

TV Study Skills Final report

FINAL

by Thomas Volpato

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STUDY SKILLS FINAL REPORT

Thomas Volpato | Study Skills ACDB4010 | 04/01/2022



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PRESENTATION SKILLS

Developing good presentation skills is essential for academia and your career. Presentation skills are required for a wide variety of activities such as job interviews, training others, formally presenting research and informally entertaining friends. A good presentation starts by tailoring the information and delivery to the audience and the level of comprehension they require as an outcome. All presentations are underpinned by confident and clear communication which is developed by your own expertise in the topic and practicing the presentation. Practicing the presentation allows you to not just read directly to the audience which inhibits engagement with the topic [1]. Public speaking is a learnt skill that requires practice and inevitably failure to develop from. All speakers will have a level of nervousness which will cause the speaker to rush their speech and even miss key information; but through practice this can be diminished.

DELIVERING SUCCESSFUL PRESENTATIONS

Slideshows are a useful tool for engaging the audience with visuals and conveying extra information such as graphs that would otherwise be difficult to convey verbally. If used poorly slideshows can be very visually distracting and can ruin audience engagement. Therefore it is important to maintain a consistent visual style and not overload the slides with text that cannot be easily processed by the audience [2]. As slides are a supplement to the presentation text should be sparse and in a large font for readability [3]. Images and graphs should be self-explanatory and relevant and the overall all graphic design must include contrasting colours for text to improve legibility, particularly if your audience may be sat far away from the screen. Each slide must include a title and the information included must stick to that topic. Transitions may be used, particularly with series of images to emphasize the flow of the presentations; they must be used sparingly in order to not become distracting for the audience.

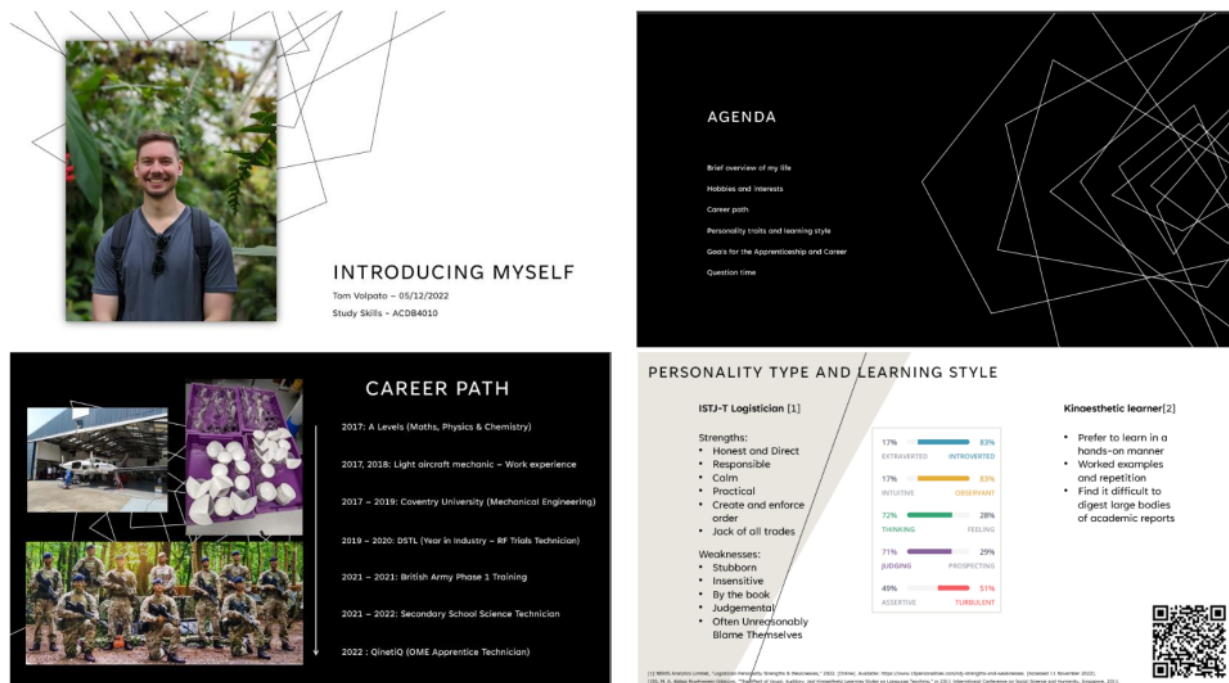


FIGURE 1 - A SELECTION OF SLIDES FROM THE POWERPOINT PRESENTATION

As part of the module requirements, the Study Skills students all conducted presentations to introduce themselves to their peers, covering the topics of their career path, personality types and goals. As seen in Figure 1 the author's presentation had good graphic design however feedback was received regarding the small font size. The most common feedback from the groups presentation's was that the presenters were engaging and interesting as they were subject matter experts in their own life. The general constructive criticisms were that the speakers were rushing their speech due to the time constraint of five minutes or that they were not speaking directly to the audience due to a lack of confidence in public speaking.

SKILLS EVALUATION AND GOALS

SKILLS FOR HIGHER EDUCATION AND EMPLOYMENT

Higher education and employment require many common skills. As seen in table 1, higher education is a great incubator for all of the essential skills that are required in employment. Education is more individual-focused than employment, more of the skills are based around oneself such as time management and self-motivation. University modules are assessed through both coursework and exams the student must develop their organization skills in order to successfully balance studying, revising for exams and completing coursework. Employment requires much greater use teamwork, communication and problem-solving skills as a single individual rarely works alone in the overall delivery of a project. Work projects go through many stages, all of which requiring input from the relevant experienced personnel; therefore teamwork and communication is required throughout the project lifecycle to understand what the requirements are from individuals, deadlines and handing over work as well as communicating with managers to update them on your progress and if any additional resources are required. Students first entering employment and even more experienced employees must develop their interpersonal skills, with negotiation and active listening usually being pitfalls [4].

Education	Employment
Resilience	Resilience
Time Management	Time Management
Organisation	Organisation
Communication	Communication
Initiative	Initiative
Self-motivation	Self-motivation
Perseverance	Perseverance
Academic writing	Teamwork
Studying	Problem solving
Critical-thinking	Decision making
	Negotiation
	Leadership
	Working under pressure
	Confidence

TABLE 1 - SKILLS REQUIRED FOR EDUCATION AND EMPLOYMENT (COMMON SKILLS HIGHLIGHTED IN BLUE) [5] [6]

Employers will assess the prospective employees adeptness with these skills throughout the job application process and further into the employees career development. For each role, the employer will categorise which skills it deems essential or desirable which the candidate must demonstrate they hold in their CV [5]. Many large employers have multi-stage applications to further assess the candidates skills, typically through short essays using the Situation, Task, Action, Result format (STAR) to allow the candidate to demonstrate particular situations in which they have used those essential skills [6].

SELF EVALUATION

As part of the module, six self-evaluation activities were conducted to loosely define the author's personality type and the corresponding strengths and weaknesses. Activities 2 & 3 in appendix A both utilize Myers-Briggs type indicator assessments to define the users personality functions as set out by Carl Jung; defining how the subject energises socially, perceives information, makes decisions and lives their life [7].

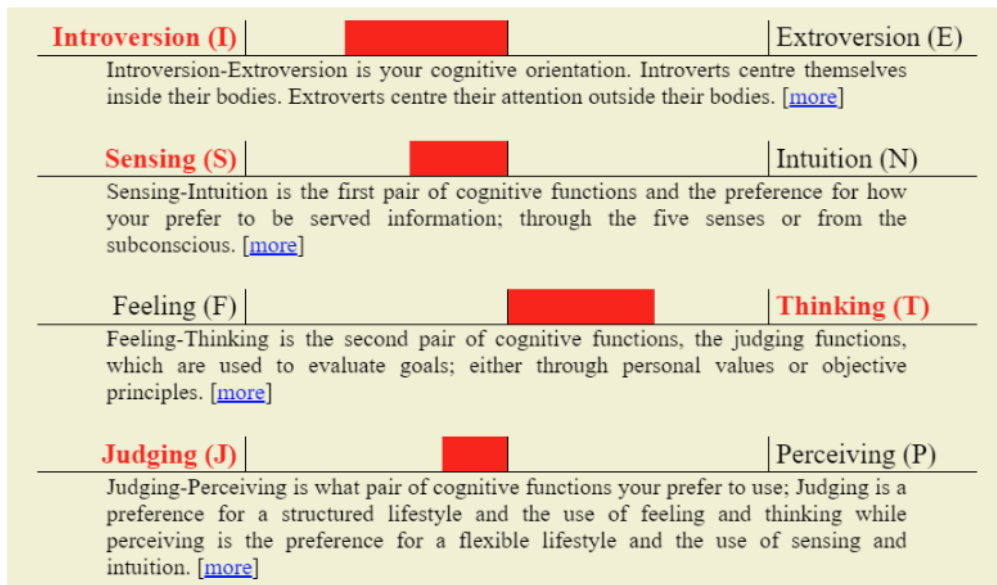


FIGURE 2 - RESULTS FROM THE MYERS-BRIGGS TYPE ASSESSMENT [8] (ACTIVITY 2 - APPENDIX A)

Activities 2 & 3 indicate the author exhibits a personality type that aligns with the ISTJ classification, this is also referred to as the Logistician type or worker [9]. ISTJ types are typically quite responsible, thorough, conscientious and dependable; they work in a focused and pragmatic manner. ISTJ types struggle with spontaneity and can often come across as cold and unfeeling despite generally caring deeply about those close to them.

Activity 1 used the Big-Five Factor Structure that was developed by Goldberg [10] and is well-established in personality psychology. It attempts to characterize an individual's personality factors of Extroversion, Emotional stability, Agreeableness, Conscientiousness and Intellect based on the subject's response to fifty questions about how they conduct their life.

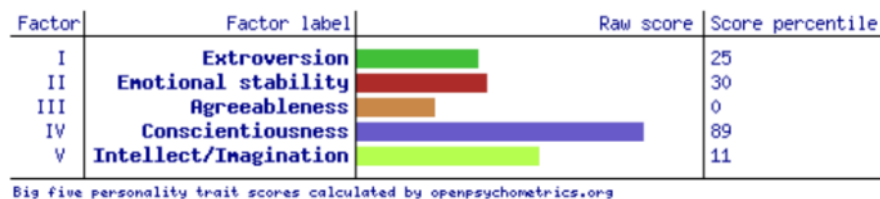


FIGURE 3 - RESULTS FROM THE 'BIG FIVE PERSONALITY FACTORS' ASSESSMENT [11] (ACTIVITY 1 - APPENDIX A)

The results from activity 1 align with the results from activity 2 & 3 despite assessing slightly different factors. Both assessments show similar levels of introversion and conscientiousness. The lower score for agreeableness aligns with the higher score in activity 2 for thinking over feeling.

Activity 4 was a Holland Career Aptitude test which attempts to align the subject's personality Holland Codes to prospective careers. John L. Holland developed these personality codes in the 1970s to enable people to match their work environments with their interests and preferences. Holland's work is well established with an

average agreement of 86.3% for males between the ages of 21-70 [12] . The authors six letter Holland Code is RIC(eas). This is the result of a 'Realistic' preference of 28%; 'Investigative' preference of 25% and a 'Conventional' preference of 17% ('Enterprising', 'Artistic' and 'Social' preferences were ranked at 12%, 10% and 8% respectively) [13].

Rank	Example Job	Match %
1	Electrical engineering technician	100
2	Air traffic safety technician	100
3	Electronics engineering technician	100
4	Remote sensing technician	96
5	Agricultural technician	96
6	Metal furnace operator	94
7	Big data archive librarian	94
8	Mechanical engineering technician	94
9	Telecommunications engineering technician	91
10	Equine dental technician	91
11	Clinical perfusion scientist	91
12	Broadcast technician	88
13	Water treatment systems operator	88
14	Aviation inspector	84
15	Agricultural inspector	84
16	Chemical processing plant controller	84
17	Aircraft pilot	84
18	Drafter	82
19	Civil engineering technician	82
20	Meteorology technician	82

TABLE 2 - EXAMPLE JOB RANKINGS FOR THE RIC(EAS) HOLLAND PERSONALITY CODE (ACTIVITY 4 - APPENDIX A)

The example jobs shown in figure 5 align strongly with the authors preference for technical yet hands-on work. The prevalence of 'technician' type jobs matching strongly to the Holland Code RIC(eas) correlates with the author's current role as an OME Apprentice Technician.

SMART GOALS

Goal setting is a vital element in enabling an individual to increase their performance in work, study and their personal life [14]. Setting goals through the Specific, Measurable, Achievable, Realistic and Timely (SMART) framework helps individuals to reach their goals by providing a sense of direction, motivation and focus [15]. SMART goals allow the individual to break their goals down into specific tasks with known timeframes, greatly increasing the success of the individual in achieving their goals.

Goal Term	Goal	Specific tasks	Measurement	Achievability	Realistic/Relevant	Timeframe
Long	Become a technical lead at work	Complete HNC and Beng, go on placements to enhance experience, follow competency framework for processing activities.	Achieve responsibility for specific work areas or processes	QinetiQ has a defined career development framework which is enhanced by being on the Apprenticeship program	Promotion will increase salary and therefore quality of life, it will also provide the opportunity for more WFH	10 Years
Long	Get married	Get settled in our careers (3-5 Years), Improve work-life balance by working from home more to improve home life.	Completing my HNC (3 years) and moving on to a defined role, Alex getting qualified as a Patent Attorney	We are both on defined development pathways	Alex and I share this goal	5 Years
Long	Complete OME Beng	Finish HNC with a 1st to be put forward for Beng by QinetiQ.	Achieve a 1st in the HNC and have positive performance reviews	I have supporting structures for both work and study	This will enable my long term goal of being a technical lead at work	7 Years
Medium	Finish HNC with a 1st	Take advantage of study days to achieve a consistent high standard of work, assist coursemates with their studies to enhance own understanding of material.	Achieve above 70% grades consistently	I am capable of this and am developing the required supporting study skills	This will enable my long term goal of completing the OME Beng	3 Years
Medium	Compete at a national level Weightlifting competition	Increase competition total, Increase bodyweight by tracking calories consistently, continue to work with coach for consistent weekly training to increase squat strength (~200kg)	Increase competition total by 44kg to 230kg), Increase bodyweight to 85kg, increase squat strength (~200kg)	I am making good progress currently at a sustainable trajectory	The numbers required are achievable with my current rate of progress	3 Years
Medium	Achieve a 1st in Maths	Complete additional resources, utilise textbook, consolidate notes for better revision, assist course mates to enhance own understanding	Achieve +70% in paper 1 & 2	I have good understanding of the content and good resources to practice for the exams	This will enable my medium term goal of finishing the HNC with a 1st	1 Year
Short	Complete Study Skills final report	Follow GANTT chart & assignment task schedule to break work down into more defined chunks	Tick off the completed tasks in the GANTT chart	I have planned the task schedule to an achievable standard	This will enable my medium term goal of finishing the HNC with a 1st	2 Weeks

TABLE 3 - AN EXAMPLE OF THE AUTHOR'S SMART GOAL PLAN

The author conducted a SMART Goal planning session resulting in Table 3. Goal 5 exemplifies how the framework turns overall goals into specific achievable objectives. Goals 7 and 4 also demonstrate the ability of the framework to enable longer term goals through the use of shorter term goals.

APPLICATION

DATA BACK-UP STRATEGIES

Adequate data storage and backing-up is an essential skill in the increasingly digital age. When in employment most companies will have dedicated IT teams managing the storage and backing up of information, However students must take responsibility for their own data. Poor data management is not an excuse for missed submissions and many students now take notes digitally; increasing the need for robust data storage. Data faces many threats from drive failure, theft, loss, disasters, malicious activity and human error, therefore redundancy is key. As detailed in appendix B ransomware is also a very strong threat to data. Although data backups will allow the user to recover lost data due to malware it is important to follow the steps outlined in the report in order to not have devices infected with malware in the first place. Organisations implement redundancy in their large storage systems through Redundant Arrays of Independent Disks (RAID). There are various configurations of RAID but all work by sacrificing some storage by splitting data across multiple drives to protect against drive failures and duplicating data so that it can be recovered in the event of data loss [16]. Organisations will also use on and off site backups that save all data on the system on a set schedule. As students do not have the same resources available to them as organisations do, many utilize USB drives and cloud backups such as OneDrive which is typically included as part of the University Microsoft Office suite. USB drives are generally cheap and prone to failure as well as theft [17], therefore it is important to only use high quality drives and not rely on this single back up method. The Author utilizes a USB drive, OneDrive and saving data to a personal computer weekly to satisfy having 3 layers of redundancy in the event of data loss.

TIME MANAGEMENT & ORGANISATION

As detailed in the Skills section of this report, time management & organisation is vital in both employment and academia. Figure 4 shows a sample of the author's personal calendar. It is used to plan academic work around social events, family obligation and general administrative tasks.

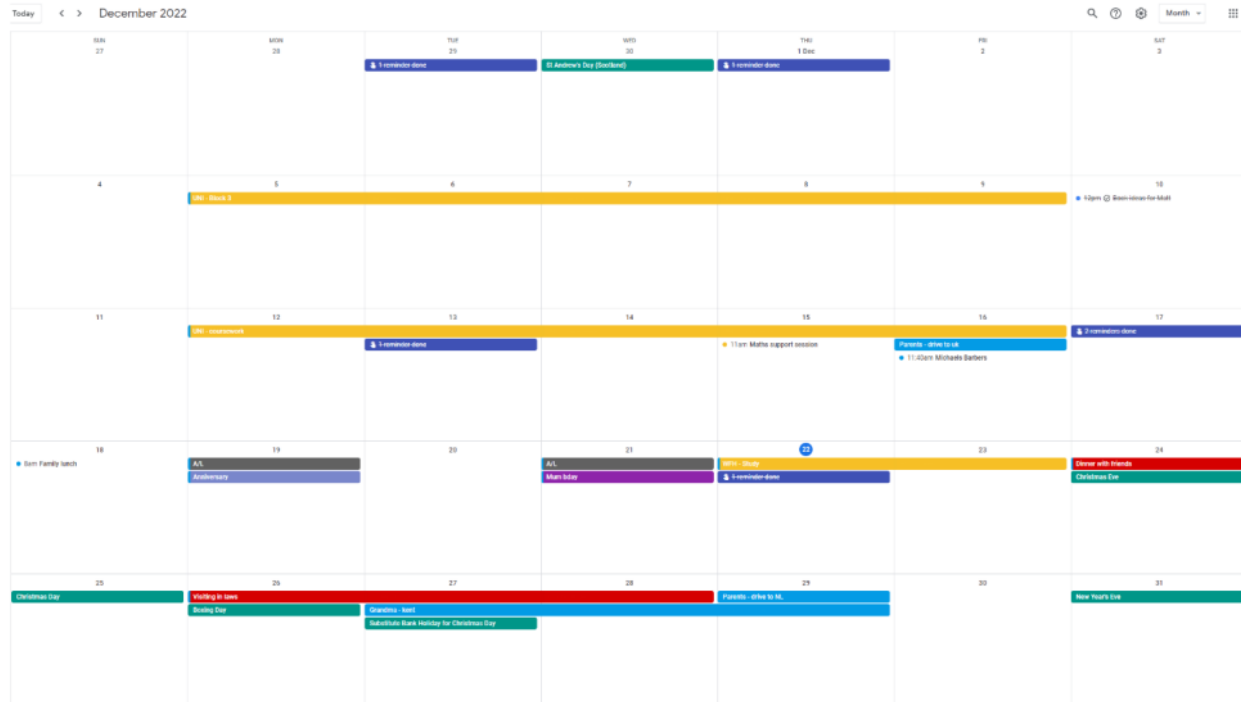


FIGURE 4 - A SAMPLE OF THE AUTHOR'S PERSONAL CALENDAR

As the Study Skills module is coursework based, an assessment task schedule was created (Table 4). This was used to breakdown the coursework into smaller tasks such as the writing of the 1st draft. The table includes the expected duration of each tasks and dates for completion. Planning the coursework in this manner enables the author to fulfill their other academic requirements from other modules alongside their work and personal life commitments. A GANTT chart (Figure 5) was created for the final report to aid in the visualization of the assessment task schedule and enable the tracking of progress for each task.

Cryptowall report			
Tasks	Start Date	Duration (Days)	End date
Plan	10/11/2022	0.5	10/11/2022
Format	10/11/2022	0.5	10/11/2022
Literature review	05/12/2022	1	06/12/2022
1st Draft	06/12/2022	1	07/12/2022
Format	08/12/2022	0.5	08/12/2022
Proof read	08/12/2022	0.5	08/12/2022
Final draft	09/12/2022	0.5	09/12/2022
Submit	09/12/2022	0.5	09/12/2022

Final report			
Tasks	Start Date	Duration (Days)	End date
Plan	09/12/2022	0.5	09/12/2022
Complete appendix task	09/12/2022	7	16/12/2022
Literature review	16/12/2022	2	18/12/2022
Initial write-up	19/12/2022	9	28/12/2022
Insert appendices	29/12/2022	0.5	29/12/2022
Format	29/12/2022	0.5	29/12/2022
Proof read	30/12/2022	1	30/12/2022
Final draft	31/12/2022	0.5	31/12/2022
Submit	31/12/2022	0.5	31/12/2022

TABLE 4 - ASSESSMENT TASK SCHEDULE FOR THE STUDY SKILLS MODULE

Study Skills Final report

ACDB4010
Tom Volpato

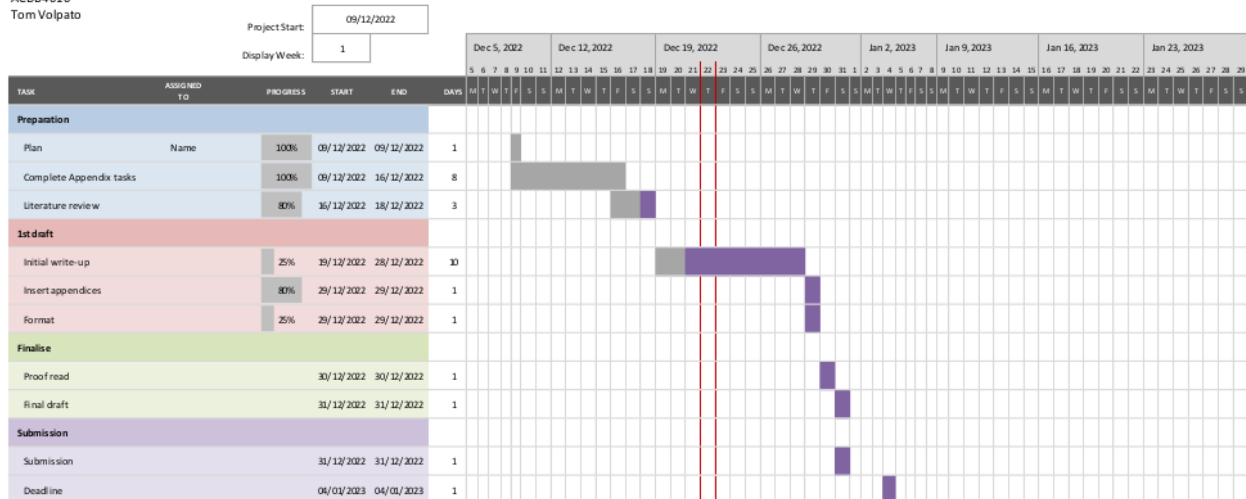
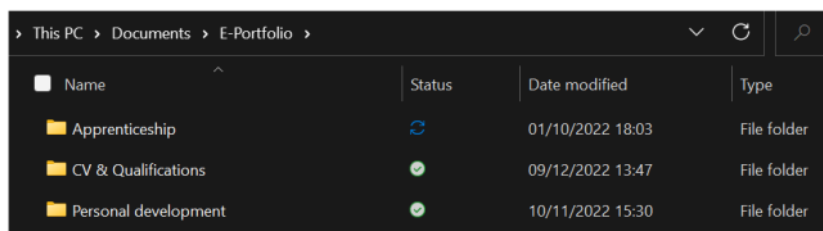


FIGURE 5 - FINAL REPORT GANTT CHART

E-PORTFOLIO

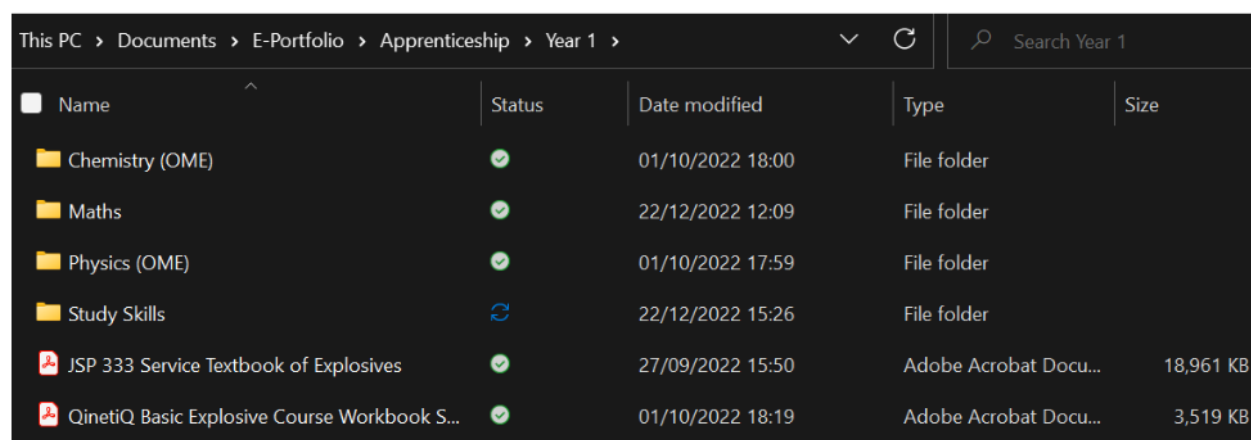
Figures 6 to 9 show the E-Portfolio file structure used to organise all of the author's academic work as well as important files such as CVs and education certificates. Figure 8 in particular showcases the use of multiple sub folders to ensure the variety of resources and coursework arising from the module can be easily found.



This screenshot shows a Windows File Explorer window with the address bar set to 'This PC > Documents > E-Portfolio'. The main pane displays a table of files and folders. The table has four columns: Name, Status, Date modified, and Type. There are three entries, all of which are file folders.

Name	Status	Date modified	Type
Apprenticeship		01/10/2022 18:03	File folder
CV & Qualifications		09/12/2022 13:47	File folder
Personal development		10/11/2022 15:30	File folder

FIGURE 6 - E-PORTFOLIO FILE STRUCTURE PART 1



This screenshot shows a Windows File Explorer window with the address bar set to 'This PC > Documents > E-Portfolio > Apprenticeship > Year 1'. The main pane displays a table of files and folders. The table has five columns: Name, Status, Date modified, Type, and Size. There are six entries: four file folders and two Adobe Acrobat documents.

Name	Status	Date modified	Type	Size
Chemistry (OME)		01/10/2022 18:00	File folder	
Maths		22/12/2022 12:09	File folder	
Physics (OME)		01/10/2022 17:59	File folder	
Study Skills		22/12/2022 15:26	File folder	
JSP 333 Service Textbook of Explosives		27/09/2022 15:50	Adobe Acrobat Docu...	18,961 KB
QinetiQ Basic Explosive Course Workbook S...		01/10/2022 18:19	Adobe Acrobat Docu...	3,519 KB

FIGURE 7 - E-PORTFOLIO FILE STRUCTURE PART 2

This PC > Documents > E-Portfolio > Apprenticeship > Year 1 > Study Skills

Search Study Skills

Name	Status	Date modified	Type	Size
Coursework		22/12/2022 15:29	File folder	
Resources		08/12/2022 17:16	File folder	
20221109_SWOTanalysis		06/12/2022 15:39	Microsoft Word Doc...	15 KB
20221206_Personality_Tests		08/12/2022 17:16	Microsoft Word Doc...	443 KB
20221208_Final_report_GANTT_chart		22/12/2022 15:26	Microsoft Excel Work...	21 KB
20221208_HNC_Assessment_Schedule		22/12/2022 15:03	Microsoft Excel Work...	15 KB
20221208_SMART_goals		22/12/2022 15:12	Microsoft Excel Work...	12 KB
Home-Office-Prevent-2V7Y-2HR3-94BK-Aw...		09/12/2022 14:26	Adobe Acrobat Docu...	16 KB
Study Skills		09/11/2022 12:44	Internet Shortcut	1 KB

FIGURE 8 - E-PORTFOLIO FILE STRUCTURE PART 3

E-Portfolio > Apprenticeship > Year 1 > Study Skills > Coursework >

Name

Status

Date modified

Turnitin PDFs

22/12/2022 15:30

20221111_CryptoWall_Report

09/12/2022 10:37

20221205_Introducing_MyselfPPT

04/12/2022 16:37

20230104_StudySkills_Finalreport

22/12/2022 15:30

ACDB4010_StudySkillsOME_Assignmet_Jan_23_EK (1)

08/12/2022 17:16

FIGURE 9 - E-PORTFOLIO FILE STRUCTURE PART 4

CONCLUSION

This report summarizes the learnings from the Study Skills module, covering a wide range of topics such as Presentation skills, the necessary skills require for employment and academia, goal-setting, data backup strategies, time management and organization. All of these topics are covered at quite a surface level to enable this wide range of topics to be covered; therefore there is great potential for the reader to expand their knowledge further through the reference material.

Presenting requires confident and clear communication, excellent knowledge of the subject matter and practice.

Academia and employment share many common essential skills, key ones being time-management, organization and communication. Employment requires more extensive use of team working skills whereas as there is a greater emphasis on critical thinking and academic writing in education.

Goal setting, and more specifically SMART goals, drive an individuals success and performance by breaking their overarching goals into specific time based tasks ensuring a greater chance of success.

Individuals now create large amounts of data throughout their studies and career therefore redundant data backups are crucial to enable continuity in the event of data loss.

Apprentices require high levels of time management and organization due to their academic, job and personal commitments overlapping heavily and requiring large amounts of finite time. Effective use of calendars, task schedules and GANTT charts help individuals fulfill their commitments.

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APPENDICES

APPENDIX A – PERSONALITY TESTS

08/12/22 Pre-class activity – Personality tests

Activity 1

Personality Style

- Generally Introverted, very social with close friends
- Generally extremely independent
- Calm and very prepared/ plan things out
 - When overwhelmed, rush things and do not prepare
- Stubborn and slightly selfish

Learning Style

Prefer Kinaesthetic (hands-on). Learn academically by worked examples and repetition.

Job Preferences

Current Job (Process Technician) hits my desired qualities. Generally hands on but with lots of scope to learn and expand knowledge about subject matter. Interesting and engaging with opportunities to become a technical lead. Can be physical and outdoors sometimes. Some involvement with trial activities. Potential future leadership capabilities (being no1 on processing, lab/area management)

Working for MOD (DSTL/DE&S) would provide more fulfilment but is unlikely due to salary/location constraints.

Activity 2 - Personality Tests

1 – The Big Five

<http://openpsychometrics.org/tests/IPIP-BFFM/>

Factor	Factor label	Raw score	Score percentile
I	Extroversion		25
II	Emotional stability		30
III	Agreeableness		0
IV	Conscientiousness		89
V	Intellect/Imagination		11

Big five personality trait scores calculated by openpsychometrics.org

2 – Open Extended Jungian (Myers-Briggs)

<https://openpsychometrics.org/tests/OEJTS/>

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 you 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 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. [more]		

3 – 16Personalities

<https://www.123test.com/jung-personality-test/>



Your Jung personality type

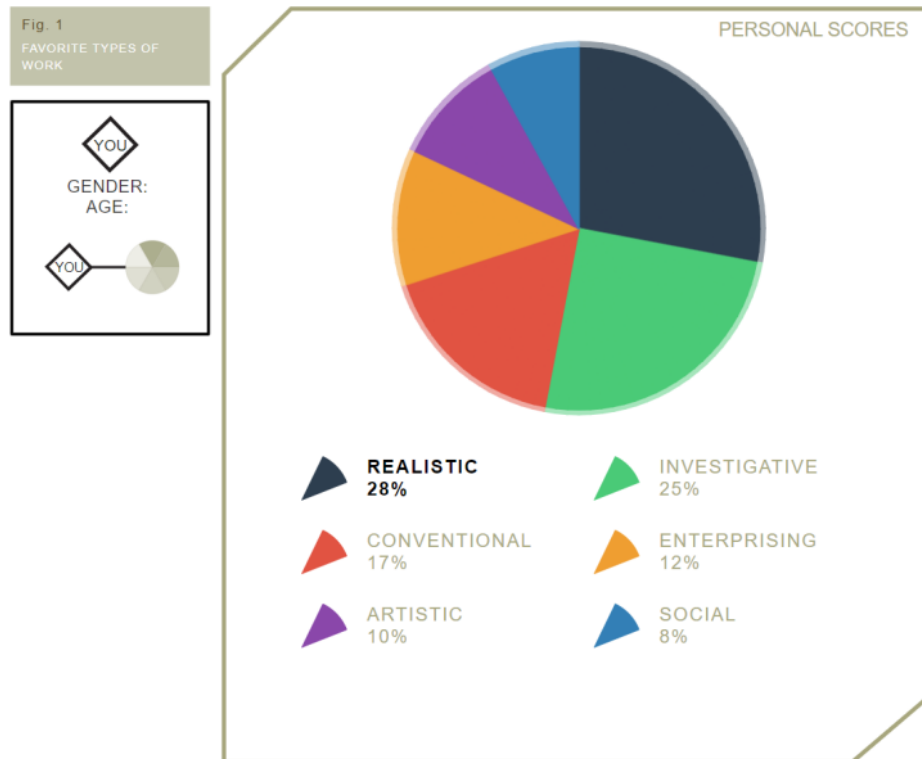
The descriptions you chose about your behavior indicate that the Personality Type that most accurately describes you is: **Introvert-Sensor-Thinker-Judger**

- 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.

4 – Career Aptitude test (Holland)

<https://www.123test.com/career-test/>

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



Personal Holland Code: **RIC(eas)**

Prospective job matches:

Rank	Example Job	Match %
1	Electrical engineering technician	100
2	Air traffic safety technician	100
3	Electronics engineering technician	100
4	Remote sensing technician	96
5	Agricultural technician	96
6	Metal furnace operator	94
7	Big data archive librarian	94
8	Mechanical engineering technician	94
9	Telecommunications engineering technician	91
10	Equine dental technician	91
11	Clinical perfusion scientist	91
12	Broadcast technician	88
13	Water treatment systems operator	88
14	Aviation inspector	84
15	Agricultural inspector	84
16	Chemical processing plant controller	84
17	Aircraft pilot	84
18	Drafter	82
19	Civil engineering technician	82

20	Meteorology technician	82
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5 – Guardian Job/Personality test

<https://www.theguardian.com/lifeandstyle/2014/nov/11/-sp-questionnaire-what-job-would-make-you-happiest>

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.

Information and research, processes and systems: 17

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: 12

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: 11

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: 7

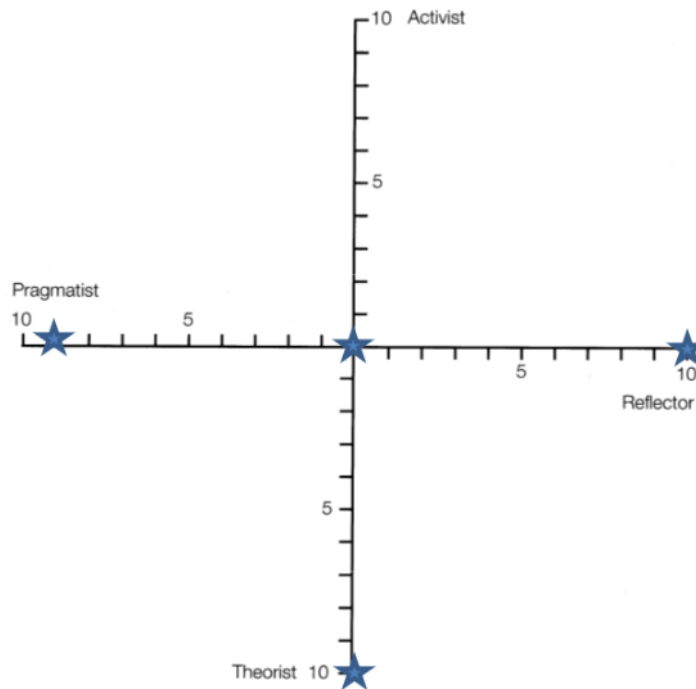
Your ideal work is mainly about working with people, with their wellbeing and development as the main focus of your work. Example jobs include: teacher, life coach, therapist, nurse, learning and development, career coach.

Making new things happen: 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.

6 - Honey & Mumford learning style questionnaire

Style	Total points
Activist	0
Reflector	10
Theorist	10
Pragmatist	9



Style	Learning best from	Learning least from
Reflector	- 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	- highly structured teaching/learning programmes - activities which require action without planning especially if they have to take a lead role
Theorist	- structured learning activities which follow a logical sequence - lectures, demonstrations, well prepared coaching and precision teaching	- unstructured activities without an obvious purpose - group-work, especially if it involves exploring feelings and emotions
Pragmatist	- 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	- theoretical lectures, and discussions which explore concepts - unstructured activities with no clear purpose

CRYPTOWALL RANSOMWARE REPORT

Thomas Volpato | Study Skills (OME HNC) ACDB4010 | 04/01/2022



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

ABSTRACT

CryptoWall is a potentially devastating Ransomware attack; however it can be prevented by layered defenses including: Education and awareness, Security updates, Firewalls, Safe browsing habits, Anti-virus software and finally data back-ups.

If a system is infected then it can be restored to a clean System Restore point and backed-up data can be recovered. If the protection procedures detailed in this report are not followed then the ransom will need to be paid in order to recover the users files.

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INTRODUCTION TO MALWARE, VIRUSES AND RANSOMWARE

OVERVIEW

Malware is a generic term that refers to malicious software or code specifically written to cause harm to a computer device or benefit the attacker at the expense of the victim **Invalid source specified..**

There is a wide range of Malware, as seen in figure 1; from Ransomware that blackmails users to pay for access to their now encrypted personal files **Invalid source specified.** and Spyware that includes Keyloggers to extract passwords or even banking information from a user **Invalid source specified..**

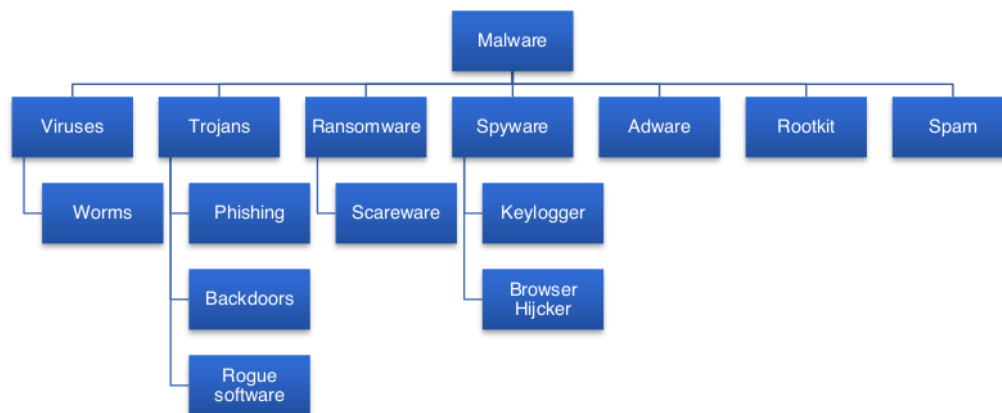


FIGURE 10 - A SELECTION OF MALWARE TYPES **INVALID SOURCE SPECIFIED.**

Research on Malware started in the 1970s; notable example of attacks include the 2017 WannaCry ransomware attack which cost the NHS £92m through a combination of lost services and additional IT support **Invalid source specified..** Malware has also been used in state on state cyber warfare attacks such as the NSA's 2010 Stuxnet virus which was used to disrupt Iran's Uranium enrichment centrifuges **Invalid source specified..**

METHODS OF INFECTION

Malware can infect your computer devices through various means. Most commonly through phishing emails that get users to download files or follow links to compromised websites **Invalid source specified..** Malvertising is also used, even on legitimate sites. This method uses advertising cookies to gather information on the device to tailor it's attack and then exploit it via a 'Drive-by-

download' **Invalid source specified..** Physical media such as CDs and thumb drives can be used to distribute malware in a targeted or indiscriminate manner **Invalid source specified..** Out of date software and operating systems may contain vulnerabilities that could enable hackers to install malware and even disable your Anti-Virus software. All of these attack methods can be enhanced by hostile actors using social engineering methods to manipulate victims into giving away sensitive information that may be included in passwords or back-up security questions; and making security errors to make their systems vulnerable **Invalid source specified..**

PROTECTION METHODS AND POST INFECTION ACTIONS

LAYERS OF DEFENSE

Organisations and individuals must use multiple layers of defense to protect against malware although there will always remain residual risk due to the need to balance between security and convenience.

The first layer of defence against malware will always be education and user-awareness. Users must understand the common threats they face and stay up to date with regular training to remain competent **Invalid source specified..** A positive and learning-focused company culture is essential for this first layer of defence to be effective. There must be buy-in at all levels to implement robust security policies, continually educate and learn from attacks if they happen.

Organisations should also implement user access controls and restrict network connection to authorized devices. Limiting users access controls ensures that only the trained IT administrators can install software, run scripts or modify firewall settings **Invalid source specified..** Limiting employees to authorized devices allows the organization to standardize their IT systems in order to more easily stay up to date with security patches and software updates.

Email filtering is a very effective tool to reduce inbound phishing attacks and analyse content for suspicious links and files **Invalid source specified.**

Many organisations have moved to a whitelisting approach. This is a highly restrictive but effective approach due to the limitations with blacklists being unable to encompass all attack methods as they are constantly evolving. Whitelists will only allow approved software or actions to be conducted on a device **Invalid source specified..**

The last line of defense is typically an Anti-Virus software. Most Anti-Virus software has the capability to monitor real time behaviour of applications to look out for suspicious activity, scan filetypes and

physical media as well as monitoring network traffic **Invalid source specified..** Anti-Virus software can then quarantine rogue software and files and then subsequently remove them from the device.

UTILISING BACKUPS

In the event that data has been lost due to a Malware attack data can be recovered if adequate back-up strategies were implemented prior to the event. Data must be backed up with layers of redundancy. Firstly data storage should be configured in a 'Redundant Array of Independent Disks (RAID)' manner. There are various RAID configurations trading performance and storage capacity but all provide mirroring of data across multiple storage drives to ensure data can be recovered in the event of a drive failure or corruption **Invalid source specified. .**

It is best practice to include an off-site back-up of data as well as cloud back-ups of data for organisations **Invalid source specified..**

CRYPTOWALL TROJAN

THREAT SPECIFICS

CryptoWall originated in 2014 and has had multiple iterations in recent years. It is a complex form of Ransomware that encrypts files and also tries to extract passwords with a keylogger. CryptoWall uses strong RSA-2048 or AES-256 encryption to lock files and leaves a condescending ransom note demanding that users pay in Bitcoin in order to decrypt their files **Invalid source specified..**

CryptoWall is considered to be one of the most destructive Ransomware threats on the internet with over 600,000 systems infected by August 2014 alone **Invalid source specified.**

METHOD OF INFECTION

CryptoWall infects devices through phishing emails containing ZIP attachments with malicious PDF files within. When the PDF files are opened, Malware files are then installed directly into the operating system's startup folders and other directories. The Malware then systematically encrypts files on the device **Invalid source specified..**

RECOVERY OR RANSOM PAYMENT

If a system is infected with CryptoWall the steps in figure 2 must be followed.

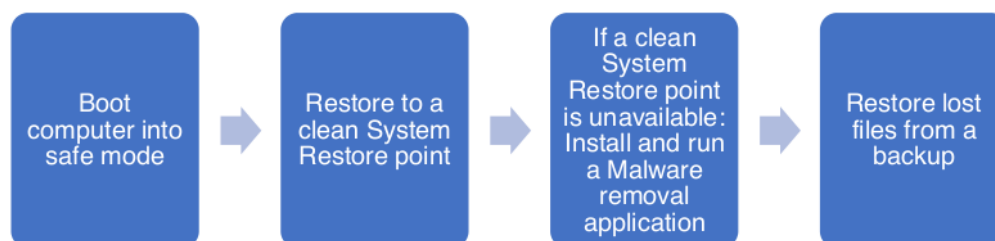


FIGURE 11 - PROCESS FOR REMOVING CRYPTOWALL FROM A SYSTEMINVALID SOURCE SPECIFIED.

If the user cannot follow the above process due to lack of back-ups then the ransom will have to be paid.

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APPENDIX C – PREVENT CERTIFICATE



This document certifies that

Thomas Volpato
OME Technician Apprentice
QinetiQ

has successfully completed

Prevent awareness course
on
9 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: 9 December 2022 14:26

Reference Number: 2V7Y-2HR3-94BK

TV Study Skills Final report FINAL

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

Instructor

81 /100

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GRADING FORM: SMU GENERIC_GJ

THOMAS VOLPATO

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RESEARCH-INFORMED LITERATURE



Excellent engagement with literature.
independently researched sources properly
referenced in IEEE format.

16

KNOWLEDGE AND UNDERSTANDING

-  Excellent understanding of all topics covered in the study skills module confirmed by a highly professional final report
- 17

ANALYSIS

-  Excellent reflection on the process of preparing and giving a ppt presentation but future improvement is missing. Excellent evaluation of HE/employability skills and personality test results. The learning style is not discussed.
- 16

PRACTICAL APPLICATION AND DEP.

-  Exceptional application of SMART approach to the goals. Exceptional time management skills supported by Gantt chart, calendar, and PDP).
- 17

SKILLS FOR PROFESSIONAL PRAC.

-  Numbered sections/subsections would allow better navigation through the report. Report should include an abstract and introduction. Excellent attempt at writing in 3rd person and using passive voice (try to avoid 'you')
- 15