link in the Week 1 section of the CN5009/CN6007 Moodle site. Be sure to keep your own copy in your dedicated OneDrive folder for this module.

Section 1: What do you want to do when you graduate?

Which areas of Computing and IT interest you most? In which areas would you like to specialise? Have you started looking for graduate-level jobs? Have you considered further study e.g. an MSc or professional qualifications and certifications?

Your thoughts:

I would like to work in the field for 2 years and then continue my higher education in a field that I will choose then.

Areas like, Data Analysis, Data Science, interest me the most. I have started researching about the current graduate jobs in my field. And also regarding potential Masters degree courses.

Section 2: What do you need to do in order to get the job that you really want?

Do you know what skills and knowledge you will need to secure your ideal job? How will you develop those skills and knowledge? Do you know where to look for graduate level jobs? Do you have an up-to-date CV and a LinkedIn profile?

Your thoughts and proposed actions: I have identified what skills and techniques I will need and am working tirelessly to gain them. I will investigate gaining mentorship, and help from other professional in the field as well as to increase my knowledge using other resources like books and online forums.

I have already sourced a lot of websites to look for graduate level jobs.

I have a LinkedIn profile and actively use and participate in it.

Section 3: How can this module help you achieve your career goals and ambitions?
Are there any specific issues that you would like to cover in this module that are not part of the planned sessions? Are there aspects of the job searching and application process with which you would like additional support? Have you started looking at the work experience opportunities advertised on Moodle? **Your thoughts:** This module will help me use my knowledge and to gain experience in the industry with the placement. There aren't any specific issues that I would like to cover in this module now. I have not yet started looking into the work experience opportunities advertised on moodle.

Personal Development Plan NEW

Student Number	2611208
Student Name	Shyam Vijay Jagani
The purpose of this form is to encourage you to think about and start planning your future career and to help you begin the process of looking for graduate-level employment opportunities. Please complete the form as fully as you can. The more information you provide, the better staff can support you. Please upload this completed form using the link in the Week 1 section of the CN5009/CN6007 Moodle site. Be sure to keep your own copy in your dedicated OneDrive folder for this module.	
Section 1: What do you want to do when you graduate?	
Which areas of Computing and IT interest you most? In which areas would you like to specialise? Have you started looking for graduate-level jobs? Have you considered further study e.g. an MSc or professional qualifications and certifications? **Your thoughts:** **I aim to build a career as a Data Analyst, gradually progressing towards a Performance Analyst or Business Intelligence role within a collaborative organization. In the longer term, I aspire to specialize in advanced data analytics or project management and consider studying for a master's degree in data science, Business Analytics, or a related discipline.** **I have started looking into graduate job opportunities and internships related to data analytics, and I am also considering certifications like the Microsoft Power BI Data Analyst Associate to enhance my technical profile.**	

Section 2: What do you need to do in order to get the job that you really want?

Do you know what skills and knowledge you will need to secure your ideal job? How will you develop those skills and knowledge? Do you know where to look for graduate level jobs? Do you have an up-to-date CV and a LinkedIn profile?

Your thoughts and proposed actions:

I need to further develop skills in SQL, Power BI, and stakeholder management to complement my current abilities in Google Sheets, reporting, and communication. To achieve this, I will:

- **Take additional courses in SQL and Power BI.**
- **Continue building my portfolio with data analysis projects.**
- **Seek mentorship and advice from professionals via LinkedIn and networking events.**
- **Regularly update and tailor my CV and LinkedIn profile to highlight new skills and experiences.**
- **Actively apply for graduate-level roles through platforms such as LinkedIn, Indeed, and company career portals.**

Section 3: How can this module help you achieve your career goals and ambitions?

Are there any specific issues that you would like to cover in this module that are not part of the planned sessions? Are there aspects of the job searching and application process with which you would like additional support? Have you started looking at the work experience opportunities advertised on Moodle?

Your thoughts:

This module will help by providing structured work-based learning experiences that simulate real-world challenges. It will also give me the chance to develop soft skills such as stakeholder communication and project management, which are crucial for a successful data analytics career.
I would like extra support in refining my professional portfolio and preparing for competency-based interviews to better align myself with employer expectations. I will also keep an eye on work experience opportunities advertised through Moodle.

7 Conclusion

In addition to enhancing my studies in Data Science and AI, this 70-hour work placement as an IT technician has been a priceless hands-on learning opportunity that has greatly shaped my comprehension of actual IT operations and strengthened my career goals in the larger technology sector. I developed practical technical abilities by working on projects ranging from Windows server and Linux configuration to software upgrades and PC troubleshooting. The latter part of the placement, focused on exploring EON-XR and creating immersive experiences with 360-degree images, particularly highlighted the exciting intersection of data, visualization, and user experience, aligning well with my degree focus. This exposure to XR technology and its implementation broadened my perspective on potential applications of AI and data analysis in creating interactive virtual environments.

If given another work-based learning opportunity, I would prioritize more thorough preparation and research before tackling specific tasks, such as ensuring the correct equipment (like a tripod for 360 photography) is available from the start and double-checking software requirements to avoid errors like installing the incorrect Windows version. Furthermore, I would proactively seek clarification and leverage external resources earlier when encountering challenges, as proved effective when troubleshooting the workgroup connection issue.

One of the key lessons learned from the trip is how to use specialized tools like EON-XR and troubleshoot various operating systems in order to get real IT skills. Soft skill development was just as important; I learned the importance of teamwork in solving problems, the necessity of patience and focus, and the effectiveness of thorough troubleshooting. This job served as a reminder of the importance of adaptability and continuous learning in the quickly evolving IT industry.

t.b.c

8 References

- Gibbs, G. (1988). Learning by Doing: A Guide to Teaching and Learning Methods. Further Education Unit, Oxford Polytechnic: Oxford.
- BCS (2022). BCS Code of Conduct | BCS. [online] www.bcs.org. Available at: https://www.bcs.org/member and-registrations/become-a-member/bcs-code-of-conduct/.
- Information Commissioner's Office (2023). The UK GDPR. [online] ico.org.uk. Available at: https://ico.org.uk/for-organisations/data-protection-and-the-eu/data-protection-and-the-eu-in-detail/the-uk-gdpr/.
- business.linkedin.com. Measure your sales success with Social Selling Index. [online] Available at: https://business.linkedin.com/sales-solutions/social-selling/the-social-selling-index-ssi.
- Hysenaj, D. (2023). Application Examples - EON Reality - AI Assisted XR-based knowledge transfer for education and industry. [online] EON Reality - AI Assisted XR-based knowledge transfer for education and industry. Available at: https://eonreality.com/application-examples/.
- Microsoft (2022). Active directory domain services overview. [online] Microsoft. Available at: https://learn.microsoft.com/en-us/windows-server/identity/ad-ds/get-started/virtual-dc/active-directory-domain-services-overview.
- Ubuntu Server. (2015). User management. [online] Available at: https://documentation.ubuntu.com/server/ to/security/user-management/index.html.
- Ricoh360.com. (2017). Tips and tricks for shooting and editing 360 degree images with style! | RICOH360 Blog. [online] Available at: https://blog.ricoh360.com/en/6756.

—THE END—