

Study Skills Assignment

ACDA4010 Ryan Garry 2024366

by Ryan Thomas Garry

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Assignment 1

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Section 1: Presentation

Overview

1. "All About Ryan" is a self-authored presentation on the character and upbringing of the author. It describes in broad-strokes their home life and upbringing, and gives an overview of their motivations in life and career to-date.
2. The author was raised in countryside near Bath in the 1980-90's, to an English mother and Irish father. A close-knit group of friends and a large extended family has led to the author placing a high value on family and friends, as well as an independent, do-it-yourself attitude.
3. Childhood interests included exploring and playing around the surrounding hills and countryside, including the surrounding chalk quarries for fossils, and the various structures and treehouses he and his friends built. The author's interest in the way things work progressed from Lego Technics, to small electronics and mechanical projects, as well as computer programming.
4. An early interest progressed to a lifelong passion for BMX. Leading to travel opportunities and close friendships.
5. A job in insurance paved the way for further training and education on Legal matters, and led to a brief career as a Legal Executive. This was cut short by the 2007 recession, but provided the funds for a small property and training for a career change.
6. Following a brief period working as an unqualified handyman and taking on work experience, qualifications were obtained in Electrical Installation, Wiring and Building Regulations and following a period of time as a sole trader, a full Electrical Contracting Business was established. Ryan Garry Electrical Services went on to employ two trainee electricians and take on several larger testing and installation contracts.
7. An opportunity to work at the MOD and undertake further training to engineer level, as well as the arrival of children, prompted another change of career to Defense OME, as well as a new set of goals and interests, such as raising twins, and gardening.
8. The author describes his character as that of a technically minded person that sees humour in all situations, and with an intense curiosity as to the way the world around him works and learning new skills. Progression is a key theme in the author's life.

Screenshots from Presentation

Slide 2:

9. Slide 2 is a titled but otherwise blank slide with animated pictures appearing from left to right. It was designed to go with a short and amusing introduction to the author's character and current lifestyle, with memorable pictures timed to illustrate the description. It depicts the authors children, as illustrative of his role as a father, as well as his various sporting and travel activities.

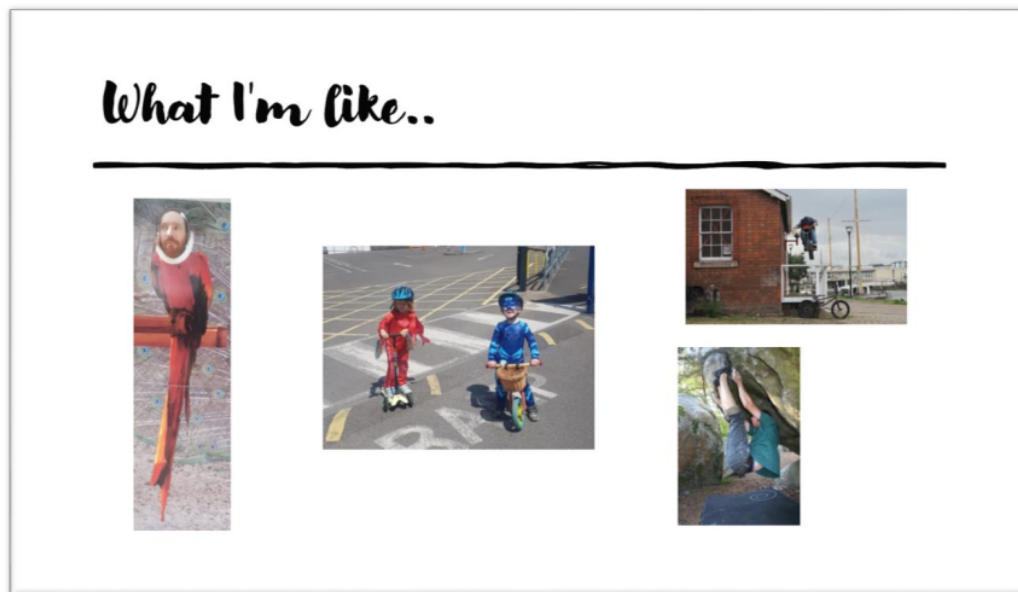


Figure 1: Slide 2

Slide 3:

10. This slide introduces the author's early life and background, and contains animated arrows appearing on key points that influence his upbringing. These are described as large Irish family and rural homelife, which have lead to a high value placed on family, as well as a spirit of independence.

How I got here..

- Born in Bitton, near Bristol.
- Mum from Bristol, Dad from Mullingar.
- Small UK Family, Massive extended Irish family.
- Rural upbringing with dogs and a younger brother.
- Into computers, archeology, bmx, and building things



Figure 2: Slide 3

Slide 8:

11. Comprising another animated slide with pictures appearing upon mention of the subject, for context. In this case, an example cover of the local parish magazine in which the author advertised, when looking for small electrical work to develop their skills, and a photo of their Electricians training attended during this time.

Being an Electrician!

Master Plan!

- Become a handyman!
- Train to become an Electrician
- Become Electrician
- Keep going!



Figure 3: Slide 8

Slide 4:

12. This slide illustrates the different countries to which my passion for BMX enabled the author's travel. This slide is mentioned as an example of a less than successful slide. It's aim was to illustrate a large amount of travel to some very far off places. The animation however required too many inputs to flow smoothly when presenting, and the finished slide itself looks relatively bare.



Figure 4: Slide 4

Lessons Learned

13. Lessons learned from the production and delivery of a presentation are as follows:
- Block-text information is difficult to successfully impart, as it does not stick in the mind of either the presenter or audience. Context and storytelling are important.
 - Timing is therefore key to convey important information within the time given. Points should be spread out, emphasised with animations, humour etc and easy to understand.
 - Good timing requires practice, with lessons-learned incorporated into the work prior to delivery.

Areas for Improvement

14. Qualitative self-evaluation of the success of the presentation highlights the following issues:

- a. Not all information was delivered due to time constraints, and the presenter was forced to omit and hurry aspects of the presentation. A single timed rehearsal was undertaken prior to presenting, with adjustments made accordingly and timings listed on presenter notes before delivery. This approach unfortunately overcorrected, and no further practice was carried out to test the adjustments. This problem could be overcome with further practice, or more experience of presenting.
- b. Some slides (including Slide 4 above) were poorly animated and composed, and failed to adequately emphasise the points being made. This issue was further compounded by timing in some cases. Other factors contributing to this problem stem from manually operated slide animations requiring too many inputs, and other human error in moving slides and animations forward. A better planned presentation, with timed animations, rather than manual, and manual controls for slide movement only, would help prevent this issue.

Section 2: Skills Evaluation

Skills required for successful learning

15. In their book “How people learn: designing effective training to improve employee performance” [1], the authors, Nick Shackleton-Jones and Roger Schank advocate a model of learning based on the student’s ability to contextualize the information given to them. They argue that “humans are storytellers, our minds are finely tuned to the emotional significance of events” [1, p. 17], and regarding the attachment of feelings to concepts, that “all of our words are feeling words” [1, p. 26]. This suggests that skills needed to organise and contextualise thought are vital for the ability to learn.
16. Universities often offer advice for new students on the general skills required to undertake a course of Higher Education. A comparison of resources provided to students on several university websites, including the University of Oxford’s online resources [2], the University of Bristol’s [3], and UWSTDs [4], as well as the UK University and Colleges Admission Service (UCAS) website, is presented below.

University/Body	UWSTD	Oxford	Bristol
Subjects/skills for which resources offered:	-Academic Writing -Avoiding Plagiarism -Critical Thinking -Revision Techniques -Planning and Organising -Presentation Skills -Referencing -Research	-Time Management and Learning Strategies -Essay Writing and Planning -Developing an Academic Writing Style -Spelling and Grammar -Reading Academic Texts critically and quickly -Taking Notes	-Academic Reading -Academic Writing -Critical Writing -Essay verbs -Exam papers and Questions -Exams and wellbeing -Feedback -Group Work -Mind Mapping -Online open book exams

		-Preparing and delivering presentations -using referencing and writing bibliographies	-Planning and structuring academic work -reading charts and tables -revision planning and techniques -Study from home -Time management
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17. All three sources from respected universities offer support to develop a variety of hard and soft skills needed for higher education.
18. In all cases, the skill of academic writing, as well as peripheral activities involved in writing technical reports (such as Referencing, research, grammar and spelling) is valued highly.
19. In a similar vein, all cases provide support for Academic reading or Research techniques, as well as critical thinking. Oxford University provides dedicated support to composite aspects of these activities, such as taking notes, reading texts critically and quickly, and developing an academic writing style.
20. Likewise all sources provide support for better time management and planning skills, as well as developing learning strategies, both for academic work and exam preparation and revision.

Transferrable skills desired by employers

21. UCAS places a high value on aptitudes such as communication, teamwork, as well as the ability to adapt and analytical skills, and states that employers often value skills over qualifications. They list punctuality, resilience and a positive attitude to be important in addition to the key skills required [5].
22. The Society for Human Resource Management (SHRM), an American organisation, produced a survey of employers in 2016 [6] to determine the skills most commonly assessed when hiring entry level candidates, the manners of assessment and their effectiveness in identifying those skills. Notable analysis includes the following:

- a. Punctuality and dependability are rated highly among employers with 97% rating the attributes as highly desirable.
 - b. Integrity, respect, and teamwork, were all rated as being very important for prospective candidates.
 - c. A majority of responders stated that adaptability, initiative and critical thinking would be important skills for employees over the coming years.
- 23. The Department for Education's Employer Skills Survey 2019 [7], provides detailed data on the level of skills present and lacking in existing and prospective workforces across a large number of business sectors. Alongside hard skills and qualifications required for specific work, the report states
- 24. *"The most common people and soft skills lacking were related to self-management skills (72% of all skills gaps), including the inability among staff to manage their own time or prioritise tasks (60% of all skills gaps) or to manage their feelings and the feelings of others (49%). A lack of management and leadership skills were also a factor for approaching three-fifths (57%) of skills gaps."*
- 25. The report's findings on soft skills gaps among employees were largely similar to findings from 2017, as illustrated in Figure 5 below. An employee's ability to manage their own time was seen as the most prevalent skills gap reported, with Team working skills and customer handling skills being the next most prevalent skills gap.
- 26. While published in 2020, the report's findings were taken from a 2019 survey of employers, and the report notes that the COVID-19 Pandemic may make extrapolating results "problematic" given the shock to the economy and the associated effects it has had on hiring and employment practices.
- 27. While there is no available data yet on this subject, it is the opinion of the author that soft skills to do with self-directed and distant working, including time-management, communication skills, and Team working, will become more important to employers, at least in the short-term. Hard skills relating to distant working, such as IT skills, will become more important as newer integrated-type technology and the need for it's use becomes more prevalent.

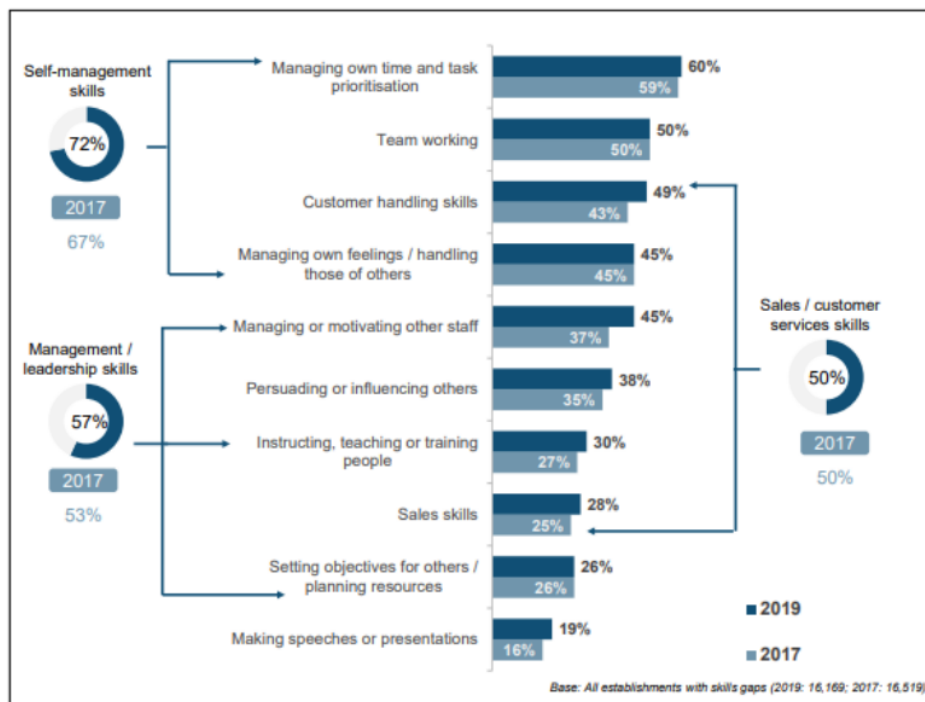


Figure 5: People and Soft Skills lacking among staff with skills gaps from DoE Employers Skills Survey 2019

Self-Evaluation Exercises

28. The following Self-evaluation exercises were conducted via online sources. These have been variously designed to discover or produce analysis on the candidates aptitudes, personality types, etc, and are outlined below, along with their results.

Big 5 Personality Test

29. The Big 5 personality test, also known as the Ocean model, reveals semantic associations through factor analysis of a personality survey and provides a quantitative measure of five major personality factors [8]. The test was undertaken via the Open-Source Psychometrics Project [9]. These factors are defined alongside the test by the website as follows:

- a. Extroversion – the extent to which a person is outgoing, with extremely low scores being a “shut-in”;

- b. Emotional Stability – Often reversed and referred to as Neurotism. This factor refers to the mental resilience of the subject;
- c. Agreeableness – high scores show a friendly and optimistic personality, low scores tend to be more critical and aggressive;
- d. Conscientiousness – high scores show a careful and diligent personality, low scorers more impulsive and disorganised;
- e. Intellect/Imagination (also referred to as Openness to Experience) – Low scorers tend to hold more traditional and conservative viewpoints.

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
II	Emotional stability		39
III	Agreeableness		56
IV	Conscientiousness		46
V	Intellect/Imagination		84

Big five personality trait scores calculated by openpsychometrics.org

Figure 6: Results of IPIP Big Five Personality Test

Extended Jungian Personality Test (EJPT) (Myers-Briggs Personality Types)

30. The Myers-Briggs Type Indicator © (MBTI) is made up of 4 letters that represent a person's tendencies or values on scales between two opposite factors, for instance between Introversion (I), focusing on the inner world, and Extroversion (E), focusing on the external world [10]. These values are based upon Jungian Personality Theory and the test is designed to provide a general analysis of personality, based upon the various type indicators selected in the test and the extent to which they are present. The result is an MBTI, alongside a visual representation of the scale of preference and an accompanying explanation of the various aspects of the resulting personality type. The results of this test are shown in Figure 6, with the accompanying analytical explanation produced by the test, in italics, below:

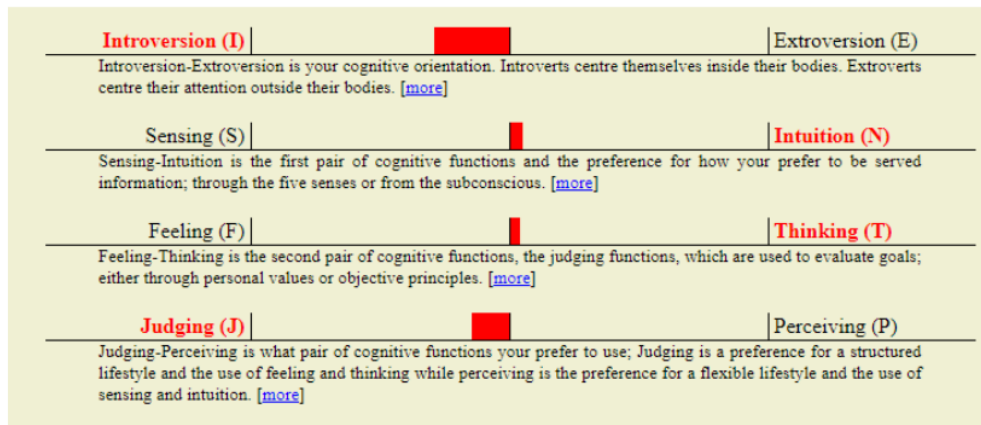


Figure 7: Extended Jungian Personality Test Results

"INTJs are analytical. Like INTPs, they are most comfortable working alone and tend to be less sociable than other types. Nevertheless, INTJs are prepared to lead if no one else seems up to the task, or if they see a major weakness in the current leadership. They tend to be pragmatic, logical, and creative. They have a low tolerance for spin or rampant emotionalism. They are not generally susceptible to catchphrases and do not recognize authority based on tradition, rank, or title.

Hallmarks of the INTJ include independence of thought and a desire for efficiency. They work best when given autonomy and creative freedom. They harbor an innate desire to express themselves by conceptualizing their own intellectual designs. They have a talent for analyzing and formulating complex theories. INTJs are generally well-suited for occupations within academia, research, consulting, management, science, engineering, and law. They are often acutely aware of their own knowledge and abilities—as well as their limitations and what they don't know (a quality that tends to distinguish them from INTPs). INTJs thus develop a strong confidence in their ability and talents, making them natural leaders.

In forming relationships, INTJs tend to seek out others with similar character traits and ideologies. Agreement on theoretical concepts is an important aspect of their relationships. By nature INTJs can be demanding in their expectations, and approach relationships in a rational manner. As a result, INTJs may not always respond to a spontaneous infatuation but wait for a mate who better fits their set criteria. They tend to be stable, reliable, and dedicated. Harmony in relationships and home life tends to be extremely important to them. They generally withhold strong emotion and do not like to waste time with what they consider irrational social rituals. This may cause non-INTJs to perceive them as distant and reserved; nevertheless, INTJs are usually very loyal partners who are prepared to

commit substantial energy and time into a relationship to make it work.

As mates, INTJs want harmony and order in the home and in relationships. The most independent of all types, INTJs trust their intuition when choosing friends and mates—even in spite of contradictory evidence or pressure from others. The emotions of an INTJ are hard to read, and neither male nor female INTJs are apt to express emotional reactions. At times, INTJs seem cold, reserved, and unresponsive, while in fact they are almost hypersensitive to signals of rejection from those they care for. In social situations, INTJs may also be unresponsive and may neglect small rituals designed to put others at ease. For example, INTJs may communicate that idle dialogue such as small talk is a waste of time. This may create the impression that the INTJ is in a hurry—an impression that is not always intended. In their interpersonal relationships, INTJs are usually better in a working situation than in a recreational situation.”

Self Evaluation of Academic Skills

31. Following on from the above exercises. A self-evaluation of academic skills was carried out at Appendix A, and is summarised below.
32. All scores are self awarded in response to a series of statements regarding different preferences and aptitudes. The varying scores can be broken down as follows:
 - a. The highest scores were awarded for understanding, analysis, and presenting information.
 - b. High scores were awarded for critical analytical thinking, confidence in presenting and in attempting new things, and self reflection and evaluation.
 - c. Middling to low scores were awarded to planning and organisation skills, hard IT skills and motivation.
 - d. Low scores were awarded to time management and organisation skills.

Comparison of Results

33. Direct analysis of results is not possible due to the differing aims of the various personality tests, however a qualitative analysis reveals numerous concurrences.
34. Both tests undertaken reveal a tendency toward introversion rather than extroversion, despite the two tests' apparently differing uses of the word introversion. The Big Five personality test

appears to conflate some aspects of Myers-Briggs introversion with its own measure of "conscientiousness". Scores in this area on both tests correspond to a greater emphasis placed on internal performance than external factors by the subject.

35. Likewise the Myer-Briggs test appears to combine other aspects of "conscientiousness" in its measure of Judging/Perceiving. The MBTI given for this value tends more toward Judging than Perceiving, compared to the results of the Big five test, that showed a slightly more impulsive and disorganised personality.
36. Taken alone, these findings do not completely illustrate the authors own opinions of his character, however on the whole the statements made largely concur. The Myers-Briggs Analysis, produced automatically and identical for each INTJ personality type, is striking in it's accuracy, and mentions several previous jobs held. It is also accurate in its description of social habits. Both tests concur, where applicable, with the results of the subsequent self-evaluation of academic skills.
37. The tests however struggle to identify apparent incongruities such as the authors desire for order and preference for stability, with a lack of inherent organisation skills, and it is the authors guess that coping mechanisms of individuals already aware of certain shortcomings may skew the results. For instance, a forgetful person (say) that relies on a near perfect support system of notes and automatic reminders is not necessarily less organised than a person with a near perfect memory, despite their presumably differing perceptions of their own abilities.

Goals, Long and Short-term

38. It is the author's lifetime practice since youth, to have a loose ten, five, and one year plan. This was designed in the spirit of a particular quote from the Hagakuri [11], a collection of Essays and letters illustrating the Samurai Code; "*Matters of great concern should be treated lightly.*" *Master Ittei commented, "Matters of small concern should be treated seriously."* The theory of the plan is to be sufficiently prepared for important matters when they are still small concerns, by considering them long in advance, as possibilities.
39. On this basis, longer-term goals are broken down into smaller shorter-term plans, which are dealt with and progressed periodically and as needed.
40. Current plans of the author are listed below, with shorter term goals broken down below each. For illustrative purposes, this plan is currently:

Longer-term goals	Buy a house and turn it into a healthy home, or to live in a warm, beautiful house in which my children can grow and learn. Goal also dependent on: 1. Achieving a higher salary/finding a house within budget. 2. Upcoming expiry of current fixed mortgage arrangement in order to re-mortgage to free up deposit funds.
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Mid-term goals	Buy a house	Renovate house	Renovate garden
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Short-term plans (some completed)	Ensure finance is present through re-mortgage of investment property and mortgage application	Plan repairs needed and estimate costs	Plan renovations alongside costs. Group in stages to minimise burst expenses where possible.	Use planning time to research garden projects and permaculture and gardening techniques
	Look for suitable properties – Rightmove alerts, information from family and friends. (Note – goal completed, and arrangement made with family member selling suitable house	Plan any additional projects to be incorporated into infrastructure (energy monitors, alternative wiring systems considered)	Plan planting and building schedules, including researching plant synergies and incompatibilities, composting times	Move planned to go ahead during late summer, meaning garden must be completed by Spring, Workshop (to aid renovations

	for rent to purchase)			over winter) is top priority
	Use information from costing plans to allow for extra costs.	Accrue any tools needed and "favours" from handy friends where possible.	Research concrete forming techniques further	Plan is to build a skate-ramp for children incorporated into garden design.

41. A similar plan is considered for each of the author's longer term goals, although the goals plan outlined above can be considered to be a complex example. Longer term plans (with preparatory work included in the above example for some cases) include:

- a. Becoming proficient at skateboarding (to allow for continued exercise when health prevents high level riding of BMX)
- b. Purchasing and renovating a van for use as a family camper van
- c. Progression in my career following the attainment of professional qualifications and accreditation

42. As illustrative of the system of planning, the above goals are preceded by current (more specific) shorter term goals as follows:

- a. Learn 50-50 grinds on ramps on my skateboard
- b. Build workshop to allow for more involved woodworking projects.
- c. Complete Study skills assignment as part of First year studies.
- d.

Action Plans for Academic Skills

43. From the above results and self analysis, an action plan was created that focused on 4 key skills for which improvement was desired, Time management, Organising Notes, Planning of Work and Use of IT. The action plan is based upon S.M.A.R.T. guidelines. An example of the applications of this are illustrated later in this report.

Strengths, skills and qualities

1. Analysis
2. Research
3. Understanding
4. Critical thinking

What I need to work on, develop or improve

1. Time Management
2. Organising Notes
3. Planning work
4. Use of IT

My Priorities: What I am going to do, When and How

What?	When?	How?
1. Organise myself	By March 12 th	Add key dates for personal, professional and educational to google calendar, with advance notice for sub-tasks if applicable. Review monthly for completeness. Daily for day-to-day activities and weekly for new items for the following week. Add widget to desktop
2. Organise work	Ongoing	Book in specific time on calendar to organise

		notes into storable and readable format. Book in specific planning days at beginning of projects, with review days to check plan regularly.
3. Organise/employ work strategy	By end of March/ongoing	Produce plan of work using Gantt charts for each project. Basic at first but to be fleshed out at 1 st planning day. Key dates added to calendar above and detailed block plan in work calendar.
4. Improve my use of IT	Ongoing (end of March for calendars and notes)	Link calendars, use and maintain google onedrive for temporary files and planning documents (Gantt charts). Ask Loma for help.
How will I measure if I have improved?		
1. Calendar will be populated by 1st review date (including with review dates). Day to day reviews will highlight errors. 2. There will be a calendar review day within a week. 3. Key dates for work added to personal calendar by first review. Block work added to work calendar for upcoming project by 12th March (calendar review 1)		

4. Onedrive to be organised with time plans and project storage by 1st calendar review or time should be booked in to do so.

Section 3: Application

Looking after your data

Backup Strategy

Aim

44. In line with the “in 3 different places” rule for data storage, this section aims to consider the author’s implementation of a new data storage and backup strategy, involving the storage of data in 3 separate geographical locations for avoidance of risk to data.

Background

45. The existing system is based loosely upon the 3-2-1 rule, in which 3 copies of data should be kept, 2 on different storage mediums and 1 in a different geographical location. At present, it operates as follows:
- a. Data is saved in the first instance to the local PC.
 - b. Files and data identified as important (by save location) are further backed up to a separate hard disk on a periodic or as-required basis, along with a general “restore” backup of the PC, and kept elsewhere on the property.
 - c. This data is routinely backed up with offsite storage in the form of a NAS drive at another property.
 - d. The proposal for an updated system seeks to incorporate lessons learned from the previous system as well as applying the “in 3 different places” rule.
46. Problems noted with the old system are as follows:
- e. Insufficient frequency of backing up for some regularly produced data; due to inconvenience, and apathy (as NAS Drive backups should continue regardless);
 - f. Older storage mediums used (HDD for additional on-site storage), increasing risk of corruption due to age, and loss of data due to mechanical failings of the disk drive;
 - g. Slow to access old storage due to size and age of medium.

Proposed changes

47. The proposed system features separate storage solutions for academic and personal administration work, and longer-term data such as personal and other digital media.

48. Longer-term storage is added-to and backed-up relatively infrequently, increasing the risks over time, to important Academic and administration data, generated relatively frequently and held only in one location.
49. Data of the latter type therefore will be produced, and stored automatically on OneDrive, and tied to the owner's Microsoft account. This has the added benefits of reducing unreliable human factors in the back-up of data, and allowing access from other computers or devices if necessary.
50. Longer term data stored, including personal media such as family digital videos and photos, will continue to be backed up periodically via NAS drive. Additional storage (previously on HDD) is being replaced by a number of smaller SDD USB drives, organised in physical storage by content. This has the added benefit of being easier to share with others, being considerably faster to access and easier to physically print or otherwise access the media on USB stick.
51. The following section discusses the various risks to data and the level of protection afforded by the system from these risks.

Risks to Data

52. Risks to data can be broadly categorized into Physical Destruction, Corruption, or Loss of Access. While these may appear to rank in severity, the result of an extreme example of any category will remain as the permanent loss of the data. The level of risk associated with each category however varies with its likelihood, and the mitigations available. These categories are discussed below, along with the application of each to the system proposed above.

Destruction of Data storage mediums

53. Physical destruction of the storage medium through external means will result in the immediate loss of all data affected. Physical storage mediums tend to be fragile electronic systems, to which any damage may result in the loss of data. Heat, physical impact, electrical surges and other environmental factors could contribute to this.
54. Storage of multiple copies of data in separate locations provides redundancy in the event of an incident resulting in damage to storage mediums. The switch to multiple Solid State Drives also provides mitigation in the event of damage to some of the mediums, as well as a generally higher level of protection against mechanical damage.

Corruption of Data

55. Corruption of data held can result in partial or complete loss of data depending on the manner of corruption. Computer viruses are external causes of data corruption, however firmware and other software updates for peripheral systems can occasionally lead to accidental deletion and corruption of data, as can age in some storage mediums. Compatibility can also become an issue with older data, with software specific file types, dependent on the availability of compatible software to interpret the data.
56. The reduction in “catch-up” back-ups of data, and the switch to SSDs, both as internal PC storage and external backups, has resulted in faster upload times and less data errors and system faults encountered. Up-to-date Virus Protection Software provided protection against viruses. Any academic work should also be protected by the cloud-based software due to it’s physical location.

Loss of Access

57. Access to data can be lost for varying reasons, including unavailability of hardware (such as disk readers), forgetting passwords or otherwise losing the authority to access the data, or even losing the storage medium itself. External factors such as ransomware attacks can result in the permanent loss of access, if no solution is found.
58. Storage of Academic and important personal documents are now tied to a Microsoft account, providing not only a reasonable level of security, but also a reliable means to access data if passwords are forgotten, via security questions and other means of identification open to Microsoft.

Ransomware

59. Further information about ransomware, and in particular the Cryptowall Trojan can be found in Appendix 2.

Time management and self-organisation

Productivity and Portfolio/PDP Implementation

60. As per the action plan produced above, shorter-term time management has been highlighted as an area needing improvement.

The screenshot shows a Google Calendar interface for March 2021. The calendar is viewed in a monthly grid. The top bar includes a search icon, a refresh icon, a calendar icon, and a dropdown menu for the month. The left sidebar contains a 'Create' button, a 'My calendars' section with 'Ryan Garry', 'Birthdays', 'Reminders', and 'Tasks', and an 'Other calendars' section with 'Holidays in United Kingdom'. The main calendar area shows events for March 2021. The events are color-coded: green for 'Start the prof course', blue for 'Open Kibitz', red for 'New Study Group', purple for 'Term Check calendar', orange for 'Term Register at the doctors', yellow for '100min PMD review meeting', light blue for '20 Minutes Day (Barbican Island)', dark blue for '20min Online g. Facebook course', and light green for 'Term Study Skills assignment due in'. The events are distributed across the month, with some events spanning multiple days. The bottom of the calendar shows the dates 28, 29, 30, 31, April 1, 2, and 3.

62. As can be seen above, appointments include regular checks of the system to ensure information is kept up to date.
63. Work planning is worked out on a similar basis, however due to the specific deadlines and goals involved in this work, activities are further broken down in advance into weekly time periods to ensure the work is progressing to cost and plan. Unfortunately it is not possible to provide a screenshot of this system.
64. Academic work is now being backed up and saved to Onedrive, providing access from any suitable device and multiple redundancy provided by Microsoft.

63. Work planning is worked out on a similar basis, however due to the specific deadlines and goals involved in this work, activities are further broken down in advance into weekly time periods to ensure the work is progressing to cost and plan. Unfortunately it is not possible to provide a screenshot of this system.

64. Academic work is now being backed up and saved to Onedrive, providing access from any suitable device and multiple redundancy provided by Microsoft.

Section 4: Conclusion & Evaluation:

Section 5: Appendices

Appendix 1

Self Evaluation of Academic Skills

Thinking about yourself, read and mark each statement out of 5, with 5 being 'Totally Agree' and 1 being 'Totally Disagree'. If a statement doesn't apply to you, leave it blank

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

Appendix 2

Title page

-
- Abstract (no more than 200 words)
- Contents page

Main chapters

1. Introduction
2. Trojans and Viruses
 - 2.1 General overview
 - 2.2 How they infect your computer
3. Ransomware
 - 3.1 General overview
 - 3.2 What to do if infected
4. The Cryptowall Trojan
 - 4.1 Specifics of this threat
 - 4.1.1 Infection methods
 - 4.1.2 File types affected
 - 4.2 Procedures of eradication
 - 4.3 Payment?
5. Examples of good practice
 - 5.1 Initial avoidance

5.2 Backup procedures

6. References

References

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GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

Instructor

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GRADING FORM: SMU GENERIC_GJ

RYAN THOMAS GARRY

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RESEARCH-INFORMED LITERATURE



(note - some parts missing here - e.g. conclusion, but were emailed directly to lecturer within time limit so that version was marked) Some good use of research sources extending beyond simply using the links provided in the AES moodle content, however it could be even more extensive than what is currently demonstrated and should

70

be done for pretty much ALL sections where possible

KNOWLEDGE AND UNDERSTANDING



Good level of understanding demonstrated, with all required areas covered.

73

ANALYSIS



Good level of personal analysis applied to the gathered information, with all required areas covered and extending beyond simply presenting the data obtained.

72

PRACTICAL APPLICATION AND DEP.



You have described what hardware/services you intend to use for your backups, however you haven't really described a STRATEGY in enough detail – how EXACTLY will the work get backed up? How will you ensure it happens? How will you test the integrity of the backup etc etc. Otherwise, Some reasonable content to show that all the various aspects have been attempted

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SKILLS FOR PROFESSIONAL PRAC.



Generally well laid out and presented. In some specialist organisations, documents are presented much like legal contracts, with virtually each sentence having its own identifying number

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However this is far too detailed/granular for normal report writing and should not be used for University assignments either. Number the major sections, not each sentence. Would have benefited from following the 1. 1.1 1.2 2. Style as provided in the assignment template given in class. You will need to do this for other work e.g. your major project report.