

# Reflection on Study Skills Assignment

*by* Jess Eardley

---

**Submission date:** 22-Dec-2022 03:23PM (UTC+0000)

**Submission ID:** 193192751

**File name:** 42606\_Jess\_Eardley\_Reflection\_on\_Study\_Skills\_Assignment\_373507\_1425531651.docx (4.73M)

**Word count:** 7187

**Character count:** 36281

2022

# Reflection on Study Skills

L4 STUDY SKILLS  
JESSICA EARDLEY

UWTSD | OME Degree

## Table of Contents

---

|                                                                   |           |
|-------------------------------------------------------------------|-----------|
| <b><i>Table of Contents</i></b>                                   | <b>1</b>  |
| <b>1. <i>Presentation</i></b>                                     | <b>2</b>  |
| 1.1 Screen Shots from The Presentation:                           | 2         |
| <b>2. <i>Skills Evaluation</i></b>                                | <b>5</b>  |
| 2.1 Skills required for Higher Education and Employment           | 5         |
| 2.2 Self Evaluation                                               | 5         |
| 2.3 Evaluation of Personality Test Results                        | 6         |
| 2.3 Main Short- and Long-Term Goals                               | 8         |
| 2.4 SMART Analysis                                                | 8         |
| <b>3. <i>Looking After Personal Data</i></b>                      | <b>9</b>  |
| <b>4. <i>Time Management and Self-Organisation</i></b>            | <b>10</b> |
| 4.1 Enhancing Productivity and Organisation                       | 10        |
| 4.2 Using and e-Portfolio and Personal development plan           | 12        |
| <b>5. <i>Conclusion and Evaluation</i></b>                        | <b>14</b> |
| <b>6. <i>Appendices</i></b>                                       | <b>15</b> |
| Appendix A: Ransomware Cryptowall Trojan                          | 15        |
| <b><i>Table of Contents</i></b>                                   | <b>15</b> |
| <b><i>Abstract</i></b>                                            | <b>16</b> |
| <b><i>Introduction</i></b>                                        | <b>17</b> |
| <b><i>Trojans</i></b>                                             | <b>18</b> |
| <b><i>Ransomware</i></b>                                          | <b>19</b> |
| <b><i>Cryptowall Trojan</i></b>                                   | <b>20</b> |
| <b><i>Best Practice</i></b>                                       | <b>21</b> |
| <b><i>Conclusion</i></b>                                          | <b>22</b> |
| <b><i>References</i></b>                                          | <b>23</b> |
| Appendix B: Skills Evaluation Questionnaires and Surveys Evidence | 24        |
| Appendix C: Notes from Scientific Journal Exercise                | 32        |
| Appendix D: CSL Prevent Training Certificate                      | 34        |
| <b>7. <i>Bibliography</i></b>                                     | <b>35</b> |

## 1. Presentation

---

The author was asked to complete a 5-minute presentation using Microsoft PowerPoint to cover a few sections of themselves. This included an introduction, main hobbies, strengths, weaknesses, and goals for the future. the another then had to present this PowerPoint to the rest of the class and was marked by peers and the lecturer on performance as a presenter as well as the overall PowerPoint presentation.

### 1.1 Screen Shots from The Presentation:

*Figure 1: Introduction about me*



The screenshot shows a PowerPoint slide with a light blue background. At the top, there is a black horizontal bar. Below it, a white rectangular box contains the title "Small Introduction About Me" in a dark brown serif font. A small green leaf icon is positioned below the title box. To the left of the image, there is a bulleted list of personal details. To the right, there is a photograph of a person with blonde hair tied back, wearing a dark hoodie, standing on a wooden walkway and looking out over a landscape with yellow flowers and a body of water under a blue sky. A small number "3" is visible in the bottom right corner of the slide.

- Prefer Jess she/her
- Born in Somerset
- Mechanical engineering apprentice  
3 years
- Dstl OME apprentice

Figure 2: Hobbies

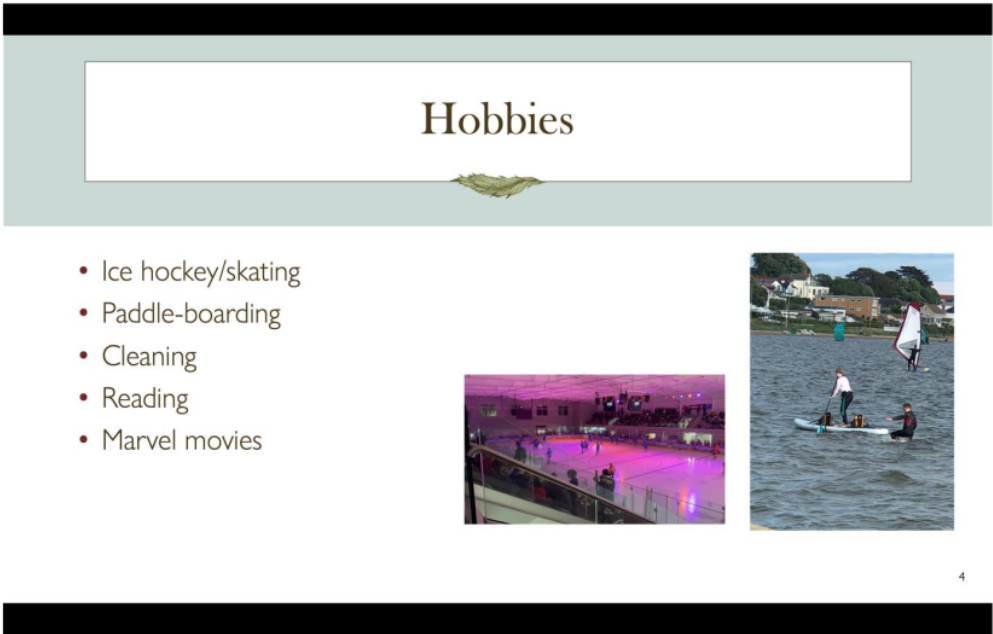


Figure 3: Timeline

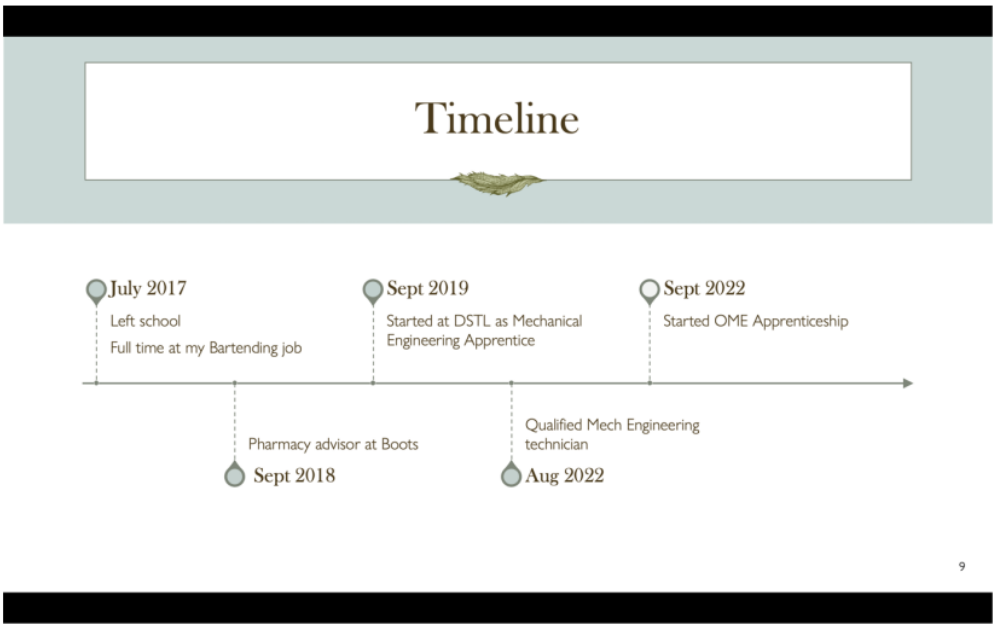
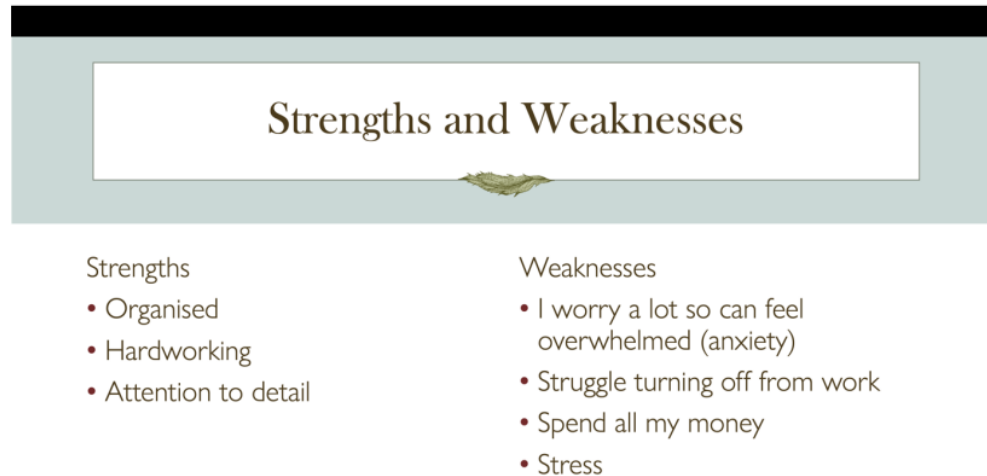


*Figure 4: Strengths and Weaknesses*

12

After the presentation a self- evaluation was asked for and the following is what was perceived by the author on their presentation. The presentation went well with the audience engaging. The presentation exceeded the 5-minutes, however, while practicing, the presentation was only 4 ½ minutes. This was caused to the nervousness of the presenter and the pauses within the presentation. The PowerPoint was easy to read as can be seen in the figures above as well as the inclusion of images that supported the content to the slide, figures 1 and 2. This created talking points for the presenter and the engagement from the audience. The pictures spanned half the slide to be easily seen from the back of the lecture hall in addition to good presentation practice. Minimal words on each slide, normally bullet pointed, figure 3, shows an understanding of what a PowerPoint is used for.

The key points learned while creating and presenting the PowerPoint:

- Not to underestimate the presentation
- The use of pictures is really engaging
- Keeping small amounts of humour relaxes the presenter and audience
- PowerPoints should be short and informative.

To improve the presentation for the future:

- Make time allowances for pauses and nervousness
- Practicing will increase the confidence of presenter
- Stay to the point and not sway from the slides, make use of note cards
- Stay relaxed when presenting, the presentation flows better

These would make for a smoother presentation where the presenter should feel at ease and would be more confident and engaging.

---

## 2. Skills Evaluation

### 2.1 Skills required for Higher Education and Employment

Skills required learning at a higher level requires; good communication skills, critical thinking, collaboration, and time management [1].

These skills are not limited to this list.

Good communication skills. Listening and body language as well as the spoken word are just as important when listening to lecture other students as well as body language during group work. Good communication skills lead to a better understanding of the subject as well as good practice for the future when looking for employment [2].

Critical thinking skills allow students to develop a way of finding out solutions to problems on their own with a little support from others. Analysing a problem and finding the solution is a great skill in the lectures as higher education but also in a young person's daily life [2].

Collaboration, working well with others, sharing, and working on ideas and coming up with solutions as a group. Leading and being a team player are adaptive skills and skills that are required for a higher level of learning [2].

Time management. There is always a lot to do at university with assignments, lectures as well as personal commitments such as jobs and hobbies. These all need to be managed to ensure that all work is completed on time as well as being able to plan to ensure that there is going to be adequate time for hobbies as this balance is needed to ensure a better quality of life at higher education [2].

These skills are directly linked to what employers look for in a prospective candidate.

In addition, employers look for an employee that can be dependable and reliable, trusting them to complete the work to the best of their ability. This can also mean being conscientious and self-motivating, finding other work once the work that has been assigned is completed [3].

Furthermore, a willingness to learn and develop. Taking training courses and taking on work that may be out of the employee's comfort zone. Applying themselves to learn around the subject and not having a 'that's not my job' attitude [3].

### 2.2 Self Evaluation

Self-evaluation conducted on the authors skills and personality. The author has completed tests used to find career suggestions. The evaluations are before and after the test to find out the perceived strengths and weakness compared to the outcome of what the test show.

### Strengths

- Planning
- Organising
- Attention to detail

### Weaknesses

- Anxiety
- Procrastination
- Dyslexia

The opportunities for improving on the weaknesses are, exercising mindfulness and creating a calm work and home environment. Getting support when creating written work such as proof reading and dyslexia software for reading and spell check. Some known threats are exams and assignments as they have strict deadlines as well as report writing, risk assessments and trials plans that are required by a professional role. This would be combatted by asking for assistance when struggling as well as use the available learning support at university and at work by using the workplace adjustments (WPA).

The author is introverted however enjoys spending time with friends and family going out to socialise. This leads on to the working environment by working alone and often enjoying working with others to exchange ideas and ask for assistance.

The author is a kinaesthetic learner, as they learn and understand more in depth when taking the learning into the physical world and use their hands. Therefore, some idealistic job prospects are a mixture of office work and technical, hands-on work. This would cover an Engineer, Police Officer, or Mechanic.

### 2.3 Evaluation of Personality Test Results

According to the Open Extended Jungian [4], the resulting personality is ISTJ this contradicts the test taken on the Jung Test [5], figure 5, testing as INTJ. The difference is the first test [4], showed a 'Sensing' personality and the other test [5], shows an 'Intuition', personality otherwise very similar result. The discrepancies in the results could be to user error. Misunderstanding the questions or possibly the subject may have taken the tests on different days, or different time of day, to which the subject may have felt slightly differently towards the questions.

Furthermore, Jung Test [5], shows the subject as Introverted displaying what the subject already is aware. However, the test shows that the subject is rather in the middle and is not fully introverted but shows some extroverted tendencies, a mix of the personalities. This is good for working alone and in a group showing flexibility. This links well with what an employer looks for in a candidate's skill set, someone that can complete tasks alone and work as part of a group or wider objective.

In addition, the Big Five Personality Test [4] shows a low 5% for emotional stability. This is common with personalities with neurodiversity. However, it is something that the subject had not thought as a weak point and is usually quite emotionally aware of them-self's. This could be a flaw in the questions asked within the test or that the subject in question isn't as strong in this as first thought. More of the test data shows that the subject is very determined [5]. So, to be emotionally stable there needs to be more workload spread and possibly therapy to determine how to cope with large amounts of stress. More of the mindfulness tasks that the subject already engages with as well as some gentle exercise

may also help to manage this. Having a good work/life balance will lead to a more emotionally stable personality and this will be more attractive to potential employers.

To evaluate, the tests and the subjects' perceptions held beforehand are quite similar and shows the subject has a good understanding of their strengths, weaknesses, and personality traits. However, testing low for emotional stability this can possibly come from the subject being under intense pressure and stress and not knowing how to deal with this. To reflect on the test the subject is a natural leader and an original thinker, this is something that the subject can explore and make a strength due to the personality traits already held [5]. Leaning into a managerial role in an environment where critical thinking is held in high regard would help the subject to really excel in the workplace. This is supported by the careers test showing high matches for a Drafter and Mechanical Engineering Technician [6], figure 6. The subject has already completed a Mechanical Engineering Technician status and to develop this further has gone on to attend Engineering at a higher education level.

*Figure 5: the Jung Test Results from [5]*

This free report describes how you prefer to: deal with and relate to people, process information, make decisions and organize your life. It gives you a good overview of your personality and behavior. You can use this information to assess how well your personality might fit a potential employer or type of job.

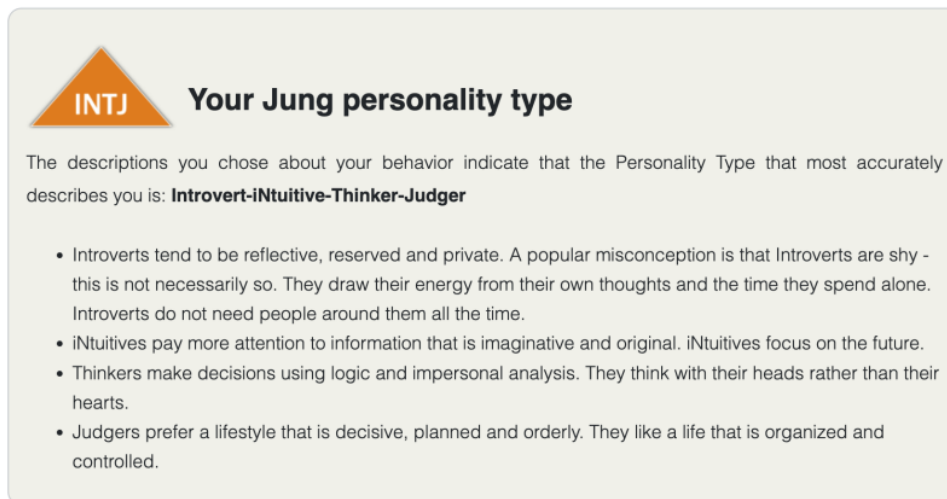


*Figure 6: The Career Aptitude Test Results from [6]*

5. Mechanical engineering technician

Match:  86%

Mechanical engineering technicians provide technical support to mechanical engineers in producing and manufacturing mechanical machinery. They help make designs and adjustments, and perform tests. They also develop layouts and drawings, collate and interpret data and write reports.

### 2.3 Main Short- and Long-Term Goals

The main short-term goals for the subject are to join an exercise class like yoga and continue building on mindfulness. This will create a space for the subject to ease tension and give a better outlook on stress and the workload. This has been highlighted in the tests in the above section.

A few long-term goals are, completing the Engineering course at a higher education level in 5 years as well as meet the target level 5 in their career. A more personal goal, is to be on the property ladder within 6 years, owning their 1<sup>st</sup> home. These long-term goals will have to be worked on continuously and simultaneously. The first, studying and completing criteria every year to show advancement in the field as well as evidence for the degree. The second, to be saving and cutting personal costs to be able to afford a deposit within the desired time. This shows great commitment, time management as well as personal sacrifice. Something employers would look for in a prospective job candidate.

It is important to have short- and long-term goals as they help plan for the future and give direction in careers and personal lives. Short term goals help attain accomplishments in the near future giving a rewarding feeling and driving them towards the long-term goals.

### 2.4 SMART Analysis

SMART stands for; Specific, Measurable, Attainable, Realistic and Time. This analysis is used to make sure that goals set will be achieved [7].

The first specific goal is, to join a yoga class at the local gym, on a Tuesday night, to reduce stress and engage in more social interaction. To measure this, there will be different moves each increasing in difficulty. When going back to the first moves they should be able to be done with ease, this will show a measure of how the class is going and the development of the skill. An emotional diary can also be kept and reading back though the old entries will show a difference in mood and outlook onto the next week. To ensure the goal is attainable, the local gym is being used to reduce travel time as well as the least busy time of the week, a Tuesday evening. Yoga is also of interest to the subject and will want to attend and make the goal attainable. To ensure that the goal is realistic, the subject has ensured that all the analysis has been made and therefore planned each step in achieving the goal. Finally, time, the targeted time for the goal is 6 months, to ensure a good time has passed to see a difference but also not too long that the subject doesn't feel as though it is too long and quits. If the 'probation' 6 months period was enjoyable and making a difference a further 6 months can be added.

The second specific goal is, to achieve an Engineering Degree with a grade of 2.1 or higher. To measure this there will be lots of review done by the manager in the workplace as well as the Apprentice Liaison Officer (ALO). These will show the continuous development of the subject. The grades of the modules also show a measure of the subjects learning as well as give a clear idea of if the goal must be adjusted if the grades are slipping or the goal needs to be increased to 1<sup>st</sup>. The goal is attainable as the subject has the right level of qualifications for the course as well as a large amount of support from the employer to attain the degree. The goal is realistic, however, the grade desired may have to be reviewed once the subject has completed more of the modules for the course.

### 3. Looking After Personal Data

---

The best way to look after personal data is to back-up the data regularly. Using a removable hard drive with enough storage or using a cloud system.

Using the 'in 3 different places' rule ensures the data is kept safe from malware attacks as well as catastrophes such as fire and flooding. An example of this is using iCloud to continuously backup files on to an encrypted server that can be accessed anywhere on any device. The data backed up and stored on a removable hard drive in the home office as well as at a relative's house or work office. This ensures the safety of the data. This ensure that any work completed at university is safely stored in 3 locations that are all password protected and encrypted. The iCloud immediately syncs all saved documents however the hard drives to need to be manually plugged in and stored away. The iCloud storage is much simpler and once set up takes only the user to increase the settings to automatic to ensure all data is stored. This also has another feature of being able to access files on the go without the need for the device that the files are saved on, such as a mobile device. The iCloud usually only works with apple devices but there are other options for android user and windows users such as Microsoft OneDrive and Google Drive.

Possible disaster scenarios that may lead to data loss and how the backup strategy combats the data loss:

- House fire: data is stored in 3 places, using another new device, log into iCloud and the last data backup will restore itself. Files on the hard drives at the workplace or relatives will be undamaged and can be used to restore data to a new device. Meanwhile files and data can be access to another Apple branded device by using Apple ID and iCloud.
- Malware attack: once the device has been clearly wiped of all data to remove the malware, the device can be set up as new using the point above.
- Device failure and memory wipe: same as point 1 full restore with new device or refurbished device.
- Lost/stolen device: same as point 1, however, the device that has been lost/stolen can be located using the software on Apple's iCloud.
- Forgotten password for iCloud; using the hard drives at work or at a relatives place the data can be restored once the device has been reset.
- iCloud miss-functions and workplace catches fire; there is another drive stalled at a relative's house use this to restore data to either a new device it fixed or the old device.

To evaluate the data strategy, even in the worst-case scenario Apple can be contacted to find the files on the iCloud to open a new device and fully restore. This backup strategy shows great effectiveness across a variety of disaster scenarios. This ensures the safety of the data, and the user can still get files and complete work if ever they listed scenarios or others happen. However, this does depend on the user setting up iCloud correctly as well as regularly backing up data onto the removable hard drives and storing them appropriately. If there was to be a disaster the main failure would be due the user's error.

An example of serious threat to data protection is malware as this can corrupt files not only stored on the device but also stored in cloud-based systems. It is then very important to ensure that any removable hardware that more data is stored upon is removed from the device and is located elsewhere. This would ensure that the malware cannot spread to these devices. See *Appendix A: Ransomware Cryptowall Trojan* at the rear of this assignment.

#### 4. Time Management and Self-Organisation

---

##### 4.1 Enhancing Productivity and Organisation

Firstly, to enhance productivity, a workspace can be created. Using a desk, display screen, keyboard, mouse, and adjustable chair all set up at home isolated as a workspace can really help productivity. Making sure that the chair and screen are adjustable and are correctly set up for the user and there is enough light. This increases productivity at home as the body doesn't get fatigued and stresses as quickly. If the workspace can be isolated or located in a different room this will decrease distraction, when completing assignments or working from home further reducing stress.

Secondly, using a calendar, refer to figure 7, for work, personal and student tasks will also aid the user's organisation in addition to increasing levels of productivity and decreasing stress. Inserting dates for deadlines and personal plans ensures that the user is visually aware of tasks as well as dates. The use of colours or folders on the calendar can easily highlight to the user the different types of tasks and what they are for, either home, work, or study. In addition, it is helpful when planning time off work or study, as the weeks/days that are empty can be used as holiday, which is importance for work life balance and reducing stress.

Furthermore, using Gantt charts, refer to figure 8, for assignments and projects also increases productivity. Gantt charts can be used to plan time accurately and break down projects and assignments into smaller tasks that can be completed each day or over a few a days. This will, decrease the overall workload and increase productivity as time and effort will be divided more equally. Linking to the calendar usage, the calendar can be checked for inactive days that can be used for the project/assignment. This then can be reflected on the Gantt chart.

Detailed above are time management and self-organising tasks that can all be used collectively to increase the productivity of the users in addition to enhancing time management. Vital skills to learning at degree level as well as performing well in the workplace.

Figure 7: Screen Shot of Personal Calendar

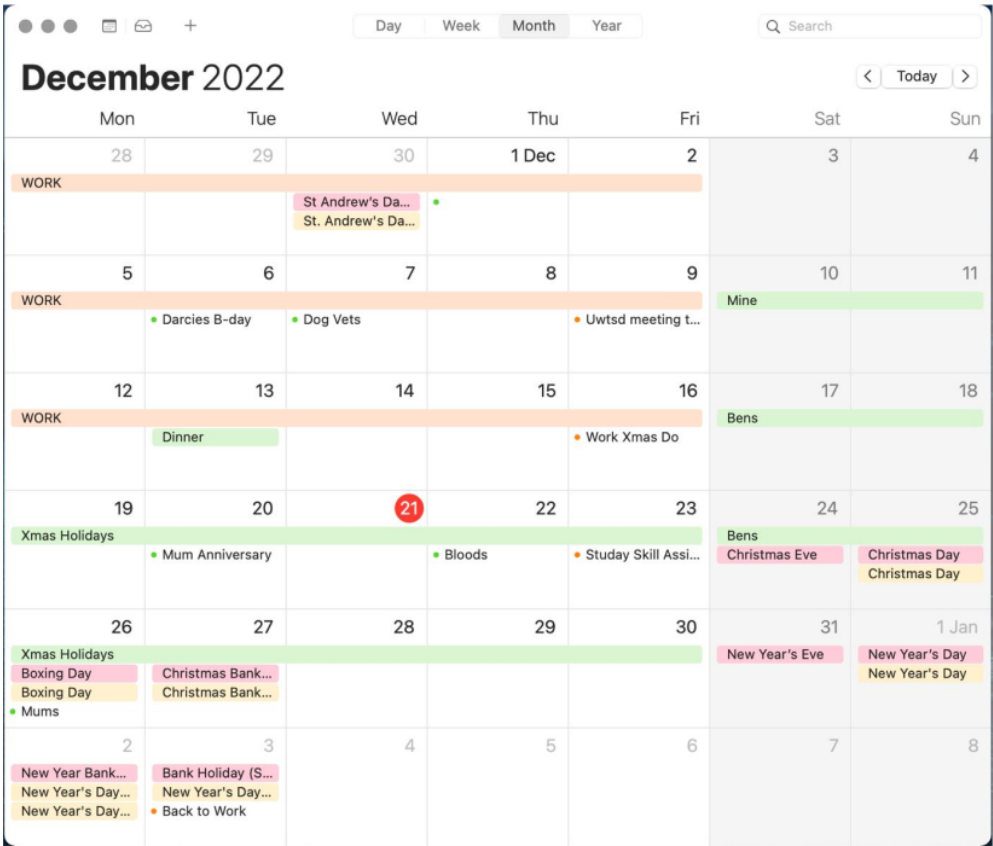
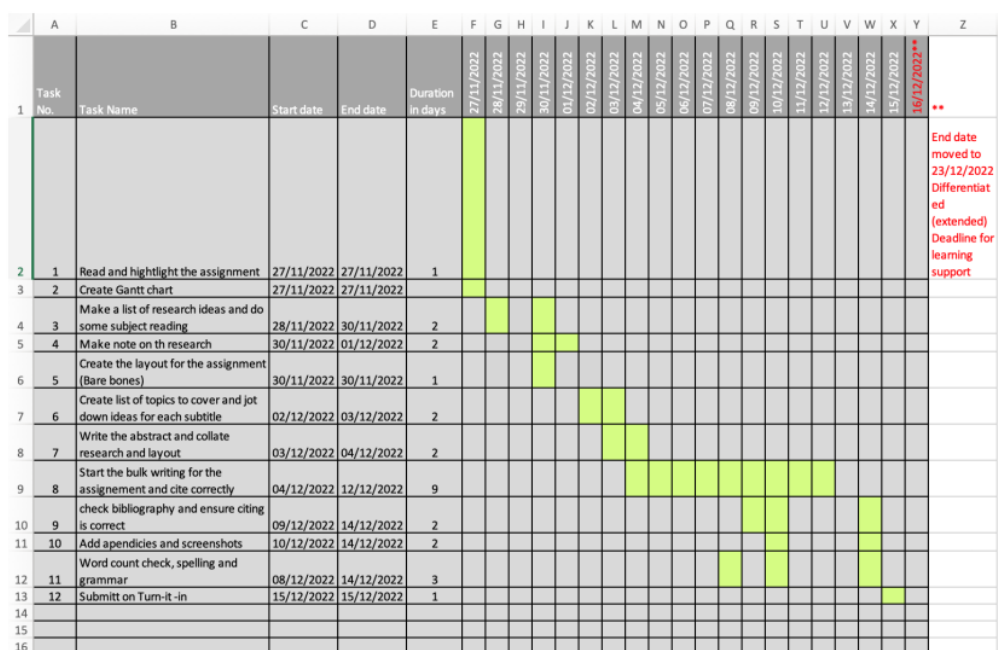


Figure 8: Gantt Chart for Reflection of Study Skills Assignment



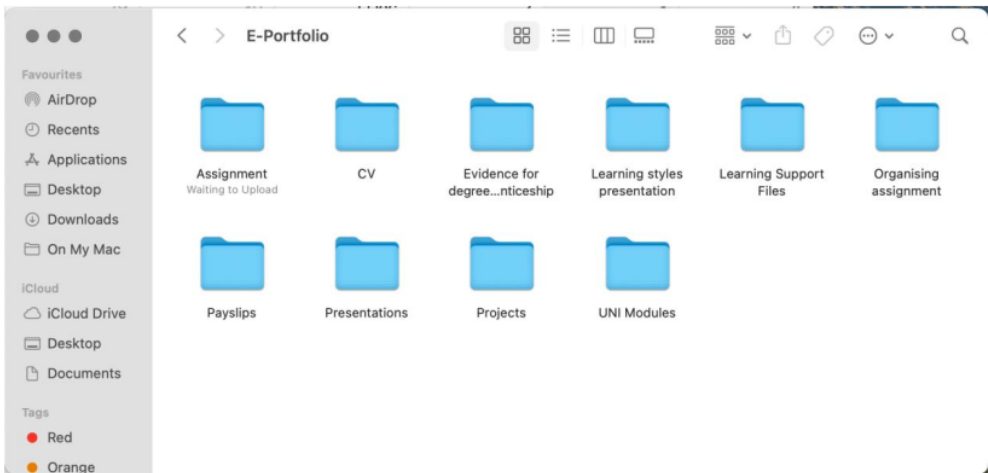
#### 4.2 Using and e-Portfolio and Personal development plan

There are a variety of ways to organise personal files and folders in addition to giving a clear display of storage data. One of the organisation methods is a e-Portfolio, shown in figure 9.

Figure 9 displays an e-portfolio used for the Study Skills assignment as well as other assignments and personal documents required for job applications. The e-portfolio is saved on a personal device used for personal and study work.

In addition, this method was chosen, as the data used is mostly digital. The user can access these files on another device such as a phone if away from the personal computer. The e-portfolio also allows for the clear visualisation of the files to be seen regularly and easily, simplifying organising, and finding the data required.

Figure 9: E-Portfolio on personal computer



## 5. Conclusion and Evaluation

---

To conclude, much was learned during the personality and career tests and some different outcomes that were first predicted. This shows a development in understanding and being self-aware, contributing to learning new studying skills and future career paths. More knowledge on this subject would increase the learner's ability to identify further weaknesses and put plans into place to reduce and turn them into strengths. Identifying training through work or University that can be completed to aid the learner. Strengths can be identified to be used for future career goals and implement personal development plans in which to achieve them as well as working alongside the performance level review criteria within the workplace to move up in their career.

In addition, the user's data storage solutions will allow for personal data to be safe from many different threats including malicious software attacks and catastrophes. The user is aware of the risks of certain types of data attacks/ loss of data, consequently having precautions and remote data storage if one was to take effect.

To evaluate, further research into organising assignment tasks and the use of Gantt charts will allow for work to be better spread and reduce stress. Better workload spread will increase the levels of breaks the subject requires due to their dyslexia. Using the support from the University will also help to complete tasks to the best of their ability, subsequently increasing grades: vital to achieving the goal of completing the degree with a 2.1.

6. Appendices

Appendix A: Ransomware Cryptowall Trojan

By Jessica Eardley

Table of Contents

**Table of Contents ..... 15**

**Abstract..... 16**

**Introduction..... 17**

**Trojans ..... 18**

**Ransomware ..... 19**

**Cryptowall Trojan ..... 20**

**Best Practice..... 21**

**Conclusion ..... 22**

**References..... Error! Bookmark not defined.**

### Abstract

---

The report will review and analyse the ransomware known as Cryptowall. The research conducted will determine the following; how they infect the computer, methods of infection, how to fight the virus, avoidance, and back-up procedures.

There is an evaluation on the use of ransomware and suggestions of good practice to prevent and restore data after an attack using the malware.

---

## Introduction

---

Malicious Software is typically known as Malware [1]. According to Botezatu [2] 'The term malware stands for malicious software, and usually defines a broad range of intrusive, hostile software applications.' Malware is usually delivered in a variety of forms to a computer over a shared network using emails or data files [1]. Malware can also be present in hardware that is then plugged into a computer and infect its operating system [3].

The various types of malware infect devices differently by targeting the operating system for a variety of malicious reasons. Typically to steal personal information or secret information from intelligence agencies, lock data with an encryption and exchange the key for money/cryptocurrency or to track a user's behaviour that is of interest, generally resulting in financial gain for the attacker [3].

Signs the device has malware [1]:

- The device slowing down,
- System crashes
- Display screen has many ads
- Antivirus stops working
- Changes to the browser settings that haven't been changed by the user
- And increase in internet activity

If any or all these symptoms are displayed, it is likely that the device has malware and should be identified and checked [1].

## Trojans

---

In [1] a Trojan or Trojan horse, is defined as something that represents itself as something useful and non-threatening to trick the user, Trojans disguise their mal intent by showing as a free music download or in some cases anti-virus software. In downloading this the operating system of the computer gets infected with the hacker's code (virus) and it starts to make changes to the user's computer [4].

However, unlike viruses Trojans don't replicate themselves, When the Trojan downloads itself onto the operating system it then gives the attackers unauthorised access to the affected part of the computer. Trojans are typically used to steal financial information, sometimes using other forms of malware such as ransomware to lock the files away and the key is then exchanged for money [4].

Some examples of Trojan Malware consist of the following: Back doors, spyware and zombifying trojans [4]. These Trojans create holes in the operating system for the hacker to enter to be able to steal information track a user's activity to steal information and use the user's computer as a slave computer to do their own bidding [4].

Symptoms of a Trojan attack using ransomware would look like data files being encrypted and locked remotely and asking the user for money or Cryptocurrency in return for the encryption key to obtain files. Normally any extra copies of the files are also deleted from the computer. Furthermore, the other files on the network might be compromised. The computer may also get taken over and be under the control of the attacker and give them access to the operating system or insert more malicious software without the user's knowledge. Any hardware that is also plugged into the computer can be infected by the malware [3]. This would lead to the possible infection of other devices used by this removable hardware.

---

### Ransomware

---

Ransom malware usually referred to as ransomware is defined by Malwarebytes [5] as 'a form of malware that locks the user out of their files and their device, then demands a payment to restore access'.

Ransomware acts differently to a virus, meaning it doesn't need to replicate itself to infect a device. The usual victims of ransomware are individuals, businesses, and many types of organisations such as retailers or government systems. Ransomware can be delivered on to a system in a variety of ways such as Malspam, Malvertising, Phishing and Social Engineering. These are used by the attacker to trick the user much like a Trojan to click on the links so the malware can be downloaded onto the system. Therefore, it is important to keep the operating software up-to-date and use ad-blockers at a minimum [5].

Once the ransomware has gained access to the system, and will start to identify, encrypt files, or deny access to the overall system. The ransomware will notify the victim and demand the ransom be paid to restore the information. The attacker will then accept the payment usually in the form of cryptocurrency all while evading the law. The attackers usually restore access to devices, as failure to do this would undermine the system, if the victims didn't think that paying would get their information back [6].

When a user is being attacked by a ransomware, a key point should always be remembered ; Never pay the ransom. If the attackers are paid the ransom for the files it installs the behaviour to try again with another victim, as it shows to the attackers that ransomware works and will continue to exploit users [5]. Sometimes using a decryption software may work to gain access to the files without paying, however, ransomware evolves constantly making it harder to decrypt [5].

### Cryptowall Trojan

---

Cryptowall is a form of Ransom Malware, Ransomware that was released in 2014 [7]. However, Cryptowall also hides in the operating system and adds itself to the Start-up folder. This malware also deletes shadow copies of the files on the device significantly reducing the possibility of retrieving them then instructing the user on how to pay the ransom to get the files decrypted. While doing this the malware will also try to obtain the passwords for Bitcoin wallets [8]. This form of malware is often confused with CryptoLocker by the media but in reality is much more comparable to the CryptoDefence malware [7].

Cryptowall uses the same means to infect a computer and trick the user into infecting their own devices as a Trojan. Using Phishing, Exploit-kits (takes advantage of security systems vulnerability's) and Malicious Ads. Then inputs its code to internet explorer and restarts. This reformed explorer will then allow the malware to delete the shadow copies of the files and disables Microsoft Windows services [8].

Similarly, to the ransomware, the ransom can be paid, and the files maybe returned but this will take time. However, this costs around \$500 USD. Other decryption software can be used by with the complexity of Cryptowall this may not work. The user can also try to obtain the shadow copies of the files or restore the previous versions of the files, but this would have to be done before the malware spreads. There is a lot of advice and support online on what to do next after an attack, the website should always be checked for credibility before following the advice [7].

In Bleepingcomputer [7] 'all versions of Windows including Windows XP, Windows Vista, Windows 7, and Windows 8' are affected.

There is no report for Cryptowall being used against MacOS. This is usually due to the hackers knowing that MacOS isn't used by many and creating a malware for windows will be able to affect and attack more systems. However in the modern day, MacOS users are becoming much more common due to the popularity of Apple products, meaning that hackers have started writing and developing malware code that are capable of breaking through the MacOS firewalls.

---

### Best Practice

---

To prevent malware attacks:

- Ensure the operating system of the device is up to date.
- make passwords hard to guess and change them every few months, don't use pet's names or birthdays as this is very common and this information can be found on social media.
- Use two factor authorisations for accounts such as bank and emails.
- Install and update any antivirus software, the best ones usually win awards from 'Which' keeping tabs on the best will provide the maximum protection.
- Use of VPN's when using a communal network such as a coffee shop WIFI.
- Use of spam filters on emails and Ad-Blockers so most Malspam and malicious Ads are stopped by the software before the user even interacts with them.
- Only opening links from trusted senders.
- Only downloading apps or software from a reliable source, with MacOS only use the Appstore to download apps as they are already checked by Apple.
- Back-up files.

[7, 2, 8, 3, 1].

This ethos of working will keep the device as protected as it can be. If the device is infected with malware, then the pre-installed Antivirus software will perform scans of the device searching for the virus. Once the Antivirus software locates the virus, it will remove all related code and ensure the system is protected [7]. Not all antivirus software is created equally, always conduct research into what the antivirus can protect the user against and if it is up to date. From the previous background research, it should be determined that the software being purchased is from a reputable retailer, as mentioned earlier, this is another line of defence against Trojan Malware.

### Conclusion

---

To conclude, there are many types of malware and now in the 21<sup>st</sup> century they are becoming more and more popular with hackers. With working from home and online becoming more of the norm there are even more victims online.

Malware has become very sophisticated; being able to go undetected in user's systems until actioned by the user accidentally or by the hacker. There are multiple types of malware and sometimes are used together much like in Cryptowall Trojan, using the trojan as the delivery system. Some malware also go through what is known as the back door into the operating system leading to other hackers to use this opportunity to send the victims device more malware. Hackers also may attach a different malware to an original malware code to have the funds sent to another bank account the new hacker would have access to.

It is becoming more important to protect all devices, even mobile phones can also get malware. Using the points in the best practice will help prevent an attack. Looking and [9]comparing antivirus on the web, Bitdefender [9], covers a range of attacks and has won awards for the virus protection software. This can be downloaded on the user's device and will keep the device free from malware.

However, with the sophistication of some malware, antivirus software doesn't always work and can't be solely relied upon. Ensure files are backed-up regularly on a removable drive (that is stored elsewhere) or on a cloud software with a strong password in case the device needs to be wiped to remove malware or Ransome ware infects the device.

---

## References

---

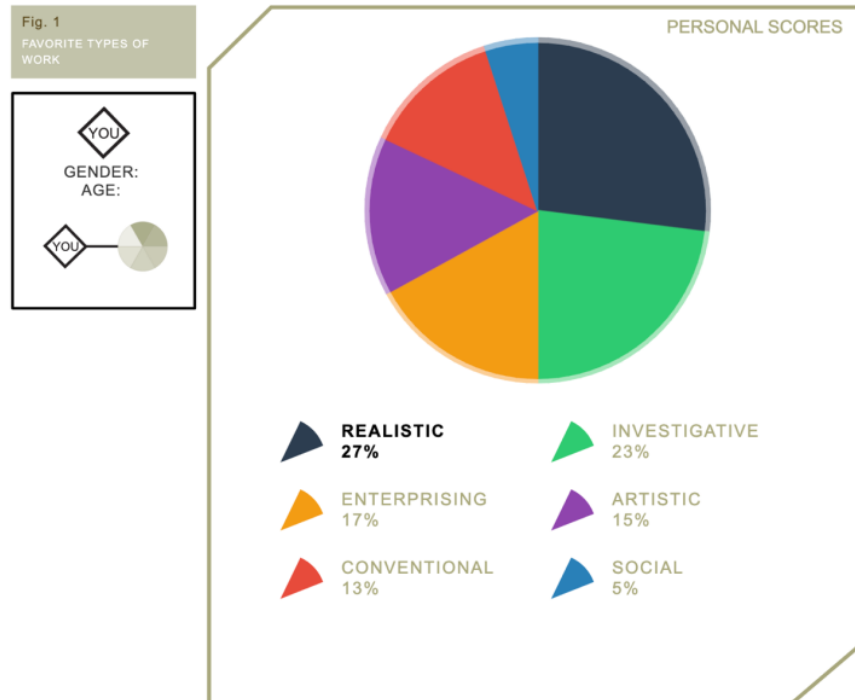


- [1] Malwarebytes, "What is Malware," [Online]. Available: <https://www.malwarebytes.com/malware>. [Accessed 10 12 2022].
- [2] B. Botezatu, "MALWARE HISTORY," 2018. [Online]. Available: <https://www.bitdefender.co.uk/blog/hotforsecurity/malware-history/>. [Accessed 10 12 2022].
- [3] CORTEX, "Malware| What is Malware & How to Stay Protected from Malware Attacks," [Online]. Available: <https://www.paloaltonetworks.com/cyberpedia/what-is-malware>. [Accessed 10 12 2022].
- [4] Malwarebytes, "Trojan horse- Virus or malware?," [Online]. Available: <https://www.malwarebytes.com/trojan>. [Accessed 10 12 2022].
- [5] Malwarebytes, "Ransomware," Malwarebytes, [Online]. Available: <https://www.malwarebytes.com/ransomware>. [Accessed 06 12 2022].
- [6] Cortex, "What is Ransomware?," [Online]. Available: <https://www.paloaltonetworks.com/cyberpedia/what-is-ransomware>. [Accessed 10 12 2022].
- [7] Bleepingcomputer, "CryptoWall and HELP\_DECRYPT Ransomware Information Guide," 10 07 2014. [Online]. Available: <https://www.bleepingcomputer.com/virus-removal/cryptowall-ransomware-information>. [Accessed 10 12 2022].
- [8] M. Buckbee, "The State of CryptoWall in 2018," 1 June 2018. [Online]. Available: <https://www.varonis.com/blog/cryptowall>. [Accessed 6 12 2022].
- [9] Bitdefender, "Tough on Threats, Light on Your System," [Online]. Available: <https://www.bitdefender.co.uk/media/html/consumer/new/2020/cl-offer-opt/>. [Accessed 10 12 22].



## Appendix B: Skills Evaluation Questionnaires and Surveys Evidence

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



### 5. [Mechanical engineering technician](#)

Match: 86%

Mechanical engineering technicians provide technical support to mechanical engineers in producing and manufacturing mechanical machinery. They help make designs and adjustments, and perform tests. They also develop layouts and drawings, collate and interpret data and write reports.

### 10. [Drafter](#)

Match: 78%

Drafters prepare and create technical drawings using a special software or manual techniques, to show how something is built or works.

*Education level: Vocational school or associate's degree required*

## **Your scores:**

### **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: 13**

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: 14**

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: 17**

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: 12**

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: 15**

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.

This free report describes how you prefer to: deal with and relate to people, process information, make decisions and organize your life. It gives you a good overview of your personality and behavior. You can use this information to assess how well your personality might fit a potential employer or type of job.



## Your Jung personality type

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

- Introverts tend to be reflective, reserved and private. A popular misconception is that Introverts are shy - this is not necessarily so. They draw their energy from their own thoughts and the time they spend alone. Introverts do not need people around them all the time.
- 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 organized and controlled.

## Your probable contributions to an organization

Each Personality Type has a different set of skills, talents and attributes that they bring to an organization, group or relationship. Here is a list of those most commonly associated with Personality Types like you - INTJ.

- Has faith in his/her own inner vision which, coupled with sheer willpower, moves mountains.
- Is emphatically determined to accomplish goals and master new skills.
- Produces original thinking and is a high achiever.
- Excels at analysis: categorizes and develops strategies with accuracy and precision.
- Enjoys working in an environment where there is freedom to design future plans and visions.

## INTJ: Introvert-iNtuitive-Thinker-Judger

- Introverts tend to be reflective, reserved and private. A popular misconception is that introverts are shy - this is not necessarily so. They draw their energy from their own thoughts and the time they spend alone. Introverts do not need people around them all the time.
- 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 organized and controlled.



## An INTJ at-a-glance

You are a natural leader. You are a confident and original thinker, and believe strongly in yourself. You are a strong individualist who seeks new angles or novel ways of looking at life. In general, you are an extremely capable and intelligent individual who strives to always do their best and continue to move in a positive direction.

Obstacles are challenges for you. You focus on your goal, creatively develop a plan and then pour all your energy into achieving your objective. Because you get so inspired and involved in what you are doing, your energy level can be awesome to behold! Of all the Personality Types, yours is the most independently individualistic.

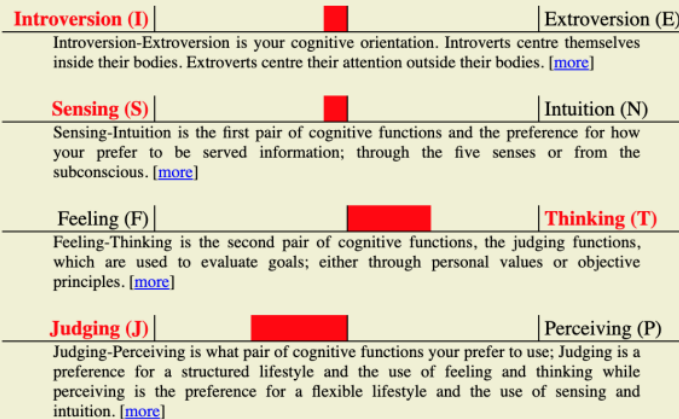
Inventive - inspired - persistent - creative - imaginative and determined. These are all descriptions that are likely to be used by people who know you well. Every Jung Personality type has one or two specific nicknames that concisely describe your Jung personality type, e.g. Inventor, Strategist, Protector and others.

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.



When combined, that makes your personality type ISTJ. A detailed description of this personality type is below.

### 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          | 25        | 5                |
| II     | Emotional stability   | 62        | 93               |
| III    | Agreeableness         | 28        | 25               |
| IV     | Conscientiousness     | 93        | 5                |
| V      | Intellect/Imagination | 28        | 25               |

Big five personality trait scores calculated by [openpsychometrics.org](https://openpsychometrics.org)

**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:**

- |                                                   |                                                                                                                 |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> <input type="checkbox"/> | 1. I like to be absolutely correct about things.                                                                |
| <input type="checkbox"/> <input type="checkbox"/> | 2. I quite like taking risks.                                                                                   |
| <input type="checkbox"/> <input type="checkbox"/> | 3. I prefer to solve problems using a step-by-step approach rather than guessing.                               |
| <input type="checkbox"/> <input type="checkbox"/> | 4. I prefer simple, straightforward things rather than something complicated.                                   |
| <input type="checkbox"/> <input type="checkbox"/> | 5. I often do things 'just because I feel like it' rather than thinking about it first.                         |
| <input type="checkbox"/> <input type="checkbox"/> | 6. I don't often take things for granted. I like to check things out for myself.                                |
| <input type="checkbox"/> <input type="checkbox"/> | 7. What matters most about what you learn is whether it works in practice.                                      |
| <input type="checkbox"/> <input type="checkbox"/> | 8. I actively seek out new things to do                                                                         |
| <input type="checkbox"/> <input type="checkbox"/> | 9. When I hear about a new idea I immediately start working out how I can try it out.                           |
| <input type="checkbox"/> <input type="checkbox"/> | 10. I am quite keen on sticking to fixed routines, keeping to timetables etc.                                   |
| <input type="checkbox"/> <input type="checkbox"/> | 11. I take great care in working things out. I don't like jumping to conclusions.                               |
| <input type="checkbox"/> <input type="checkbox"/> | 12. I like to make decisions very carefully and preferably after weighing up all the other possibilities first. |
| <input type="checkbox"/> <input type="checkbox"/> | 13. I don't like 'loose-ends', I prefer to see things fit into some sort of pattern.                            |
| <input type="checkbox"/> <input type="checkbox"/> | 14. In discussions I like to get straight to the point.                                                         |
| <input type="checkbox"/> <input type="checkbox"/> | 15. I like the challenge of trying something new and different.                                                 |
| <input type="checkbox"/> <input type="checkbox"/> | 16. I prefer to think things through before coming to a conclusion.                                             |
| <input type="checkbox"/> <input type="checkbox"/> | 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 up 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        | 11        | 1        | 4          |
| 5        | 12        | 3        | 7          |
| 8        | 16        | 6        | 9          |
| 15       | 18        | 10       | 14         |
| 19       | 21        | 13       | 20         |
| 23       | 25        | 17       | 24         |
| 26       | 29        | 22       | 27         |
| 35       | 30        | 28       | 31         |
| 36       | 32        | 38       | 34         |
| 40       | 33        | 39       | 37         |
| Total:   | Total:    | Total:   | Total:     |

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

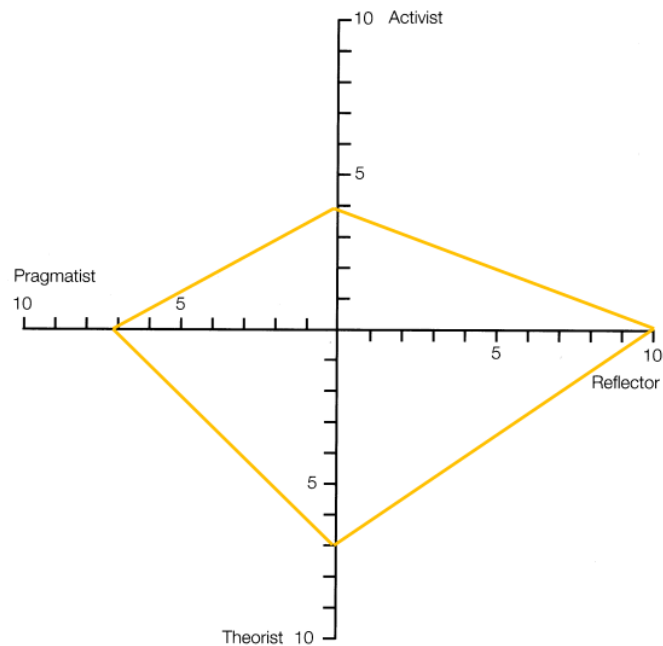
**Pragmatists learn best from:**

- 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:**

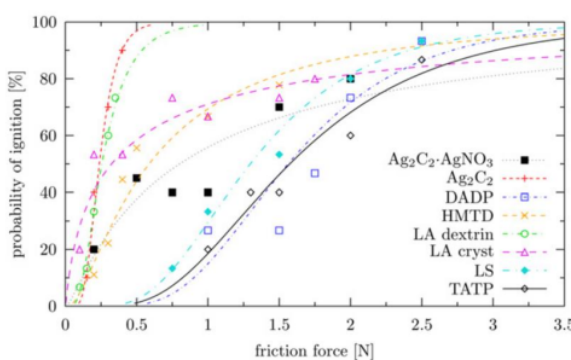
- theoretical lectures, and discussions which explore concepts
- unstructured activities with no clear purpose

|       | activist |   | reflector |    | theorist |   | pragmatist |   |
|-------|----------|---|-----------|----|----------|---|------------|---|
|       | 2        | 1 | 11        | 1  | 1        | 1 | 4          | 1 |
|       | 5        |   | 12        | 1  | 3        | 1 | 7          | 1 |
|       | 8        | 1 | 16        | 1  | 6        |   | 9          | 1 |
|       | 15       | 1 | 18        | 1  | 10       | 1 | 14         | 1 |
|       | 19       | 1 | 21        | 1  | 13       | 1 | 20         | 1 |
|       | 23       |   | 25        | 1  | 17       |   | 24         | 1 |
|       | 26       |   | 29        | 1  | 22       | 1 | 27         | 1 |
|       | 35       |   | 30        | 1  | 28       | 1 | 31         |   |
|       | 36       |   | 32        | 1  | 38       | 1 | 34         |   |
|       | 40       |   | 33        | 1  | 39       |   | 37         |   |
| total |          | 4 |           | 10 |          | 7 |            | 7 |



## Appendix C: Notes from Scientific Journal Exercise

|                                                                                                                                                           |                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Complete citation:</b> Author(s), Date of publication, Title, Journal, Volume #, Issue #, pages <i>(is the title clear, accurate and unambiguous?)</i> | Robert Matyás, Jakub Selesovsky, Tomáš Musil<br>Journal of Hazardous Material<br>Sensitivity to friction for primary explosives<br>213-214- volume/issue<br>03/02/2012<br>6 pages |
| <b>If web access:</b> URL; date accessed                                                                                                                  | <a href="http://www.elsevier.com/locate/jhazmat">www.elsevier.com/locate/jhazmat</a>                                                                                              |
| <b>Key Words:</b>                                                                                                                                         | Primary explosives<br>Sensitivity<br>Sensitivity to friction                                                                                                                      |
| <b>New Words:</b>                                                                                                                                         | Silver Acetylide<br>Dextrinated<br>Triacetone triperoxide<br>p-toluenesulfonic<br>Girsewald procedure<br>FSKM-PEX                                                                 |
| <b>General subject:</b>                                                                                                                                   | Classification system for sensitivity                                                                                                                                             |
| <b>Specific subject:</b>                                                                                                                                  | New explosive sensitivity hazards classification system for different types of explosives.                                                                                        |
| <b>Hypothesis or claim</b> <i>(what the authors say they are presenting that is new?)</i>                                                                 | The sensitivity curves obtained represent a unique set of data, which cannot be found anywhere in the available literature                                                        |
| <b>Methodology:</b> <i>(Sample number, conditions)</i>                                                                                                    |                                                                                                                                                                                   |
| <b>Result(s):</b>                                                                                                                                         | Lead azide is one of the most sensitive primary explosives                                                                                                                        |
| <b>Basic conclusions:</b> <i>(what conclusions do the authors draw? Separate fact from their opinion /</i>                                                | Measured 14 primary explosives<br>Sensitivity curves obtained<br>Data cant be otherwise found elsewhere                                                                           |

|                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| interpretation; describe for yourself why these data are significant: does it contribute to knowledge or correct errors?)                                                                                                                                                  | Lead azide is the most sensitive and is used in industry. Therefore manipulating other samples compared should be relatively safe<br>Organic peroxides are not as extremely sensitive as stated in other documents the sensitivity is compared between lead azide and mercury fulminate |
| <b>Context</b> (how this article relates to other work in the field; how it ties in with key issues and findings by others):                                                                                                                                               | <b>These methods are not used in other findings therefore this journal uses a different Method to compare the sensitivity of prime explosives. This article highlights very sensitive prime explosives and gives detailed graphs to display this data</b>                               |
| <b>Significance</b> (what does it contribute to the field?):                                                                                                                                                                                                               | <b>A more practical way of comparing sensitivity data for primary explosives and more accurate</b>                                                                                                                                                                                      |
| <b>Important Figures and/or Tables</b> (brief description of the procedure, question it sought to answer, the results and conclusion, your opinion)                                                                                                                        |  <p><b>Fig. 2.</b> The friction sensitivity curves of the more sensitive samples.</p>                                                                                                                |
| <b>Cited References to follow up on</b> (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):                                                            |                                                                                                                                                                                                                                                                                         |
| <b>Writing style and overall structure</b> (is this article well written? is it structured to make it easy to follow?)                                                                                                                                                     | <p>Easy to follow, hard to understand due to the readers lack of background knowledge.</p> <p>Report structure/ journal</p>                                                                                                                                                             |
| <b>Other Comments</b> (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?): | <p>This article will be very useful in the future when studying primary explosives and sensitivity.</p> <p>A background knowledge in chemistry and explosives is required to understand this article.</p>                                                                               |

Appendix D: CSL Prevent Training Certificate



HM Government

This document certifies that

**Jessica Eardley  
Degree Apprentice  
DSTL**

has successfully completed

**Prevent awareness course**  
on  
**22 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: 22 December 2022 14:50

Reference Number: 4DHF-7HGR-396C

## 7. Bibliography

---

- [1 O. Schinkten, "Student Skills List - 10 Skills Students Need to Be Successful," 12 1 2017. [Online].  
] Available: <https://www.linkedin.com/business/learning/blog/higher-education/10-skills-all-students-need-to-be-successful>. [Accessed 20 12 22].
- [2 R. Needleman, "What Are The 6 Essential Skills For University Students?," Uniadmissions, [Online].  
] Available: <https://www.uniadmissions.co.uk/application-guides/6-essential-skills-for-university-students/>. [Accessed 20 12 22].
- [3 SkillsYouNeed, "Employability Skills: The Skills You Need to Get a Job," [Online]. Available:  
] <https://www.skillsyouneed.com/general/employability-skills.html>. [Accessed 20 12 22].
- [4 Open-Source Psychometrics Project, "Big Five Personality Test," Open-Source Psychometrics  
] Project, [Online]. Available: <http://openpsychometrics.org/tests/IPIP-BFFM/>.
- [5 123test, "Jung personality test," 123test, 22 11 14. [Online]. Available:  
] <https://www.123test.com/jung-personality-test/>.
- [6 123test, "Career aptitude test," 123test, [Online]. Available: <https://www.123test.com/career-test/>.
- [7 Edinburgh College, "Setting Goals for 2022," Edinburgh College, 1 1 2022. [Online]. Available:  
] <https://www.edinburghcollege.ac.uk/news-and-events/blog/setting-goals-for-2022> . [Accessed 20 12 22].
- [8 Personality Lab, "Discover Your Personality Through Our In-depth Personality Test," [Online].  
] Available:  
[https://personalitylab.net/?gclid=Cj0KCQiA14WdBhD8ARIsANao07ikd\\_wHDFdej8Mg\\_nEsY34hO2SIboPC4EapXrKVYFBcWJhnsUEqx-saAsyLEALw\\_wcB](https://personalitylab.net/?gclid=Cj0KCQiA14WdBhD8ARIsANao07ikd_wHDFdej8Mg_nEsY34hO2SIboPC4EapXrKVYFBcWJhnsUEqx-saAsyLEALw_wcB).

# Reflection on Study Skills Assignment

## GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

77 / 100

### Instructor

**An excellent report showing a high level of organisational skills.**

**Excellent cognitive and intellectual skills demonstrated throughout the entire report.**

**Congratulations!**

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

---

PAGE 18

---

PAGE 19

---

PAGE 20

---

PAGE 21

---

PAGE 22

---

PAGE 23

---

PAGE 24

---

PAGE 25

---

PAGE 26

---

PAGE 27

---

PAGE 28

---

PAGE 29

---

PAGE 30

---

PAGE 31

---

PAGE 32

---

PAGE 33

---

PAGE 34

---

PAGE 35

---

PAGE 36

---

GRADING FORM: ACDB4011 STUDY SKILLS

JESS EARDLEY

**77**

## CRITERIA 1

### *(20%) Engagement with Literature Skills*

-  Excellent referencing. IEEE method consistently followed. **14**

## 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. **16**

## CRITERIA 3

### *(20%) Cognitive and Intellectual Skill*

-  Excellent analysis of HE and employability skills. Excellent test results assessment and relation to self-evaluation. **16**

## CRITERIA 4

### *(20%) Practical Application Skills*

-  High-level presenting and report writing skills are both clearly demonstrated. Excellent time management and note taking skills. **17**

## CRITERIA 5

*(20%) Transferable Skills for Life and Professional Practice*



3400+ words - above the limit. Excellent TOC. No introduction, nor abstract. Excellent 3rd person writing and use of passive voice.

**14**