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HND/BENG ELECTRONIC ENGINEERING/EMBEDDED ELECTRONICS

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[COMPANY NAME] [Company address]

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1 Abstract

This Report is to highlight the key learning activities and reflections for the Study Skills course in the first Semester of the Electronic and Electrical Engineering degree at University of Trinity St Davids.

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2 Introduction

Learning effectively and adapting to change are key to success in school and work, especially in electronic engineering. This report discusses the study skills developed during the module and their significance in real life. The focus areas include enhancing presentation skills, conducting independent research, increasing self-awareness through evaluations, and applying improved time and data management strategies. The report highlights progress and outlines a plan for personal and professional development.

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3 Investigation

3.1

- 3.1.1 Marcus Shobiye found this task challenging as he doesn't like talking about himself, preferring to stay private and keep to himself. He also spent a lot of time worrying about what to talk about. That meant that preparing for and giving this presentation was quite challenging.

Marcus felt that after all the worry about standing up in front of others to talk about himself that it was rather disappointing that the presentation received very little comment from his professor and peers; as such, he had no idea whether the presentation was at all acceptable. His professor referred to the presentation as too short, which is very little to go on in terms of criticism. It would be really helpful to know, since there have been numerous occasions he has gotten to the second round of a job interview and failed to be the successful candidate, so it is an area where he is aware that there is a lot to learn.

Marcus enjoyed listening to the other students and wished he had their confidence and seeming lack of anxiety. He has decided to give himself the SMART target of providing a short talk about himself every month to his online friends or one of his mother's friends in the hope of becoming more comfortable talking about himself to others as he is aware that it is a requirement of many workplaces, both during the selection process and once employed.



My Early life was spent in Deptford and my flat was a stones throw from St. Nicholas Church. It was in an alley behind this Church that Christopher Marlowe, Shakespeare's greatest contemporary rival, was murdered and is buried.

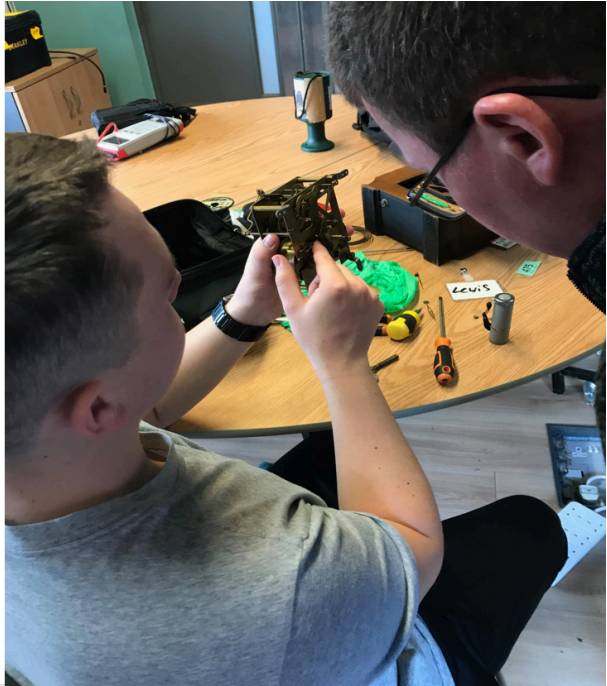
It's an area with a very rich history, since Sir Francis Drake launched his Armada against the Spanish from there. The block of flats we lived in is Grade II listed as it was the first mansion block built in England. I think living in Deptford is what triggered my lifelong interest in History.



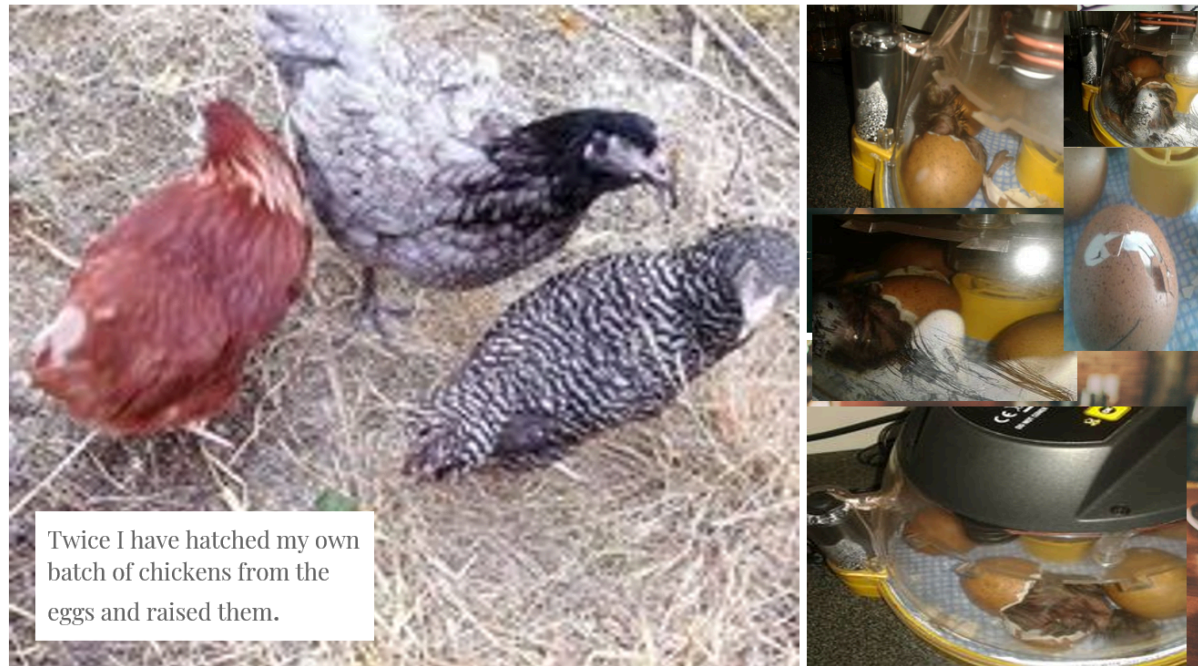
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Volunteering



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Section 2: Personal research on required skill sets

Perform your own research to identify:

a) Skills required for successful learning in a Higher Education environment

In order to complete this task Marcus completed

b) Generic, transferrable skills employers look for in prospective job candidates.

Employers look for soft skills like communication and teamwork across all industries

rk [13] They also look for self-management and Planning which could be a problem for Marcus [14] and highlights that it will need to be an area he continues to try and address.

Increasingly employers are looking for digital skills, especially evidence of the competent use of digital collaboration tools like Slack and Zoom. [15]

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.				

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[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.

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[Factor I](#)

[Factor II](#)

[Factor III](#)

Factor IV

[Factor V](#)

Factor IV is labeled as **Conscientiousness**.

Individuals who score high on conscientiousness are characterized as being reliable, hardworking, and efficient. They tend to be well-organized and responsible, and are motivated to achieve their goals. They may also exhibit a strong sense of self-discipline and perseverance.

In contrast, individuals who score low on conscientiousness tend to be more impulsive and disorganized. They may have difficulty setting and achieving goals, and may be more likely to engage in behaviors that are not in their best interest.

Research has shown that conscientiousness is linked to a range of outcomes, including academic and job performance, health behaviors, and longevity. For example, individuals who score high on conscientiousness tend to have better academic and job performance, as well as lower rates of absenteeism and turnover. They may also be more likely to engage in health-promoting behaviors, such as exercising regularly and maintaining a healthy diet. Additionally, they tend to live longer than individuals who score low on conscientiousness.

However, it is important to note that excessively high levels of conscientiousness can also have negative consequences, such as being overly perfectionistic or rigid.

[Factor I](#)

[Factor II](#)

[Factor III](#)

[Factor IV](#)

Factor V

Factor V was labeled as **Intellect/Imagination** by the developers of the IPIP-BFFM but it is also most commonly known in the literature as **Openness to Experience**.

Individuals who score high on openness to experience are characterized as being imaginative, curious, and open to new ideas and experiences. They tend to be intellectually curious and enjoy exploring new concepts and ideas. They may also exhibit a preference for creativity and aesthetics.

In contrast, individuals who score low on openness to experience tend to be more traditional and conservative. They may have a preference for familiar and predictable experiences, and may be less likely to seek out novel experiences.

Research has shown that openness to experience is linked to a range of outcomes, including creativity, innovation, and cultural competence. For example, individuals who score high on openness to experience tend to be more creative and innovative, and may be more successful in careers that require these skills. Additionally, they tend to be more open-minded and accepting of diverse cultures and perspectives.

However, it is important to note that excessively high levels of openness to experience can also have negative consequences, such as being overly impulsive or having difficulty with routine tasks.

Marcus felt that his result for Factor 1 was quite accurate, as he hates crowds and noise and being around a lot of people and prefers to be in small groups and quiet places. However, he thinks that he can stand up for himself when it is necessary.

It was a surprise to Marcus that his score for emotional stability was so high, since the last year has been challenging emotionally, and he hasn't always felt very stable. He is resilient but feels that is because life hasn't given him much choice but to get on with it, because what else can you do? He feels that just because someone doesn't make a fuss about something doesn't mean they aren't upset.

Marcus felt his low score was probably quite accurate because he does tend to be quite cynical and he likes to weigh a situation or assess people before risking himself. He didn't like

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the inference that just because you like to form your own opinion rather than just follow others it puts you at risk of lower mental health outcomes. He would disagree strongly with this because when feeling fear most people respond with fight, flight, fear or fawn and he remembers that as a child in London his responses were flight or fawn. People pleasing can be a trauma response.

Marcus thinks he is intrinsically rather than extrinsically motivated and that is reflected in his low score.

The fourth score was for conscientiousness, and Marcus did agree that he really struggles with bureaucracy and process for process's sake. He likes to be left alone to focus on things and finds it hard to understand sometimes why people like to make things difficult by insisting on lots of little rule-bound steps instead of just getting something done.

The final score was for intellect/imagination. Marcus likes to be able to plan going to a new place or meeting new people and to have some idea of what to expect. He didn't that meant he had low imagination because he often thinks of all the things that might go wrong if he isn't fully prepared.

In summary, this test seems to say that Marcus is a loner who refuses to just go with the flow and follow the herd for the sake of it. He is resilient and comfortable being alone. He is pragmatic, quiet, and practical.

Main long and short term Goals.

Short Term - To pass the 2nd Maths Exam this semester

Medium Term - To find a summer job

Long Term - To get a job in engineering locally and buy a house.

Action Plans - Specific, Measurable, Achievable, Realistic and Timely.

1. Seek help from Abilitynet to learn how to use outlook calendar and to find out if there are any task management tools that might help. Initial phone call to be made by the end of January.

2. Each Month from now until the end of the year choose one novel activity or environment and try it out in order to try and be less introverted.

3. Complete the 4 week at 2 hours per week Study Skills Course on Future Learn by the end of March [15]

4. Engage with the University Employment Service by the end of February to source a summer work placement or Internship.

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Ransomware Report 2026

Active academic work is stored on a laptop's internal solid-state drive (SSD). SSDs offer significantly faster read and write speeds than traditional hard disk drives, improving system responsiveness when opening, editing, and saving files. [1] [2] This performance is particularly beneficial for tasks such as drafting assignments, organising research materials, and managing coursework, where frequent file access is required. [1] [3] [4]

To ensure data integrity and availability, a layered backup strategy is implemented. On a weekly basis, data is backed up to an external hard drive using built-in operating system tools such as Windows Backup or macOS Time Machine. [5] When not in use, the external drive is kept physically disconnected from the laptop. Maintaining backups offline reduces the risk of them being accessed, altered, or deleted during a system compromise. [3] [2] [5]

This approach is especially relevant given the increasing prevalence of ransomware attacks. Ransomware is malicious software that encrypts or restricts access to files and systems and demands payment for their release. [1] [6] More advanced variants can detect and target connected backup devices, potentially encrypting or deleting them to prevent recovery. By ensuring that at least one backup remains offline and inaccessible to the primary system, the risk of total data loss is significantly reduced, and recovery can be achieved without paying a ransom. [7] [8]

In addition to local backups, cloud storage provides an off-site backup solution. Important files are automatically synchronised using a cloud service such as Google Drive. Off-site backups are essential when local hardware is lost, stolen, or physically damaged, such as by fire or water. Cloud storage providers typically employ encryption for data both in transit and at rest, enhancing confidentiality and protection against unauthorised access. Many services also offer file versioning, allowing previous versions of files to be restored in cases of accidental deletion, corruption, or malware infection. [9] [5] [10]

Overall, this data protection approach aligns with widely recommended best practices, including the "3-2-1" backup principle, which advises maintaining multiple copies of data across different storage media, with at least one copy stored off-site. [10] Regularly updating, isolating, and verifying backups ensures resilience against hardware failure, human error, and cyber threats, and supports reliable and timely data recovery with minimal disruption. [9] [5] [4]

Time management and self-organisation:

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This was the most challenging part of the module because Marcus cannot use a Calendar like Microsoft outlook or Task Manager and so when the module started it was the part he most wanted to learn. He asked his tutor last year for help several times and was told to go and create a plan. He tried asking his Autism Mentor this year but was told to seek counselling. Neither were helpful.

Marcus looked at the OpenLearn Courses and completed one on time management to try and help himself as part of this unit [12]

The E-Portfolio is in the Appendices.

Section 5: Conclusion & Evaluation:

The presentation was useful exercise in pushing beyond Marcus's comfort zone. During the course of the semester it became clear that Marcus would need to seek help outside of the university to scaffold his executive functioning issues such as time and calendar management.

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4 Recommendations

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