

SSfE Report TM

by Tamsin McKerrow

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Study Skills for Electronics

ACDA4021

Reflection on Study Skills



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Presentation

The author produced a presentation about themselves which is shown in [Appendix 1](#). This presentation details where she grew up and her current workplace. It states where she completed her work experience and what her main goals are for the future; these are: become a rugby coach, learn how to bartend, learn German and British Sign Language, work in a bionic limb industry and end up in management. The presentation also includes the authors hobbies and interests, which are mainly rugby, plants and art. Finally, the presentation details what the author thinks of her personality – she believes she is an INFJ, she is optimistic, rather gullible and will put others before herself.

Delivery & Self-Evaluation

The author delivered her presentation slightly rushed and felt as though she could have prepared more by practicing her delivery. She felt she could have added more material to the presentation to make it a bit longer. The author also felt she could have spoken with more confidence.

By producing the presentation, the author was made to think about what her long and short-term goals are, and she learnt how to structure the presentation so that it would flow as much as possible.

Feedback

Feedback from the presentation can be found in [Appendix 2](#).

The key takeaways from this feedback are that the author had good use of graphics and images, she was very professional and had a clear delivery although she could have spoken a bit louder. She finished her presentation with a time of 3:47, so she could have practiced more and added a few more slides.

Skills Required in HE Environments

There are many skills that are needed in higher education environments, and these skills are often developed and strengthened throughout a students' learning journey. The skills developed will contribute towards the student's future in their personal life, career and opportunities – they can also help the students with confidence, motivation, engagement and achieving their goals [1].

Some essential skills needed for higher education environments include the following:

Research Skills

These are needed to maximise what students learn at university – they need to be able to find, evaluate and analyse information from various sources [2]. These can include using advanced search techniques in both libraries and a search engine and evaluating information sources. It is also important to use trustworthy sources, such as university websites, library databases, articles and journals [2].

Organisational Skills

Organisational skills are needed in all aspect of life, they help students avoid getting overwhelmed by supporting them to keep track of their assignments, study and prepare for exams [2]. This can be done by grouping files into the appropriate folders, adding deadlines and revision to a calendar.

Writing Skills

These skills are essential in writing reports, exams, and essays – students need them to accurately demonstrate their experience, expertise and research skills [2]. Writing skills include using correct grammar and spelling, and it is recommended that anyone proofreads their work before submitting it. Good writing skills are essential to ensure the reader can read and understand the piece of work.

Self-Discipline

Students must set goals, self-regulate, and maintain an appropriate work-life balance to prevent burnout – these skills can include the ability to prioritise tasks, understanding their weaknesses, and holding themselves accountable [2].

Time Management Skills

This ties into organisational and self-discipline skills. Students need to prioritise, create schedules, and keep on top of their responsibilities which can often include setting goals and personal deadlines, and breaking down tasks into smaller chunks [2].

Collaboration

Collaboration skills allow students to manage conflicts, practise active listening, and compromise to achieve shared goals [2]. Some of these skills include knowing where they can improve and be able to hold themselves accountable, emotional intelligence and empathy.

Skills Required in Job Candidates

All of these skills mentioned can also be known as soft skills which are transferable to jobs that students may apply for in the future. The author has interviewed a few people at Numatic to see what they look for in prospective job candidates – these notes can be found in [Appendix 3](#).

The interviewees all mentioned they would look for a candidate with good collaboration skills, they state that they would look for how the candidate would work as a team and how they would fit into the current team.

Ally (H&S Manager) [3] mentions that being open, honest and good at active listening are some key skills she looks for – as well as self-motivated and good at timekeeping. Ally and Nigel (Sr Electronics Engineer) [4] noted the candidate should keep up with recent technologies and their IT skills (in Word, Excel, Teams, etc.). In addition, Louise (Facilities & Office Manager) [5] states the candidate should have the ability to prioritise and should be hard-working.

Generally, speaking an employer's requirements in prospective job candidates cover the essential qualifications, experiences, hard & soft skills, attributes and traits [3]. The more transferable skills are soft skills and there are 3 main categories:

Communicative Skills

These can include interpersonal skills, teamwork and leadership, social intellect, responsibility, and ethics of communication [3].

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Cognitive Skills

These can include skills such as critical thinking, innovative thinking, skills of learning, time management skills, problem solving skills, intellectual load management skills, and information skills [3].

Personal Attributes & Emotional Intellect

These skills can include emotional intellect, optimism and positive thinking, creativity, empathy, integrity, flexibility and motivation [3].

Self-Evaluation

The author has conducted multiple self-evaluation exercises to discover her strengths, weaknesses, personality type and suitable career suggestions. However, before this in her presentation, she has stated that she believes she is an INFJ, optimistic and caring. She also believes that her weaknesses consist of procrastination and perfectionism/being too critical.

More detailed results of the following self-evaluation exercises are shown in [Appendix 4](#).

Personality Type

The personality type that best describes the author is Introvert-iNtuitive-Feeler-Judger according to the Jung personality types test [4] and ISFJ according to the open extended Jungian type scale [5]. These results are similar to what the author's self-evaluation of her personality. The results summarise that the author has a deep sense of altruism and a strong sense of duty. They also state that she is reliable and has keen attention to detail [5]. The results describe that the author is generally supportive and patient and always ready to help those in need – this can often lead to them neglecting their own needs and self-sacrificing, which is what the author expressed in her presentation.

In the workplace, the author is said to be reliable, hard-working and often excels in roles that involve helping or caring for others [5]. This is shown in the authors personal aspirations as she wants to work in the bionic limb industry to help others.

The author also completed the Big 5 personality test which scored her on five different personality items: extraversion, neuroticism, agreeableness and openness to experience. The results are show in Figure 1.

Results summary

Your results from the IPIP Big Five Factor Markers are in the table below. The table contains a raw score and also a percentile, what percent of other people who have taken this test that you score higher than.

Factor	Factor label	Raw score	Score percentile
I	Extroversion	45	45
II	Emotional stability	70	70
III	Agreeableness	80	80
IV	Conscientiousness	41	41
V	Intellect/Imagination	18	18

Big five personality trait scores calculated by openpsychometrics.org

Figure 1: The Big 5 Personality Test Results

3: SELF-EDUCATION & ACTION PLAN

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The results of the first 4 factors align with the results of the previous tests and what the author thinks of herself. The author scored low on factor 5, which would mean she tends to be more traditional, conservative and may have a preference for familiar and predictable experiences [9]. Although the author agrees with this to an extent, she believes that the score should not have been so low as she is also intellectually curious and enjoys exploring new concepts and ideas. As well as exhibiting a preference for creativity and aesthetics [9].

According to the Fisher Temperament results, the author matches strongly to the Cautious/Social Norm Compliant temperament. This temperament is dominated by the neurotransmitter serotonin, which is involved in relaxation and social belonging – it states that the author is orderly, careful, loyal and likes to fit in with their social group [10].

Strengths and Weaknesses

The author took an aptitude test to discover her strengths and weaknesses [11]. The detailed results can be found in [Appendix 5](#). The test gave a percentage for different attributes and showed her top 5 strengths to be faith, curiosity, integrity, balance and optimism. She also scored relatively high in teamwork, risk-taking, and innovation. The test stated the author's bottom weakness was salesmanship as well as self-motivation and leadership.

Career Suggestions

The author took a few career tests and two of them used the Holland Code IRSCAE. In the first test she received a code of IRS [13]. This suggested jobs such as general veterinarian, livestock advisor, dental practitioner, nuclear medicine radiographer or prosthetic-orthotics technician. The second test she received a code of CIS [14] which suggests jobs such as health information technologists, medical transcriptionists, and other medical based jobs.

On another career test, the author scored highest in the information and research, process and systems category – the suggested jobs for this category included researching or managing information, analysis, cataloguing, database management and investigating topics in detail [15]. For example, accountant, scientific researcher, legal assistant, or health and safety officer.

More detailed results for the career tests are shown in [Appendix 6](#).

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Long & Short-Term Goals

The authors main long and short-term goals include:

- Become a Rugby Coach
- Learn How to Bartend
- Read at Least 25 Books in 2025
- Learn German
- Learn British Sign Language
- Get the Highest Grade Possible in Their Degree
- Work in Bionic Limb Industry
- Become a Manager of a Team or Department

Action Plans

The author has created a rough 10-year plan, which includes when she needs to complete some of her goals – this is shown in Figure 2.



Figure 2: Rough 10-Year Plan

The author has also created action plans for some of her goals using the SMART guidelines.

Become A Rugby Coach

Goal: Become a rugby coach for the under 12 Girls.

Date to Finish: July 2025.

Why?: Years of coaching experience will improve confidence, knowledge of the game and provide opportunities in management later on.

Steps to Take:

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- Get DBS Check – By 31/01/2025
- Get First Aid Training – By 16/02/2025
- Complete a Coaching Course – By 31/07/2025
- Consistently Attend Training and Games

Possible Obstacles:

Senior games at the same time as U12 games – *Possible Solution = Attend the beginning of U12 training, then play the senior game.*

Club may not fund the coaching course - *Possible Solution = Consistently show up for the U12's and prove you are committed and ask the club to attend a coaching course in due time.*

Read 25 Books in 2025

Goal: Read at Least 25 Books in 2025.

Date to Finish: December 2025.

Why?: To reduce screen time and return to an old hobby/make time for myself. This can include academic books on subject reading lists.

Steps to Take:

- Read 10-20 pages or for 30 minutes each night before bed as a 'wind-down'.
- Have read 12 books by 30/06/2025

Possible Obstacles:

May not have the energy or time to read – *Possible Solution = Only read 2 pages/read for 10 mins.*

May get distracted by phone – *Possible Solution = Set screen time limits or app timers and make an active effort to read a page of the book instead of scrolling on social media.*

Get Highest Grade Possible in Degree

Goal: Get the Highest Grade Possible in Degree

Date to Finish: July 2028.

Why?: To prove I am hard-working and possibly provide better job opportunities in the future.

Steps to Take:

- Continue to study every Friday
- Read some books on the reading list for each subject in the spare time of each block
- Before every assignment – ensure to set an action plan to reduce stress closer to the deadline

Possible Obstacles:

Projects at work and personal life may take up a lot of time/have busy periods – *Possible Solution = Set aside at least 2 hours during the week to study no matter what. Or set certain objectives for the week (e.g. complete section 1 of a report).*

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Learn German

Goal: Become fluent in German.

Date to Finish: January 2031.

Why?: To be able to work in Germany for a few years.

Steps to Take:

- Complete Duolingo Course
- Find a German Speaker to Converse with Regularly – By 01/01/2029
- Take Professional Exam - By 30/11/2030

Possible Obstacles:

Learning all the technical language for electronics in German – *Possible Solution = Network and find someone in that industry to speak to.*

Work in Germany

Goal: Work in a Bionic Limb/Electronics Company for a Couple Years.

Date to Finish: January 2032 – December 2034.

Why?: To get the experience.

Steps to Take:

- Get German Speaking qualification – By 30/11/2030
- Research a company called Ottobock (as they also have a UK base) – By 30/01/2031
- Look into working VISAs – By 28/02/2031
- Apply for a Job in Germany – By 01/06/2031
- See if I can keep my LISA / Buy a house and rent it out – By 30/04/2031

Possible Obstacles:

May not be able to keep LISA – *Possible Solution = Buy and rent out house while in Germany.*

May not be accepted at Ottobock - *Possible Solution = Research other electronics companies in Germany as a Plan B.*

Personal Backup Strategy

The author has created a backup strategy that obeys the “in three different places” rule – she stores her important documents (such as assignments, reports, and study materials) on her personal laptop, OneDrive and her work computer. For her important files at work, she stores them on her work computer and on a system called PDM, which is a version-controlled system so that other people with access can make changes to the document. PDM stores all versions of a document. This provides a robust level of data protection for the work she is likely to produce while at university. The author works on her assignments and notes on both her personal and work laptops, so even if the most recent copy is deleted, encrypted or a virus infects either computer, there will be an up-to-date copy on the other.

The author does however plan to purchase a memory stick to be a physical copy of her work.

The author conducted some research on ransomware which is shown in [Appendix 7](#). Since the author backs up her important files on separate computers, she believes that her backup strategy would be able to cope with being hit by a ransomware attack. To begin with, she has an anti-virus software installed on her personal laptop and does not click on any suspicious links or documents. Even if one of her laptops was hit with a CryptoWall v4 attack where it encrypts both the file and the filenames, she would already know that all her important documents are stored in all three places.

Personal Time Management

The author takes many steps to improve her organisation and enhance her productivity in both her work and personal life.

Work Organisation

The author organises her work tasks using Microsoft Planner, shown in Figure 3. She has 'buckets' for certain projects and at the end of each day she will label each of her tasks that need to be done the next day. She labels one big thing (which gets done first), three medium things, and five small tasks – she completes the big task first. She also bullet points everything she has done and learnt in the day, so she can write up her 'off the job hours' to reduce the stress of writing them up later on. The author also sets aside some of her time on a Friday every week to do a bit of studying or coursework, so she doesn't get behind and stress about it.

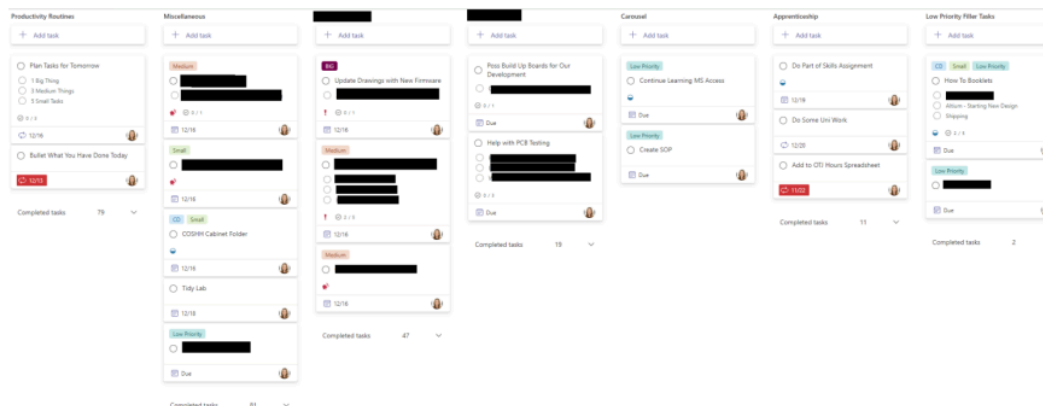


Figure 3: Microsoft Task Planner

Personal Organisation

The author manages her time using time-blocking on her calendar, shown in Figure 5. She uses Timetree and has a general calendar and a routines calendar. The routines calendar is for wake-up routines, the gym, and bedtime routines. The general calendar is for work and meeting friends/family or other important events. When the author has important events that she needs to prepare for, she will create to-do lists for days leading up to the event, and time block the day of the event to get ready in time and complete certain tasks for the day. She also has a personal to-do list using Microsoft To-Do, which is shown in Figure 4.

4b: TIME MANAGEMENT & SELF-ORGANISATION

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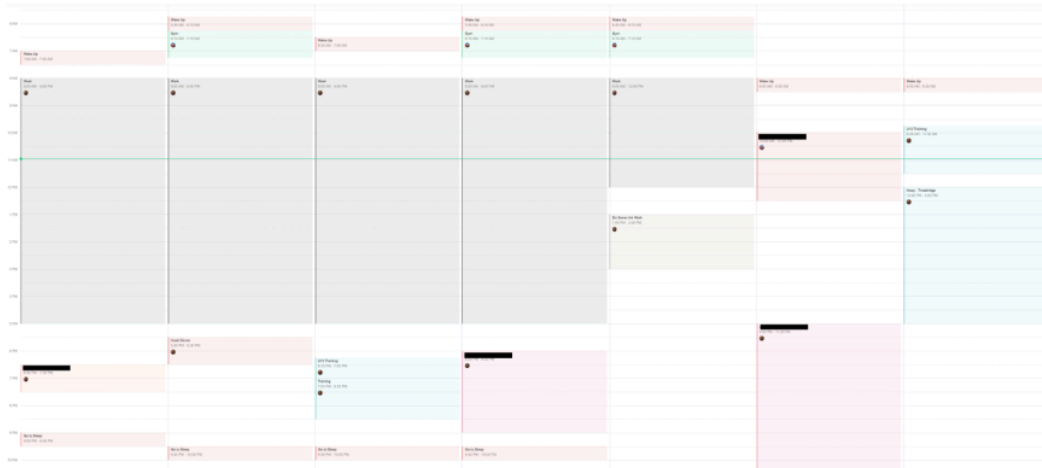


Figure 5: Time-Blocked Calendar

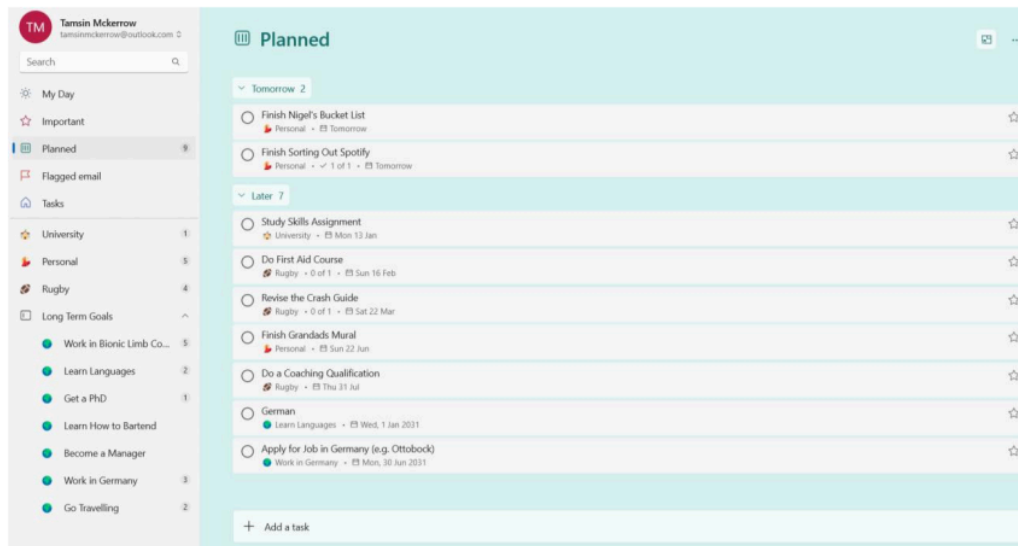


Figure 4: Personal To-Do List

PDP Implementation

The authors file structure is shown in Figure 5. This is on her personal laptop (but for the university work, it is the same format on her work computer). She has chosen this structure as it is the easiest way for her to quickly find all the files or information she needs. Her e-portfolio includes her personal statement, her CV (she also keeps her LinkedIn profile up to date for this). Her goals are documented on Microsoft To-Do – shown in Figure 4. As can be seen in the first

Folder/Item	Date/Time	Type
Custom Office Templates	20/11/2024 15:53	File folder
My Future	19/11/2024 10:41	File folder
OneNote Notebooks	15/09/2022 13:55	File folder
Other	19/11/2024 10:32	File folder
Personal	21/11/2024 22:09	File folder
Previous Studies	19/11/2024 10:33	File folder
Rugby	19/11/2024 10:31	File folder
UWTSD	13/12/2024 13:37	File folder
Year 1	19/11/2024 10:36	File folder
Year 2	19/11/2024 10:36	File folder
Year 3	19/11/2024 10:36	File folder
Year 4	19/11/2024 10:36	File folder
OTI Hours Record	13/12/2024 13:37	Microsoft Excel
Computer Systems Fundamentals	03/01/2025 09:55	File folder
Electrical and Electronic Principles	03/01/2025 09:55	File folder
Engineering and Project Management	03/01/2025 09:56	File folder
Maths	21/11/2024 09:01	File folder
Signals and Systems	03/01/2025 09:56	File folder
Study Skills	29/12/2024 14:10	File folder
Workshop Skills	11/12/2024 14:58	File folder
123 Personalities Test	21/11/2024 09:46	PNG File
About Me	25/11/2024 20:21	Microsoft PowerPoint
Big 5 Factor 1	21/11/2024 09:19	PNG File
Big 5 Factor 2	21/11/2024 09:19	PNG File
Big 5 Factor 3	21/11/2024 09:20	PNG File
Big 5 Factor 4	21/11/2024 09:20	PNG File
Big 5 Factor 5	21/11/2024 09:21	PNG File
Goal Gantt Chart	26/11/2024 11:05	Microsoft Excel
Jungian Myres-Briggs Explanation	21/11/2024 09:36	PNG File
Jungian Myres-Briggs Results	21/11/2024 09:35	PNG File
PRESENTATION	28/11/2024 09:28	Microsoft PowerPoint
Ransomware Report	29/12/2024 12:57	Microsoft Word
Study Skills Assignment	15/10/2024 20:52	Microsoft Word
Tamsin McKerrow SSFE Report	29/12/2024 14:10	Microsoft Word
The Big 5 Test	21/11/2024 09:18	JPG File

Figure 6: Authors File Structure

Her skills and qualifications gained are documented on her LinkedIn profile, but the author keeps all her certifications in an expanding file as well as electronically on her laptop (Figure 7).

Folder/Item	Date/Time	Type
Degree	16/12/2024 16:30	File folder
Finished	10/06/2024 16:28	File folder
Level 3	12/06/2024 17:06	File folder
Off the Job Hours	11/11/2024 14:35	File folder
EPA Result P1	21/10/2024 13:50	Microsoft Edge PDF
EPA Result P2	21/10/2024 13:49	Microsoft Edge PDF
Tamsin Cert	20/06/2024 10:08	Microsoft Edge PDF
Yr1	14/02/2023 13:50	File folder
Yr2	15/02/2023 14:37	File folder
L3 BTEC Diploma	09/01/2023 07:49	Microsoft Edge PDF
L3 BTEC Notification Of Performance	09/01/2023 07:50	Microsoft Edge PDF
Application	12/12/2022 15:16	File folder
Year 1	08/06/2023 09:48	File folder
Year 2	10/06/2024 16:28	File folder
TMcKerrow	26/04/2024 11:19	File folder
HNC Results		File folder

Figure 7: Author's Certifications

Key Findings & Recommended Further Study

The author learnt a lot in different areas throughout the module. To begin with she learnt how to structure a presentation so that it would flow better as well as learning that she needs to practice giving presentations to gain more confidence.

The author acquired a deeper understanding about what skills are needed in higher education and work environments, and how much they interlink. For example, skills such as research skills, organisational skills, self-discipline, time management and collaboration/communicative skills are essential in both HE and work environments. The author was interested in studying this aspect further and find out how she can improve on skills she may not be as good at.

She has also learnt more about her personality type, what some of her strengths and weaknesses are and what careers may be good for her. She would like to delve more into her strengths and weaknesses and see how she can improve on these. The author also set some feasible deadlines for some of her goals using the SMART goals guidelines.

In addition, the author learnt a lot about what ransomware is, what types there are and different ways to prevent an attack.

For the time management and self-organisation aspect of this module, the author learnt about time-blocking and implemented this in her personal calendar. She also had a meeting about time management with her mentor (Ally G) and implemented some of these practices in her work Microsoft planner.

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Appendix I – Presentation About Author

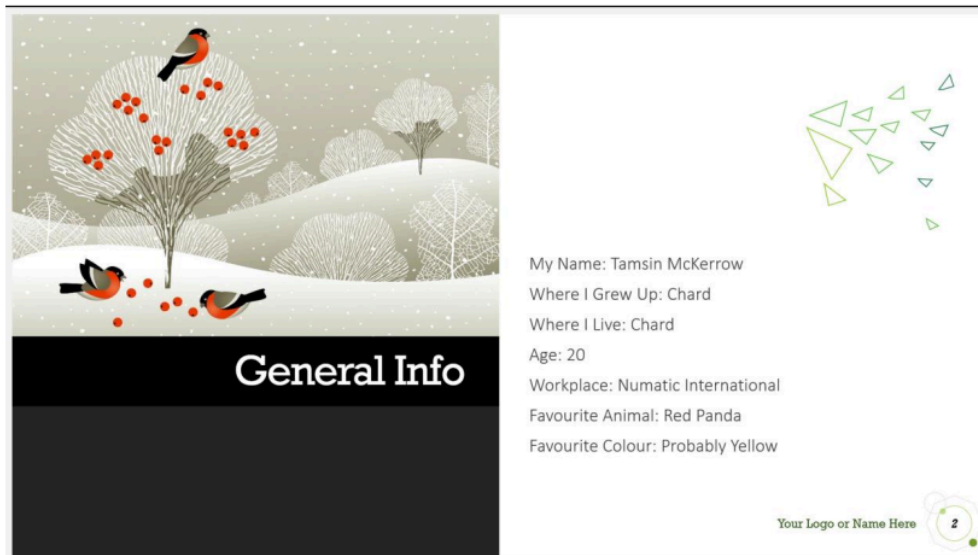


Figure 9: Presentation Slide 1

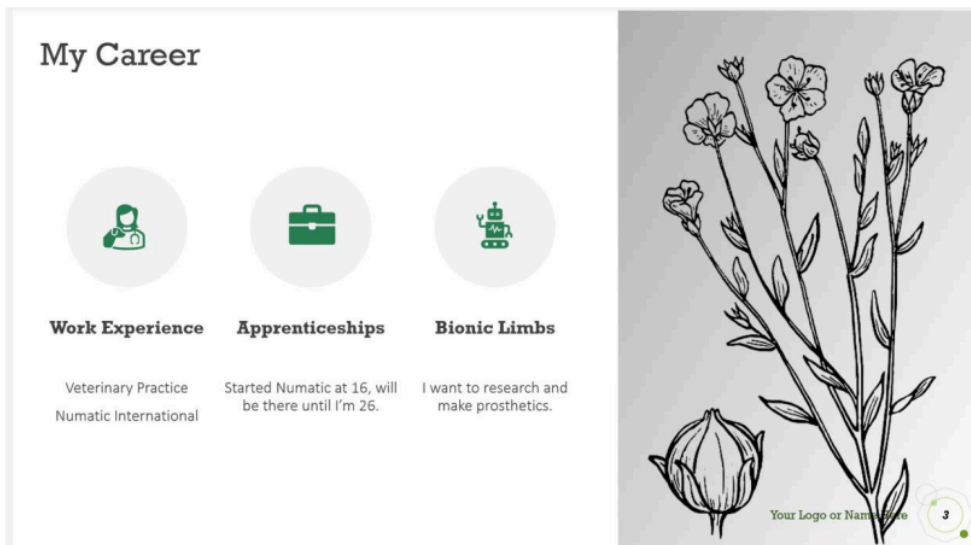
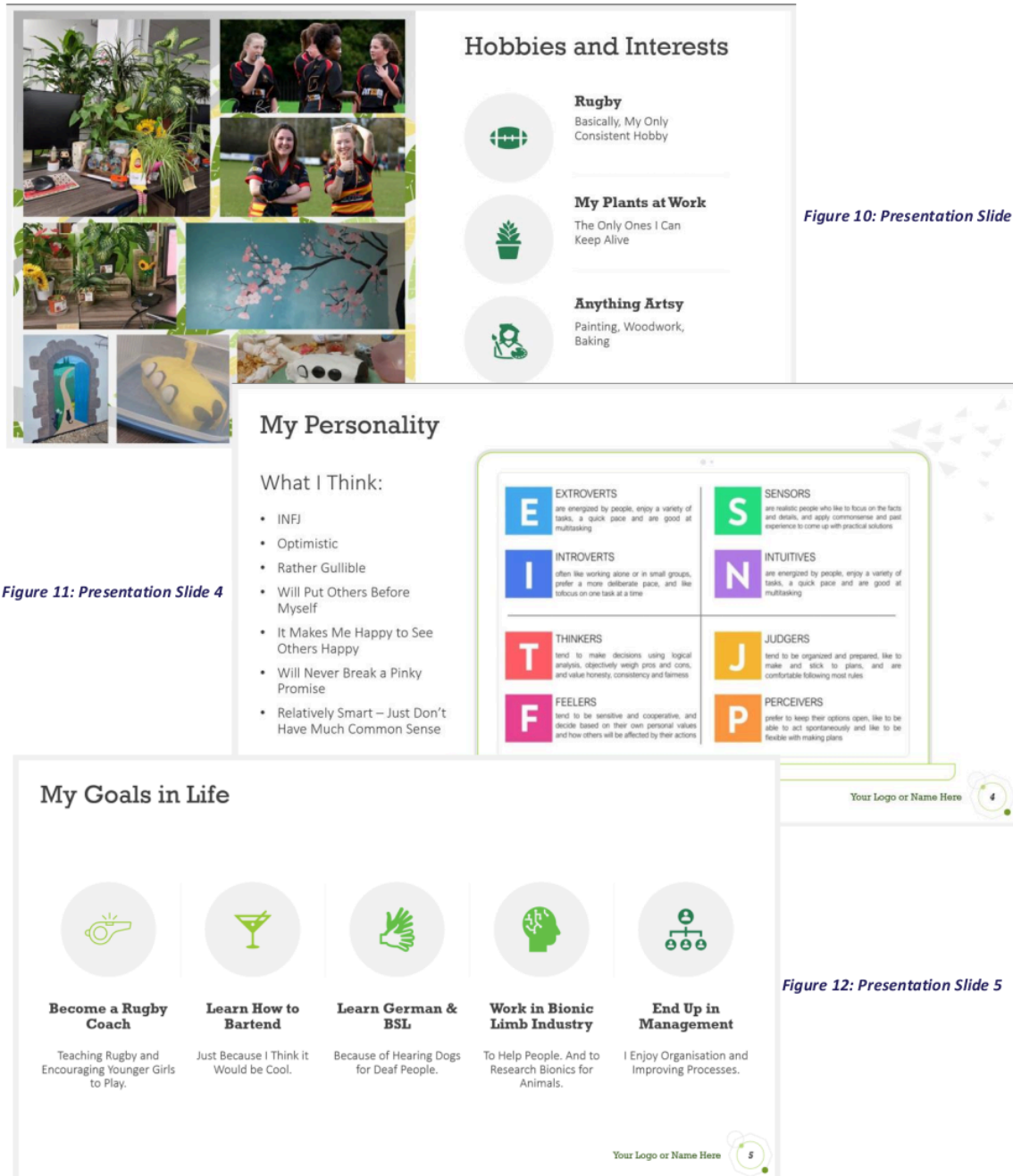


Figure 8: Presentation Slide 2



Appendix 2 – Presentation Feedback

STUDENT FEEDBACK

4. Practical Application and Deployment
This is the part that assesses the quality of the powerpoint material. Here you are marked on the legibility of the text, the quality of any Graphics etc. Marked as a percentage. (i.e. out of 100 as per the table on the reverse side of this)

5. Skills for Professional Practice
This is the part that assesses the quality of the actual delivery. How professional was it. Was the delivery clear and legible. Were there spelling mistakes, did it conform to the guidelines? How close was it to the 5 min target etc.

Name of student who Presented: TASMIN

Common Assessment Criteria Applied	% weighting	% score of student
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems	50	
- Clear speaker - Good visuals in powerpoint no boring slides - Professional language and powerpoint - Good timing?		
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; employment of appropriate media; presentation and organisation		
Assignment Mark (Assignment marks are subject to ratification at the Exam Board. These comments and marks are for guidance only until they are confirmed.) Late Submission Penalties (tick if appropriate) Up to one-week late Over one week late		

Figure 13: Presentation Feedback Sheet 1

STUDENT FEEDBACK

4. Practical Application and Deployment
This is the part that assesses the quality of the powerpoint material. Here you are marked on the legibility of the text, the quality of any Graphics etc. Marked as a percentage. (i.e. out of 100 as per the table on the reverse side of this)

5. Skills for Professional Practice
This is the part that assesses the quality of the actual delivery. How professional was it. Was the delivery clear and legible. Were there spelling mistakes, did it conform to the guidelines? How close was it to the 5 min target etc.

Name of student who Presented: TASMIN

Common Assessment Criteria Applied	% weighting	% score of student
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems	50	78
Very attractive looking slides. Excellent use of graphics + images. Watch out with some of the text being on the edge of being too small to read though.		
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; employment of appropriate media; presentation and organisation	50	70
Very professional, clear delivery, although perhaps try to increase your volume for people at the back of the room with poor hearing! All areas covered well, but finished @ 3.47, so could have practised more + inserted a few more slides.		
Assignment Mark (Assignment marks are subject to ratification at the Exam Board. These comments and marks are for guidance only until they are confirmed.) Late Submission Penalties (tick if appropriate) Up to one-week late Over one week late		

Figure 14: Presentation Feedback Sheet 2

Appendix 3 – Interview Notes

Ally G – H&S Manager [3]

Ally mentions that other than certain qualifications, she will look at what skills they used in their last role and how they may be useful in the role the candidate is applying for.

She mentions that it is important for the candidate to keep up to date with current technologies.

Some qualities that Ally states are fundamental include being self-motivated, good at timekeeping, open and honest, and is good at active listening. The latter could be shown by showing their experience of certain situations in their answers to questions.

Ally also said she considers how the individual will sit within the team.

Louise M– Facilities and Office Manager (R&D) [5]

Some qualities that Louise mentions are important when looking at prospective job candidates include how they work as a team and have a certain level of maturity. She also states that they should have the ability to prioritise and should be hard-working.

Nigel F – Senior Electronics Engineer [4]

Nigel states that he would look for the candidate to be adept in their IT skills (with Word, Excel, Teams, etc.). He would also ask how they cope under pressure and tight deadlines.

Another thing Nigel mentioned is how the candidate would work as part of a team and how they communicated in the interview – he would also assess the individual's character.

Appendix 4 – Personality Test Results

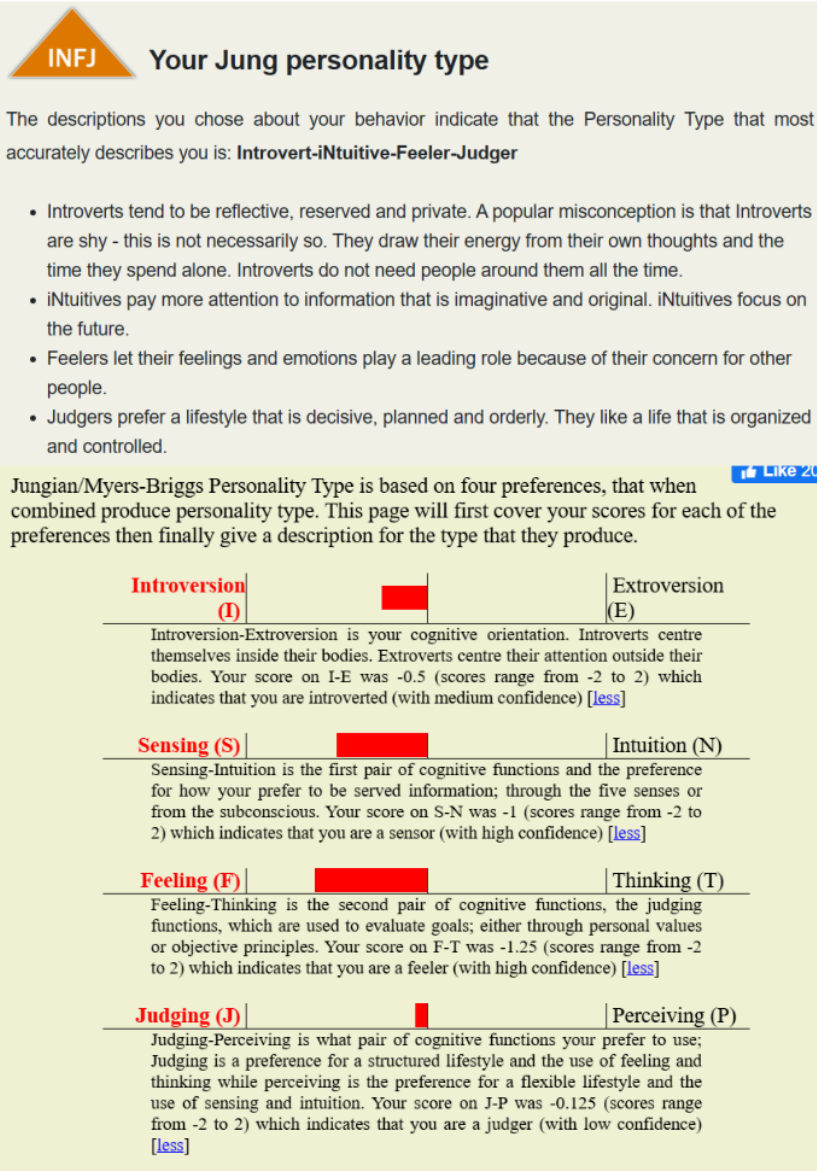


Figure 15: Jung Personality Test Results

Figure 16: Open Extended Jungian Type Scales

People with the ISFJ personality type are characterized by a deep sense of altruism and a strong sense of duty. They are typically reliable and considerate, with a keen attention to detail and a strong sense of responsibility. They tend to be quiet and reserved, preferring to work behind the scenes rather than being in the spotlight. ISFJs are driven by their values and beliefs, often showing a remarkable level of caring and compassion towards others. They are generally very supportive and patient, always ready to help those in need.

One of the most notable traits of ISFJs is their commitment to tradition and stability. They often uphold and respect established systems and structures, believing in the importance of order and consistency. This makes them excellent at organizing and executing tasks, especially those that involve meticulous attention to detail. Their respect for tradition and stability also means that they often have a strong connection to their family and cultural heritage. ISFJs value harmony and seek to create a peaceful and structured environment both at home and in the workplace.

ISFJs are extremely perceptive of other people's feelings and needs. They have a natural ability to understand and empathize with others, often intuiting what others are feeling even without explicit communication. This sensitivity makes them excellent listeners and advisors. However, their strong focus on others' needs can sometimes lead to them neglecting their own needs or desires. They tend to be self-sacrificing, often putting the needs of others before their own, which can sometimes lead to burnout or resentment if not managed carefully.

In relationships, ISFJs are loyal, devoted, and protective. They take their commitments very seriously and seek long-term, stable relationships. They often show their love and care through practical means, like doing tasks and errands for loved ones or providing emotional support during difficult times. ISFJs have a strong desire to maintain harmony and avoid conflict, which can sometimes lead them to suppress their own feelings or avoid confronting issues directly. Nevertheless, they are incredibly supportive and caring partners, always willing to go the extra mile for the people they care about.

In the workplace, ISFJs are reliable and hardworking, often excelling in roles that involve helping or caring for others. They are well-suited to careers in healthcare, education, and social work, where their empathy and attention to detail can be put to good use. ISFJs are team players who value a collaborative and supportive work environment. They are not typically drawn to leadership roles, but when they do take on such positions, they lead with a focus on supporting and nurturing the growth and well-being of

Figure 17: Open Extended Jungian Type Scales Detailed Results

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Trait descriptions

Factor I	Factor II	Factor III	Factor IV	Factor V
Factor I was labeled as Extraversion by the developers of the IPIP-BFFM. Factor I is sometimes given other names, such as Surgency or Positive Emotionality. Extraversion is typically characterized by an individual's tendency to seek out social interaction and stimulation, as well as their level of enthusiasm and assertiveness in social situations. Individuals who score high on this dimension tend to be outgoing, sociable, and talkative. They enjoy being around others and seek out social situations. They are often described as having a high level of energy, enthusiasm, and assertiveness. They may also be more likely to engage in risk-taking behaviors, such as partying, drinking, or other forms of excitement-seeking. In contrast, individuals who score low on extraversion are more introverted and reserved. They may prefer to spend time alone or in small groups, and may feel uncomfortable in large social gatherings. They may also be less assertive and more cautious in their interactions with others. Research has shown that extraversion is linked to a range of outcomes, including job performance, social support, and well-being. For example, individuals who score high on extraversion tend to be more successful in careers that involve social interaction and communication. They may also have more social support networks and experience higher levels of subjective well-being.				

Figure 18: The Big 5 Factor 1

Factor I	Factor II	Factor III	Factor IV	Factor V
	Factor II was labeled as Emotional Stability by the developers of the IPIP-BFFM. Factor II is often referred to by its low end, Neuroticism. Individuals who score high on emotional stability are characterized as being emotionally resilient, calm, and even-tempered. They tend to experience fewer negative emotions and are better able to cope with stress and adversity. They are also more likely to exhibit positive emotions, such as happiness, contentment, and enthusiasm. In contrast, individuals who score low on emotional stability tend to be more prone to negative emotions, such as anxiety, depression, and anger. They may be more reactive to stress and may find it difficult to cope with challenging situations. They may also exhibit a range of maladaptive behaviors, such as substance abuse or self-harm. Research has shown that emotional stability is linked to a range of outcomes, including mental health, physical health, and interpersonal relationships. For example, individuals who score high on emotional stability tend to have better mental health outcomes, such as lower rates of depression and anxiety. They may also have better physical health outcomes, such as lower rates of cardiovascular disease. Additionally, they tend to have more stable and supportive relationships with others.			

Figure 19: The Big 5 Factor 2

Factor I	Factor II	Factor III	Factor IV	Factor V
		Factor III is labeled as Agreeableness. Individuals who score high on agreeableness are characterized as being warm, kind, and considerate. They tend to be cooperative and are motivated to maintain harmonious social relationships. They may also have a strong sense of empathy and concern for the welfare of others. In contrast, individuals who score low on agreeableness tend to be more competitive and skeptical. They may be less motivated to maintain social harmony and may be more likely to express their opinions forcefully, even if they may conflict with others. Research has shown that agreeableness is linked to a range of outcomes, including interpersonal relationships, job performance, and mental health. For example, individuals who score high on agreeableness tend to have more positive and supportive relationships with others. They may also be more successful in careers that require teamwork and collaboration. Additionally, they tend to have better mental health outcomes, such as lower rates of depression and anxiety. However, it is important to note that excessively high levels of agreeableness can also have negative consequences, such as being overly compliant or lacking assertiveness.		

Figure 20: The Big 5 Factor 3

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Figure 21: The Big 5 Factor 4

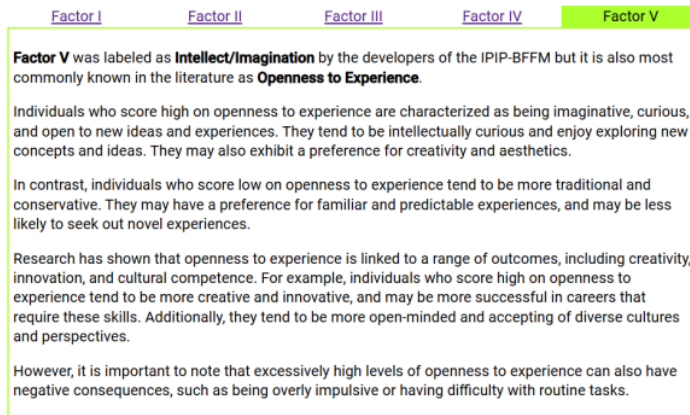
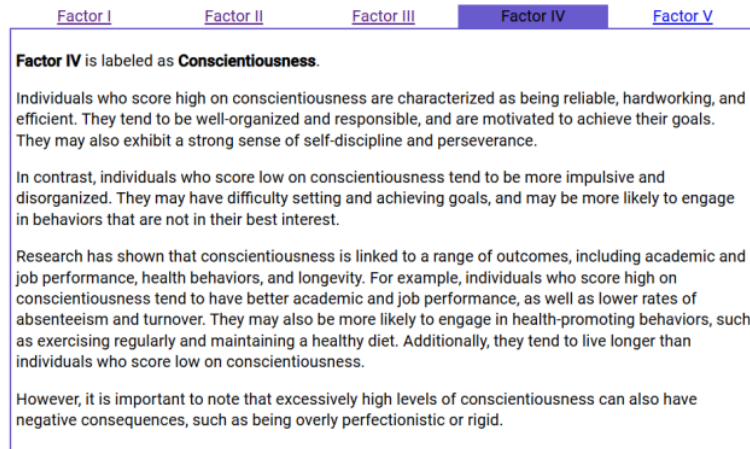


Figure 22: The Big 5 Factor 5

Figure 23: Fisher Temperament Inventory

These are the results of the **Fisher Temperament Inventory**. The FTI measures the expression of four temperaments, each of which are presumed to be caused by a specific neurochemical system in the brain. Scores on its four scales range from 0 to 43.

Temperament	Associated neurochemicals	Your score
Curious/Energetic	dopamine, norepinephrine	23/43
Cautious/Social Norm Compliant	serotonin	28/43
Analytical/Tough-minded	testosterone	24/43
Prosocial/Empathetic	estrogen, oxytocin	27/43

Temperament description

Your answer profile matches most strongly to the **Cautious/Social Norm Compliant** temperament. This temperament is dominated by the neurotransmitter serotonin, which is involved in relaxation and social belonging. People with this temperament are orderly and careful. They like to fit in with their social group and are wary of people who deviate. They are loyal.

Appendix 5 – S&W Test Results

Your Top 5 Strengths Are:

Faith (94%):

- * Make efforts to discover your true passion and tie it to your work, no matter what you do.
- * Align, but don't compromise, your values to that of your organization.
- * You give more value to greater levels of service than more money - let others know this.
- * People may not share your beliefs, but you feel they need to understand & respect - let them.

Curiosity (88%):

- * Actively take on roles that require you to stay current in a fast moving field.
- * Always stay hunting for a richer learning environment - the process keeps you energized.
- * Track your learning progress and celebrate milestones along the way.
- * Challenge yourself to be a resident expert or master of trade on a subject.
- * Request to work beside someone who will continuously push you to learn more.
- * Learn by teaching others - do discussion groups and presentations at work and in your community.
- * Set aside money to support continued education, training, seminars, and e-learning.

Integrity (81%):

- * You identify with your ability to keep your commitments - stick to your programs!
- * Stay off teams that have slackers on board as they will sap your energy.
- * Do not be forced to rush and sacrifice quality - you value quality first. Help others understand.
- * You are a self-starter and require little supervision - be sure your supervisors know this.
- * You excel in positions that require unimpeachable ethics - seek them out.
- * Continue to ask yourself what new responsibilities you want to assume.
- * Protect yourself from taking on too much - build up self-discipline and the ability to say 'no'!
- * Be careful about moving to management - you may prefer to do it yourself and be overwhelmed.

Balance (81%):

- * You bring structure to chaotic situations - you don't rest until order restored. Seek teams that need your help.
- * Clutter will greatly annoy you - make every effort to enhance your organizational and planning systems.
- * Always seek advance notice of deadlines, meetings, and project milestones.
- * Surprises are distressing to you and can ruin your day - help others understand the way you operate.

- * Actively take time out to prioritize your tasks and goals.
- * Offer to help with time management and department processes.
- * Continually work out possible outcome paths ahead of time to prepare for the unknowns.

Optimism (81%):

- * Look for positions where you can be as close to customers as possible.
- * Actively help plan events - like new product launches and user groups.
- * Do use your humour and good attitude to excite people.
- * Being positive does not mean you'll be in good mood - be aware and let others know, as needed.
- * Cynics quickly sap your energy and you dislike cheering negative people - minimize these instances.
- * You enjoy celebrating and should actively find ways to recognize achievements.

Teamwork (75%)

Risk Taking (75%)

Innovation (75%)

Ambition (69%)

Problem Solving (69%)

Resourcefulness (69%)

Focus (63%)

Determination (63%)

Communication (63%)

Strategic Thinking (56%)

Purpose (56%)

Adaptability (50%)

Visionary (50%)

Self-Motivation (44%)

Leadership (44%)

Your Bottom 1 Weakness Is:

Salesmanship (31%):

- * Make it a point to meet new people every day - strangers energize you.
- * Be the initial point of contact for groups, organizations, and teams.
- * Continually work on your system for remembering names and faces.
- * You prefer to meet, win over, and move on - stick to broad relationships in work. Quantity not quality.
- * Be careful that your salesmanship doesn't cloud the vision of others - too much influence can be dangerous.
- * Consistently be a builder of goodwill for your groups, community, or organization.

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Skill	 5	4	3	2	 1
I have the confidence to try new things and express my ideas		/			
I am self motivated and will persevere with difficult tasks		/			
I am organised and can meet set deadlines		/			
I am able to find information from different resources easily		/			
I can read complicated texts and understand the general meaning		/			
I am able to select what is relevant and what is irrelevant in text		/			
I can compare different opinions and decide what are the best grounds for deciding who is right			/		
I can write things in my own words			/		
I am able to reflect and evaluate my own work			/		
I have good strategies for starting a new task/assignment	/				
I have good time management skills and can organise my workload effectively			/		
I am able to make, store and find my notes	/				
I am able to manage a range of writing skills appropriately		/			
I am able to think critically and analytically, and evaluate arguments		/			
I have good memory strategies			/		
I know how to use IT to help academic study	/				
I am confident at preparing and delivering oral presentations				/	

Figure 24: Self Evaluation of Academic Skills

Appendix 6 – Career Test Results

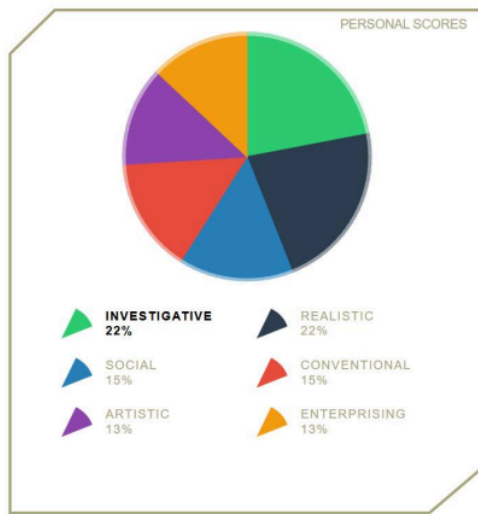


Figure 25: 123 Career Test

Your ideal work is mainly about engaging with the physical world, for example building, cooking, craft, DIY, working with animals, plants and machines, sports and hands-on therapy. Example jobs include: sports coach, physiotherapist, engineer, LGV driver, builder, mechanic, veterinary nurse.

Information and research, processes and systems: 17

Your ideal work is mainly about researching or managing information. This will include analysis, cataloguing and database management, but may include investigating topics in depth, IT, science, maths, quality control, systems and regulations. Example jobs include: accountant, scientific researcher, investigative journalist, legal assistant, book-keeper, health and safety officer, purchasing professional.

Influencing, negotiating, communicating: 9

Your ideal work is mainly about persuading other people to do something, buy something or believe in your cause. This includes driving others, influencing, persuading, lobbying, motivating, selling. Example jobs include: sales person, recruiter, fundraiser, event manager, estate agent, public speaker.

Figure 27: The Guardian Career Test

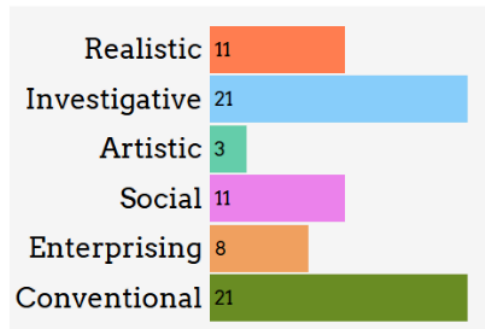


Figure 26: Open Psychometrics Career Test

Creative use of ideas, materials or situations: 12

Your ideal work is mainly about working imaginatively with ideas or designs. This includes jobs in the arts, performing, creative writing, and also visual design, lateral thinking, business creativity, adapting or coming up with new ideas, working in situations where no rulebook exists. Example jobs include: graphic designer, training consultant, wedding planner, public relations.

Supporting people: 10

Your ideal work is mainly about working with people, with their wellbeing and development as the main focus of your work. Example jobs include: teacher, life coach, therapist, nurse, learning and development, career coach.

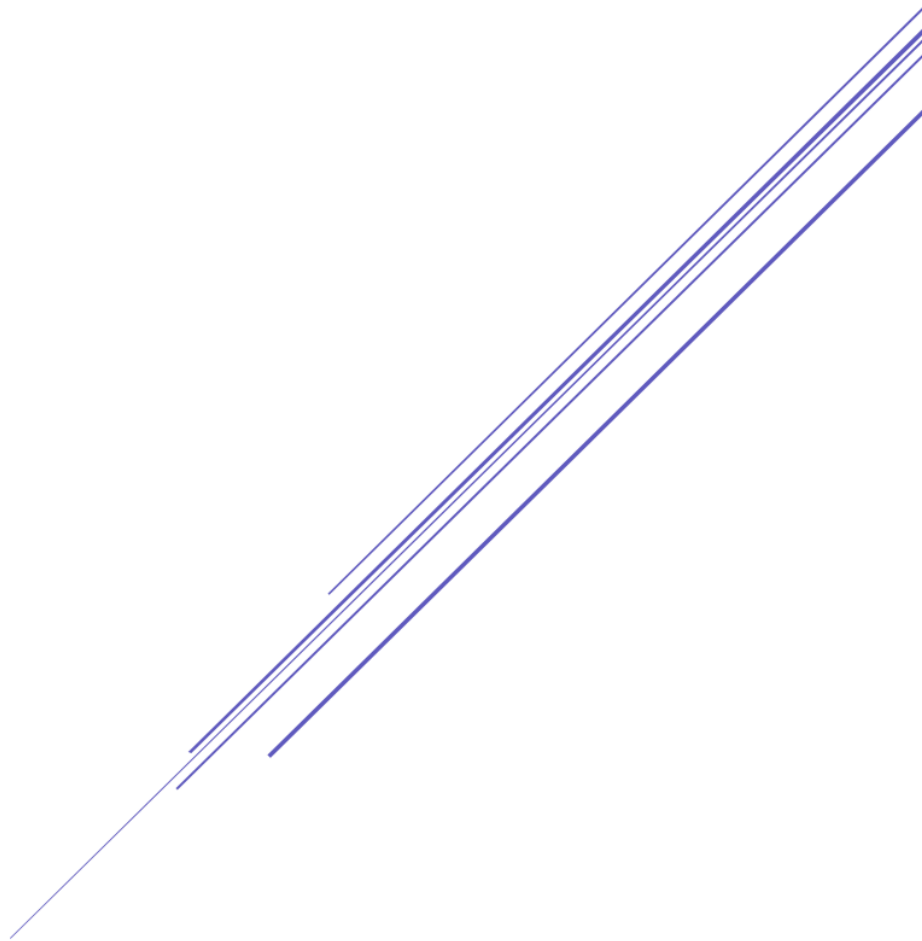
Making new things happen: 9

Your ideal work is mainly about achieving things with and through other people. This may involve organisational change, planning, managing projects, leadership, creating a new business, shaping teams, getting results. Example jobs include: project manager, team leader, operations manager, sales manager, business developer.

Appendix 7 – Ransomware Report

RANSOMWARE REPORT

Malware and CryptoWall Research



Contents

Definition	35
Types of Ransomware Attacks	35
How Ransomware Infects a System/Device	35
Phishing & Social Engineering	35
Operating System & Software Vulnerabilities	36
Credential Theft	36
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Definition

Ransomware, also known as ransom malware, is a type of malware that holds a victim's sensitive information or device hostage and threatens to keep it locked (or in some cases deleted or shared) unless the victim pays a ransom to the attacker [16]. Attackers can target individuals, businesses, and organisations of all kinds [17].

Ransomware-as-a-Service (RaaS) is where ransomware authors sell the service to other cybercriminals [17].

Ransomware attacks previously only demanded a ransom in exchange for the encryption key, however they have evolved due to these types of attacks being easily preventable by backing up data regularly [16]. Ransomware attacks have now evolved to include double-extortion and triple-extortion tactics. Double-extortion ransomware is where the attacker not only steal the sensitive data and encrypt it, but also threaten to release the stolen data unless the victim pays a ransom [18]. Triple-extortion ransomware is where the attacker encrypts the data, threatens to expose the sensitive information and threatens to also attack the victim's customers or business partners [19].

Types of Ransomware Attacks

There are two main types of ransomware and these include encrypting ransomware which holds the victims information hostage by encrypting it and the attacker demands a ransom in exchange for the encryption key, and non-encrypting ransomware which locks the victims entire device, blocking access to the operating system – the ransom demand usually appears on the device screen [16].

Some subcategories include leakware/doxware, mobile ransomware, wipers and scareware.

How Ransomware Infects a System/Device

Phishing & Social Engineering

These types of attacks trick victims into downloading and running executable files that are actually ransomware. These attacks can also entice a victim into visiting a malicious website/QR codes that pass the ransomware through the user's web browser [16].

Operating System & Software Vulnerabilities

Attackers frequently exploit existing vulnerabilities to inject malicious code into a device or network [16].

Credential Theft

Attackers can steal or buy authorised users' credentials on the dark web, or via an attack – they then use the credentials to log into a network or computer and deploy the ransomware directly [16].

Drive-By Downloads

These types of attacks are hidden on websites. Attackers can use websites or even legitimate digital ads (malvertising) to pass ransomware to devices without the victim's knowledge – exploit kits use compromised websites to scan visitors' browsers for web application vulnerabilities they can use to inject ransomware into a device [16].

How to Prevent Ransomware Attacks

Ransom demands can vary widely; however, most demands are estimated to be in the high-six-figure to low-seven-figure range [16]. In addition, only 19% of victims that pay the ransom get their files back [20]. There are a few different ways to prevent ransomware attacks, and these include [16]:

- Maintaining backups of sensitive data – e.g. online and another device that is able to be disconnected from the network.
- Apply patches regularly.
- Cybersecurity tools – e.g. malware software, network monitoring tools, and end-point detection & response (EDR) platforms.
- Online safety training for employees.
- Access control policies – e.g. multifactor authentication and network segmentation.
- Implement formal incident response procedures.

CryptoWall Case Study

CryptoWall is a form of ransomware that doesn't just encrypt files and demand a ransom, it tries to hide itself the operating system and adds itself to the Startup folder – it also deletes volume shadow copies of files which may make it difficult to restore data after an attack [20].

There are many variants of CryptoWall, and each one has different qualities. For example, CryptoWall v4 introduced a new feature that encrypts both the file and the filenames, meaning that you couldn't just look at the filename to see if you had a backup **[20]**.

CryptoWall can infect devices in some of the ways mentioned above – including phishing emails, exploit kits, and malicious ads. Once on the computer, CryptoWall injects new code into explorer.exe and restarts it and this new version of explorer.exe installs malware, deletes the volume shadow copies, disables the window service, and spawns a new svchost.exe with more injected modules **[20]**. Once encryption is complete, a ransom note will appear (usually in the form of a .txt file) with instructions of how to make the payment.

To protect against CryptoWall, you should keep your computer patched and up to date, use an anti-virus scanner, use a firewall, don't click on any suspicious links, and back up your files **[20]**.

SSfE Report TM

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

76/100

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GRADING FORM: GJ_2019

TAMSIN MCKERROW

380

ENGAGEMENT WITH LITERATURE

 Good range of relevant research sources used. Not sure why there is a 'bibliography;' list that seems a duplicate of the reference list ??

72

KNOWLEDGE AND UNDERSTANDING

 Excellent K&U demonstrated in most areas.

75

COGNITIVE AND INTELLECTUAL

 Perhaps a bit too much reliance on simply presenting the information but not then performing deeper intellectual reflection on its meaning - what might be done to change or improve

68

PRACTICAL APPLICATION

 Exceptional demonstration of the use of productivity and time management tools etc.

85

TRANSFERABLE SKILLS



Extremely well presented report.
be careful that for some other assignment work,
you might be required to produce a rather plainer
(more boring!) layout though. But this is very
attractive as is and would make an appropriate
corporate type document.

80