

Reflection on Study Skills

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Reflection on Study Skills

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Academic integrity declaration

I declare that:

- the thesis submitted has been written by me alone.
- the thesis submitted has not been previously submitted to this university or any other.
- that all content, including primary and/or secondary data, is true to the best of my knowledge.
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Abstract

This assignment talks about and evaluates effective presentation skills, study skills, personal development and independent study. It mentions the importance of clear and engaging presentations, highlighting what the learner did well in their presentation as well as what they could have improved.

This assignment also identifies important skills for higher education that can be transferred later on into work life. These include time management, communication, critical thinking and self-motivation.

The learner also completed self-evaluation tasks, as well as a personality test. This revealed the learner's preference of a mix of kinaesthetic learning and visual learning. The personality test confirmed a goal oriented and structured mindset.

Furthermore, the learner looked at some short term and long-term goals they had and developed them into S.M.A.R.T goals, making them more achievable. Next this assignment talks about effective data management strategies used by the learner, mainly identifying the 3-2-1 strategy and how it prevents data loss. Next, time management or self-organisation techniques were identified. These help the learner enhance their productivity as well as lower stress levels. Some strategies spoken about are digital calendars, task prioritisation and the decluttering of physical and digital work spaces.

Finally, the assignment finished with an independent study on the explosive Torpex. The history and use of Torpex was discussed, as well as its positives and drawbacks when it was used in World War 2.

Keywords:

- Presentation
- Higher Education Skills
- Self-Evaluation
- S.M.A.R.T goals
- 3-2-1
- Time management
- Torpex

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List of Abbreviations

OME	Ordinance, Munitions and Explosives
EngTech	Engineering Technician
IET	Institution of Engineering Technology
IEE	Institute of Explosives Engineers
TADOF	Type Airworthiness Desk Officers Foundation
TNT	Trinitrotoluene
RDX	Royal Demolition Explosive
US	United States

1 Presentation.

1.1 Overview.

The learner was tasked to deliver a five-minute presentation to the rest of their OME class, as an icebreaker exercise. They started with fun facts (Figure 1), then shared details about his family (Figure 2). Then the learner explained where he used to live, where he lives currently and the process of renovating their current house. Further along in the presentation they discussed School/ Career history, from nursery to the present day (Figure 3). Finally, they finished the presentation with hobbies and interests (Figure 4). The presentation was concise and proved to be a good icebreaker for his class.

1.2 PowerPoint.

Please see Figure 1-4 below.

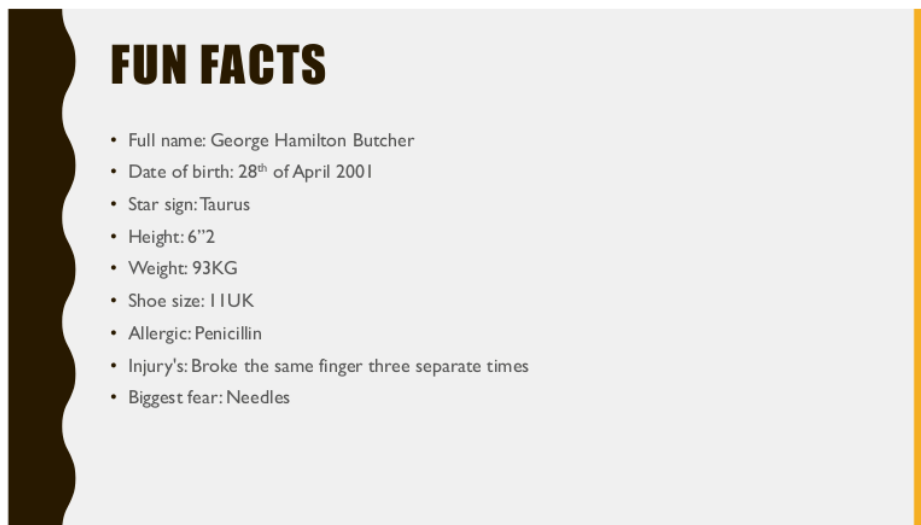


Figure 1

FAMILY

- Mum
 - Catherian
 - 56 years old
 - Orthoptist
- Dad
 - Ian
 - 60 years old
 - Chef (retired)
- Brother
 - Tom
 - 21 years old
 - Does nothing (makes music)
- 2 half siblings
- 11 cousins

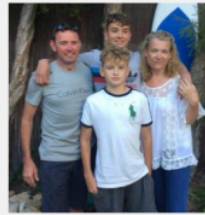


Figure 2

SCHOOL/CAREER

- Polly's nursery
- Chalford Hill primary school
- Thomas Keble secondary school
- Cirencester College
 - A level Biology
 - BTEC Level 2 Sports Science
 - BTEC Level 2 Engineering
- McDonalds
 - 2 years
- Bridgewater and Taunton College
 - Electrical and Electronics Engineering HNC
- DE&S Avionics Engineer
 - 2 years
- OME BEng – Now



Figure 3



Figure 4

1.3 What was learnt.

When preparing and delivering a PowerPoint presentation, there were a lot of key points learnt to make the presentation a success.

Firstly, the slides needed to be simple and clear. Each slide would have a clear topic about the learner with concise bullet points. Furthermore, the text and pictures were clear and well laid out with the appropriate colours. This meant the audience could follow the presentation easily.

Secondly, the content of the presentation had to be engaging. The presentation was tasked to be an icebreaker, not an interview. This meant the presentation had to be interesting as well as informative. This was achieved by adding interesting facts, for example "Broke the same finger three separate times".

There were also jokes scattered through the presentation, for example, telling the audience "Please don't stalk me" when telling them where the speaker lives. This made sure that the presentation was light hearted and made the audience feel comfortable. Furthermore, the use of pictures made the presentation look more visually appealing, keeping the audience engaged.

Finally, another key point was having a clear and projecting voice. It is important to the audience to be able to hear and understand the speaker during the

presentation. This means that the speaker needs to speak clear and loud enough so the audience members at the back can follow along. It is also important that the tone of voice is correct. The speaker wants to come across as calm and unthreatening to the audience. This means that tone of voice needs to be calm and relaxed, as well as loud and clear. The speaker should also vary his pitch and pace to emphasise key points and to keep the audience interested.

1.4 What could be improved.

During the presentation there were a few points that could have been improved. Firstly, the practicing and timing of the presentation. When the speaker originally practiced and timed the presentation it was done only with themselves. The speaker went through the slides one by one as if it was in front of an audience. This is a very different environment than actually performing to a real-life audience. So, when practiced, there were slides cut out to make sure it didn't exceed the 5-minute time limit. However, when the presentation was performed to a real-life audience, the nerves and adrenaline kicked in, making the speaker speak a lot faster than originally practiced. This inevitably caused the speaker to finish under the 5-minute time limit. So, to resolve this issue the speaker should next time practice the presentation in front of a live audience to get a more accurate time. This improvement was also brought up in the peer evaluation **[A.3]**.

Secondly, the body language and eye contact. This issue was mainly due to the laptop being behind the speaker, this meant the speaker had to turn around every time they switched slides. This constant turning around made it hard for the speaker to keep good eye contact, it's also meant that for a lot of the presentation the speaker's back was turned to the audience. About half way through the presentation the speaker did realise the issue and made a conscious effort to turn to the audience and keep good eye contact but due to the positioning of the laptop this was still an issue. Again, this point could have been improved with more effective practice. If the speaker had practiced in front of a real audience in a similar setting, the speaker would have realised the

issues about the laptop placement. This improvement was brought up in every peer evaluation [A.1] [A.2] [A.3].

Finally, the speaker could have included interactive elements in the presentation to engage and include the audience more. The only engagement the speaker had was the questions at the end of the presentation. The learner could have asked the audience questions throughout to keep them engaged. The speaker could also have had some physical interaction, for example having a vote in the class, improving the interaction and engagement. The speaker originally did include a quiz about themselves at the end, however it was removed because it would have taken too much time. In hindsight I do believe the speaker should have added the quiz, it would have been a good way to add an interactive element to the presentation to improve interest and engagement.

2 Skills Evaluation

2.1 Skills required for successful learning in Higher Education environments.

The skills required for successful learning in higher education are:

Time management – Time management is probably one of the most important skills to have successful learning. Students will need to organise and balance their time so that they can get all their coursework, studying and lectures completed on time. They will also need to allocate free time and personal commitments, making life more manageable. By having good time management, it increases productivity and reduces stress [Reference 1].

Communication Skills – The ability to communicate effectively with peers and lecturers is an essential skill to have. By having effective communication, it will enable the learner to express ideas and thoughts more easily. Communication can be in the form of written assignments, giving presentations, engaging in class discussions and even speaking up if they have misunderstood something. This will lead to more effective learning as well as opening the learner up to more opportunities in the future [Reference 1].

Critical Thinking and Problem Solving – Critical thinking helps the learner look

at information objectively, letting them see the bigger picture. This will involve the learner asking questions about what can be improved, as well as questioning previous assumptions. By asking these questions the learner will be able to solve issues and problems, making their life easier. For example, in a university setting the learner may have an issue with time management. They will have to analyse the situation and be honest with themselves to find the issue. Then once the issue is identified, they can problem solve to find a solution **[Reference 1]**.

Digital Literacy – In today's way of learning it is very important to have digital literacy. The learner will use different types of hardware and software for pretty much everything they do. From research, communicating, online learning and even accessing timetables and room booking. Without digital literacy the higher education life is very hard. The ability to navigate digital platforms and software will make studying easier and more effective **[Reference 1]**.

Self-motivation and Discipline – During university it is said that around 66% of the learning is self-directed learning. This means that even if the student turns up to every lecture but does no work outside of the lesson, they are going to fall behind significantly. Self-motivation and discipline will ensure that the learner makes the most of their higher education experience. All of the skills spoken about above are useless without having the motivation to use them and the discipline to keep using them **[Reference 1]**.

2.2 Transferable skills for employers.

There are many skills that are used in a higher education environment that employers will look for when getting a job. All the skills spoken about above can be transferred into work life.

Time Management – Time management is essential when working. The employer will expect the employee to turn up to work at the appropriate hours. It is also expected that the employee can deliver the tasks they are given in a timely manner and before the due date. This will mean the employee will need good time management skills. This will also enable them to manage their personal life. Overall, having good time management will ensure the employee

can be trusted to control their workflow while reducing stress **[Reference 2]**.

Communication Skills – The ability to convey information both in writing and verbally is essential for work life. Employers will look for good communication skills in employees because they can articulate ideas clearly, listen actively, read body language and collaborate well with others **[Reference 2]**.

Critical Thinking and Problem Solving – The ability to look at a situation, identify problems and then develop effective solutions is an ability sought after in all working environments. If the employee can solve issues for the employer without even asking them to do so, it shows problem solving as well as initiative. It also shows that the employee is a good decision maker. This will increase the confidence others have in them to take over projects and lead **[Reference 2]**.

Digital Literacy – In pretty much every job role the employee will use some sort of technology or software to complete their job. The ability for an employee to adapt to new technology and software is essential in the current time. This will enable them to work more efficiently as well as being able to get the most out of the resources available to them **[Reference 2]**.

Self-motivation and Discipline – If the employee can't self-motivate and has no discipline, tasks won't get done in time or at the standard that is required. It would also mean that the employee would have no motivation to improve and get better. So, by having self-motivation and discipline it will ensure that the employee can be trusted to get the work done as well as being high quality. It will also ensure that the employee focuses and improves all of the skills above, making them a better all-rounded employee **[Reference 2]**.

2.3 Self-Evaluation. (Strengths and weaknesses)

It is important for any learner to discover their strengths and weaknesses when it comes to learning and studying. This will ensure that they can put more effort into what works for them and try improve their weaknesses.

After completing a self-evaluation exercise **[Reference 3]** it is said that the learner is mostly a kinaesthetic learner (Figure 5). This means that the learner learns by doing it and being active/ physical.

The learner also scored around 25% in auditory learning (Figure 5). This means

the learner would learn from hearing the information. For an auditory learner things like podcasts and audio books would be the most beneficial. Lastly, the learner scored around 20% in visual learning (Figure 5). This is where the learner would learn by what they see.

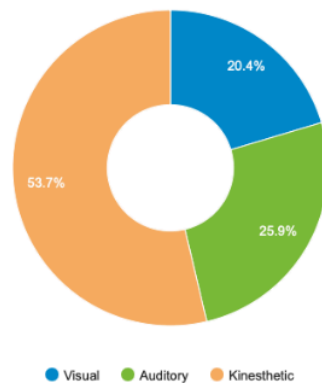


Figure 5

The learner was shocked at these results. The learner believed that Visual would be the highest scoring, then Auditory and then Kinaesthetic. The learner has always found that the best way of learning was by watching someone complete the task as they are explaining it, step by step. This then allowed the learner to go away and do it themselves. The learner confirms that the act of doing (kinaesthetic learning) helps them to remember long term, however, the initial learning of the activity is easier done by watching someone else complete the activity first.

To verify the results the learner did another online test **[Reference 4]**. After taking this other test it said they have a preference for visual learning. This resonated more with the learner and aligned to what they previously thought.

Finally, the learner completed a personality test [Reference 5]. After taking the test it was said that the learner had a personality type of “Executive”. It stated that the learner has good practical leadership and likes structure, efficiency, and clear-cut goals. It gave the learner some personality traits and the percentage of these traits (Figure 6). From this picture you can see the learner leans more towards being extroverted, judging and assertive, while not really having any direction between intuitive and observant, as well as thinking and feeling. This shows that the learner likes social environments, planning, being organised and is self-assured.

1 Personality Traits

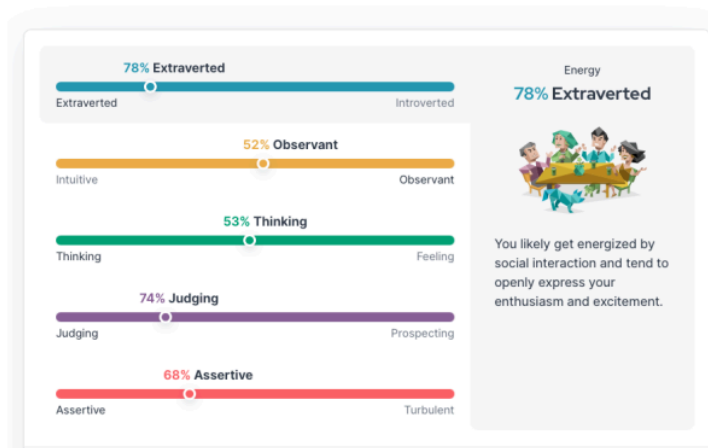


Figure 6

In conclusion, after completing the multiple learning type and personality type tests the learner learnt a lot about themselves. Originally, the learner believed that they were a visual learner. However, after completing the tests the learner now realises, they are a Kinaesthetic learner as well as being a visual learner. The learner now believes that to learn a new skill having a demonstration (visual) with a step-by-step explanation of the task (auditory) works best for them. However, to remember a skill and be able to complete it over and over again without being reminded the learner actually has to do the task themselves (Kinaesthetic). This will help the learner in the future so they can learn in the most efficient way possible.

2.4 Short term and long-term goals.

Short term goals (1 Year):

- Get promoted
- Stop Vaping/ Smoking
- Read over 5 books
- Travel to at least 2 more places

Long term goals (5-10 Year):

- Be healthy and fit
- Have over 3 rental properties
- Complete the OME BEng with a 1st
- Travel to over 50% of the counties in the world

2.5 S.M.A.R.T guidelines.

SMART guidelines or SMART goals stands for Specific, Measurable, Achievable, Relevant, and Time. Defining these parameters, it removes any guesswork, sets a clear timeline, and makes it easier to track progress and identify missed milestones [Reference 6].

For example, instead of saying “I want to lose weight”. You would say “I want to lose 5kg of fat, in 2 months”. This goal is specific, measurable and time bound.

SMART goals:

Get Promoted – This is a goal is to get promoted to level 2 in 2025, hopefully in a field that is closer to their interests. Currently the goal of “Get promoted” has no parameters, it’s not specific enough and isn’t measurable.

Instead, the learner’s new goal should be: To get promoted to a level 2 position in an OME role, in 2025. This turns the big vague goal of “Get promoted” into specific, measurable, time bound goals that are also achievable and relevant. It will also make it a lot easier for the learner to stick to their goal and follow it through.

Stop Vaping/ Smoking – This is a goal the learner has had for a while. Currently the learner does not smoke or vape but still ends up smoking or vaping occasionally. The learner wants to fully kick this bad habit before the year is over. Currently, there is no measurable outcome, it isn't specific and there is no time limit.

Instead, the goal should be: To have 0 cigarettes or vapes throughout the entirety of 2025. This is specific, it lists the amount and the time frame. It is also measurable, anything over 0 means the goal has been broken. It is also achievable, the learner already reduced the amount smoked massively, they are just getting the number to 0. The goal is relevant and also has a time frame of 1 year.

Be healthy and fit – This is one of the learner's long-term goals (5-10 years). The learner is already consistent with gym and diet and takes pride in themselves being health and fit already. The point of this long-term goal is to make sure that they stay consistent over a long-term period. Again, like the other goals this is very vague and has no parameters.

Instead, the goal should be: At the age of 33 (10 years from now), they will be as health and as fit as they are now. To break this goal down, the learner should have weekly goals in place to make sure they achieve this. For example, they could have a weekly goal to go to the gym at least 5 times a week and to follow a diet plan each week. This will make sure that they achieve their long-term goal of staying healthy and fit.

Complete OME BEng with a 1st – This again, was one of the learner's long-term goals (5-10 years). The learner has recently started a OME course and hopes that this will be his career path in the future. To improve the chances of getting into an OME role the learner has a goal of getting a 1st. Currently this long-term goal is pretty vague, it's not specific or measurable.

Instead, the goal should be: By the end of the course (2029), they will have achieved getting a 1st overall for the OME BEng degree. This goal is specific and measurable. Furthermore, to get the best out of the goal the learner will

need to break the goal apart and make mini goals for each subject that are specific, measurable, achievable, relevant and time bound.

3 Application.

3.1 Looking after your data.

It is important for the learner to look after their documents and data while at university. Technology is not infallible. Drives can wear out, there is a finite write limit and they can corrupt meaning all the data and documents will be lost. There is also human error; hardware can be lost or stolen, the learner could accidentally delete files, software or data. Viruses can also be contracted, corrupting all files and data **[Reference 7]**.

To ensure that the learner doesn't lose any documents or data, they have implemented a backup strategy adhering to the 3-2-1 rule. This rule is maintaining at least 3 copies of the data, keeping 2 copies stored at separate locations and a least 1 copy stored off site.

Three copies of data:

- Primary copy – The primary copy will reside on the learner's personal laptop, where the work will be created and edited.
- Secondary copy – The secondary copy will be saved on the cloud. The learner has it set up that all data and documents automatically back up onto the iCloud every night. The learner can access this from any device logged into their Apple account.
- Third copy – The last copy will be saved on an external hard drive. This is connected to the learner's laptop at least once a week to upload the most recent data and documents. To improve the learner should back up the work after each day.

[

Two different locations:

- Primary location – The primary location for all documents and data is the learner's personal laptop.
- Secondary location – The secondary location, as mentioned above, is the external hard drive that the learner uploads all data and documents from their laptop.

One copy off site:

- The copy off site is in the iCloud. The point of the off-site copy is to ensure that all data and documents are retrievable in events like theft, fire or hardware failures. By having copies on the iCloud, this can be accessed from any device that is logged into the learners Apple ID.

By using the 3-2-1 rule above it ensures that all data and documents can be recovered in all possible events. No matter what happens, there is always copies that can be recovered and saved. **[Reference 8].**

3.2 Time management and self-organisation.

Being organised will make the learner more productive, it will also give them more time for other tasks as well as being less stressed.

To enhance the learner's productivity, they:

- Track and manage time – The learner uses a virtual calendar that has all meetings and work structured within it; this is accessed through Outlook. The learner has 3 different calendars that are used. They have their work calendar for all meeting and appointments related to their job, they have a university calendar that has all their lectures and university work on and they also have a personally calendar that contains their daily chores and routine (Figure 7 and 8). By having each day planned out, the learner knows exactly what needs to be done, increasing productivity and effectiveness.

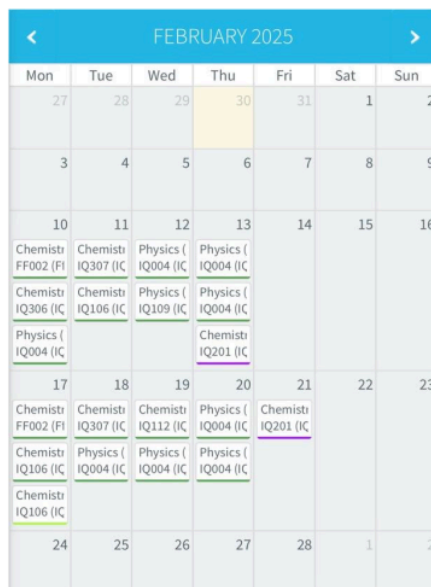


Figure 7



Figure 8

- Prioritise** – This is one of the most important aspects of self-organisation. The learner can make themselves feel busy and productive by just ticking off small and pointless tasks. For example, they could spend time arranging their files, colour coding notes or even answering emails. This will make the learner feel busy but get no meaningful work done. So, to prevent this the learner should write a list of all the stuff that needs doing, then put it in order of highest to lowest priority. They then go down the list, ensuring the important work gets done first. For example, the learner has this assignment to write. This is currently a bigger priority than looking back at past maths papers for the exam in March. So therefore, the learner prioritises writing this assignment. This stops them distracting themselves with stuff that isn't as important currently.
- Decluttering** – This can be decluttering of physical or virtual space. The learner works better in a clean and tidy work space, so before work is started, they make sure their desk is tidy. Virtually, the learner will declutter their calendar and re-arrange their files every week or so. This ensures that the calendar stays up to date and all cancelled meetings

and appointments have been removed. This ensures the learner's days are planned out efficiently. The re-arranging of files may seem like a waste of time but it makes working more effective.

- Breaking down tasks – Sometimes big projects or tasks can seem daunting and hard to start. To make these tasks more manageable the learner breaks each task into smaller, more manageable ones. For example, the task of creating this assignment. The learner breaks the task down into different sections, 1.1, 1.2, 1.3 e.c.t. So, when it comes to do the assignment the task, it isn't "Do assignment" it is "Complete sections 2.1 and 2.2 of the assignment". This makes the task more manageable and achievable. Making the learner more productive in the long run.

Below this is a copy of the learner's e-Portfolio (Figure 9)



Figure 9

The learner has split the e-Portfolio into Subjects, Self-Awareness, Experience, Personal, Education and Training and OME admin. There are sub-folders within subjects of Chemistry, Maths, Physics, Study skills and Templates. As time goes on, I'm sure the learner will update and add folders to this e-portfolio as

well as adding more evidence. By having a clear e-Portfolio it will help the learner develop and learn more efficiently throughout the course, it will also ensure the learner has a better sense of themselves as a student.

Another good example would be having a LinkedIn profile, this will keep all training, previous work, ambitions and goals in one place for other people to see. They also offer good online training that the learner can use to develop their knowledge and skills. Unfortunately, because of the learner's profession they won't be able to have a public LinkedIn profile, however, this won't stop them from completing the training that LinkedIn offer.

Regarding a personal development plan, the learner will constantly be looking for development opportunities within university and work. For example, the learner has become a member and is applying for their EngTech for IET (The institution of Engineering and Technology). They are also in the process of applying to become a member of the IEE (The Institute of Explosives Engineers). This will help them develop their skills and knowledge within their job and course. The learner has also signed up to training offered at work, for example, the TADOF training, Human Factors and all mandatory training. This will make sure they are up to date with all new processes and information.

3.3 Independent Study – Torpex

Introduction.

Torpex is a secondary explosive that was used in World War 2. Torpex was mainly used in depth charge, torpedos and naval mines. Torpex is 50% more powerful than TNT, by mass. Torpex is made up of 42% RDX, 40% TNT and 18% powdered aluminium. In World War 2 Torpex was useful in underwater munitions, this was mainly due to the aluminium component, making the explosive pulse last longer, increasing the destructive power **[Reference 10]**.

Development and Use.

Torpex was developed at the Royal gunpowder Factory, Waltham Abbey, in the United Kingdom. RDX, a key component of Torpex and was developed in 1899. However, the mass production of RDX had lots of challenges. The U.S. initially

rejected the idea of using Torpex due to its production constraints, while the British had a shortage of TNT so had to look for an alternative. This led to the interest of using aluminised explosives, resulting in Torpex being used in multiple military applications [Reference 10] [Reference 11].

In the Air.

Torpex has a big impact on aerial warfare. The most notable was the "Dambusters Raid" (1943), this is where specifically designed bouncing bombs, filled with Torpex, destroyed important German dams. They did this by flying a plane low, dropping the bouncing bomb out of the back, this would then skim across the water until it came into contact with the German dam, causing the bomb to explode and destroy the dam. Other aerial uses have been the "Tallboy" and "Grand Slam" bombs. They both contained Torpex and were designed to destroy strategic infrastructure like railways, bridges, tunnels, U-boat pens and even battleships. The most notable battleship being the "Tripitz". Torpex was very effective when used, however production was still limited [Reference 11].

In the Sea.

As well as the air, Torpex played a big role in naval warfare too. Torpex played a crucial role in anti-submarine warfare. Initially in World War 2 the British had struggled with the German U-boats. This was due to the current depth charges had a very small lethal radius. However, when the 250-pound aerial depth charge filled with Torpex was introduced in 1942 the lethal radius grew dramatically. This therefore increased the kill rate against submarines and U-boats. This change, combined with some tactical changes helped the British win the Battle of the Atlantic. Since Torpex was used, the lethality of depth charge attacks had increased to 30% [Reference 11].

Challenges.

Despite Torpex's success, there was still a lot of challenges faced in its adoption. Firstly, the production of RDX was still very limited. Even though production became a priority they couldn't keep up with the demand. This was

mainly because the process to create RDX used large amounts of nitric acid and at least half of the formaldehyde is lost in the process. One mole of hexamethylenetetramine could, at most, produced one mole of RDX

[Reference 12]. This meant it was very hard to produce, resulting in a constant shortage. The Coastal Command and Bomber Command frequently argued over where the RDX should be used. Each wanting the RDX for their missions. This meant that Torpex couldn't be as widely used as initially wanted, meaning other types of explosives would have to be used instead **[Reference 11]**.

Conclusion.

In conclusion, Torpex had a huge role to play in both Air and Sea warfare throughout World War 2. Its introduction marked a huge improvement in explosive technology, improving the effectiveness and effects of bombing related operations. However, due to production and political limitations, Torpex couldn't get the full-scale implementation that was originally wanted. This still didn't stop it being one of the most effective explosives in World War 2.

4 Conclusions and Evaluation.

Throughout this assignment there has been lots of conclusions for many different topics. It is hard for the learner to come to one conclusion from the whole assignment so each section will be mentioned separately.

Regarding the Presentation, the importance of clear and engaging presentations was identified. It was found that simple slide design, engaging content and good voice projection were essential for performing a good presentation. It was also identified that having more practice in front of a live audience could have improved the timing and confidence of the learner's presentation. It was also concluded that better eye contact and not reading from the slides would have improved the learner's presentation.

Next was Skills Evaluation. In this section the learner explores the skills required for success in a higher education environment. It was identified that the skills of time management, communication skills, critical thinking, digital literacy

and self-motivation were important when in higher education. These skills can also be transferred to a work setting. In addition to these findings the learner did some self-evaluation exercises to reveal their learning types and personality types. It was found that the learner had a learning type of kinaesthetic, even though the learner initially believed themselves to be a visual learner. After more evaluation, the learner concluded that they were a mix of kinaesthetic and visual. The learner also completed a personality test, where it was identified that they prefer structure, leadership and goal orientation. In conclusion, the learner needs to have clear organisation and planning, in both academic and work life to have the best results.

Next was the goal section, 4 of the goals were evaluated and made into S.M.A.R.T goals. This made the goals more specific, made them measurable and also set a time limit on them, this would make sure the learner could effectively track their goal and ensure they will hit it.

The last section was split up into three separate sections, the first one being Looking after your data. The learner uses the 3-2-1 rule to ensure that they don't lose their data. The learner does this by having one copy of the data on their personal laptop, another copy saved onto an external hard drive and the final copy being saved onto the iCloud. This ensures the learner does not lose data or documents for any reason.

The second section talks about Time management and self-organisation. It was identified that time management and organisation were essential for productivity. For time management the learner used digital calendars to schedule and manage tasks. It was also stated that the decluttering of the work space, physical and digital, are essential for productivity. Furthermore, it was found that the prioritisation of tasks is essential for the learner's productivity, this ensures that the work being carried out was required at that time. The learner also provided screen shots of their e-Portfolio. It was concluded that having a clear and concise e-Portfolio can help the learner by improving their studies and work life.

Finally, the last section was about the ability to gather and present new information. This section was done about Torpex. During this task, information

was presented clearly explaining the history and uses of Torpex in World War 2. Different types of research methods were used, proving the effectiveness of gathering new information. In conclusion, the researching and gathering on new information was effective and also enabled the learner to learn about something new.

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5 Appendices.

A.1

Student Self Evaluation Form			
Student name:	George Butcher	Student P number:	
Programme:	OME	Year of programme	2025
Assignment Title:	Reflection on Study Skills		

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☒	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
Spoke clearly Produced a well planned out and thorough PowerPoint. Did a good job of maintaining audience attention.	Looked at board a bit too much, needs to focus more on the audience. No Animals, is big sad.

Student's Name	Lucius Galloway	Date	26/01/2025
Student's Signature	Lucius Galloway		

A.2

Student Self Evaluation Form			
Student name:	George	Student P number:	
Programme:	OME	Year of programme	1
Assignment Title:	Personal Presentation		

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☒
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☒
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☒
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☒	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☒	80-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
Used hands and arms well to demonstrate and generally had a positive body language to help keep the audience engaged	- Reading off the slides so consistently not looking at the room - A bit quiet although not a mumble was a monotone for a considerable period as well

Student's Name	Andrew Campbell	Date	22/01/2025
Student's Signature	Andrew Campbell		

A.3

Student Self Evaluation Form			
Student name:	George Butcher	Student P number:	
Programme:	OME	Year of programme	2024/25
Assignment Title:	Study Skills Presentation		

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☒	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
Effective use of colours and images in slides Plenty of interesting information Effective use of humorous elements to keep audience engagement	Could have had less text on slides and reading less from them Could do with speaking slower slightly for sake of timekeeping

Student's Name		Date	
Student's Signature			

Reflection on Study Skills

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

95/100

Generic Assessment Criteria		Marks available	Marks awarded
1. Engagement with Literature Skills			
Torpex literature review is detailed and informative. Clear evidence of reading beyond what was provided on Moodle. IEEE referencing has been used consistently with a minor formatting error (the word "Reference" is not needed in the citation; the number alone is sufficient). Correctly formatted reference list comprising of a suitable number of sources for this level of work. A good balance of peer reviewed and contemporary, relevant non peer review resources used.		20	19
2. Knowledge and Understanding Skills			
Key presentation skills identified. Important skills for education and transferrable skills for employment identified and described in detail. Good understanding			20

of SMART goals and data protection demonstrated. Literature review is clear, detailed and concise showing a good understanding of the source material.	2 0	
3. Cognitive and Intellectual Skills		
Presentation performance has been critically evaluated with suggestions for future improvements based on peer review and self-reflection. Detailed analysis of personality test results included with reflection on how this will affect the learning experience. Conclusions are detailed, provide a nice summary and are suitably reflective.	2 0	2 0
4. Practical Application Skills		
Powerpoint used a simple but affective theme. A confident delivery with good volume and a reasonable pace, a little fast in places but overall good. A good balance of text and images, however the text is quite small and could be difficult to read from the back. Good timing and reasonable interaction with the audience. Clear strategy for implementing the 3-2-1 rule of backing up data. Practical suggestions for improving time management and organisation. Evidence of beginning an e-Portfolio and PDP provided.	2 0	1 8
5. Transferable Skills for Life and Professional Practice		

Report		
has a clear layout and nice flow. Table of content and numbered sections allow for easy navigation of the document. Images have been numbered and		1
included in a list of figures which is good, however they should also include a caption in the body of the text with a brief description. Good use of the third person and a scientific writing style has been adopted and used throughout. Appendices have been included and numbered, however including a	2	8
brief description of what they are as separate entries in the table of content could aid in reader understanding and document navigation.	0	

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