

CTH ACDB4010 CW Final

by Charles Hadley

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Ministry
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Our Reference: SSCW_01

EVALUATION OF SKILLS COVERED AND LEARNT IN THE ACDB4010 STUDY SKILLS MODULE

References. See footnotes and embedded documents section at end of document.

1. Introduction 1

This coursework has been written to satisfy the requirements of the ACDB4010 Study Skills Module. The coursework will detail the 5 broad areas that have been covered in the module, Presentation Techniques, Skills Evaluation, Personal Development, Data Management and Personal productivity. The report will demonstrate the learning that has been conducted throughout the module and research that has supported the completion of this course.

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3. Presentation Techniques

3.1. Overview

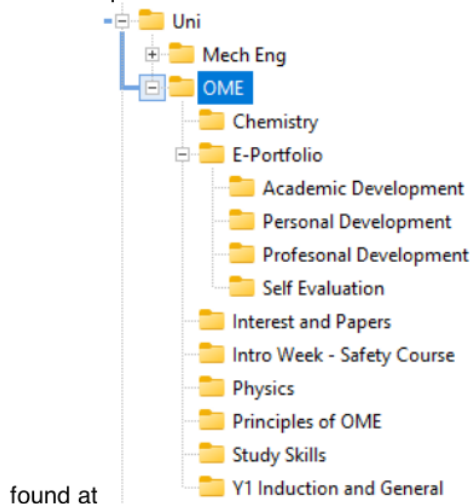
This section details the work that has been completed around presenting and delivering information on a given topic. For the purposes of this module the topic of this presentation was a personal reflection and introduction. The task was initially set to provide a short, 5-minute presentation on yourself. Given that the student has all the information they need to complete this task no additional research is required and the preparation exercise simplifies to collating and organising the relevant information into a digestible format. This was an interesting task to complete for many, as those with more experiences had to distil the information they wanted to present, whereas those with less experience had to more time to delve into the detail. Personally, this task fell well within my comfort zone. This is due to my experience teaching in the Army Cadet Force as an Adult Volunteer and as a Guest Lecturer for Cranfield University.

3.2. Personal Brief

As was delivered in the Personal Presentation at 9.1 Annex 1 - Personal Presentation . I am Charles Hadley (He/Him), 24 Years old. Originally from Oxfordshire now living near and working from Bristol. My working Timeline started at School with A-Levels in Maths Physics and DT. Joining a degree apprenticeship I started working with StormShadow Safety, Then Challenger 2 Main Battle Tank and finally working in Munitions Incidents Cell. After Promotion I have been moved to my current post in the StormShadow Engineering Team. My personality has been described in slide 6 of 9.1. The next slides move on to show Images of my likes and Dislikes and Hobbies. Concluding with my 5 Year plan that contains both life and career goals.

3.3. Feedback and Learning from Experience

Post delivering the presentation reviews were passed to the lecturer who collated the data and provided constructive feedback on the performance. The full feedback can be



Annex 13 – Presentation Feedback. The lecturer feedback was overwhelmingly positive leaving little constructive feedback. The class responses shown in the table in 0 indicated a preference for greater detail on topics, a reduced pace and a more creative template.

The Key learning points that were achieved during this exercise are:

- An understanding of the university process in comparison to what is common in the workplace.
- Information and fun details of the cohort, this has allowed the building a rapport.
- The exercise furthered my ability to condense and distil information to the required delivery method. Removing words in preference for images, analogies and stories.
- Practice and become more confident in public speaking and presenting.

3.4. Future Improvement Aims

Upon reflection of this aspect of the course it is understood that more time should be taken when presenting. Whilst 5 minutes seemed plenty of time the duration quickly came and went leaving things unsaid and details missed.

Whilst the presentation skills are of good quality the use of standard MOD templates leaves much to be desired from a graphical perspective. This time saving measure does not aid in the engagement of an audience. Lastly the pace at which the presentation was delivered was fast and for a more complex topic this could lead to confusion and misunderstanding. An effort will be made to calm the nerves and deliver at a more manageable pace.

4. Skills Evaluation and Personal Development

4.1. Introduction

This section of the report will detail the skills required for success in a higher education environment and identify the appropriate skills that an employer will look for in a prospective candidate. Next a non-guided self-evaluation will be recorded for comparison to the guided series of self-evaluation exercises. From this, conclusions will then be made and long and short-term goals set in line with the S.M.A.R.T Guidelines.

4.2. Higher Learning Skills

There are a series of skills that are universally recognised for success in a higher education environment. These skills are individually valuable but together will provide an excellent base for success. Learning and developing the skills below will support a student's current academic development and future career prospects. [1]

Communication

As an adult in modern society, it is impossible to live a life without communicating in some form or another. Communication in higher education is the single most important skill that a student must learn as it underpins the remaining skills. Communication is not just talking to people. Communicating is the way you talk, the tone of your emails, your body language when presenting and how you ask for help or receive feedback. Being able to communicate effectively can mean greatly different things for different people. For example, someone with disabilities may need to communicate differently than someone without. The way you communicate with a colleague is obviously different to the way you communicate with a friend. Take time to consider, review and reflect on your communication styles and how these could be improved in the future.

Academic Writing

Academic writing is a style of writing commonly used at universities and in scientific publication. It is a requirement of this report and many other reports written at university to be written in an appropriate academic style. The style consists of being formal, unbiased, clear, correct, well-structured and sourced. The format must not be personal, emotive or Long-winded. [2]

Reading

As with any level of academic study reading is critical to the ingest of learning material. Unfortunately, despite an individual's propensity to read there is a unilateral requirement to be able to read effectively in a higher education environment. This is particularly critical when a student is a more kinaesthetic learner to allow the individual to extract information quickly and efficiently. Reading can be broken down in to three types, Skimming, Scanning and critical reading. Skimming is the process of quickly getting a general understanding of the text. Scanning is the process of looking for a particular piece of information and lastly critical reading is where the fullness of the text is interrogated, often to take notes, and analysed. This can be the case when reading a textbook or notes from a lecture. Finding the appropriate reading method for you and the situation you are in will allow you to develop those skills until they are instinctive. [1]

Critical thinking

"Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas." [3] The ability to think critically in a learning environment is being an active learner rather than a passive one. This means questioning facts and methodologies rather than simply regurgitating them. In addition to this, critical thinkers are able to come up with new ideas and approaches, implement and analyse them. Critical thinkers will often systematically solve problems rather than going with a 'gut instinct' [3]

Time Management

It has been said that 'without timeliness we are but monkeys. This saying can easily hold weight at university. The meaning of this quote can be extended by a common saying in the British Military, the six P's. Prior Preparation and Planning Prevents Poor Performance. When balancing the time requirements of Work, Studies, Home and a Personal lifetime can become a scarce resource that must be managed appropriately. With deadlines for work and Studies the ability to plan and manage available time is critical for success ensuring tasks are completed and submitted on time. It is important to develop a method of time management and planning that works for you. This can be anything from apps and software to physical lists and sticky notes. [1]

Soft Skills

Soft skills encompass the remaining skills that collectively are often forgotten but can form a crucial aspect of success at university. These skills involve aspects such as Finances, Cooking and other home skills.

4.3. Transferable Working Skills [4]

Many of the skills that are developed at university underpin the 5 broad skills that are transferable and sought after in the professional environment. By tailoring these skills to the specific employer and industry being aimed for an individual can stand out among the remaining candidates. [4]

Creativity

Creativity is simply devising and developing new or different ideas to solve a problem or improve an existing situation. This is often referred to as thinking 'out of the box'.

People Skills

The ability to communicate quickly, effectively and efficiently with colleagues is a vital skill to aid in the execution of work requirements. This is paired with being able to build a working relationship with people. The combination of a good rapport and effective communication skills makes a good employee excellent. [4]

Adaptability

Employers look for individuals who are adaptable, these people can respond quickly to changing environments, requirements and other working challenges. Being adaptable shows, someone is flexible and eager to engage and learn.

Leadership

Whilst not everyone would consider themselves a leader or want to be a leader, employers look for the ability to encourage, develop and assist others. These skills work together with people skills to create a well-rounded person.

Resource Management

Being able to manage resources effectively is the difference between a good employee and a great employee. Someone must be able to monitor and understand workload prioritise tasks and meet deadlines. This allows more work to be done in less time, increasing productivity. In addition to time management the ability to consider and understand finances of a business can aid in the effective decision making required of some roles.

4.5. Initial Self Evaluation

As detailed in a Class exercise reviewing my personality, see Annex 2 – Personality Tests and Exercises, “I believe that I am a confident and knowledgeable person who encourages the best in others and strives for excellence. I like to take charge and lead others where I can, this can prove tricky when others don’t think the way I do. I have a kinesthetic learning style which means I will learn better from doing rather than hearing or seeing. I am well suited to a fast paced and varied role that keeps me engaged and interested but not overworked. I succeed in balancing the needs of work against personal life, keeping me happy and content.”

From this statement it can be Simplified that my perception of myself is:

- Confident
- Knowledgeable
- Supportive
- Driven
- Leader
- Practical
- Directed
- Happy

4.6. Formal Self Evaluation Results

The next stage of the self-evaluation exercises where to conduct formal reviews based upon recognised methods provided by the lecturer and an additional quiz from research suggestions [5]. Several reviews where conducted that included the below:

- Annex 2 – Personality Tests and Exercises
 - The Big 5 Personality Test [6]
 - Myers-Briggs/Jung Personality Test [7]
 - Jung Personality Test [8]
 - Career Test [9]
 - Guardian Personality Tests [10]
- Annex 3 - Truity Free Personality Test [11]
- Annex 4 – Honey and Mumford Learning Style Questionnaire.
- Annex 5 – Self Evaluation of academic skills

The full details of the results are presented in each annex. The process of self-evaluation started with an initial reflection on our personalities. This provided a starting point for how we perceived ourselves for later comparison. Many of the personality tests involve similar methods and questions to assess an individual's personality.

The Big 5 Personality Test [6]

This personality test concluded that I am a:

- Extrovert
- Highly emotionally stable.
- Not Agreeable
- Balanced between careful and impulsive
- Conventional

Myers-Briggs/Jung, Jung and Truity Personality Tests [7] [8] [11]

These two tests have been grouped together as they both follow the same pattern of results, presenting a final 'Code'.

Both tests assessed based on 4 criteria:

Introversion	(I)	vs	Extroversion	(E)
Sensing	(S)	vs	Intuition	(N)
Feeling	(F)	vs	Thinking	(T)
Judging	(J)	vs	Perceiving	(P)

The results from the Myers-Briggs/Jung, Jung and Truity Personality Tests show that I am INTP, ENTJ and ENTP respectively. Examining these results further shows that I am on the boarder of both Introversion / Extroversion and Judging/ Feeling. This explains for the slight differences in results of what is broadly the same test.

Guardian Test [10]

The results from this test show that the top three characteristics are "Hands-on", "Information and research, processes and systems" and "Creative use of ideas, materials or situations".

Career Test [9]

This test evaluated the preferred posable career aspects. Based upon selecting a like and dislike out of 15 sets of 4 options. This then calculated a percentage preference for each characteristic reviewed.

The top three scoring aspects where Realistic, Investigative and Social. With the three lowest scoring preferences as Conventional, Enterprising and Artistic. From these results it was then suggested that the ideal role is a 'Surgical Instrument Maker'. This result is intriguing given my current working role as an In-service weapons engineer.

Datasets comparison

Comparing the datasets, it is shown that on average I am a person who can be extraverted but often chooses to be introverted. I trust my gut instinct and think analytically about decisions rather than feel. Lastly, I am balanced between judging and perceiving. These results correlate closely to the guardian and career test as they are well suited to scientific and engineering roles.

Learning Style

To complement the self-evaluation performed above a learning questionnaire was conducted, see Annex 4 – Honey and Mumford Learning Style Questionnaire.

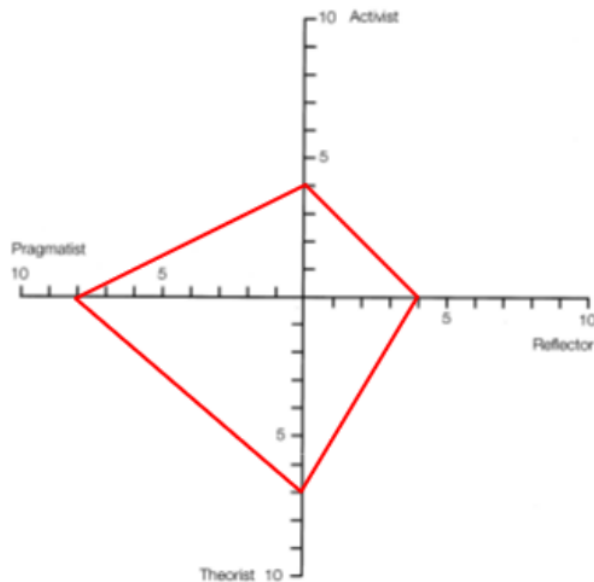


Figure 1 – Honey and Mumford Learning questionnaire results

The results of this test were surprising as they indicated that the preferred learning style was, Reading alone and lecturers in conjunction with highly structured teaching and coaching. In addition to this the results demonstrated a strong favor to practical work and activities.

The results above broadly support this statement to the personal reflection where it is stated that "I have a kinesthetic learning style".

Academic skills

The last stage of the self-evaluation section involved assessing the academic skills. These full results can be found at Annex 5 – Self Evaluation of academic skills. From these results it has been concluded that there are four areas, listed below, that should be focused on for improvement.

1. Task management
2. Note taking ability
3. Work and time management
4. Procrastination / Meeting deadlines

4.7. The action plan listed at

Annex 6 – Self Evaluation Action Plan details the “what how and when” approach for setting goals to improve these qualities.

Goals

From the personality and learning skills evaluations the below goals have been constructed. The full table can be found at Annex 8– University Goals.

Goal L1: Plan and execute my Wedding on the 08/2023. This task will be completed with assistance from my fiancé, if there aren't any hiccups and all minor goals are achieved. Personal feedback from the day will be gathered to inform decision on completion.

Goal L3: Become Engineering Technician accredited in both IEXPE and IET by 30/04/2023. Time and resource will be allocated to this task in 2023, with the appropriate qualifications already achieved this task is realistic for completion within the timeline. Measurement will be on the successful awarding of the accreditation

Goal S1: Book a suitably sized generator and ancillaries for the wedding by 20/12/2022. Assuming external cooperation this task is manageable within the timeframe.

Goal S2: Become proficient in common matrix operations by 25/11/2022. – this task has been completed and will be evaluated in the January exams.

Goal S3: Complete Self-Assessment Tax return by 31/12/2022. This task has been completed ahead of the deadline.

PDP

As a PDP is mandated by DE&S My HR is specifically designed and used to track, performance, goals and all HR related requirements. The below Screen shots show the system used and examples of specific goals and reviews.

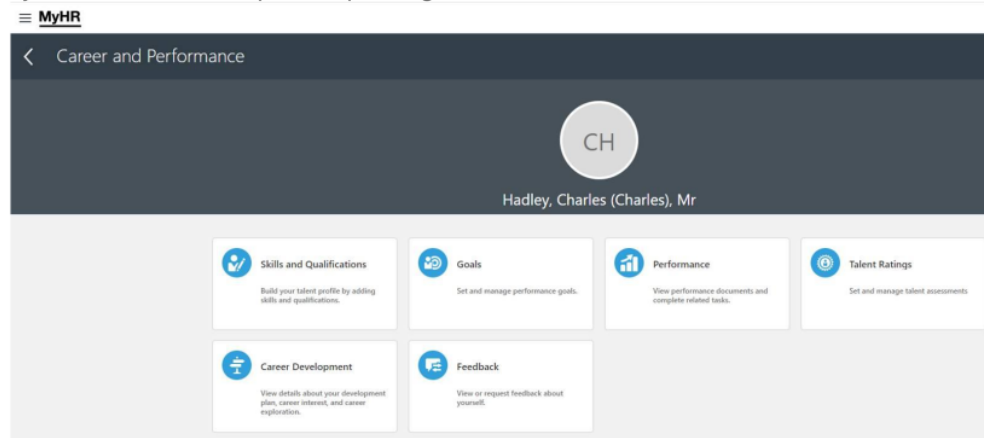


Figure 2 – My HR Home Screen

Career Development
Hadley, Charles (Charles), Mr

Career Statement Edit

I am an enthusiastic and articulate individual who enjoys working as an engineer in DE&S. I aim to continue my career with in the Weapons Operating Center particularly enjoying weapons, Ordnance, Munitions and Explosives Safety as part of the Munition Incidents and Defects (MID) Cell. I have recently taken responsibility with the MID L2 role and maintaining the regulatory team outputs. I have vital organisational, time management and interpersonal skills as well as SME knowledge of the MID and Joint Services Munition Control Register (JSACR). This has been shown throughout the last 18 months in post.

Career Outlook Explore Careers

Current Role
Engineer STSI
Engineer ENGPE2 (SAS)

Development Plan + Add

Active Goals Actions

Goal	Description	Status
☐ Goal 4 Replacement	Deploy a new method for completing the monthly OSRP review by April 2022. Discuss requirements with the OSRP Team and define a suitable method forward by the end of September 2021. Create a beta dashboard and trial user performance, implementing changes by December 2021. Support and maintain the dashboard prior to hand over to the OSRP team by April 2022.	In progress
☐ 964574D Development Goal4	Specific understanding of WOME. 70-As part of a work price I am conducting I will be developing a taxonomy for all WOME currently in service, this task will allow me to learn	

Figure 3 - My HR Career Development

MyHR

Performance
Hadley, Charles (Charles), Mr

Review Period 2021/22 Review Period

Performance Documents

All

Document	Author	Status
DE&S Mid Year Review 2021/22	Giustani, Fabrizio (Fabrizio), Mr	Completed
DE&S End of Year Review 2021/22	Giustani, Fabrizio (Fabrizio), Mr	Completed

Figure 4 - My HR Performance

5. Data Management

5.1. Data Storage

In this aspect of the module the task was to formalise the process behind data management, backup and recovery. This is a critical aspect of success in a digital world, as university will quickly create a large amount of data that must be recorded, stored and managed in an effective plan. As is common in the workplace, a methodology for data management makes the storage of information logical and retrievable for a long period of time.

Life Files Storage Format

Below is the format of current folder structures in use. These can be seen in larger format in Annex 12 – E Portfolio and folder structure.

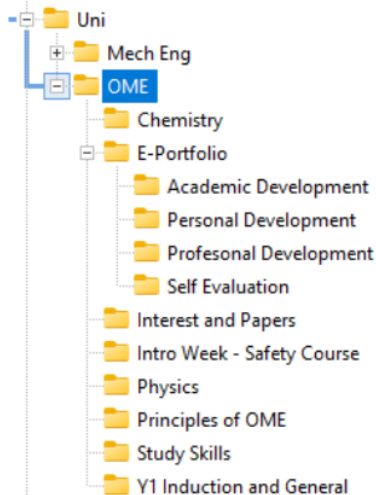


Figure 6 – University Folder Structures

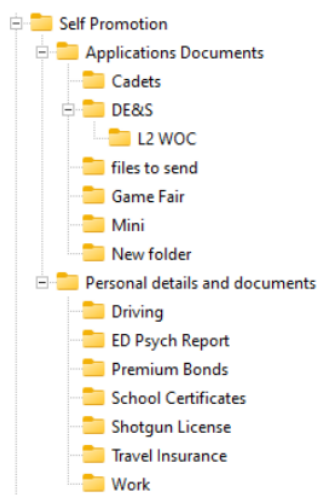


Figure 5 - Self Promotion folder Structure

This structure has been developed over the last decade with many iterations improving the usability. It has been found to be the most efficient design at this stage. By keeping minimal layers of folders, it forces the careful consideration of categories that will last. This aids in the future retrieval of data in integration with new systems to come. For the university aspect the structure in Figure 6 – University Folder Structures starts off with module topics. These contain notes, coursework and class exercises pertaining to that topic. Any remaining general information is contained in a year specific folder. The portfolio side of folders in Figure 9 - Self Promotion folder Structure contain two broad sections, “personal details and documents”, containing all key personal information and “Applications Documents” containing a folder for each application for a job or new role.

5.2. Backup and Recovery

The main storage that has been chosen for the above files is OneDrive with a full copy kept on both a personal laptop and a desktop. The OneDrive settings have been changed to not automatically sync any mass deletion across devices without a query prompt on boot up.

The backup system used is a NAS server that is kept offline but boots up once a day to take a full backup of all files and disk images of all devices. This conforms to the 3—2—1 methodology as there are 4 full copies of the files (Laptop, Desktop, Cloud and NAS), across two storage locations (NAS/Laptop/ Desktop and Cloud) and one is off site (Cloud). In addition to this any sensitive files are password protected and highly sensitive files, passport etc, are in encrypted folders using zero knowledge encryption. The below are the likely threats that the system faces and the appropriate measures that have been taken to mitigate damage in the event of the threat occurring.

A. Accidental deletion

- Accidental deletion has been mitigated through the removal of the auto synchronise feature as any mass deletions must be authorised.

- Additionally, the cloud service keeps minor deletions active for 30 days to mitigate against minor accidental deletions.
- B. File Corruption/ Power Outage
 - As full copies of the files are kept live across the laptop, desktop and cloud in the event of a power outage and a file not being recoverable the last save point is stored for recovery. If this does not work, there is the full backup from the previous day on the NAS.
- C. Fire
 - In the event of a fire, it is likely that the 3 local devices, NAS laptop and desktop, will be damaged. In this event the sole backup remains in the cloud and would be used to restore functionality.
- D. Worms/ Viruses
 - Malware is mitigated using "Norton Internet security" and Tor secure browser. These are successful in defending and cleaning and attacks that occur
- E. Ransomware
 - In the event of a trojan ransomware attack such as those listed in Annex 9 - Crypto Report. The backup system can be turned off to prevent infection. At this stage normal recovery techniques will be used and if that fails a full re installation and wipe of the infected device will be performed using the NAS backup as restore medium.
- F. Accidental exposure.
 - In the modern world accidental exposure is more likely with more data breaches happening not through attack but accident. This is mitigated using password protected files and zero knowledge encryption as even if the files are exposed, they are useless without the key.

6. Personal Productivity

As shown in the self-reflection at Annex 6 – Self Evaluation Action Plan the skills around, time management and self-organisation are an area for improvement. Through the course of this module new methods have been implemented to aid and develop task/ time management and self-organisation, these include the below.

Microsoft To do

This software has been implemented to support the daily tasks that are required. This tool can be used individually and collaboratively with family to track and remember critical tasks. See

Annex 16 – Personal Tasks List for an example.

Outlook Calendar

During both work and personal life, the outlook calendar has been greatly used to ensure that appropriate time is spent on tasks. It has also been used in great extent to plan and prepare for the upcoming January exams and this coursework.

In addition to this the use of the Hwb calendar provided by the university is critical in managing time when on block release. This tool quickly and efficiently shows lectures, exams and revision periods that are available.

Example of both of these can be found at Annex 10 – Calendar Screenshot, Block release 2.

Microsoft One Note

During working time using Microsoft To Do is not possible due to computer limitations. As a replacement for this One Note is heavily utilised. The feature to be able to have multiple tabs with relevant information for a task is vital to working life. Additionally, it allows for the creation of lists, notes, and other useful recording methods.

An example cannot be included due to classification sensitivity.

Gantt Chart

Lastly in the preparation of this coursework and January exams a Gantt Chart was prepared this method allowed the broad tasks to be planned and tracked to support completion. The use of calendar and To Do is preferred for daily administration but for planning long term the Gantt chart proved useful. This can be found at Annex 11 – Gantt Chart Plan

7. Conclusion and evaluation

In conclusion throughout the course of the study skills module Presentation Techniques, Skills Evaluation, Personal Development, Data Management and Personal productivity have been covered. The key development points that have been;

- In presentations more time should be spent on creativity, and at a slower pace.
- The key skills for higher learning are Communication, Academic Writing/ Reading, Critical Thinking, Time Management and Soft Skills.
- The key transferable skills are Creativity, People Skills, Adaptability, Leadership and Resource Management.
- I broadly have an ENTJ personality that requires development on time and task management.
- An effective data storage technique is already in place that efficiently stores PDP and portfolio data.
- A backup strategy is implemented to defend and mitigate against the likely threats. It is likely to be effective in the event of an incident but is yet to be fully tested.
- The usage of appropriate software such as Microsoft To Do and Outlook Calendar succeed in providing effective guidance and support to personal productivity.

8. References

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9. Appendices

9.1. Annex 1 - Personal Presentation

Slide 1

Study Skills

Personal Presentation

Me

Charles Hadley
Weapons Engineer
Me – 16/11/22



Defence Equipment and Support

Slide 2 (Hidden)

Who am I?

- Charles Hadley – He/ Him
- 24 Years Old
- Born Oxfordshire – Live Bristol
- Work for DE&S as a Weapons engineer on cruise missiles
- GCSE's → A Levels → FDSC Mech Eng Deg
Apprenticeships → MID Cell → Sabbatical → LRPS
and OME Degree



Defence Equipment and Support

Slide 3

Who am I?

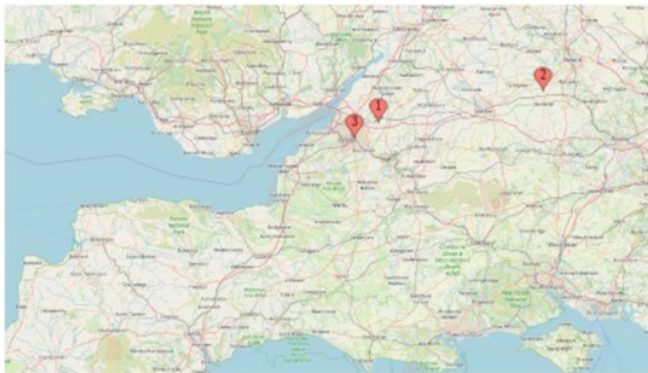
- Charles Hadley
– He/ Him
- 24 Years Old



Defence Equipment and Support

Slide 4

Where I'm From



Defence Equipment and Support

Slide 5

Working Time Line



Defence Equipment and Support

Slide 6

Personality

Other describe me as

- Direct
- Brutally Honest
- Problem solver
- Adventurous
- Confident
- Procrastinator



Defence Equipment and Support

Slide 7

Likes



Slide 8

Dislikes



Slide 9

Hiking



Defence Equipment and Support

Slide 10

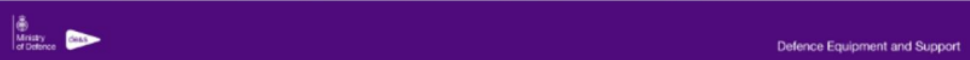
Running/ OCR



Defence Equipment and Support

Slide 11

DIY



Slide 12

5 Year Plan

- Get Married
- Gain a degree in OME Safety
- Work towards promotion to Level 3 Engineer
- Become a dual institute accredited engineer, IEXP, IET
- Work towards chartership.



Slide 13

Thanks for Listening!

Questions?



Slide 14 (Hidden)

Class Exercise

- What do I want to do in life
 - Be happy → Earn enough to sustain life → Enjoy work
- What is my hearts desire
 - Hannah
- What type of person do I want to be
 - A family man
- What do I want to achieve in life.
 - Chartership
- How am I going to achieve it
 - OME degree then masters
- Long term Goals
 - 2:1 in degree
- Short term Goals
 - Pass Y1
 - Develop accurate PDP
 - Become integrated and a valued member of the team.



9.2. Annex 2 – Personality Tests and Exercises

Personality tests Exercise and Post Class Work

What is your perception of yourself?

I believe that I am a confident and knowledgeable person who encourages the best in others and strives for excellence. I like to take charge and lead others where I can, this can prove tricky when others don't think the way I do. I have a kinesthetic learning style which means I will learn better from doing rather than hearing or seeing. I am well suited to a fast paced and varied role that keeps me engaged and interested but not overworked. I succeed in balancing the needs of work against personal life, keeping me happy and content.

SWOT Analysis

Strengths - Direct - Brutally Honest - Adventurous - Confident	Weaknesses - Focus ad Concentration - Note taking - Written communication in 1st person
Opportunities - Learning empathy from others. - Using tasks at university to improve my report writing techniques.	Threats - Procrastinator - Poor time management with low workload

The Big 5 Personality Test

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		90
II	Emotional stability		74
III	Agreeableness		2
IV	Conscientiousness		57
V	Intellect/Imagination		34

Big five personality trait scores calculated by openpsychometrics.org

Trait descriptions

[Factor I](#)
[Factor II](#)
[Factor III](#)
[Factor IV](#)
[Factor V](#)

Factor I was labelled as **Extroversion** by the developers of the IPIP-BFFM. Factor I is sometimes given other names, such as Surgency or Positive Emotionality.

Individuals who score high on Factor I one are outgoing and social. Individuals who score low tend to be shut ins.

[Factor I](#)
[Factor II](#)
[Factor III](#)
[Factor IV](#)
[Factor V](#)

Factor II is labeled as **Emotional Stability**. Factor II is often referred to by other names, such as Neruoticism or Negative Emotionality (in these two cases interpretations are inverted, as Neruoticism and Negative Emotionality can be though of as the opposite of Emotional Stability).

[Factor I](#)
[Factor II](#)
[Factor III](#)
[Factor IV](#)
[Factor V](#)

Factor III is labeled as **Agreeableness**. A person high in agreeableness is friendly and optimistic. Low scorers are critical and aggressive.

[Factor I](#)
[Factor II](#)
[Factor III](#)
[Factor IV](#)
[Factor V](#)

Factor IV is labeled as **Conscientiousness**. Individuals who score high on this factor are careful and diligent. Low scorers are impulsive and disorganized.

[Factor I](#)
[Factor II](#)
[Factor III](#)
[Factor IV](#)
[Factor V](#)

Factor V is labeled as **Intellect/Imagination**. This factor is also often called **Openness to Experience**.

People who score low tend to be traditional and conventional.

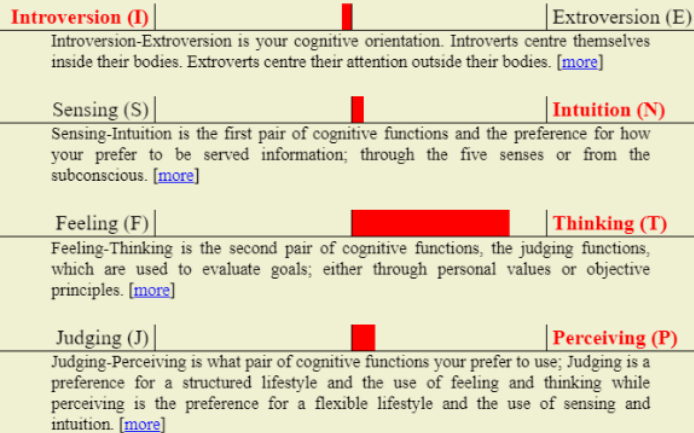
Myers-Briggs/Jung Personality Test Overview

You have completed the personality test.

[Tweet](#)

[Like 71](#)

Jungian/Myers-Briggs Personality Type is based on four preferences, that when combined produce personality type. This page will first cover your scores for each of the preferences then finally give a description for the type that they produce.



Detail

INTPs are quiet, thoughtful, analytical individuals who tend to spend long periods of time on their own, working through problems and forming solutions. They are curious about systems and how things work. Consequently, they are frequently found in careers such as science, philosophy, law, and architecture. INTPs tend to be less at ease in social situations or in the "caring professions", although they enjoy the company of those who share their interests. They prize autonomy in themselves and others. They generally balk at attempts by others to convince them to change. They also tend to be impatient with the bureaucracy, rigid hierarchies, and the politics prevalent in many professions. INTPs have little regard for titles and badges, which they often consider to be unjustified. INTPs usually come to distrust authority as hindering the uptake of novel ideas and the search for knowledge. INTPs accept ideas based on merit, rather than tradition or authority. They have little patience for social customs that seem illogical or that serve as obstacles for pursuing ideas and knowledge. INTPs prefer to work informally with others as equals.

INTPs organize their understanding of any topic by articulating principles, and they are especially drawn to theoretical constructs. Having articulated these principles for themselves, they can demonstrate remarkable skill in explaining complex ideas to others in simple terms, especially in writing. On the other hand, their ability to grasp complexity may also lead them to provide overly detailed explanations of simple ideas, and listeners may judge that the INTP makes things more difficult than they need to be. To the INTPs' mind, they are presenting all the relevant information or trying to crystallize the concept as clearly as possible.

Given their independent nature, INTPs may prefer working alone to leading or following in a group. During interactions with others, if INTPs are focused on gathering information, they may seem oblivious, aloof, or even rebellious—when in fact they are concentrating on listening and understanding. However, INTPs' extraverted intuition often gives them a quick wit, especially with language. They may defuse tension through

comical observations and references. They can be charming, even in their quiet reserve, and are sometimes surprised by the high esteem in which their friends and colleagues hold them.

INTPs are driven to fully understand a discussion from all relevant angles. Their impatience with seemingly indefensible ideas can make them particularly devastating at debate. When INTPs feel insulted, they may respond with sudden, cutting criticism. After such an incident, INTPs are likely to be as bewildered as the recipient. They have broken the rules of debate and exposed their raw emotions. To INTPs, this is the crux of the problem: improperly handled emotions, INTPs believe, can only harm. While INTPs experience emotions as an important part of their internal lives, and sometimes share their emotions with others, INTPs nevertheless believe that emotions must not play a role in logical discussions or be expressed in a way that would put themselves at disadvantage.

Jung Personality Test



Your Jung personality type

The descriptions you chose about your behavior indicate that the Personality Type that most accurately describes you is: **Extravert-iNtuitive-Thinker-Judger**

- Extraverts are outgoing, energetic and action-oriented. They are enthusiastic and expressive
- iNtuitives pay more attention to information that is imaginative and original. iNtuitives focus on the future.
- Thinkers make decisions using logic and impersonal analysis. They think with their heads rather than their hearts.
- Judgers prefer a lifestyle that is decisive, planned and orderly. They like a life that is

Career Test

Career test result

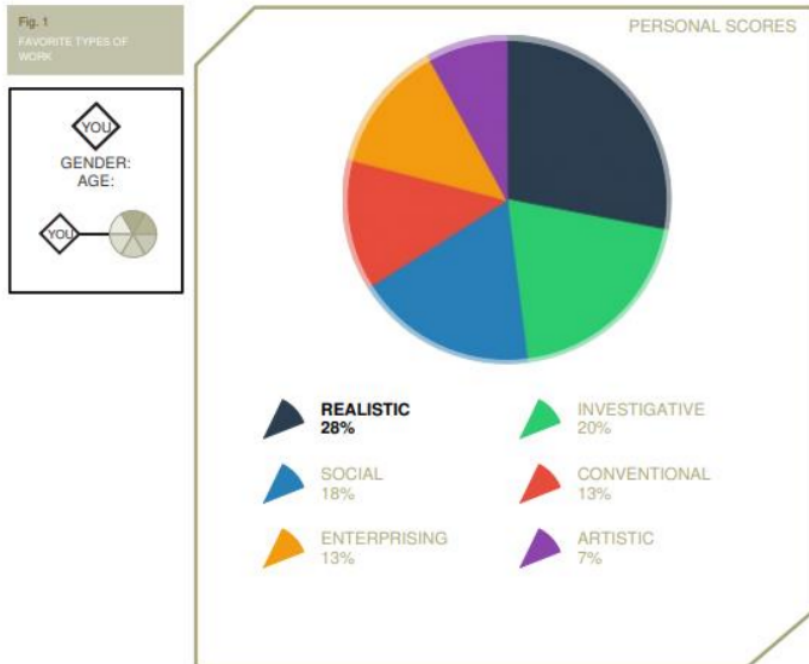
In this test you had to choose between pictures showing specific work activities. Each picture depicted work associated with a specific type of personality. These types are derived from Dr. John Holland's theory of careers and vocational choice, known as Holland Codes.

There are six personality types in Holland's model:

- **Realistic:** practical, physical, concrete, hands-on, machine, and tool-oriented
- **Investigative:** analytical, intellectual, scientific, explorative, thinker
- **Artistic:** creative, original, independent, chaotic, inventive, media, graphics, and text
- **Social:** cooperative, supporting, helping, healing/nurturing, teaching
- **Enterprising:** competitive environments, leadership, persuading, status
- **Conventional:** detail-oriented, organizing, clerical

Your personality type

You preferred '**Realistic**' the most, followed by '**Investigative**' and '**Social**'. Your six letter personality type is '**RISCEA**'. Your personal preference is also shown in a graph below.



Your jobs

Here is a list of jobs that fit your Holland code **RISCEA**. The list is only part of all jobs that fit your personality. You should use this list of occupations as prototypical examples. A total of 20 occupations are suggested based on your score.

1. Surgical instrument maker

Match:  93%

Surgical instrument makers create, repair and design surgical instruments, such as clamps, graspers, mechanical cutters, scopes, probes and other surgical instruments.

Education level: High school usually required

Surgical instrument maker: Open positions

Find the job of your dreams on talent.com, one of the world's largest job portals.

Open positions: [talent.com](https://www.talent.com)

2. Equine dental technician

Match:  89%

Equine dental technicians provide routine equine dental care, using appropriate equipment in accordance with national legislation.

Education level: Vocational school or associate's degree required

Equine dental technician: Open positions

Find the job of your dreams on talent.com, one of the world's largest job portals.

Open positions: [talent.com](https://www.talent.com)

3. Clinical perfusion scientist

Match:  89%

Clinical perfusion scientists operate heart-lung equipment during surgical operations to ensure breathing and blood circulation. They work as part of the surgical team, connect patients to the heart-lung machines in preparation for

Guardian Tests**Hands-on: 15**

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: 15

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: 11

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.

Creative use of ideas, materials or situations: 15

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: 8

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: 11

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.

9.3. Annex 3 - Truity Free Personality Test

<https://www.truity.com/test-results/typefinder/18429/39342088>

Your Personality Type Results

Congratulations! You have completed your personality assessment. Nice work!

Your free results will give you a quick but clear picture of how you scored. The graph below shows your scores on each of the four personality preferences. These four preferences combine to create your personality type, which you can read a bit more about below the graph.



About Your Type

As an ENTP, you are energized by challenge and are often inspired by a problem that others perceive as impossible to solve. You rely on your ingenuity to deal with the world around you, and rarely find preparation necessary. You will often jump into a new situation and trust that you will adapt as you go.

WHO IS A DEBATER (ENTP)?

A Debater (ENTP) is a person with the Extraverted, Intuitive, Thinking, and Prospecting personality traits. They tend to be bold and creative, deconstructing and rebuilding ideas with great mental agility. They pursue their goals vigorously despite any resistance they might encounter.

9.4. Annex 4 – Honey and Mumford Learning Style Questionnaire. Honey and Mumford, 1986 Learning Style Questionnaire

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' which help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences, so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement, put a tick by it. If you disagree more than you agree, put a cross. Be sure to mark each item with either a tick or a cross.

V X

Think about your college work when answering the questions:

- ☒ ☐ 1. I like to be absolutely correct about things.
- ☒ ☐ 2. I quite like taking risks.
- ☒ ☐ 3. I prefer to solve problems using a step-by-step approach rather than guessing.
- ☐ ☒ 4. I prefer simple, straightforward things rather than something complicated.
- ☐ ☒ 5. I often do things 'just because I feel like it' rather than thinking about it first.
- ☐ ☒ 6. I don't often take things for granted. I like to check things out for myself.
- ☒ ☐ 7. What matters most about what you learn is whether it works in practice.
- ☒ ☐ 8. I actively seek out new things to do
- ☒ ☐ 9. When I hear about a new idea I immediately start working out how I can try it out.
- ☒ ☐ 10. I am quite keen on sticking to fixed routines, keeping to timetables etc.
- ☐ ☒ 11. I take great care in working things out. I don't like jumping to conclusions.
- ☐ ☒ 12. I like to make decisions very carefully and preferably after weighing up all the other possibilities first.
- ☒ ☐ 13. I don't like 'loose-ends', I prefer to see things fit into some sort of pattern.
- ☒ ☐ 14. In discussions I like to get straight to the point.
- ☒ ☐ 15. I like the challenge of trying something new and different.
- ☐ ☒ 16. I prefer to think things through before coming to a conclusion.
- ☐ ☒ 17. I find it difficult to come up with wild ideas off the top of my head.
- ☒ ☐ 18. I prefer to have as many bits of information about a subject as possible, the more I have to sift through the better.

- ☐ ☒ 19. I prefer to jump in and do things as they come along rather than plan things out in advance.
- ☒ ☐ 20. I tend to judge other people's ideas on how they work in practice.
- ☒ ☐ 21. I don't think you can make a decision just because something feels right. You have to think about all the facts.
- ☐ ☒ 22. I am rather fussy about how I do things—a bit of a perfectionist.
- ☐ ☒ 23. In discussion I usually pitch in with lots of wild ideas.
- ☒ ☐ 24. In discussions I put forward ideas that I know will work.
- ☐ ☒ 25. I prefer to look at a problem from as many angles as possible before starting on it.
- ☒ ☐ 26. Usually I talk more than I listen.
- ☒ ☐ 27. Quite often I can work out more practical ways of doing things.
- ☒ ☐ 28. I believe that careful logical thinking is the key to getting things done.
- ☐ ☒ 29. If I have to write a formal letter I prefer to try out several rough workings before writing out the final version.
- ☒ ☐ 30. I like to consider all the alternatives before making up my mind.
- ☐ ☒ 31. I don't like wild ideas. They are not very practical.
- ☒ ☐ 32. It's best to look before you leap.
- ☐ ☒ 33. I usually do more listening than talking.
- ☒ ☐ 34. It doesn't matter how you do something, as long as it works.
- ☐ ☒ 35. I can't be bothered with rules and plans, they take all the fun out of things.
- ☐ ☒ 36. I'm usually the 'life and soul' of the party.
- ☒ ☐ 37. I do whatever I need to, to get the job done.
- ☒ ☐ 38. I like to find out how things work.
- ☒ ☐ 39. I like meetings or discussions to follow a proper pattern and to keep to a timetable.
- ☐ ☒ 40. I don't mind in the least if things get a bit out of hand.

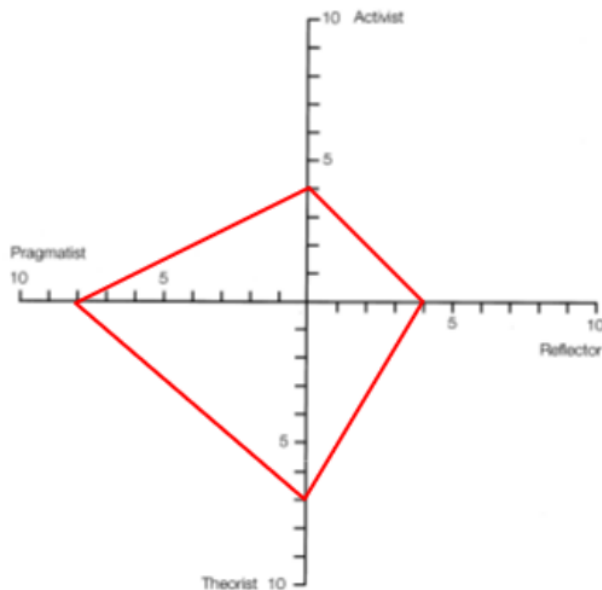
Honey & Mumford (1986)

Reproduced with permission in "Learning Styles" FEDA (1995) ISBN: 1 85338 390 2 Adapted by Alan Mumford for use with 16-19 year olds.

Learning styles questionnaire 1—scoring

For each question you ticked above, put a 1 beside the question number in the columns below. Add the 1s in each column. For example if you put a 1 next to three question numbers in the activist column, then your activist total is 3.

Activist	Reflector	Theorist	Pragmatist
2 1	11 0	1 1	4 0
5 0	12 0	3 1	7 1
8 1	16 0	6 0	9 1
15 1	18 1	10 1	<u>14 1</u>
19 0	21 1	13 1	<u>20 1</u>
23 0	25 0	17 0	<u>24 1</u>
26 1	29 0	22 0	<u>27 1</u>
35 0	30 1	28 1	<u>31 0</u>
36 0	32 1	38 1	<u>34 1</u>
40 0	33 0	39 1	<u>37 1</u>
Total: 4	Total: 4	Total: 7	Total: 8



C) Honey and Mumford (1986). Reproduced with permission. Adapted by Alan Mumford for use with 16-19 year olds.

Activists learn best from:

- student-centred teaching methods such as task groups, role play, games
- unstructured activities which give them the opportunity to take a lead

Activists learn least from:

- passive learning situations such as lectures, reading alone, observing procedures
- structured teaching approaches, including coaching precision teaching structured demonstrations

Reflectors learn best from:

- any activities which enable them to observe, and think things over. They are usually happy to listen to lectures and watch demonstrations providing that they are not too directive
- individual or group tasks which involve collection and research of data
- group discussions and case studies

Reflectors learn least from:

- highly structured teaching/learning programmes
- activities which require action without planning especially if they have to take a lead role

Theorists learn best from:

- structured learning activities which follow a logical sequence
- lectures, demonstrations, well prepared coaching and precision teaching

Theorists learn least from:

- unstructured activities without an obvious purpose
- group-work, especially if it involves exploring feelings and emotions

Pragmatists learn best from:

- practical demonstrations, coaching simulations, work experience, project work
- any practical activity which provides the opportunity to try out what has been learnt
- group or individual activities which involve action planning and project work

Pragmatists learn least from:

- theoretical lectures, and discussions which explore concepts
- unstructured activities with no clear purpose

9.5. Annex 5 – Self Evaluation of academic skills

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		
I know how to use IT to help academic study	X				
I am confident at preparing and delivering oral presentations	X				

9.7. Annex 6 – Self Evaluation Action Plan

Skills Action Plan

Go back over your answers to the self-evaluation forms you have just completed. Focus on the different areas and identify your current strengths, the areas you wish to develop, and the areas that are a priority in aiding you in your future learning.

Strengths, skills and qualities		
1. Direct and to the point 2. Confident 3. Critical and abstract thinking 4. Well-articulated		
What I need to work on, develop or improve		
1. Task management 2. Note taking ability 3. Work and time management 4. Procrastination / Meeting deadlines		
My Priorities: What I am going to do, When and How		
What?	When?	How?
1. Managing taskings and Workload	23/12/2022	By implementing task tracking on one note and having regular check ins with Boss.
2. Improve note taking abilities	30/04/2023	Implementing new methods in chemistry throughout block 3
3. Time management	20/03/2023	Reducing the time spent WFH removes the likelihood of distraction
4. Meeting deadlines	16/12/2022	3. will allow for the successful completion of the study skills CW
How will I measure if I have improved?		
1. Will be measured by successful completion of taskings due Mid December. 2. Will be measured by sufficient detail being recorded to allow referencing and revision prior to summer exams. 3. Reducing time procrastinating will make working time more efficient and allow for greater time spent on personal tasks. 4. The completion of the study skills CW on time.		

9.9. Annex 7 – In Class SMART Task

Loose Some Weight

- ▶ **Specific**
 - Loose a minimum of 2kg maximum of 5 kg
- ▶ **Measurable**
 - On the Scales
- ▶ **Achievable**
 - Along with Exercise and Eating Healthy
- ▶ **Realistic**
 - Along with Exercise and Eating Healthy
- ▶ **Time bound**
 - Within 1 Month of start



9.10. Annex 8– University Goals

No.	Goal Type	Title	Specific Detail	Measure/ Measurable	Achievable?	Realistic?	Time Bound
1	Long	Wedding	Plan and Execute my Wedding	Feedback of experience on the day	If there aren't any hiccups and all minor goals are achieved.	Along with assistance from my fiancé	12/08/2023
2	Long	30th Birthday	Plan a trip to Jordan with my fiancé for her 30th	The trip will be planned, agreed and booked.	Assuming world climate doesn't change yes.	Given work and personal commitments including a Christmas break yes.	30/02/2023
3	Long	Professional Registration	Become Eng Tech accredited in both IEXPE and IET	Accreditation will be achieved and approved	Qualifications and experience support evidence for application	Given dedicated time this goal is realistic.	30/04/2023
1	Short	Wedding Generator	Book a suitably sized generator and ancillaries for the wedding	Booking will be made by deadline or not	Assuming contact is made with companies and availability is secured.	Yes	20/12/2022
2	Short	Matrix Operations	Become proficient in common matrix operations	Performance will be evaluated in the matrix questions of past exam papers	Dedicated university time during the week commencing 21/11/22 should provide sufficient resources.	Given timeframe and requirements, yes.	25/11/2022
3	Short	Tax Return	Complete Self-Assessment Tax return	Self-assessment return will be completed, approved and paid.	Yes	Otherwise, punishment from Government	31/12/2022

9.11. Annex 9 - Crypto Report



Ministry
of Defence



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7-Dec-22

Our Reference:

REPORT ON CURRENT RANSOMWARE THREATS Nov 2022

1. Introduction

This report details the present threats of malware in 2022 and details Cryptowall V4.0. It has been written as a short guide to inform and explain the topic of malware and specifically ransomware. It provides basic understanding and knowledge with references for further and more in-depth detail if needed.

2. Background

Since the invention of computers, there has been malicious code designed to exploit and expose vulnerabilities in their systems. The complexity of this malware has increased as technology has advanced. In today's world malware presents a real and current threat to individuals and organisations alike. Malware can often simply exist to cause chaos and damage but with the advent of cryptocurrency more and more often malware is geared around the exploitation of malware for money.

3. Viruses and Trojans

3.1. Overview

A computer virus is a type of malicious code or program written to alter the way a computer runs. This enables the virus to have a malicious effect and "spread from one computer to another". A virus works by hiding in an appropriate legitimate program or file. In this process, there is the "potential to cause damaging effects, such as harming the system software by corrupting or destroying data". [1]

3.2. How Viruses work

After a virus has infected a program or file it will lie dormant until the computer runs its code. When the user runs the infected code the infection will spread to the computer. This is when the virus becomes active and can cause damage or steal data amongst a multitude of other devastating effects. [1]

3.3. How Viruses Spread

A virus can spread in many different ways including;

- Emails and Text Messages
- Internet Downloads
- Social Media Links

- Hidden in smartphone applications
- Hidden in Graphic files like Images, videos and greeting cards.

All these methods above require user input, from either clicking a link, opening a message or starting a video. [1]

3.4. What is a Trojan

A Trojan is a type of malware that hides inside a piece of trusted software or dataset. They are often designed to spy on victims or steal their data. [2] In contrast to a virus or worm Trojans are not self-replicating and require manual creation and distribution. [3]

Like viruses the user is required to run the code that the Trojan is contained in before it infects the computer. This can often happen after the initial download when the user starts to install the legitimate software. At this point, the trojan will begin installing malware on the computer and start spying on you or stealing data.

4. Ransomware

4.1. Overview

Ransomware is a type of malware that restricts access to the infected computer or data until a ransom is paid. There are two main types of ransomware, Locker and Crypto. Locker prevents access to a devices basic functions. Crypto encrypts personal files, preventing access until the ransom is paid. [4]

4.2. My computer is infected! What now?

Given the nature of ransomware an infection doesn't usually present until you see a notification demanding money to regain access to your computer or files.

Unfortunately at this stage there are limited options to recover your access or data.

You can try using Windows security to clean the computer and you should try this before trying to recover your files via the "backup and restore" feature. [5]

5. Cryptowall V4.0

Cryptowall V4.0 is a specific ransomware that is packaged as a trojan. It is an advanced piece of malware that is based on the previous V3.0 and Cryptolocker.

Like the previous versions, V4.0 "disables System Restore, deletes all the Shadow Volume Copies, and turns off Windows Startup Repair" rendering most users response mute. After this the Ransomware encrypts the users files and file names As in shown in Figure 1 - Folder showing Cryptowall V4.0 Impact below [6]

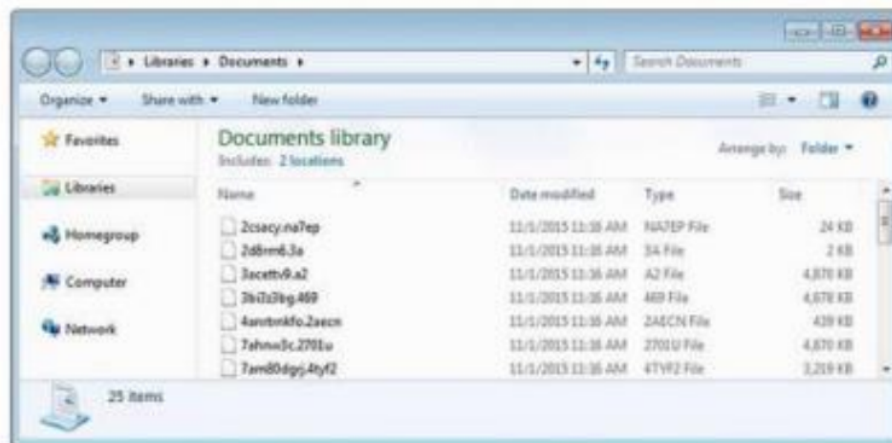


Figure 1 - Folder showing Cryptowall V4.0 Impact

5.1. Files that can be affected

In theory any file types can be affected by the ransomware, but the common ones are listed below

“.exe, .pdf, .docx, .xls, .txt, .doc, .jpg, .bmp, .psd, .vdi, .swf, mp3, .mp4” [7]

6. Payment

Do not pay the ransom to recover your files, there is no guarantee that you will regain access to your pc or files. From a recent Sophos report on today's ransomware only 4% of those that pay get their data back. [8]

7. Defensive Tactics

7.1. Avoidance

Avoidance is the definitive best solution to defend against malicious code.

Unfortunately, “in today's constantly connected world” avoidance is not always possible. A basic rule of thumb is to “never download text or email attachments that you're not expecting, or files from websites you don't trust.” [1]

Other methods of avoidance can include;

- Use a Secure Browser to prevent attacks by infected popup ads.
- Be cautious of free software
- Don't click web banners or unfamiliar links [2]

7.2. Defence [9]

There are 4 main actions that can be taken to defend against malware that are advised by the National Cyber Security Centre.

1. Make Regular Backups

Making regular backups of the most important files is important for any organization. It ensures that in the event of a catastrophic incident there is a full copy of your key data. Backups should be ensured of their functionality and should conform to the 3.2.1. methodology of backups where you have 3 Copies of your data, on 2 different storage medium and one off line/ off site.

2. Prevent Malware being delivered to your device

The use of network services can greatly enhance the safety of a network and what is allowed on to the network. For example use “mail filtering in

combination with spam filtering" to block malicious emails being sent to your organisation. [9]

Intercepting proxies will block access to known malicious websites.

There are a many other methods of preventing infection that can be used and should be considered in detail.

3. Prevent malware from running on your device.

A good defence will assume that malware will reach the computer at some point. A few of the steps that can be taken to aid in the prevention of running the malware can include

- o Central management of devices to only permit trusted applications
- o Enterprise antivirus or anti-malware products may be necessary
- o Protecting your systems from malicious Microsoft Office macros
- o Disable autorun for mounted media (prevent the use of removable media if it is not needed)

4. Prepare for an incident

Prior preparation and planning prevents poor performance. This is a simple methodology that can be applied to many aspects of cyber defence but is particularly impactful here. By planning for a ransomware attack a company can have a strategy in the event of system wide failure. Areas to consider and plan for can include;

- o Develop an internal and external communication strategy to keep stakeholders informed.
- o Define how users will or will not respond.
- o Ensure any incident documentation that is created is either printed to kept in an offline location to be retrieved in the event of an attack.
- o Understand timelines for recovery and projected revenue losses.
- o How would critical business continue. [9]

8. Recover

If you find that your computer has been infected with Cryptowall V4.0 or another type of ransomware the broad steps to remove the infection are as follows

1. Boot your computer into safe mode to isolate and remove the Malware
2. Remove the malware using an anti-malware tool.
3. Backup to secure your data against future infections.

Further details can be found at reference [7]

During the recovery process it will be critical to ensure that before restoring backups or attaching backup devices to the infected system that the system has been cleaned of any infection. This will prevent the corruption of any backup data.

9. Conclusions

In conclusion there is a current and realistic threat from malware to any organisation. These treats can be obvious and easily identifiable, but they can also be discreet and hidden. The combination of proper awareness, training and defensive techniques can greatly enhance the security of an organisation. By keeping in mind the following any user or organisation can start to defend themselves against attacks.

- Avoid Threats
- Defend Attacks
- Ensure you have a way to Recover.

10. References

- [1] NortonLifeLock, "Malware - What Is A Computer Virus," [Online]. Available: <https://uk.norton.com/blog/malware/what-is-a-computer-virus>. [Accessed 17 11 2022].
- [2] I. Belcic, "Viruses - What Is Trojan Malware? The Ultimate Guide," Avast , 19 11 2021. [Online]. Available: <https://www.avast.com/c-trojan>. [Accessed 21 11 2022].
- [3] P. Greenberg, "Tools of the Trade: Zombies, Trojan Horses and You," Natonal Confrence of State Ligitlatures, 05 2011. [Online]. Available: <https://www.ncsl.org/research/about-state-legislatures/zombies-trojan-horses-and-you.aspx#:~:text=Trojan%20horses%2C%20unlike%20viruses%20and,as%20another%20program%20or%20file..> [Accessed 21 11 2022].
- [4] Kaspersky, "What is Ransomware?," Kaspersky, [Online]. Available: <https://www.kaspersky.com/resource-center/threats/ransomware>. [Accessed 22 11 2022].
- [5] Microsoft Support, "Protect your PC from ransomware," Microsoft, [Online]. Available: <https://support.microsoft.com/en-us/windows/protect-your-pc-from-ransomware-08ed68a7-939f-726c-7e84-a72ba92c01c3#:~:text=If%20you%20actually%20get%20a%20ransomware%20infection&text=Try%20fully%20cleaning%20your%20PC,money%20to%20recover%20your%20files..> [Accessed 23 11 2022].
- [6] S. A. Alijawarneh, "Ransomware," IGI Global, Hershey, PA, 2017.
- [7] V. Krastev, "Remove CryptoWall 4.0 and Restore the Encrypted Files," Sensors Tech Forum, 6 11 2015. [Online]. Available: <https://sensorsstechforum.com/remove-cryptowall-4-0-and-restore-the-encrypted-files/>. [Accessed 24 11 2022].
- [8] Sophos, "The State of Ransomware 2022," Sophos, Abingdon, April 2022.
- [9] Natonal Cyber Security Centre, "Mitigating malware and ransomware attacks," NCSC, 09 09 2021. [Online]. Available: <https://www.ncsc.gov.uk/guidance/mitigating-malware-and-ransomware-attacks#actionstotake>. [Accessed 24 11 2022].

9.12. Annex 10 – Calendar Screenshot, Block release 2

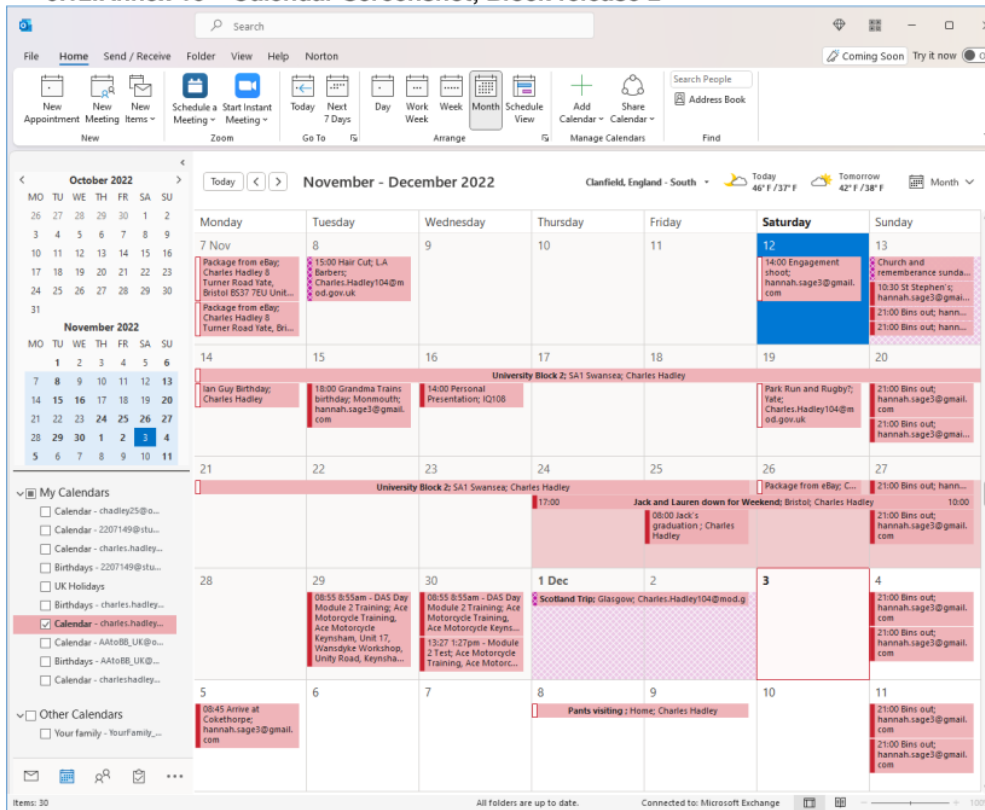


Figure 7 – Personal Calendar Example

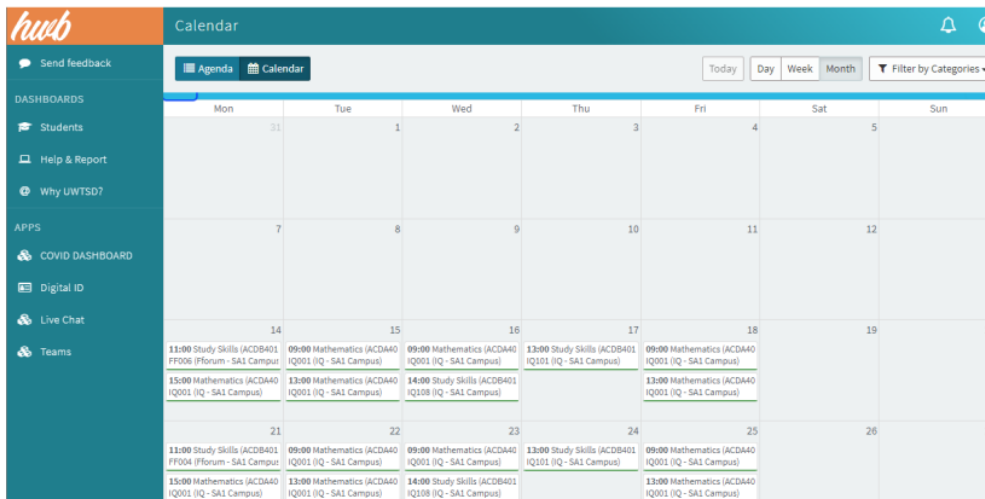
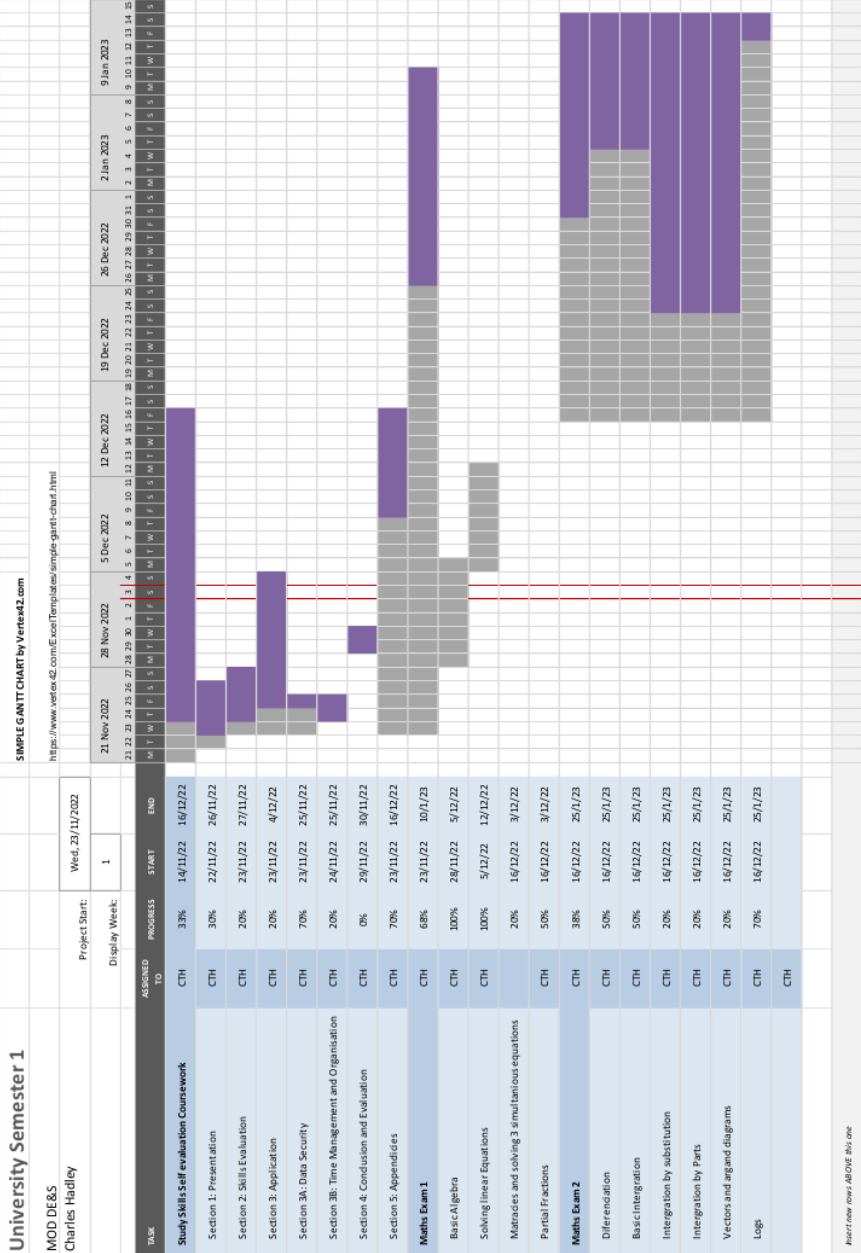


Figure 8 – Student Calendar

9.13. Annex 11 – Gantt Chart Plan [12]



9.14. Annex 12 – E Portfolio and folder structure

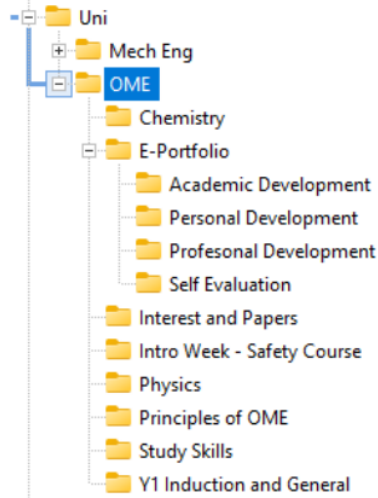


Figure 10 – University Folder Structures

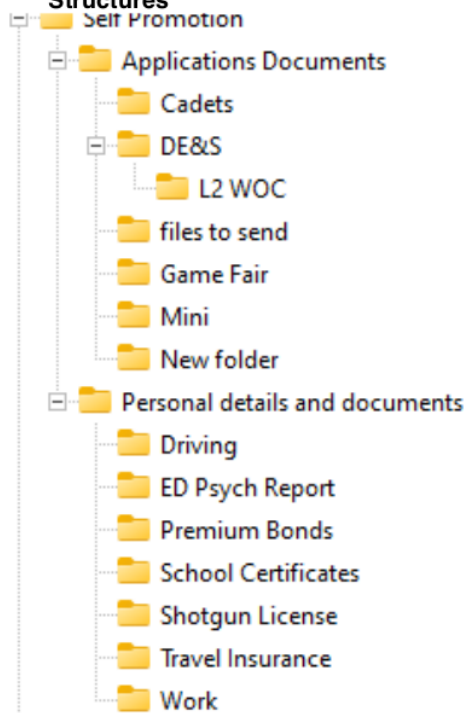


Figure 9 - Self Promotion folder Structure

9.15. Annex 13 – Presentation Feedback**Charles Hadley (2207149)**

From: Ewa Kazimierska
Sent: 01 December 2022 17:17
To: Charles Hadley (2207149)
Subject: ppt feedback

Dear Charles,

Below there is feedback on your presentation. Please reflect on it in your final assignment.

Kind regards,

Ewa

15. CHARLES HADLEY

Presentation: Good format/structure. Professional design

Clear, well-organised slides.

Appropriate font size for the relatively large audience and room

All 'topics' addressed including likes/dislikes and future goals.

Pictures and speech fully complement each other.

Fluent story and smooth transition from slide to slide.

Great balance between text and pictures.

Presenter: Looked confident, professional. Good posture, facial expression.

Good control over the voice, tone, and intonation. Proper volume and pace.

Good eye-contact.

Profound vocabulary and rhetorically proficient.

Within the allocated time. Perfect time control and ability to answer questions.

Presentation #15

	Presentation	Presenter
What did I like about	was pictures	engaging and interesting.
What did I not like about	not much on presentation	brief and talked quickly.

	Presentation	Presenter
What did I like about	Clear, concise, good use of pictures.	Articulated very clearly.
What did I not like about	Use of D&S powerpoint slides 😊	Engaged to all.

Please, accept that due to my family/work schedule crossover, I may sometimes send emails outside the normal business hours but it is not my expectation that you read, respond or follow up on this outside your hours of work.

Dr Ewa Kazimierska, PhD

Lecturer (Ordnance, Munitions and Explosives)

*Wales Institute of Science and Art
Swansea*

Email: e.kazimierska@uwtsd.ac.uk

Darlithydd (Ordnans, Arfau Rhyfel a Ffrywydron)

*Athrofa Gwyddoniaeth a Chelf Cymru
Abertawe*

E-bost: e.kazimierska@pcydds.as.uk



Rydym yn croesawu gohebiath yn Gymraeg a Saesneg.
We welcome correspondence in Welsh and English.



9.16. **Annex 14 – Prevent Training Completion Certificate**



HM Government

This document certifies that

**Charles Thomas Hadley
Student
UWTSD**

has successfully completed

**Prevent awareness course
on
14 December 2022**

This e-learning course provided an understanding of what radicalisation, extremism and terrorism is. It covered how to identify and explore concerning behaviours and how to raise concerns.

<https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#awareness-course>

Issued on: 14 December 2022 11:06

Reference Number: 2ENX-UDP4-2B99

9.17. Annex 15 - Reading journal article in practice

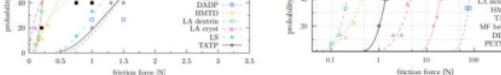
Reading journal article in practice

Exercise

Critically re-read the provided journal article. Use the template below for taking appropriate notes while reading. Keep the copy of the notes as you will use them to complete your final assignment, Reflection on the journal article. This template should also be attached as a supplementary material (appendix) to your assignment.

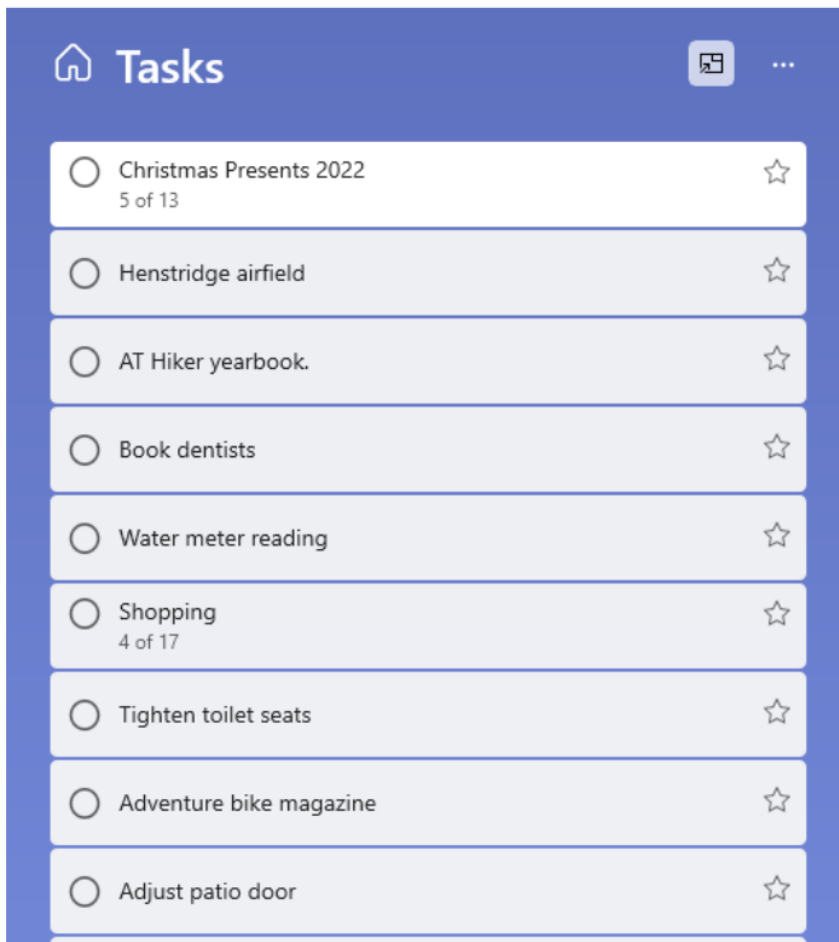
Template for Taking Notes on Research Articles*

Complete citation: Author(s), Date of publication, Title, Journal, Volume #, Issue #, pages (<i>is the title clear, accurate and unambiguous?</i>) [1]	[1] J. S. M. Robert Matyás~, "Sensitivity to friction for primary explosives," <i>Journal of Hazardous Materials</i> , Vols. 213-214, no. 0304-3894, pp. 236-241, 2012.
If web access: url; date accessed	2022/11/24
Key Words:	Primary explosives Sensitivity Sensitivity to friction
New Words:	Probit Scale BAM
General subject:	The creation of sensitivity curves for two groups of explosives.
Specific subject:	Creation of sensitivity curves for two Explosive groups to include industrially produced primary explosives (lead azide, tetrazene, dinol, lead styphnate) and improvised primary explosives (e.g. triacetone triperoxide, hexamethylenetriperoxide diamine, mercury fulminate, acetylides of heavy metals)
Hypothesis or claim (<i>what the authors say they are presenting that is new?</i>)	Current friction sensitivity data is unstandardized and often not applicable across articles. The aim of this report is to use a repeatable method with standard equipment to produce a replicable result.
Methodology: (<i>Sample number, conditions</i>)	1. Synthesized the explosives. 2. Using a friction sensitivity tester. From OZM research in the Czech republic. And The single side roughened ceramic plates and porcelain pegs 3. Using probit analysis to evaluate the results and produce the sensitivity curves.
Result(s):	Detailed results are shown in the report, and are available and repeatable for reference.

Basic conclusions: <i>(what conclusions do the authors draw? Separate fact from their opinion / interpretation; describe for yourself why these data are significant: does it contribute to knowledge or correct errors?)</i>	Sensitivity for 14 explosives was measured and sensitivity curves are now published and available in literature.
Context <i>(how this article relates to other work in the field; how it ties in with key issues and findings by others):</i>	This is the first article detailing the friction sensitivity of explosives.
Significance <i>(what does it contribute to the field?):</i>	It is the first.
Important Figures and/or Tables <i>(brief description of the procedure, question it sought to answer, the results and conclusion, your opinion)</i>	Figures 2 and 4 present the most important data for reference. 
Cited References to follow up on <i>(cite those obviously related to your topic AND any papers frequently cited by others because those works may well prove to be essential as you develop your own work):</i>	[16] Sciencemadness – Energetic materials. http://www.sciencemadness.org/talk/forumdisplay.php?fid=3 (accessed 16.05.11).
Writing style and overall structure <i>(is this article well written? is it structured to make it easy to follow?)</i>	Excellent succinct report detailing the initial work in to friction sensitivity of explosives.
Other Comments <i>(For example, does the paper clearly identify its contribution to the field? Is the method used an appropriate one? Do the results match the claim? Is the evidence sufficient and convincing? What flaws do you see in the paper? What strengths?):</i>	The results match the claim. An excellent contribution to the field. Will form a key part of the reference works in the explosives community.

*Adapted from <https://www.owl.net.rice.edu/~cainproj/courses/HowToReadSciArticle.pdf>

9.18. Annex 16 – Personal Tasks List



CTH ACDB4010 CW Final

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

86/100

Instructor

This is an exceptionally good report; one of the very best I have read demonstrating very high intelligence, knowledge, and skills.

Congratulations!

PAGE 1



Comment 1

if you put this section before TOC, it is rather an abstract and as that it should not be numbered.

PAGE 2



Comment 2

TOC does not need to be numbered as well.



Comment 3

Section 4.4 is missing

PAGE 3



Comment 4

...within the comfort zone of the presenter. Avoid 1st person.

PAGE 4

PAGE 5

PAGE 6



Comment 5

Is there an author who said it?



Comment 6

rephrase to avoid 1st person



Comment 7

Contractions should be avoided in professional writing.

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CHARLES HADLEY

86

CRITERIA 1

(20%) Engagement with Literature Skills



Only four sources referenced to support of extensive Sections 4.1-4.3. Otherwise good engagement with literature. IEEE method applied consistently.

16

CRITERIA 2

(20%) Knowledge and Understanding Skills



High level of understanding of the individual tasks in the assignment clearly demonstrated. The importance of data backup and potential threats are well understood and personalised plan for protection of own data is provided.

18

CRITERIA 3

(20%) Cognitive and Intellectual Skill



Particularly good reflection on the process of preparing and giving presentation. Valuable points

18

made to apply when preparing the next talk.
Excellent analysis of HE and employability skills.
Maybe even too detailed for the purpose of this report. Exceptionally good, detailed, objective analysis of the test results and understanding of self-reflection process.

CRITERIA 4

(20%) Practical Application Skills



High-level presenting and report writing skills are both clearly demonstrated. Excellent time management and note taking skills.

18

CRITERIA 5

(20%) Transferable Skills for Life and Professional Practice



3800+ words - above the limit Excellent, detailed, properly numbered TOC. Good Introduction, but no abstract. Excellent use passive voice and good attempt to 3rd person writing.

16