

Final report

by Tara Green

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A Review of the Study Skills Module

Code; ACDB4010

Tara Green

Student number; 2217777

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- 2.3 Long and short-term goals

Section 3

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Section 4

Time management

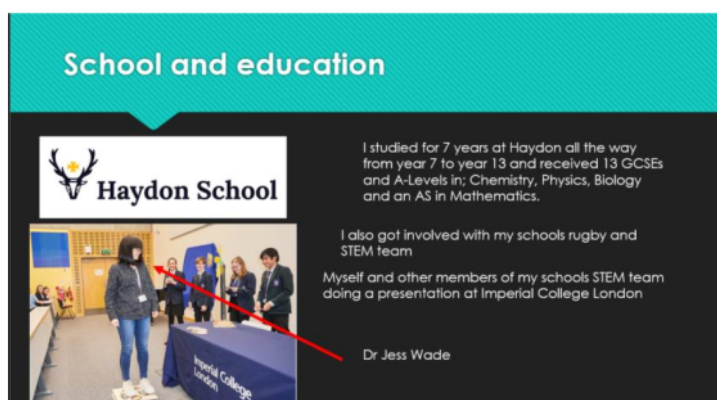
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Section 1.1; Personality overview

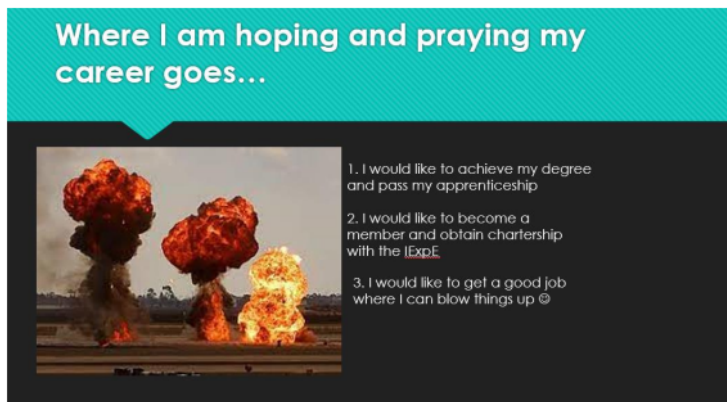
The student was born and grew up in Greater London in a town called Ruislip, this is where they went to school to go on and achieve 13 GCSE's and Four A-Levels in Chemistry, Biology and an AS-Level in Mathematics, whilst at school they were also devoted member of the schools STEM team, this drove a particular interest in chemistry of which it is hoped that this interest can be continued into a career within the field of forensic chemistry.

The student would describe themselves as hardworking and empathetic towards others, they are willing to help others whenever they can and completes their work to the very best of their ability. In free time they enjoy watching and playing rugby, scuba diving (when the weather permits) and on the weekends they coach the Salisbury rugby club girls division, this has helped develop their skills in leadership, teamwork and resilience.

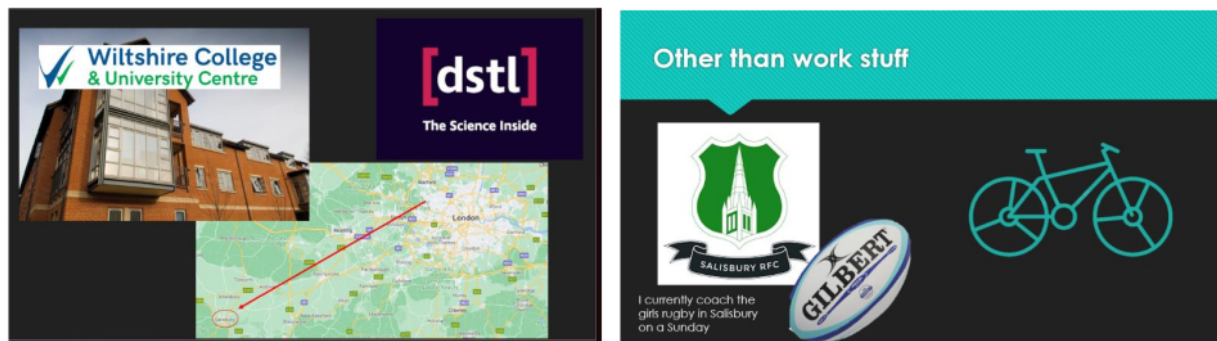
Section 1.2; Power Point review



The good things to note about this slide are that there is a good balance of pictures and information as to keep the audience engaged and not to make the slides too busy yet always giving the audience something to look at therefore keeping them engaged in the PowerPoint whilst still managing to fill the points on the power point brief.



The good aspects from this slide is the fact that there is on this slide as the other a adequate balance of pictures to text, the text on the slide is also laid out in a way that is clear for the audience to perceive an ordered timeline of future aspirations.



These are two examples of slide that need to be improved if this presentation was given again, these slides are cluttered with images and do not have any text for the presenters reference and to keep an audience engaged.

Section 1.3; presentation skills

After the presentation of the above mentioned PowerPoint the following feedback was given;

13. TARA GREEN

"Presenter: All required 'topics' covered including hobbies, likes/dislikes, goals, etc. 🗨️ 1"

Slide with 'content/intro' properly included

Good balance between text and pictures

Pictures of the right size to see them well

Animations used sparingly (help to keep the audience awake)

Nice design; Well organised and presented.

Font should be larger, especially for larger rooms/audience.

Pictures support the told story.

Too many words in 'school/education' slide; use key words, bullet points rather than full sentences.

Presenter: Looked nervous.

Rushed through the presentation and spoke too quietly.

Gained more confidence while answering the questions, managed very well.

More eye contact, less reading from the slides.

Finished much before time.

All these could be significantly improved if the presentation was practiced more"

From this feedback it can be deduced that if this presentation was to be given again the changes that would have to be made are as follows; the text on certain slides would have to be made larger and have the bullet points spread throughout the PowerPoint more evenly and for the presentation to flow more smoothly it would need to be practiced more.

Section 2.1; Skills within the workplace

Within the workplace there are many skills that can be seen as valuable, some workplaces have a list of specific skills that can be seen as desirable for the role.

"Person specification

We are looking for someone who:



- Has the ability to work effectively within a team.
- Has the ability to prioritise tasks effectively.
- Has the ability to communicate effectively to a broad audience.
- Is comfortable working outside in all weathers (we will provide appropriate personal protective equipment)
- Has basic knowledge of engineering and scientific principles
- Is computer literate
- Is adept at paying attention to detail.
- Has the ability to learn and self-motivate.
- Has the ability to take direction and work independently.
- Has problem solving skills/ability to think outside the box and the will to development them further.
- Is open to change
- Has the able to work to processes and procedures
- Looks for ways to improve safety and efficiency
- Desire's to undertake practical work"

[1]

From the above source it can be seen that the more generic skills of, Working effectively in a team, computer literacy and attention to detail. To also having the niche skills of; Knowledge of scientific principles and the desire to undertake practical work. This can be used to prove that there are many transferrable skills in the working world with niche skills that can be picked up on the job, some of the skills above can also be seen to be beneficial within higher education such as; prioritizing tasks, the ability to learn and self-motivate and the ability to take direction and work independently. The situations of which these skills could be helpful in higher education are that of report writing, and team project work.

Section 2.2 Personality tests

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.

Introversion (I)	☐	Extroversion (E)
Introversion-Extroversion is your cognitive orientation. Introverts centre themselves inside their bodies. Extroverts centre their attention outside their bodies. [more]		
Sensing (S)	☐	Intuition (N)
Sensing-Intuition is the first pair of cognitive functions and the preference for how your prefer to be served information; through the five senses or from the subconscious. [more]		
Feeling (F)	☐	Thinking (T)
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. [more]		
Judging (J)	☐	Perceiving (P)
Judging-Perceiving is what pair of cognitive functions your 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. [more]		

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

According to Myers-Briggs, ISTPs excel at analyzing situations to reach the heart of a problem so that they can swiftly implement a functional repair, making them ideally suited to the field of engineering. Naturally quiet people, they are interested in understanding how systems operate, focusing on efficient operation and structure. They are open to new information and approaches. But contrary to their seemingly detached natures, ISTPs are often capable of humorously insightful observations about the world around them. They can also be closet daredevils who gravitate toward fast-moving or risky hobbies (such as bungee jumping, hang gliding, racing, motorcycling, and parachuting), recreational sports (such as downhill skiing, paintball, ice hockey, and scuba diving),

[2]

From analyzing the results of the Myers-Briggs personality test it can be seen that the tailored personality type is that of ISTP; (I) Introversion, (S) Sensing, (T) Thinking, (P) Perceiving. It can be seen that from these results the test points to the subject as having areas of strengths in organizational thinking and the analyzing of situations whilst paying attention to details within tasks that others may miss, they also can be 'interested in how systems operate' as well as open minded.

“ISTPs may sometimes seem to act without regard for procedures, directions, protocol, or even their own safety. But while their approach may seem haphazard, it is in fact based on a broad store of knowledge developed over time through action and keen observation. ISTPs enjoy self-sufficiency and take pride in developing their own solutions to problems.

ISTPs are content to let others live according to their own rules, as long as the favor is reciprocated. ISTPs endure reasonable impositions without complaint—but if their "territory" is encroached upon, eroded, or violated, they defend what they view as rightfully theirs.” [2]

20. Hands-on: 19

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.

[3]

11. 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.

11. 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.

16. Creative use of ideas, materials or situations: 16

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.

6. Supporting people: 6

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.

8. Making new things happen: 8

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 career test highlighted that a career that entails hands on work and research would suit the student and the ideal career that came from the quiz was that of an engineer.

2.3 Long term and short-term goals

Short term goals

- Complete apprenticeship course
- Gain chartership within the IExpE

Long term goals

- Fall into a permanent position within Dstl
- Get on the property ladder/buy a house or a flat

To achieve the short-term goals, one must complete the degree to the highest possible standards and complete the requirements for membership and chartership within the IExpE one must also gain all the required KSBs for the apprenticeship course

To achieve the above long-term goals specific tasks have to be carried out, including those of; saving up to place a deposit on a property and to achieve the goal of becoming a permanent member of staff at Dstl requires one to make a good impression within one of my  3 placements and receive the offer of full time employment.

3.1 Looking after your data

There are many methods that people use to protect their data in case of an adverse event such as a flood or fire, the most commonly used method is that of backing up your data in three places; your desktop (laptop or PC), a cloud server and an external hard drive which should be stored away from your laptop or PC, therefore in the event of a flood where your computer has water damage and you cannot retrieve any of your files, they will still be available on the cloud servers and the external hard drive this for students can decrease the chance of any lost work before deadlines. Another thing student can do to protect their data is encryption, this can be a locked hard drive or a locked memory stick, this can prevent anyone unwanted from getting into specific files.

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Ransomware vs. Malware

‘All Ransomware is Malware but not all Malware is Ransomware, the goal of ransomware is to deny the victim access to their files’ [1]

What is Ransomware?

- Ransomware is a form of malware that restricts a user’s access to their files on a laptop or mobile device, the most frequently heard of ransomware is a Ded Cryptor this locks the user out of files and documents until a ransom is paid.
- To help protect against this software it is essential that you back up your computer or mobile device regularly and keep the most up to date internet security measures on your device. [2]

Trojan viruses

A trojan virus is a very deadly virus of which the user is usually tricked into initiating by clicking a innocent piece of software. The reasons why trojan viruses are so dangerous to the user is because they not only steal sensitive data but that of personal and financial nature. [3]

Worms

Worms are like viruses in design but have the ability to travel between different without any human interaction, it can also self-replicate meaning it has the ability to, from one computer spread itself to hundreds of different computers at once making it catastrophic to computers connected to sever networks. [4]

A Review of the Study Skills Module

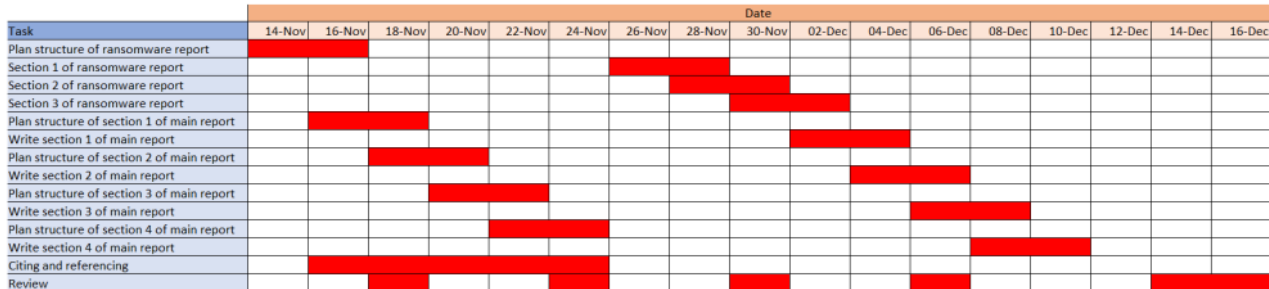
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- [4 [Online]. Available: <https://www.youtube.com/watch?v=y8a3QoTg4VQ&t=2s>. [Accessed 22 November 2022].

4.1 Methods of time management

The Gantt Chart



<https://www.smartsheet.com/content/gantt-chart-pros-cons>

The structure of a Gantt chart is as follows, at the top there are dates tracking up until the deadline for the specific task or piece of work, down the side of the chart there are smaller tasks of which when all completed will mean that the final task is too completed, the shaded areas in the center of the chart is the self-allocated time slots in which these smaller tasks need to be completed.



The advantages of a Gantt chart are that I can ensure that a task is completed in good time before the deadline to avoid any last-minute rush to complete work, it can also ensure that all sections of a report have chance for review and are completed in a logical order.

The main disadvantages of Gantt charts are that they don't designate or display the priorities of tasks, their setup can be time consuming and with big tasks it can become complex and can become more of a hindrance than a help.

Other methods that can aid with improving time management are that of; having a diary, this can help with organizing tasks over many days or months, having an online calendar, this can be useful as some online calendars provide reminders before important tasks need to be completed.

Conclusions

From writing this report it can be concluded that the Module of study skills provided the student with knowledge of how to conduct their studies to the best of their ability, and how to apply these skills in future assignments to assure that they can achieve the highest possible grade. From this report the student has also gained knowledge of how to protect their files/work and manage their time appropriately.

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Final report

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

40/100

Instructor

To prepare for any further assignment, make sure that you read the brief very carefully and follow the instructions/guidance/hints within.

If you addressed all points from the assignment brief and supported your writing with literature the mark would be higher as in what you have submitted I can see skills and capability.

PAGE 1

PAGE 2

PAGE 3

PAGE 4



Comment 1

There was no need to copy all my feedback here. It is not a reflection.

PAGE 5

PAGE 6



Comment 2

more general analysis was expected here. These are skills required for a specific job, as not all posts require being 'comfortable working outside'

PAGE 7

PAGE 8

PAGE 9



Comment 3

1st person



Comment 4

This report was supposed to be attached as an appendix



Comment 5

1st person

GRADING FORM: ACDB4011 STUDY SKILLS

TARA GREEN

40

CRITERIA 1

(20%) Engagement with Literature Skills



Engagement with a limited range of mostly relevant sources. one ref for skills evaluation. Only websites. IEEE format not followed.

6

CRITERIA 2

(20%) Knowledge and Understanding Skills



Limited understanding of exercises in Section 2.1. The student was expected to perform an extensive literature search, list generic skills required for HE and employment, and comment on the findings. Self-evaluation not well understood. SMART analysis to the goals not applied.

8

CRITERIA 3

(20%) Cognitive and Intellectual Skill



Not elaborated reflection on process of preparing and giving a presentation. There is no evaluation of personality test results. No comparison/contrast between these tests and self-perception. Results of 3 tests copied and pasted.

8

CRITERIA 4

(20%) Practical Application Skills



Skill to prepare and deliver presentations was demonstrated. Ransomware report is too short, does not follow the structure of a professional report. Missing parts: calendar screenshot, e-portfolio, journal article notes

8

CRITERIA 5

(20%) Transferable Skills for Life and Professional Practice



No abstract nor Introduction. Pages not numbered. Incomplete TOC (conclusions, references, appendices). Good attempt of using passive voice

10