

# Ben Palmer-Drury Study Skills Final Report

*by Ben Palmer-Drury*

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Reflection on Study Skills – Final Report

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L4 OME

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## Section 1: Presentation

40 years in summary, as presented in class;

The author was born in Farnborough, Kent, in June of 1982. For 2 years in the mid-80's his family moved to Bahrain, as his father worked there. At the turn of the Century, he joined the RAF as a Police Officer. Unfortunately, the short career was blighted by injury, so he transitioned to the MoD to do the same job for more money. Being young and stupid, he left the service to go and chase a higher wage. He temporarily became an Asbestos Removal Tech, travelling around the country. He did get to see lots of different places, but, it turned out he was allergic to one of the decontamination chemicals and was medically advised to find another career path. This he did, when going to work in a Kawasaki motorcycle dealer, passing a L3 NVQ Apprenticeship with a Distinction. The motor trade is quite transitory by nature, coupled with the financial crash of 2008, he moved around several dealers, migrating from cars through to HGV's, earning a second NVQ L3, in 2019. This he did in the mandatory minimum time period. In 16 years, after 2, serious, death-defying crashes, he became disenfranchised with the motor trade. In 2020, he migrated back into the Defence industry. The author married in 2009, had children in 2014 & 2021. In 2022, he is in the process of being diagnosed with ADHD and Dyscalculia. He is a double self-published author with the latest being the start of a series of 8 novels.

Appendix A contains screenshots from the aforementioned presentation.

Ben spent 5 years nearly, teaching RAF cadets from PowerPoints. Most were provided by different units within the RAF, some had to be made from scratch, using previous experience. For example, running MoD security ops. He learned then to keep slides brief, as too much information can be overwhelming for an audience. This is also a key skill, know your audience. His audience were children, aged between 12 and 18, of varying abilities. The presentations needed to be as brief as possible to get the key points across, then, expanding on those key points verbally in the appropriate manner, to keep the class engaged. When teaching the History of the RAF for example, he would highlight the key things they needed to know for their exam, keeping them on track with large amounts of information being imparted.

From the Study Skills presentation, the subject does not believe the time limit was realistic for himself, given his life experience, compared to most of the class. However, he identified half way through, time was moving fast, so, curtailed one section. Additionally, extra practice may be needed, for a similar exercise in the future, given his special educational needs and working memory issues.

## Section 2: Skills Evaluation

Employers require staff members to have a number of qualities, to succeed and be productive, as shown in the Table 1 of Appendix H [1] ;

Some of these skills can be learned on the job, through practical application. However, for jobs requiring diverse cognitive and physical functions, skills from school, University and Cadet (or other club based) activities can be transferable, as shown in Table 2 of Appendix H [2];

To expand on these points further;

Strong communication is the ability to impart information to others by any relevant means. At work, employers value strong communicators to progress tasks and work in a team. These skills help you know when and how to ask questions, how to read body language and how to talk to people in a proper context.

Communications in general, is interrelated with Adaptability, Team Work, and Leadership, to name a few. To work as a team effectively, members need to adapt to all relevant circumstances. Natural leaders will come to the fore, hopefully communicating and listening to the rest of the team, as they work together.

### 2A: Personality tests and Self Evaluation

The author enjoys spending time with family. Generally, he believes he is quite introverted, unless in the company of people that he knows well. He enjoys being creative having now published 2 books, with another 32 in the works. Before he became a Cadet Instructor, he had never stood up in front of a group of people, and given lectures or taught children. He is now a (training) RFU coach for a local team.

He believes that he is on the introvert side of the scale, between 50 to 25%.

The author takes linear notes which he rereads, often learning things by rote, sometimes this falls down in lessons such as maths. This is likely due to the likelihood of Dyscalculia and ADHD.

He has just started a dream job, and never thought that it was attainable. The promotion/posting has been achieved through hard work and diligence. It is half physical, half office based which is preferable. As a mechanic it was all physical, and quite repetitive, in a commercial lorry environment. Motorcycles were more 'fun' in this regard. At the age of 40, and after 2 'careers' he feels that this is the best place to be.

From carrying out this assignment, the author has confirmed his belief as stated above. The test results are shown in Appendix B. To summarize the tests;

- The 'Big 5' showed low scores for Agreeableness, Extroversion (by definition being introverted), and Emotional Stability. This conforms recent test results for Special Educational Needs. He scored higher for Conscientiousness and Intellect.
- Both the Jung and Jungian/Briggs-Meyers tests had the same result – ISTJ, or, Introvert-Sensor-Thinker-Judger.
- The Holland test, which has more points to consider, is believed to have confirmed and contradicted the first three tests in parts. This may be due to the level of detail, and wording of the questions. The Holland result for this test, is RAISCE. For a more detailed breakdown of this see Appendix B, Test 4 – Holland. The Holland test did, however, support the authors career path, albeit with some very 'left-field' suggestions!
- The Guardian Job test mostly supported the previous test, again in parts. This seems to be a generic test aimed at people who have recently left secondary education or had a long career break and are looking for a clean start. There are a few statements in there that are quite contradictory to boot.

- The Spotify test, the author believes, confirms the Jung test, albeit with different wording.
- Lastly, the Honey & Mumford test, appears to have a group of random words under some fairly accurate assessments. The author is unsure as to the validity of the results of this test.

#### Immediate goals

These are stated as two-fold. At work, the site is in a state of upheaval, as the company transitions into a smaller footprint, whilst retaining capability. The author would like to get moved into the new facility and learning, practically, from his supervisor as soon as possible. Personally, he would like to continue building his project motorcycle and spending time with his young family.

To put these goals into perspective, his stated long-term goal at work is to succeed 'the grumpiest man in NATO' to run the firing facility, when he retires in approximately 15 years. This was one of the outcomes from the authors recent promotion, as there was not a continuity of capability plan in place. The allotted timescale is achievable to a degree, as in that time the subject must absorb nearly 35 years of experience! Now that the author has permanently transferred this can begin.

At home, in the same time period, he would like to have completed the bike and put some miles on it. Thankfully despite being a custom build, with multiple manufacturers' parts involved, the author has nearly 20 years of experience building this type of vehicle. The main limiting factors will be time and finances. It is also a task that he can do with his eldest son. Seeing his children grow into healthy, productive members of society is a lofty goal. His eldest wants to be a fireman or a policeman or a 'spaceman' or world superbike rider. As long as he is happy, healthy and can contribute to society then the author will be satisfied. He is currently 8 years old so there is plenty of time for him to find his way in life. The youngest son is 1-year-old, so there is even more time!

As referenced in the presentation, the subject's ultimate goal would be to retire from the 'real world' and live off the income from writing novels for a living. Possibly in Australia, or somewhere else similarly hot with a good education system. Appendix F details a class exercise with relevant questions.

There will be a number of external factors, beyond reasonable control to make this happen. However, if the author doesn't try, then, it will not happen.

### Section 3: Application

#### 3A: Looking after your data

The author is unfortunately well aware of the need for a robust backup system, after suffering data loss from mechanical failure and, separately, fire. The latter was a freak accident that destroyed hard copy disks of priceless information. However, again in the latter situation, some of the information had been in the process of being digitised. The authors chosen method for backing up data is in the cloud, on a redundant disk and on a memory stick. The latter is also useful for transferring data to the device with the redundant drive, or to another computer to be worked on.

Mechanical failure can be caused by the device failing, or from human error. There are many factors which could result in the operator putting the power supply lead into the wrong port... Which the author did, in the instance from the above paragraph. Any device is susceptible to malicious intent from threat actors. The author has also been the victim of theft, however, not in the context of data, but the scenario is still likely given the rise in IT based crimes, up 40% in the UK from 2020 levels [3]. Malicious intent can also come in the form of viruses and malware, which are detailed in Appendix D. Human error could also cause data corruption, purely from haste and mental fatigue, simply by not operating devices as intended. For instance, removing a memory stick too early during its write process. Or, accidental deletion, in which case if a device has been properly backed up then files can be recovered with minimum of loss. It is rare, especially with the investment that the big cloud platforms put into their services, that data corruption could occur 'offsite' of backups. A large data centre can cost upwards of \$25 million a year to run [4].

The idea of Disaster Mitigation Strategies are to minimise downtime, data loss, and interruption to services provided, or, for a personal user, denial of services. Backups need to be performed regularly as to minimise data loss. Some data application suites provide automatic backups, which immediately upload to the cloud. Microsoft One Drive has a service where a mobile device can upload directly from the camera file. This also means that the device memory can be slimmed as necessary.

Malware, as discussed in the Appendix D report, can be a serious threat to both a business and personal user. Proprietary data is still meant to be confidential, regardless of whether that data is industry information or family pictures. There are several types of malware, which is detailed in Appendix D, however, ransomware is particularly nasty and can take a toll on the user financially and in data loss. Basically, a threat actor holds data to ransom, with no real guarantee of its return on payment, or, there being a repeat occurrence of the ransom. Some threat actors have become particularly devious in their demands by threatening to release personal data onto the internet if the ransom isn't delivered. To mitigate this, a robust security package is required. The user has a firewall, antivirus and malware suites on all devices, encrypted backup drives and use of a VPN and secure browser when shopping online. Cookies are by far the easiest way for a threat actor to access banking systems so it is best to set them to auto delete when a browser is closed. The author uses a NAS drive system, as well as hard copy disk drives, portable USB devices and cloud based storage at home.

### 3B: Time Management and Self-organisation.

The authors memory is famously awful. Therefore, he relies on electronic and paper calendars to organise his work and study. Unfortunately, due to the nature of his employment the two cannot be combined, as there are instances where code words have to be used to identify projects. Screenshots are shown in Appendix E. His paper diary is not recorded as it would be heavily redacted and not worth including. It is more used to record working times and activities carried out, rather than things to be done, which is the electronic calendars job. 'Post It's' are also relied upon, however, these often don't get transposed into the electronic calendar. As a method for improving the system, the notes made on loose paper should be put onto the electronic calendar and flagged for importance.

The method the author uses for document organisation is simply using Windows Explorer. Screenshots are shown in Appendix E as well. Each subject is delineated by its own folder and then subdivided by topic. In the case of study skills, everything is in one folder as it is all interlinked for the final report. This is with the exception of pictorial research, which has its own folder. Each file is given a clear title to avoid confusion. This was chosen due to its simplicity and therefore the lack of need for an external application. This file structure is mirrored on a USB device and on OneDrive.

The author works to the K.I.S.S structure (Keep It Stupid Simple) to avoid confusion. Gimmicky memory tools and applications get forgotten about as the free, integrated, simple tools work. The author finds charts also get forgotten about as well; KISS!

The authors employer provides a professional development template, which handily collates the work done in class. This is detailed in Appendix G. The Mandatory 'Prevent' training certificate is in Appendix C.

#### Section 4: Conclusion & Evaluation

It is the authors opinion that the subject knows himself fairly well after 25 years in the working world, spent time in the British military and motor trade. He has developed coping strategies for his underlying special needs, which have only recently become a working problem. He hopes to overcome this, working in conjunction with his employer, family, and educational provider. Drawing on previous experience he presented a well-constructed PowerPoint to the class, however running over time. This was mentioned in Section 1, as were mitigating factors and work-ons; mainly time management.

After performing many personality tests and conducting independent research, the above belief has been confirmed. The author drew on knowledge gained from previous courses, experience, and independent research into IT Security to write a balanced report on the given subject. The author previously studied most aspects of IT Security before returning to the Defence Industry. This employment precluded any further study in this field as it is not relevant to the job sector, beyond Operational Security.

There are a number of factors to be improved upon, however, working with specialists he will overcome the issues and progress, improvising, overcoming and adapting – in the best traditions of the British Armed Forces.

## Appendices

### Appendix A: Screenshot from PowerPoint

#### Screenshot 1



#### Screenshot 2

**“He has all of the virtues I dislike and none of the vices I admire.”**  
Quote; Winston Churchill, “The Churchill Wit” 1965

Likes & Hobbies;

- Spending time with family
- Fiction writing & reading
- Rugby
- Building things and being creative
- Motorsport
- Rock music
- Travel
- Military & History

Dislikes;

- Football
- Chart music
- Reality TV
- The Dentist
- Pesto
- Football
- America
- Crashing
- Boredom

Screenshot 3

**“Life is very interesting... in the end, some of your greatest pains, become your greatest strengths”**

Quote; Drew Barrymore Personal Biography, IMDB.com

Strengths;

- Mechanical skills & knowledge.
- Confident when well versed in a subject.
- Good coach/instructor.
- Enthusiastic (*nause*) on subjects that I love.
- Loyal to those that are reciprocal.
- Hard working.
- Wide knowledge base.

**HALF OF MY PROBLEMS ARE CAUSED BY MY TONE OF VOICE & SARCASM**



**EVERYONE THINKS I'M EITHER MAD, ARGUING OR JUST AN A E. WHILE ACTUALLY, I'M JUST TALKING**

Weaknesses;

- Sarcastic & facetious, with diminishing verbal filter.
- Recently in the process of being diagnosed with Dyscalculia.
- Broken body.
- Don't know when to quit.
- Temperamental, easily annoyed.
- I love a sapacchino.
- Way too swearsy

Screenshot 4

**“Unfortunately, Bills Still Need to be Paid...”**

Quote, Tom Valpoto, Swansea, 2022

- Work is a means to an end. Qualifications support progression.
- I would like to see my kids grow up into good, hard working, happy, people.
- I would like to earn enough from writing to support my family and becoming a semi-professional racing driver.
- Retire to somewhere hot.
- Qualify as an RFU Coach.





## Appendix B: Personality Test Results

### Test 1

| Factor | Factor label                 | Raw score                                                                         | Score percentile |
|--------|------------------------------|-----------------------------------------------------------------------------------|------------------|
| I      | <b>Extroversion</b>          |  | 37               |
| II     | <b>Emotional stability</b>   |  | 16               |
| III    | <b>Agreeableness</b>         |  | 11               |
| IV     | <b>Conscientiousness</b>     |  | 46               |
| V      | <b>Intellect/Imagination</b> |  | 65               |

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

|                                         |                                                                                                                                                                                         |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Factor I – Extroversion</b>          | This is sometimes given an alternative name, Positive Emotionality. Individuals who score high on Factor I one are outgoing and social. Individuals who score low tend to be reclusive. |
| <b>Factor II - Emotional Stability</b>  | Can also be called Neuroticism or Negative Emotionality                                                                                                                                 |
| <b>Factor III - Agreeableness</b>       | A person high in agreeableness is friendly and optimistic. Low scorers are critical and aggressive.                                                                                     |
| <b>Factor IV - Conscientiousness</b>    | High scores on this factor are careful and diligent. Low scorers are impulsive and disorganized.                                                                                        |
| <b>Factor V - Intellect/Imagination</b> | This factor is also often called Openness to Experience. Low scorers tend to be traditional and conventional.                                                                           |

[5]

### Test 2

Instructions – “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.”

|                                                                                                                                                                                                                                                                    |                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Introversion (I)</b>                                                                                                                                                                                                                                            | <b>Extroversion (E)</b> |
| Introversion-Extroversion is your cognitive orientation. Introverts centre themselves inside their bodies. Extroverts centre their attention outside their bodies.                                                                                                 |                         |
| <b>Sensing (S)</b>                                                                                                                                                                                                                                                 | <b>Intuition (N)</b>    |
| Sensing-Intuition is the first pair of cognitive functions and the preference for how you prefer to be served information; through the five senses or from the subconscious.                                                                                       |                         |
| <b>Feeling (F)</b>                                                                                                                                                                                                                                                 | <b>Thinking (T)</b>     |
| Feeling-Thinking is the second pair of cognitive functions, the judging functions, which are used to evaluate goals; either through personal values or objective principles.                                                                                       |                         |
| <b>Judging (J)</b>                                                                                                                                                                                                                                                 | <b>Perceiving (P)</b>   |
| Judging-Perceiving is what pair of cognitive functions you prefer to use; Judging is a preference for a structured lifestyle and the use of feeling and thinking while perceiving is the preference for a flexible lifestyle and the use of sensing and intuition. |                         |

Test report definitions. “ISTJs are faithful, logical, organized, sensible, and earnest traditionalists who enjoy keeping their lives and environments well-regulated. Typically reserved and serious individuals, they earn success through their thoroughness and extraordinary dependability. ISTJs prefer dealing with the present and the factual. They are detail-oriented and weigh various options when making decisions, although they generally stick to the conventional. ISTJs are well-prepared for eventualities and have a good understanding of most situations. They believe in practical objectives, and they value traditions and loyalty. ISTJs learn best and apply themselves to subjects that they deem practical and useful. Material that seems too easy or too enjoyable leads ISTJs to be sceptical of its merit. Because of their practical outlook, ISTJs clearly delineate between work and play. Therefore, their ideal learning environment is task-oriented, has a clear schedule, and has a clear and precise assignment. ISTJs respect facts. They hold a tremendous store of data within themselves, gathered through their Sensing function. They may have difficulty valuing a theory or idea that differs from their own perspective. They prefer to work alone but can work well in teams when the situation demands it. They like to be accountable for their actions, and they enjoy positions of responsibility. They have little use for theory or abstract thinking, unless the practical application is clear.

In general, ISTJs are capable, logical, reasonable, and effective individuals with a deeply driven desire to promote security and peaceful living. They can be highly effective at achieving their goals—whatever those may be.” [6]

### Test 3

Jung Test. “This report describes how you prefer to deal with and relate to people, process information, make decisions and organize your life. It gives a good overview of your personality and behaviour.



Your Jung personality type. The descriptions you chose about your behaviour indicate that the Personality Type that most accurately describes you is: Introvert-Sensor-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. |
| Sensors     | Live in the present. They rely on facts, handle practical matters well and like things to be concrete and measurable.                                                                                                                                               |
| 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.”                                                                                                                                                       |

[7]

### Test 4

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                                          |

Job Report. Here is a list of jobs that fit your Holland code RAISCE. The list is only part of all jobs that fit your personality. You should use this list of occupations as prototypical examples.

1. Set builder.
2. Audio production tech.
3. Drafter.
4. Civil engineering tech.
5. Mechanical technician.
6. Metal furnace operator.
7. Big data librarian.
8. Photographer.
9. Forestry tech.
10. Artificial animal insemination tech."

### Guardian: What Job Would Make You Happiest?

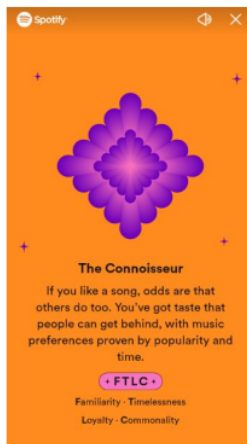
“Scores:

|                                                 |    |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hands-on                                        | 16 | 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 | 11 | 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                               | 11 | 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.”                                                                                  |

[8]

### Test 6

The Spotify ‘Wrapped’ test is a fun, end of year, impromptu summation of your listening habits. Listening habits can be a good indicator of personality type, possibly supporting the above tests [9].



## Test 7

Honey & Mumford.

### Theorist: your score 13

These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyse and synthesise, drawing new information into a systematic and logical 'theory'.

- Models
- Statistics
- Stories
- Quotes
- Background information
- Applying theories

### Activist: your score 10

Activists are those people who learn by doing. Activists need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning, involving themselves fully and without bias in new experiences.

- Brainstorming
- Problem solving
- Group discussion
- Puzzles
- Competitions
- Role-play

### Pragmatist: your score 15

These people need to be able to see how to put the learning into practice in the real world. Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives. Experimenters, trying out new ideas, theories and techniques to see if they work.

- Time to think about how to apply learning in reality
- Case studies
- Problem solving
- Discussion

### Reflector: your score 13

These people learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines. Prefer to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion.

- Paired discussions
- Self analysis questionnaires
- Personality questionnaires
- Time out
- Observing activities
- Feedback from others
- Coaching
- Interviews



HM Government

This document certifies that

**Ben Palmer-Drury**  
**OME Engineer**  
**QinetiQ**

has successfully completed

**Prevent awareness course**  
on  
**9 December 2022**

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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.

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

Issued on: 9 December 2022 14:33

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## Appendix D

### “CryptoWall”

A Trojan Horse

Ben Palmer-Drury

Study Skills Exercise

12/11/2022

## Chapter 1

### Introduction to “CryptoWall”

The entity known by the name “CryptoWall”, or CW, came to the fore in 2014 [10]. It is an advanced Ransomware that is introduced to systems by hiding in infected packets, looking to embed itself in a host. Therefore, CW is a Trojan horse virus. Once deployed, the ransomware will encrypt some, or all, of the host hard drive until the host user pays a ransom or successfully removes the virus. Contrary to common belief, payment is not necessarily a guarantee that the host’s files will be released. Since its inception it has seen numerous revisions and iterations. It is cheap and easy to deploy, meaning that anyone with a small amount of knowledge can use it.

Primarily it is used to gain access to systems via adverts, phishing email and exploit kits. It is effective against all windows platforms and most file types [11]. The current version is v5.1 which uses the AES-256 encryption algorithm, which is far more difficult to remove [12]. Thankfully, given the age of this malware there are now tools that can be used to remove it.

## Chapter 2

### General Information on Malware, and their different types

Malicious software, aka “Malware”, is software designed to infect a system with the intent of gaining unauthorised access. Malware is specifically designed to “invade, damage or disable” computerised devices, including PC’s, tablets, phones, networks and IOT devices. The motivation for this can be for more than one reason. It could be political, disruptive, for financial gain, encrypt, delete or take over device core functions [13]. A lot of Malware uses executable files to operate. This can require user interaction or through timed script. In the wake of the COVID pandemic, instances of malware attacks have risen. This is by a known factor of 10.4 million. The people behind these malware attacks are now getting organised into million pound enterprises, where gangs and malware-as-a-service are more common [14]. Mobile devices can be attacked specifically through Mobile Malware.

- Adware, or spam, is a type of malware that normally just slows up machines, but, can lead as a gateway to more malicious infections. A large amount of spam is delivered through junk email, enticing users to click on links and provide user data.
- File-less Malware, unlike file based Malware, doesn’t directly affect the file system, or individual files. This form of Malware uses other, non-file objects (e.g., macros, PowerShell) and other system tools. Research in 2022 concluded that 40% of worldwide Malware is file-less [15]

- A virus is a method for spreading its own malicious action or a vector for spreading other forms of malware. Normally this is achieved through an executable file. A virus can be self-propagating.
- Worms can also be self-propagating, not necessarily needing human interaction to disperse itself. These are often specifically targeted at a device's core or memory centre.
- Bots are small programs that perform repeatable tasks with little to no human input. Bots are faster at launching attacks than humans. When bots on separate devices link up, this is called a botnet. Botnets can then be controlled to overwhelm networks in Denial of Service attacks.
- Ransomware is now a common form of malware attack. As the name implies, once a user's device is infected, a ransom must be paid to unlock it. In theory at least. Often the threat actor will threaten to release publicly/sell or delete the user's data. It has been noted that Ransomware attacks have increased by 13% year on year [14]. It's not just high profile business that have been hit by Ransomware attacks. Newsworthy attacks include hospitals, telecoms firms and governments. For example, in May of 2022, the President of Costa Rica declared a state of national emergency when governmental institutions were hit by both the Conti Gang and The Hive. It is unclear if both groups were operating in conjunction. Printers started running off reams of 'gibberish' and some public health services went off line, in rural areas [16].
- Spyware is used by threat actors to monitor the users of devices or networks. This can be done through keylogging, where each key press is logged and analysed. This can be solely to steal logon credentials and bypass security systems.
- Rootkits have become a common form of malware, whilst not initially designed for this. A rootkit enables a threat actor unrestricted, and undetected, administrator level access to a device.
- Trojans, like CW, masquerades as a legitimate program. It is not self-propagating, but can be initiated by a user-victim. Trojans normally rely on social engineering to spread. In 2022, 82% of data breaches occurred through this method [17].

### Chapter 3

#### The "CryptoWall" Trojan overview

CryptoWall is technically a Ransomware virus using a Trojan vector, to encrypt data on a compromised device. This requires the user to pay a ransom to receive a decryption key. It is normally dispersed through spam email. Once executed, CW encrypts specified files, with instructions on how to pay the ransom [18]. CW hides in the Windows OS to execute after each reboot [19].

CW is derived from a previous form of ransomware called CryptoLocker. This was stopped by researchers in 2015. However, malware authors converted the code into what we now know as CW. The coding started out relatively simply using HTTP, an application layer protocol for transmitting hypermedia documents like HTML, to communicate with a command and control server. For the very fact that it used HTTP, cyber security researchers were able to combat it effectively. Since then, CW has gone through several iterations, currently, the most recent is v5.1. This may have changed at the time of writing [12].

CW versions.

|    |                                                                                      |
|----|--------------------------------------------------------------------------------------|
| V2 | No longer used HTTP. Vectors included browser vulnerabilities and unpatched software |
| V3 | Used I2P anonymity network to communicate. Vectored from phishing email              |

|            |                                                                                                                                                                                                               |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| V4<br>2021 | Improved comms. to server. Had a modified protocol to fool security rules. Hides in Windows. Uses strong encryption. Virtually impossible to decrypt. Destroys shadow file copies for Windows start up repair |
| V5.1       | Based on HiddenTear, an open source Trojan. This uses the AES 256 encryption                                                                                                                                  |

[19]

If the user does not wish to pay the ransom, normally, the only recourse is to recover lost data using backups. However, CW seeks to encrypt the backups as well. [20]

### 3.1

Initial attack is similar to most other ransomware attacks. It is normally distributed in junk email or through ‘clickbait’ adverts. Once the system is infected it may need a specific trigger to unpack itself and initiate. Or, it may unpack automatically on next start-up. 2014 saw the highest number of CW deployments. The highest recorded were in the US and Canada. Although, the UK, Germany and the Netherlands were hit hard [12].

The following is a quote directly from the FBI’s Internet Crime Centre;

*“The FBI does not support paying a ransom in response to a ransomware attack. Paying a ransom doesn’t guarantee you or your organization will get any data back. It also encourages perpetrators to target more victims and offers an incentive for others to get involved in this type of illegal activity.”*  
[21]

Paying ransoms only encourages criminals to go after bigger targets. Also, it makes this kind of operation seem more lucrative and cost effective, and less dangerous than other ransom enterprises. Payment of such ransoms, could also trigger questions within the law enforcement communities, especially if repeated ransoms are paid, as to whether there are more illicit dealings going on. Are the payments really just a front for payments to terrorists, criminal gangs, rogue states or some violation of money laundering legislation. Recently, larger customers have had threats of releasing proprietary information if the ransom is not paid [22].

That said, most home users are more likely to have their files ‘returned’ as the threat actor is more likely to realise that single individuals have a smaller resource pool than a multi-national corporation.

Once infected, and the malware has launched, the victim is ‘invited’ to complete a CAPTCHA verification to enter the payment process. The standard fee is 500 USD/EUR to a Bitcoin wallet. However, if this is not paid within the set timeframe the price goes up two-fold. A ‘proof of life’ is sometimes issued by the threat actor, allowing one file to be decrypted. This however, does not confirm that all files will be decrypted upon payment. This is more of an enticement to pay the ransom [12].

Although, in conclusion, there is no definitive evidence that the user will get their files back. The threat actor is nothing more than a criminal, after making easy money. It is more preferable to rebuild the system from backups and specialist software, like Malwarebytes, to remove the ransomware.

## Chapter 4

### Recommendations on good practice

#### 4.1 Initial avoidance

As the author has already stated, the best course of action is a good cyber security practice to mitigate from threat actors. This can be done by using robust processes from reputable companies. There are many free and cheap options on the market, which deter the opportunist, but human factors can breach any good system. Human factors are the leading cause of cyber security breaches, roughly 52%. A lot

of people are unaware of what phishing, sending out enticing emails for users to click and enter details, is. In a corporate environment, regular and robust training is intended to make users think before they click unsolicited and suspicious emails [23]. The threat actor has become more savvy, making emails purportedly from banks seem highly realistic. Institutions have now gotten around this by never sending out emails with embedded links, instead, inviting the user to navigate to their service by a more traditional route. Again, this is not a perfect or fool proof plan as human factors rear their head again. When people are stressed, rushed, tired and distracted, they are less likely to inspect emails thoroughly.

Firewalls, virus protection, VPN's, malware protection, training and vigilance can be used to mitigate threats. An effective disaster solution, minimises down time and can limit the amount of damage done to corporations.

#### 4.2 Backup procedures and disaster mitigation

Backups are the easiest and one of the, as previously discussed, methods for mitigating damage to a corporation. The home user can also benefit from backing up data, even if just from equipment failure or human error. Many email providers, like with Microsoft Outlook, offer free and paid cloud data storage services. Free services often have limited space and users are encouraged to migrate to larger paid services. Most free-ware anti-virus services operate in the background and require little user interaction or knowledge. These also offer paid subscriptions for more services.

For users with more hardware knowledge, slaved hard drives, backup USB drives and memory devices can prove useful to back up smaller systems. The author uses CDRW's to back up family pictures, stored in a secure location (from theft and fire) to mitigate the risks of losing highly sentimental data. This includes pictures from once in a lifetime trips around the globe. This was born from learning the hard way due to equipment failure. There are automated services for this, but that often incurs subscription costs, and requires trust in the robustness of the service. Cloud based services rely on their security, and services that are unit based require systems to be on all the time, or some form of user interaction.

Like any system, these backups must be done at regular intervals, or the process becomes redundant. The same can be said for the aforementioned security suites. These need to be updated regularly, as the speed the threat actors adapt to mitigations is alarming.

The most secure systems are those that are air-gapped, not connected to any outside source. However, in a commercial environment where communications with stakeholders and customers is vital, this is not possible. Therefore, robust security measures must be balanced with usability. There is little point in a system that is so secure that work tasks cannot be completed in a timely manner after all.

In summation, the best defence is a robust system for stopping intrusion, through training and adequate software. Should the worst happen a clear disaster recovery plan should be in place to mitigate down time and data loss. Any sensitive data should be protected by additional means. A learning process should be conducted periodically, or after an event to see if anything could be done differently to continue to mitigate threats. It is up to the individual user to balance up the pros and cons to paying ransoms. In the author's opinion, there is no evidence to tip the scales in the direction of payment.

## Chapter 5

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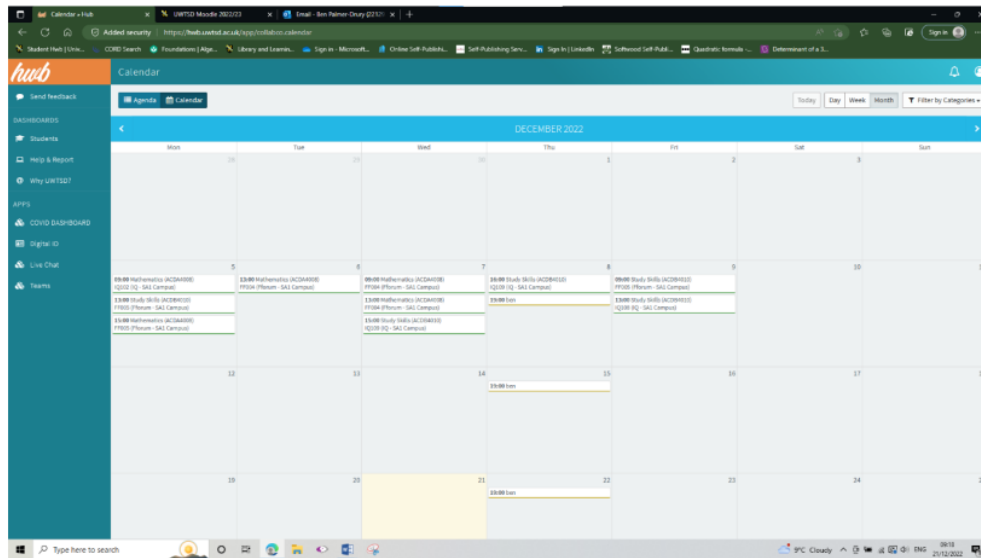
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## Appendix E

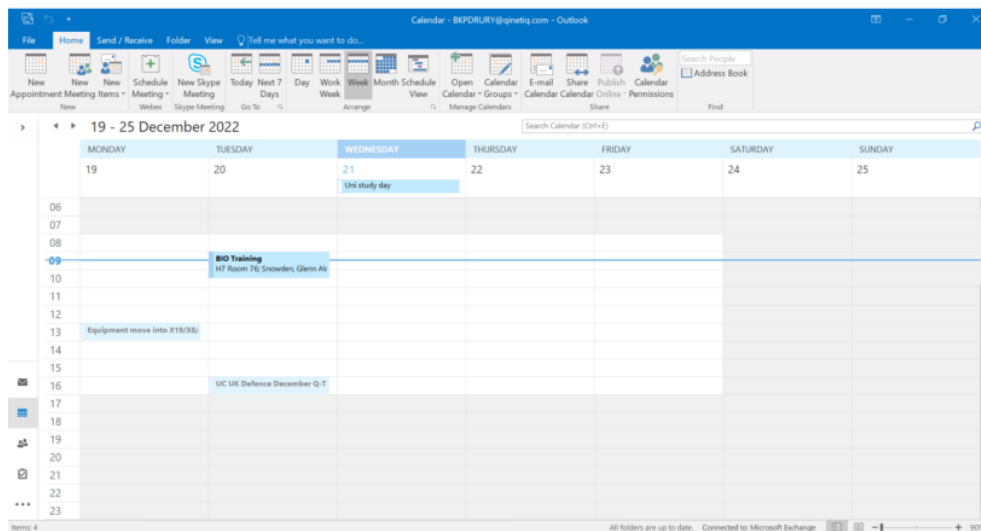
### Time Management and Self-organisation

#### Electronic Calendar Screenshots

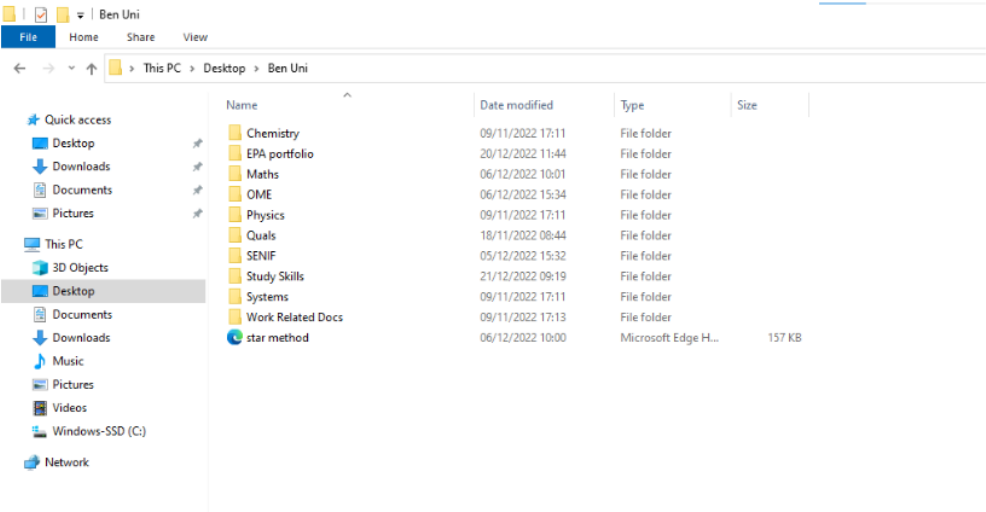
##### University



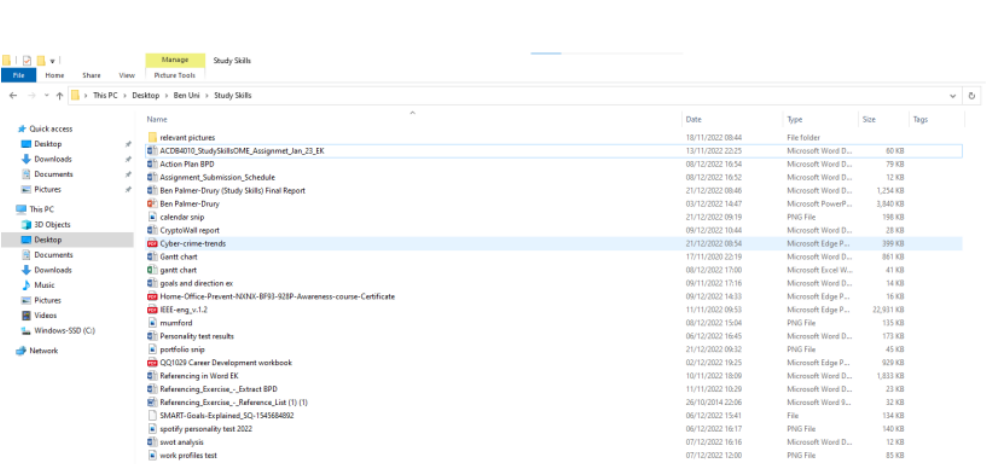
##### (Redacted) Work Calendar



e-Portfolio screenshot



Relevant subject screenshot



One Drive screenshot

Ben Uni

FileHomeShareView

OneDrive > Ben Uni

Quick access

Desktop

Downloads

Documents

Pictures

Desktop

Music

Videos

OneDrive

This PC

Network

| Name                         | Status | Date modified    | Type                 | Size     |
|------------------------------|--------|------------------|----------------------|----------|
| Chemistry                    | ✓      | 09/11/2022 17:11 | File folder          |          |
| EPA portfolio                | ☁      | 21/12/2022 11:03 | File folder          |          |
| Maths                        | ☁      | 21/12/2022 10:38 | File folder          |          |
| OME                          | ☁      | 21/12/2022 10:38 | File folder          |          |
| Physics                      | ✓      | 09/11/2022 17:11 | File folder          |          |
| Quals                        | ☁      | 21/12/2022 11:03 | File folder          |          |
| SENI                         | ☁      | 21/12/2022 10:38 | File folder          |          |
| Special Needs                | ↻      | 21/12/2022 11:03 | File folder          |          |
| Study Skills                 | ↻      | 21/12/2022 11:03 | File folder          |          |
| Systems                      | ✓      | 09/11/2022 17:11 | File folder          |          |
| Work Related Docs            | ✓      | 09/11/2022 17:13 | File folder          |          |
| Blank KSB Portfolio Template | ✓      | 06/12/2022 10:00 | Microsoft Excel W... | 36 KB    |
| Duties and KSB's             | ✓      | 06/12/2022 10:00 | Microsoft Word D...  | 17 KB    |
| JSP_333                      | ↻      | 06/12/2022 10:00 | Microsoft Edge P...  | 7,135 KB |
| KSB Evidence Form Blank      | ✓      | 06/12/2022 10:00 | Microsoft Word D...  | 25 KB    |
| star method                  | ☁      | 21/12/2022 10:18 | Microsoft Edge H...  | 157 KB   |

## Appendix F

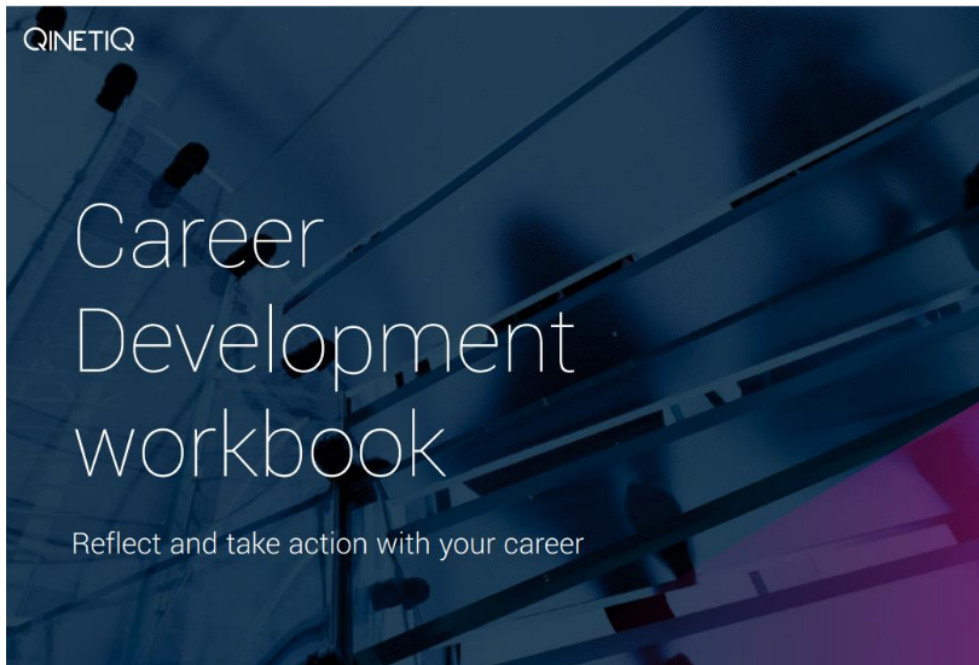
### Class Exercise – Goals and Directions

#### Class Goals and Direction Exercise.

- ▶ 1. Goals & Direction Ask Yourself:
  - What do I really want to do in Life? Learn enough to potentially run trials. Retire from the real world to become a full time writer
  - What is my Heart's desire? Earn enough from writing to race cars semi - professionally.
  - What type of person do I want to be in life? Attentive father/husband and good storyteller
  - What do I want to do in Life? Be good at the things I try.
  - What do I want to achieve in Life? Recognised as a good storyteller. Work is a means to an end. Qualified coach.
  - How am I going to achieve it? Keep writing, keep trying, don't give up, keep working
- ▶ 2. Reflect on your answers and write down your:
  - `Future Long-term goals. As above. Maybe in Australia if the wife will let us.
  - Current Short-term goals. Qualify in the areas needed to, to make the above happen.
  - Tip: Do your short-term tasks align with and support your long-term goals?  
Not completely as there are dependent external factors that may be beyond my control, for instance selling enough books to negate the need to work full time.

## Appendix G

### Employers Professional Development Template



## Using this workbook

We all come to work to do a good job and perform to our best. We want to enjoy our work and see where that work makes a difference to our customers and the success of the business. We want to understand what is expected of us, see what opportunities exist for our develop and understand how to progress.

This development workbook has been designed to help you create a plan to develop your career. If you are a manager, we encourage you to have individual development conversations with your team on a regular basis, to better understand their career aspirations and support their development.

This workbook is based around the 'My Career' wheel and provides you with the space to think creatively and create a career development plan.





## Step 1. Be great at your job

Our success all starts with being great at our job; mastering your current role will help you to develop and progress your career further.

Working with your Functional and Delivery Managers, make sure you feel comfortable with your objectives and regularly ask for feedback so that you can work on any particular development areas.

**How is it going?** Your reflections/feedback/thoughts/progress in role

Largely enjoyed my time with QQ having met some great people and had the chance to go and do a lot of things that were beyond the normal remit of my job, which i have enjoyed. I would like to persue the trials route, rather than S&M as I feel this is far more suited to my skills. I will also learn a wider range of subjects.



## Step 2. Choose a path

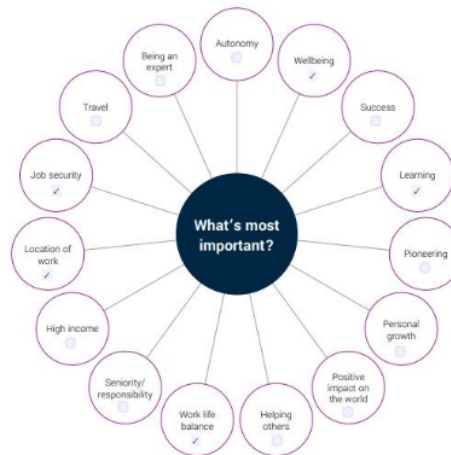
Some people have a clear idea of the career path they'd like to take, but it's OK if you're not sure what you want to do as there are lots of options and great opportunities at QinetiQ.

Let's take a step back. It's important to explore what you want from your career as we're all motivated by different things. Some people will be eager to take on more responsibility, and some others may focus on work-life balance. Use this page to think about what's most important to you right now (it may change in the future and that's OK).

**Highlight the four to five most important factors to you.**

If there's something important to you which isn't listed then add it to the diagram.

Remember that whilst all of these things sound great, it makes sense to focus on the things that are most important to us and how we can work towards accomplishing these things. The purpose of this exercise is to reflect on what's personally important to you, there is no right or wrong.





## Step 2. Choose a path

Some more areas to reflect on when choosing your career path...



## Step 2. Choose a path

Let's look at defining some career path options. It's important to remember that your career path is unique to you and is dependent on what's important to you and the experience you are looking for. Use this page to make notes.

### Some things to consider:

- What are your aspirations?
- Which roles are of particular interest to you?
- What pathway will you take to get there?
- What actions do you need to take?
- Which roles align to what's important to you?
- What support might you need?
- Who could you talk to?

### Your notes

Learn, learn, learn.  
Work is a means to an end. Qualifications support progression.  
I would like to see my kids grow up into good, hard working, happy, people.  
I would like to earn enough from writing to support my family and becoming a semi-professional racing driver.  
Retire to somewhere hot.  
Qualify as an RFU Coach.



## Step 3. Create a plan

Let's create a plan so you can start making progress on your career development.

The 70-20-10 model is an effective approach to professional development; where 70% of learning is gained on the job, 20% through coaching or similar development relationships and 10% through formal training courses, recognising that each complements the others. For example, the 10% formal training is the foundation for the further learning gained through coaching and on the job experience. However, the formal training is of no value if not reinforced via coaching and exercised by challenging tasks.

Use the next couple of pages to plan your development activities and be sure to explore all aspects of the 70-20-10 model of learning. Consider what you need to work on to move towards your next role at QinetiQ and, if you need help, book some time in with your manager to talk it through.

### **70% experiential or on-the-job learning (e.g. working on a new project or a different task, a new role, taking on a new challenge etc.)**

Consider: what will you do, when will you do it, how will you do it, who can help you, what does success look like?

Complete HNC (maybe level 6),



## Step 3. Create a plan

### **20% social learning (e.g. mentoring, coaching, shadowing, professional membership networking etc.)**

Consider: what will you do, when will you do it, how will you do it, who can help you, what does success look like?

Learn as much as possible from my boss before retirement, and attempt to be as good at the job as he is.

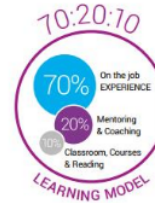
### **10% formal learning (e.g. Ashridge Online, E-learning programs, training courses etc.)**

Consider: what will you do, when will you do it, how will you do it, who can help you, what does success look like?

As many formal courses, and trials as I am allowed to participate in, in support of the above.



## Guidance for your 70-20-10 plan



We've added some examples below to help you complete your plan

### 70% on-the-job learning

#### Expand your scope of work

- Take on new responsibilities
- Find out when you can substitute for your manager in meetings
- Take on managerial responsibilities

#### Learn through solving real problems

- Actively participate in a group to solve a real business problem
- Apply new learning to real situations and monitor your progress
- Use feedback to try a new approach to an old problem
- Introduce new techniques and approaches

#### Learn through new experiences

- Champion change and support others through change
- Cover for colleagues whilst they're on leave
- Gain exposure to other departments/roles
- Volunteer to take part in a working group
- Take on stretch assignments
- Increase interaction with senior management e.g. in meetings
- Make time for day-to-day research and reading

### 20% social learning

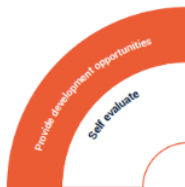
#### Learn and develop through others

- Seek informal feedback to understand your strengths and development areas and increase your self-awareness
- Seek advice and challenge from others to help you tackle problems from different perspectives
- Use 360 feedback tools or our Group Competency Framework to discuss your development areas with your manager
- Use one-to-one meetings with your manager to discuss your development and career progression
- Take on a mentoring role/get a mentor/engage in reverse mentoring/get a coach
- Join an external professional community
- Build internal and external professional networks/contacts

### 10% formal learning

#### Through structured courses

- Face-to-face courses, workshops or seminars (accessible via the Hemsley Fraser hub)
- E-learning courses and modules (accessible via the QinetiQ Learning Zone)
- Professional qualifications/accreditations



## Step 4. Self-evaluate

Setting meaningful goals and tracking progress throughout the year helps us to understand the contribution we each make, while also helping us to realise our own potential.

Your performance and therefore your contribution to both the success of the company and value to our customers will be rewarded appropriately. You have a great opportunity to maximise the outcome for yourself if you do a great job and, where possible stretch yourself. Your contribution will be recognised in your overall performance rating at the end of the year, and appropriately rewarded via the subsequent salary review and All Employee Incentive Scheme.

**How is it going?** Your reflections/feedback/thoughts/progress on actions

So far so good. Managed to get promoted to number 2 trials officer in 3 years!

# Careers at QinetiQ

We have been developing a number of different tools to support career development at QinetiQ:

**Group Competency Framework** – Leadership, Personal & Business behavioural frameworks plus a Technical framework for each area of the business to allow everyone to understand the competencies they need to develop in line with their career aspirations.

**Career Frameworks** – describes the career pathways our people can take, and how people can develop their career with support from their functional managers.

**Career Pathways** – example routes to navigate career paths, with advice from colleagues who have successfully developed their careers.

Use these tools to guide your career planning and feel inspired with the variety of career paths you can take with QinetiQ. Remember, time frames are different for everyone and it's up to you to drive your career.

For more information, please see the Career Development section of the Global Portal.



## Appendix H

Table 1

|                                     |                                                                                                                                                     |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Resilience                          | Employees ability to learn from mistakes, and how they react to stressful or unexpected situations.                                                 |
| Commercial Resilience               | Understanding how a business area or company works, it's place in industry, knowledge on competitors and developments that can affect the industry. |
| Good Communications                 | How you communicate with co-workers and customers, written and oral                                                                                 |
| Effective Leadership and Management | Including self-management, but also how the employee motivates and encourages co-workers.                                                           |
| Planning and Research Skills        | Strategizing and researching background data, and how that data is analysed                                                                         |
| Adaptability                        | Learning new skills and adapting to change.                                                                                                         |
| Team Work and Interpersonal Skills  | Ability to work and contribute as a team.                                                                                                           |
| Relevant Experience                 | Experience in a given task or field or the transferrable skills required.                                                                           |

Table 2

|                     |                                                                              |
|---------------------|------------------------------------------------------------------------------|
| Communication       | Written/Verbal – Listening – Feedback - Presenting                           |
| Dependability       | Punctuality - Integrity - Work Ethic - Meets Deadlines                       |
| Teamwork            | Build Relationships – Collaboration - Self-Awareness - Conflict Resolution   |
| Organisation        | Time Management - Attention to Detail - Analytical Thinking - Prioritisation |
| Adaptability        | Creative - Positive Attitude - Flexibility - Patience                        |
| Leadership          | Delegation - Project Management - Conflict Resolution                        |
| Decision Making     | Problem Solving - Critical Thinking – Creativity - Analytical                |
| Empathy             | Listening - Mediation - Perspective - Curiosity                              |
| Initiative          | Self-Motivation - Process Improvement – Eagerness - Goal Setting             |
| Technology Literate | Troubleshooting - Software Suites                                            |

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# Ben Palmer-Drury Study Skills Final Report

## GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

**Instructor**

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GRADING FORM: SMU GENERIC\_GJ

BEN PALMER-DRURY

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RESEARCH-INFORMED LITERATURE



Great engagement with a wide range of highly relevant literature. All sources are professionally referenced using IEEE method.

**15**

#### **KNOWLEDGE AND UNDERSTANDING**



Excellent evaluation and clear presentation of HE/employability skills. Excellent understanding of all topics covered in the study skills module confirmed by a highly professional final report.

**15**

#### **ANALYSIS**



Excellent reflection on the process of preparing and giving the presentation. A high level of critical/analytical thinking skills is demonstrated while discussing test results and self-perception.

**15**

#### **PRACTICAL APPLICATION AND DEP.**



Excellent ppt presentation was prepared and delivered. Goals are discussed but the SMART analysis is not evident. A solid plan to back up data is presented.

**16**

#### **SKILLS FOR PROFESSIONAL PRAC.**



Word count above the limit. Pages should be numbered and all appendices titled and listed in TOC. References/Bibliography section should be included in TOC. Report should include an abstract

**12**

and introduction. Abbreviations, such as RFU should be explained.