

# 2024-25 - DT/NU4056 Portfolio

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# Introduction

## Introduction

DT/NU4056 Portfolio

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To help you through your studies in your respective nutrition profession and beyond, you are asked to complete the following assessments and complete a portfolio. The activity has been designed to help improve your understanding of professional and career development. This will be done by providing an insight into what professionalism means and how best you can support yourself to get the right job when you graduate.

The activity is split in 3 ways:

- Multiple choice question (MCQ) tests on professionalism and employment.
- CV and covering letter for the job detailed in this guide.
- A short reflection of your experience completing this coursework.

The work will provide the basis for your first grade in the module, which equates to 40% of the final module mark.

# Checklist

Tick off when you have completed (and attached) each activity

- ☐ CV (2 sides of A4; minimum font size 12)
  - ☐ Covering letter (250 words maximum)
  - ☐ Formative Marking Scheme (completed)
  - ☐ Reflection (Use the Gibbs (1988) reflective cycle, 500 words maximum)
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## Learning Outcomes

**LO2** - Individual professional development via reflective practice and the application of employment opportunities within each profession.

**LO3** - Demonstrate the knowledge and understanding required to meet the expectations of professional behaviours as stated by the relevant Professional, Statutory and Regulatory Bodies (PSRB).

# CV & Cover Letter

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### Description

An important step in obtaining your ideal job is the process of applying. For most jobs, potential applicants to a vacancy are expected to submit their CV and a covering letter. The CV will provide the potential employer with your personal details, information about your past work experience and education. The covering letter is an opportunity for you to sell yourself, why should they take interest in you, what can you bring to the role?

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## Task

For this activity, you will submit a CV and covering letter for the following position: **FoodChain Cafe Assistant Role.**

- **Read the full job description (PDF)**

You will be expected to design and develop your CV for the position. Please make sure the formatting includes a word count equivalent to two sides of A4 paper with a minimum font size of 12.

- **CV & Cover Letting Information Sheet (PDF)**

## Formative Feedback

Use the template below to self-assess the initial drafts of your CV & covering letter. Once complete it should be attached below.

- Use the Formative Marking Scheme template to self-assess your work.



This has not been evidenced

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## Final CV & Cover Letter

1. Create your covering letter for the same job (word count = 250).
2. Finalise both the CV and covering letter using all the feedback provided.
3. Attach the final drafts of CV & covering letter below.



This has not been evidenced

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## Reflection

# Reflection

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### Description

Professional practice within the nutrition occupations requires the skill of reflection. Throughout your degree programme you will experience reflection in many ways. To help you get started and foster this approach to your learning and personal development; this activity has been incorporated to help you reflect. You will be expected to reflect on completing this coursework using the Gibbs (1988) reflective cycle.

### Task

Think about the various sections of the work completed for the coursework using the stages of the Gibbs (1988) reflective cycle. The word count is 500 words, so you will need to focus the reflection on a few key aspects to allow sufficient explorations.

A reflection is personal and only share things you feel comfortable sharing with the marking team. Include an action plan and have some SMART goals to ensure success on your degree course, think about how will you use what has been learnt and the feedback to progress.

## Description

Describe in detail the event you are reflecting on.

Include e.g. where were you; who else was there; why were you there; what were you doing; what were other people doing; what was the context of the event; what happened; what was your part in this; what parts did the other people play; what was the result.

## Feelings

At this stage, try to recall and explore those things that were going on inside your head. Include:

- How you were feeling when the event started?
- What you were thinking about at the time?
- How did it make you feel?
- How did other people make you feel?
- How did you feel about the outcome of the event?
- What do you think about it now?

## Evaluation

Try to evaluate or make a judgement about what has happened. Consider what was good about the experience and what was bad about the experience or what did or didn't go so well.



# Analysis

Break the event down into its component parts so they can be explored separately. You may need to ask more detailed questions about the answers to the last stage. Include:

- What went well?
- What did you do well?
- What did others do well?
- What went wrong or did not turn out how it should have done?
- In what way did you or others contribute to this?

# Conclusion

This differs from the evaluation stage in that now you have explored the issue from different angles and have a lot of information to base your judgement. It is here that you are likely to develop insight into you own and other people's behaviour in terms of how they contributed to the outcome of the event. Remember the purpose of reflection is to learn from an experience. Without detailed analysis and honest exploration that occurs during all the previous stages, it is unlikely that all aspects of the event will be taken into account and therefore valuable opportunities for learning can be missed. During this stage you should ask yourself what you could have done differently.

## Action Plan

During this stage you should think yourself forward into encountering the event again and to plan what you would do – would you act differently or would you be likely to do the same? Here the cycle is tentatively completed and suggests that should the event occur again it will be the focus of another reflective cycle

Gibbs model incorporates all the core skills of reflection. Arguably it is focused on **reflection on action**, but with practice it could be used to focus on reflection in and before action.