

20230103_StudySkills_Report

by Bud Bhudoye

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STUDENT NAME: KRIS BHUDOYE MIEpE
STUDENT ID No: 2214886
PROGRAMME: L4 OME (HNC)
MODULE: STUDY SKILLS
MODULE CODE: ACDB4010
DATE: JAN 2023
LEC: DR EWA KAZIMIERSKA

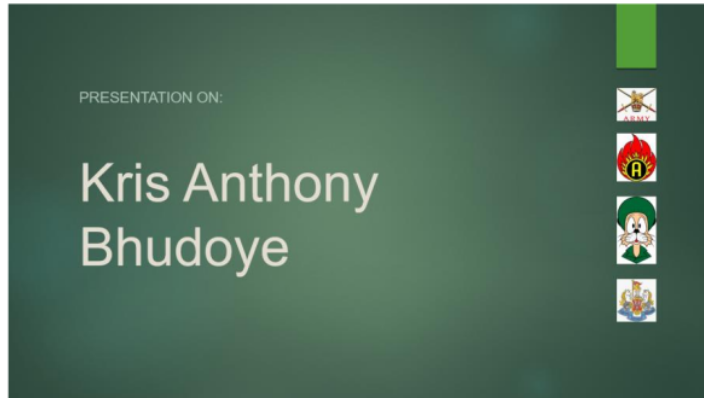
TITLE: REFLECTION ON STUDY SKILLS

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1. SELF PRESENTATION

In creating the below piece of work, the author was asked to present a short, five minute PowerPoint presentation. Due to the category provided, being about their self, the author was given the opportunity to re-look at some previous counselling notes and conclusions draw therein. This was a good opportunity to introduce something that can be a delicate subject, in dealing with mental health, to other students, in a small group. The group that was presented to showed an understanding, and asked appropriate questions of the Author.



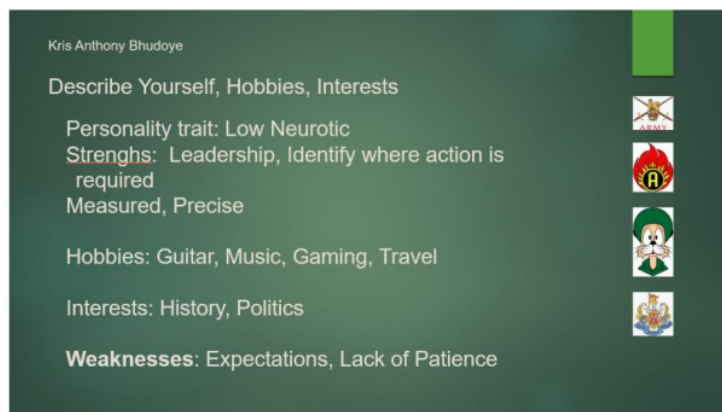
Screengrab 01, from Presentation



Screengrab 02, from Presentation



Screengrab 03, from Presentation



Screengrab 04, from Presentation

The author also looked into further material to cross reference the notes provided by the Councillor facilitating the counselling sessions. All research supports the Low Neurotic perspective [1] [2], and the Author agrees with the notes on the materials researched.

With respect to creating the Presentation, the Author is well practiced in the act of physically creating PowerPoint work. The Author has always found that delivering any presentation can be an issue, due to occasional lack of confidence, depending on the content required.

In order to help to overcome this, the Author researched some reputable sources for professional development.

References [3] and [4] agreed to the greatest contributor in confidence is practice, and familiarity with the subject and the written presentation. To this end, the Author prepared the presentation in good time, and practiced both in isolation, and also in front of other people.

The Author also found that a length of music that matches the required presentation time is useful to aid timing, and also provides stimulation to the audience.

Key points learned in creating the Presentation:

- Write the Presentation early, and re-look at, or re-write where needed
- Allow time for changes and practice
- Understand the subject
- Practice alone
- Time the Presentation repeatedly
- Practice in front of others – accept feedback

In future the Author will be more confident in Presenting, allow time to create and practice the Presentation, through further experience in public/professional speaking.

2. SKILLS EVALUATION

The Author undertook the Skills and Self Evaluation exercises (see example in Appendix A).

Due to the Low Neuroses personality type, some self-evaluation questions become, if not difficult to answer, then almost immaterial to the Author. For example, while maintaining a professional, and efficient attitude to current status and work, looking positively forward is an exercise that the low neurotic trait personality can find problematic [5] [6].

Below are the first, honest answers that the Author recorded.

► Goals & Direction - Ask Yourself:

- What do I really want to do in Life? - Short term: Not known, outside of continuation and development within trade
- Long term: Semi-retirement, OME consultancy, to live somewhere semi-rural, potentially in Canada
- What is my Heart's desire? - Not Known
- What type of person do I want to be in life? - Selfless, but not to the point of personal detriment. Respected, not revered, known to have, and continue to, do good things for others
- What do I want to do in Life? - As above
- What do I want to achieve in Life? - As above
- How am I going to achieve it? - Continued hard work. Develop new, relevant skills. Evolve existing skills. Help to develop others.

In the course of the Study Skills module, the Author repeatedly attempted to re-evaluate the questions above, but the answers did not change. This was discussed with the Lecturer and other Students.

While the Author understands that some development and fleshing out of the answers above could be beneficial, the position of the Author has not changed to date. The Author believes that the above are a solid set of directions, and sees no need to amend them.

Further to the above goals and directions, several self-evaluation tests were undertaken, and answered honestly. One of which was the Honey & Mumford Learning Style assessment. Collated answers are shown in Appendix A1.

Listed below are predominantly answers from taken from the Honey & Mumford Learning Style assessment:

Personality Traits specific to the Author are in bold. While the Author was surprised to have a learning style that spans three key areas (shown below, with chart at Appendix A2), upon reflection the below are elements of personality and learning style that the Author does identify within their personality. It also adds elements that will be beneficial going forward to aid in development of both the Author's working, and learning style.

Theorists learn best from: • **structured learning activities which follow a logical sequence** • lectures, demonstrations, well prepared coaching and precision teaching
Theorists learn least from: • unstructured activities without an obvious purpose • group-work, especially if it involves exploring feelings and emotions

Reflectors learn best from: • **any activities which enable them to observe, and think things over.** They are usually happy to listen to lectures and watch demonstrations providing that they are not too directive • individual or group tasks which involve collection and research of data • **group discussions and case studies**
Reflectors learn least from: • highly structured teaching/learning programs • activities which require action without planning especially if they have to take a lead role

Pragmatists learn best from: • **practical demonstrations, coaching simulations, work experience, project work** • any practical activity which provides the opportunity to try out what has been learnt • group or individual activities which involve action planning and project work
Pragmatists learn least from: • theoretical lectures, and discussions which explore concepts • unstructured activities with no clear purpose

Further to the completion of the several self-assessment exercises, the Self-Assessment of Academic Skills was undertaken (shown at Appendix A3). While the majority of answers provided by the Author are in the 4 and 5 column, it should be noted that the Author has spent several years in a professional environment and therefore has had the opportunity to evolve several of the required skills.

The Author maintains the below Strengths and Weaknesses, as part of SWOT analysis.

STRENGTHS	WEAKNESSES
- TAKE CHARGE, VOLUNTEER, LEAD	- EASILY DISTRACTED BY OTHER WORK / PROJECTS
OPPORTUNITIES	THREATS
- OME RELATED PROJECTS TO BE INVOLVED WITH (OR OTHER SITE TRIALS)	- NOT HAVING ENOUGH TIME TO COMPLETE EACH TASK TO 100%

SKILLS REQUIRED FOR HIGHER EDUCATION AND THE WORK ENVIRONMENT

In references [7] and [8], amongst other researched material, there is an agreement the essential skills required for higher education, or University students are identified as (in no particular order):

- Communication
- Academic Writing
- Critical Thinking
- Time Management
- Reading Skills
- Soft Skills

“Soft Skills” or Personal Management [8] covers an area of banked knowledge and abilities to function as a responsible adult, such as budgeting financially, and realistically [7]. This becomes ever more important in an economy with rising interest rates, and a cost of living crisis within the UK, as well as global financial issues [11].

Critical “life skills” such as being numerically literate, having a basic level of education, and being IT literate are also a requirement, but potentially could be taught alongside other higher level education courses.

Other skills required in a professional environment, which are transferable from higher education fall under a similar model to those listed above.

Through research, and an understanding of the professional defence sector methods of working and employment, the following are skills that are essential to be developed, and transferred across to employment [16], especially in the area of defence:

- Organisational skills: Being able to organise oneself and work ethics, prioritising, and executing the work required
- Teamwork and people management: The ability to communicate effectively, and instil in team members a group work mentality
- Engineering: In many areas, especially in the defence sector, some form of engineering knowledge is required. This can be practical engineering, but can also encompass day to day areas, such as understanding basics of vehicle checks, or basic electrical knowledge
- Knowledge of MoD procedures: MoD procedures often differ to those of the “civilian” professional environment, and a working knowledge of this can prove invaluable
- IT: Basic IT skills are a must in most professional environments, as the world evolves to encompass technology into every facet of every business and home life
- Discipline: Having the discipline to effectively manage oneself, in organisational aspects as well as appearance, and even into financial responsibility. Other aspects of discipline can include being efficient and attending work on time, and also managing one’s own opinions. Conversely, due to the recent pandemic, working from home has become a regular part, or percentage of many roles and jobs. Having the discipline to manage your day, as well as the distracting factors that can become part of working from home is an essential skill to master [9] [10].
- Working under pressure: A largely contributing factor to many professional environments is the ability to work under pressure.

It is worth note that many of these skills are developed and encouraged in areas of defence, such as serving in the Armed Forces.

GOAL SETTING

As part of the Study Skills module, students were lectured on SMART goal setting. An example of which is below.

Conducting further research, the Author found that many view the SMART goal setting model as the most beneficial, in basic circumstances. This is carried out as an exercise before a task is considered, planned out, and undertaken.

Example of SMART Goal setting, presented during lecture:

Setting Goals: eg. Lose Some Weight

- | | | |
|------------|-------------------------------------|--|
| S - | Specific | "I will drink less alcohol." & "Do more cardio exercise" |
| M - | Measurable
approx. 1kg per week" | "7 weeks between now and then; therefore aim to lose |
| A - | Attainable / Achievable | "I have a break over xmas from work, therefore I will have more time to exercise and be sitting at a desk less time" |
| R - | Realistic / Relevant | "I will lose 5kg..." |
| T - | Time Limited | "...by end of Jan 2023." |

In a professional environment, other models for goal setting have been successfully employed. In the Author's professional career, many have been used, such as Gateway Process.

As an exercise, the course were asked to list short and long term goals. The Author lists, as part of this assignment, the following 4 goals, classed as Medium Term, or Long Term:

- Take over parent's mortgage - Medium Term
- Successfully complete OME HNC Course - Long Term
- Successfully complete Cosford OME Course - Med Term
- Progress within QinetiQ OME Role - Long Term

As an exercise, the course were asked to apply the SMART model to the above list of short and long term goals.

Goal 01: Take on parent's mortgage

- | | | |
|------------|---------------------------------------|--|
| S - | Specific
current financial status" | "The Author will find a mortgage package that fits their |
| M - | Measurable | "The current mortgage package ends in July 2023 – Therefore a new mortgage needs to be in place, or agreed to, before that date" |

- A -** Attainable / Achievable "Once the Author has sold a property, they will have sufficient financial capacity to take on a new mortgage payment."
- R -** Realistic / Relevant "The value of the property far outstrips the remainder of the mortgage amount."
- T -** Time Limited "To be in place by end of June 2023."

Goal 02: Successfully complete OME HNC Course

- S -** Specific "The Author is required to complete the OME HNC Course, as the Author's employer has taken on a contract, which the Author has also agreed to. This will be beneficial to the role of Regional Explosives Manager, within QinetiQ."
- M -** Measurable "The course is provided and planned out by UWTSD, into a set number of modules over a manageable period of time."
- A -** Attainable / Achievable "Because the course is provided and planned out by UWTSD, into a set number of modules over a manageable period of time, the employer have agreed that an amount of time will be set out within the working week, in order to complete any work required for the student to undertake."
- R -** Realistic / Relevant "As the employer have agreed that an amount of time will be set out in the working week, in order to complete any work required for the students to undertake, this goal is realistic, provided work-loads do not increase for the student, or specifically the Author. If this becomes the case further into the OME HNC Course, then this will be discussed between the student/the Author, the employer, and the University."
- T -** Time Limited "Course to be completed within the academic parameters, and time set out, and agreed between the employer, and the University."

Goal 03: Successfully complete the RAF Cosford OME Course

- S -** Specific "The Author is required to complete the OME Course, provided by RAF Cosgrove, as it feeds directly into the OME role, within QinetiQ."
- M -** Measurable "The course is provided and planned out by the RAF, and MoD, into a set number of modules over a manageable period of time."
- A -** Attainable / Achievable "Because the course is provided and planned out by the RAF and MoD, and several modules cover experience of work already undertaken by the Author, the course will not be overly taxing for the Author."
- R -** Realistic / Relevant "The course is provided and planned out by the RAF and MoD, and several modules cover experience of work already undertaken by the Author."
- T -** Time Limited "The course to be completed within the time set out."

Goal 04: Successfully progress within QinetiQ OME Role

- S -** Specific "The Author is positioned to move into a higher ranking role, within QinetiQ, given the professional experience gained with and without the company."
- M -** Measurable "Realistically, this could occur within the following 3~5 years."
- A -** Attainable / Achievable "Because the role covers several years of experience and work already undertaken by the Author with and without the company, an enhanced role, while challenging, should be familiar to the Author."
- R -** Realistic / Relevant "The enhanced role covers several years of experience and work already undertaken by the Author with and without the company."
- T -** Time Limited "The role will depend on timings set out for roles within the company."

It should be noted that, due to the Author's level of experience and age, there has been very little added value to the development of the Author's current role or skill-set, in carrying out the various self-assessment exercises. The Author refers back to Counselling notes, produced by a professional PTSD councillor, which remain the Author's best form of development and direction.

TIME MANAGEMENT

The course were asked to produce a GANNT Chart, to show the stages of preparation and completion of this assignment, in accordance with goal setting. This is shown at Appendix A4. This demonstrates the ability to manage and adhere to a set timescale for any project.

The Author adhered to the timings set out, in order to complete the assignment and submit on time. This was achieved through hard work, as well as a disciplined approach to work loads.

3. LOOKING AFTER DATA

A screengrab of the layout of folder structure so far, for the OME HNC course is at Appendix A5. This is a numbered structure that is easily adhered to and makes folders identifiable.

The Author backs up data, by copying folders and work to external USB drives, and emailing important documents, in order to access online where required. This is over and above the use of the OneDrive within the UWTSD student server.

The above method allows back up from hard data, saved on multiple USBs, as well as being accessible online.

Of any disaster scenario that could feasibly occur, that would still allow completion of the UWTSD OME HNC course, none would completely wipe out the data in the above storage.

ASSIGNMENT

The course were asked to produce an assignment on RansomWare, and specifically CryptoWall Malware.

This is located at Appendix A6.

4. CONCLUSION & EVALUATION

The Author appreciates that the Study Skills module is a requirement of the UWTSD OME HNC Course, and this has been discussed with Lecturers, ALOs and other students. The Author has gained an appreciation of correct layouts and methods of submitting a University assignment. The information gathered during the numerous goal and evaluation exercises has underpinned the Author's understanding of their current employment and role, and how professional and academic tasks are planned, researched and undertaken. The Author has a solid grip on their own learning and work style, and this assignment has affirmed all of the previously gained experience, and will aid the Author's academic and professional goals going forward.

APPENDICES

APPENDIX A1

Honey & Mumford Learning Styles

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

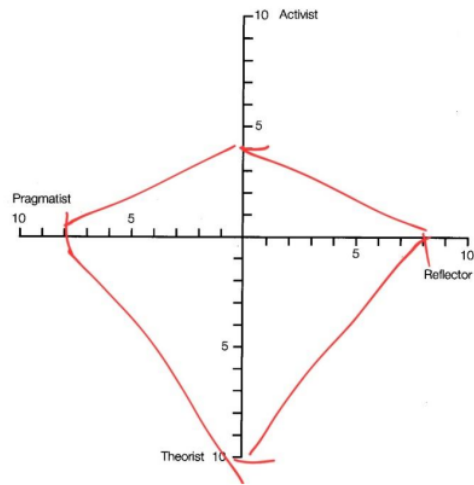
AC	REF	the	Peak
2 x	11 x	1 x	15 x
5	12 x	2 x	7 x
8 x	16 x	6 x	9
15 x	18 x	10 x	4 x
19	21	13 x	20 x
23	25 x	17 x	24 x
26	29	22 x	28 x
35	30 x	28 x	31
36	32 x	38 x	34 x
40 x	33 x	39 x	37 x

for AC: 04 REF: 08 the: 10 Peak: 08

Activist: 04
 Reflector: 08
 Theorist: 10
 Pragmatist: 08

Above: Collated answers from Honey & Mumford Learning Style assessment

APPENDIX A2



Above: Collated Score from Honey & Mumford Learning Style assessment

APPENDIX A3

Self Evaluation of Academic Skills

Thinking about yourself, read and mark each statement out of 5, with 5 being 'Totally Agree' and 1 being 'Totally Disagree'. If a statement doesn't apply to you, leave it blank

Skill	 5	4	3	2	 1
I have the confidence to try new things and express my ideas	✓				
I am self motivated and will persevere with difficult tasks	✓				
I am organised and can meet set deadlines	✓				
I am able to find information from different resources easily	✓				
I can read complicated texts and understand the general meaning		✓			
I am able to select what is relevant and what is irrelevant in text		✓			
I can compare different opinions and decide what are the best grounds for deciding who is right	✓				
I can write things in my own words	✓				
I am able to reflect and evaluate my own work		✓			
I have good strategies for starting a new task/assignment			✓		
I have good time management skills and can organise my workload effectively		✓			
I am able to make, store and find my notes	✓				
I am able to manage a range of writing skills appropriately	✓				
I am able to think critically and analytically, and evaluate arguments	✓				
I have good memory strategies	✓				
I know how to use IT to help academic study	✓				
I am confident at preparing and delivering oral presentations		✓			

Scan of Self Evaluation of Academic Skills self-assessment

APPENDIX A4

Study Skills Assignment									
Start	Complete	Hand In							
07/12/2022	02/01/2023	03/01/2023							
GANNT Chart									
			07-Dec-22	wc 12/12/22	wc 19/12/22	wc 26/12/22	wc 02/01/23	04-Jan-23	
Briefed on requirement for GANNT chart									
Begin Study Skills Assignment research									
Begin Assignment									
Re-read assignment									
Time allowed for amends									
Final check									
Hand in									
Deadline									

GANNT Chart for completion of this Assignment

APPENDIX A5

PC > Documents > Quals > UWTSD > Modules

Name	
 00 Misc	
 01 OME Basics	
 03 Maths	
 04 Study Skills	

Folder layout

APPENDIX A6

RANSOMWARE ASSIGNMENT



STUDENT NAME: KRIS BHUDOYE MIEpE
STUDENT ID No: 2214886
PROGRAMME: L4 OME (HNC)
MODULE: STUDY SKILLS
MODULE CODE: ACDB4010
DATE: DEC 2022

TITLE: CRYPTOWALL REPORT

CRYPTOWALL REPORT

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	3 - HISTORY AND EXAMPLES OF ATTACKS
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	5 - WAYS TO AVOID CRYPTOWALL
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5. WHAT IS A RANSOMWARE ATTACK

This is an attack on an IT system, by a group of rogue actors, in which they can partition off, encrypt, distribute, or threaten to distribute an organisations' digital content.

The group will then ask for some form of re-imbursement from the affected organisation.

There are a variety of types of Ransomware attacks, including, but not limited to: "Crypto", such as Cryptowall, and "Locker", "Double Extortion" as well as "Ransomware-As-A-Service" or "RaaS" [1] [4].

Note: Ransomware is not a Virus, it is Malware. Where a Virus is designed to spread and disrupt as much as possible, Malware is designed for a specific, targeted purpose [2].

For the purpose of this report, we will focus on CryptoWall.

6. HOW CRYPTOWALL WORKS

CryptoWall is designed to be hidden inside the Operating System (OS), adding itself to the Startup folder. In most cases it will delete volume shadow copies of content, making it more difficult, or even impossible to recover the content, as well as other effects [3].

Originally known to have appeared in 2014, CryptoWall has gone through many versions over time, and taken on different names, and designs, depending on the creator, and its intentions [3].

It has repeatedly been augmented and improved since, by Cyber Criminal groups, making it increasingly difficult to detect and remove from IT systems [3].

7. HISTORY AND EXAMPLES OF ATTACKS

There have been a number of Ransomware attacks, from the very early history of computing. The first noted attack was the AIDS Trojan, in Dec 1989, by biologist, Joseph Popp, and was posted out to victims in the guise of AIDS research, on floppy disks. The fees for unlocking this first iteration of Ransomware were £189.00, to be posted to a PO box in Panama [4].

Over the years these types of attacks have obviously been growing in complexity and ambition. There have also been a number of well-known Cyber Criminal groups over this time. To name a few – "Black Basta", "Hive" and "LockBit" [5].

An example of how a group could gain access to an organisations IT systems could be via emailed links, which enable a piece of Crypto Malware to enter the OS of a computer and subsequently an entire networked system [1].

Any data that has been encrypted, or even stolen, will then be ransomed back to the organisation [1].

Other examples of CryptoWall include Exploit Kits, and Malicious Ads.

8. HOW RANSOMWARE/CRYPTOWALL CAN EFFECT YOUR BUSINESS

To date, Cyber Criminals have demanded varying amounts, and in the United States have been reported as amounts up to \$80,000,000 [6]. The UK became the third most attacked nations, globally [7].

Obviously the damage to any organisation, it's infrastructure, data, and IT systems could be catastrophic. Much of our daily business is held on IT systems, which could potentially be vulnerable to attack.

All business owners, and organisations need to be cautious, and pro-active when it comes to cyber defence, to avoid failing foul of Cyber Criminals. There are real, financial effects that can be the result of even the simplest forms of cyber-attack.

9. WAYS TO AVOID CRYPTOWALL ATTACKS

Some factors to consider, in lowering your organisations' vulnerability to CryptoWall [7]:

- How recent are your organisations IT devices, or system?
 - o There may be outdated software, requiring updated, or replaced
 - o Browsers not patched and updated
- Is there a back-up plan for your organisations' data?
 - o Has sufficient time been allocated to cybersecurity for your system
 - o How often does your organisation conduct cyber / security vulnerability scans

Ways to avoid CryptoWall [2] [5] [8]:

- Do not click on unsafe links
- Do not open suspicious email attachments
- Avoid revealing personal data
- Avoid using unknown, or unsecure USB devices
- Keep your OS, and cybersecurity software up to date
- Consider Anti-Ransomware software
- Always back-up important files

Specifically useful for the smaller companies [2]:

- Block disreputable and unsecure websites, with an active report, updated regularly
- Re-start Wi-Fi (and servers if applicable) often, to allow software updates
- Educate staff, about the professional & personal effects that Malware can have

There examples of vulnerable, and potentially Malware infected file types at App A.

APPENDIX A

TABLE A: Below are examples of files/file type which are vulnerable to CryptoWall attacks.

 FILETYPES VULNERABLE TO CRYPTOWALL ENCRYPTION			
.XSL Excel Spreadsheet	.PDF Portable Document Format	.GIF Graphical Interchange Format File	.ASS Aegisub Advanced Substation Alpha
.WPD WordPerfect Document	.PDB Program Database	.EPS Encapsulated PostScript File	.ASP Active Server Page
.WB2 Webshots Picture File	.PAS Delphi Unit Source File	.DTD Document Type Definition File	.JS JavaScript File
.TXT Plain Text File	.ODT OpenDocument Text Document	.DOC Microsoft Word Document	.PY Python Script
.TEX LaTeX Source Document	.OBJ Wavefront 3D Object File	.DER DER Certificate File	.PL Perl Script
.SWF Shockwave Flash Movie	.MSG Outlook Mail Message	.CRT Security Certificate	.DB Mobile Device Database File
.SQL Structured Query Language	.MPG MPEG Video File	.CPP C++ Source Code File	.C C/C++ Source Code File
.RTF Rich Text Format File	.MP3 MP3 Audio File	.CER Internet Security Certificate	.H C/C++/Objective-C Header File
.RAW Raw Image Data File	.LUA Lua Source File	.BMP Bitmap Image File	.PS PostScript File
.PPT PowerPoint Presentation	.KEY Software License Key File	.BAY Casio RAW Image	.CS C# Source Code File
.PNG Portable Network Graphic	.JPG Joint Photographic Experts Group	.AVI Audio Video Interleave File	.M Objective-C Implementation File
.PEM Privacy Enhanced Mail Certificate	.HPP C++ Header File	.AVA Avaabook eBook	.RM RealMedia File
			

This list is from Ref [3]: <https://www.varonis.com/blog/cryptowall>

REFERENCES

[1] This reference is from an article in The Guardian from Thu 11 Aug 2022: [NHS ransomware attack: what happened and how bad is it? | Cybercrime | The Guardian](#)

[2] This reference is from: Discussion with an ISO 27001 Practitioner, who worked to diminish the effects of the NHS WannaCry Cyber Attack, in 2017.

[3] This is an article on the State of CryptoWall, at <https://www.varonis.com/blog/cryptowall>, from June 01 2018

[4] This an article from TechTarget: [4 types of ransomware and a timeline of attack examples | TechTarget](#) - "4 types of ransomware and a timeline of attack examples"

[5] This is an article from TechRepublic: [The Most Dangerous Ransomware Groups of 2022 | TechRepublic](#) - "The most dangerous and destructive ransomware groups of 2022"

[6] [EV6NAQR4 \(ibm.com\)](#) – IBM Definitive guide to ransomware 2022

[7] An article from Computer Weekly: [UK suffers third highest number of ransomware attacks globally | Computer Weekly](#) – dated Sept 2022

[8] An article from Kaspersky on Ransomware prevention - [How to Protect Yourself from Ransomware \(kaspersky.co.uk\)](#) dated 2022

NB. <http://www.bleepingcomputer.com/virus-removal/cryptowall-ransomware-information>
NOT USED DUE TO NUMEROUS COOKIES / PARTNERS ETC

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1. [EV6NAQR4 \(ibm.com\)](#) – IBM Definitive guide to ransomware 2022
2. [NHS ransomware attack: what happened and how bad is it? | Cybercrime | The Guardian](#)
3. State of CryptoWall, at <https://www.varonis.com/blog/cryptowall>, from June 1, 2018
4. TechTarget: [4 types of ransomware and a timeline of attack examples | TechTarget](#) - "4 types of ransomware and a timeline of attack examples"
5. TechRepublic: [The Most Dangerous Ransomware Groups of 2022 | TechRepublic](#) - "The most dangerous and destructive ransomware groups of 2022"
6. Computer Weekly: [UK suffers third highest number of ransomware attacks globally | Computer Weekly](#) – dated Sept 2022
7. Kaspersky article on Ransomware prevention - [How to Protect Yourself from Ransomware \(kaspersky.co.uk\)](#) dated 2022

END OF RANSOMWARE ASSIGNMENT

EXAMPLES OF CLASS NOTES

- Prin Sec of Tied :
 - 1st. Ho Accuses of being original.
 - next 2nd. Wanted, Embroided Interpretation, intentional, slight error.
- Can Court
Re S. C's or BIO
 - Prin Sec is very near to new, original information provided for this analysis.
- Support Sec :
 - And a interpretations of Prin Sec Memorandum - extended the meaning of DATA
 - Secondary DATA is derived from the read in books, Internet or live
 - It is found that Some DATA was provided.
- Both Prin & Support Reason for Vaid
- Use last line & last Words / Sources
- Library Link with Library Search
 - re Google Books - then Library
 - no document use.
 - from books
 - Google Search - Articles
 - Further EXPL negative
 - Notes > Support Sources

- citations & references
- incl. citations in text (with #) AND
 - A REF. LIST - in numerical order a source Formatted
 - incl. "REFERENCE" Demonstration ext part of Reference
- Refer to, OR Remove, remove (also known as citing source)
- "REFERENCE" is your full list ALL THE ANSWERS NOT
 TO DO & LOCATE THE ANSWERS
 "REFERENCE" is a separate list and text.
- use NUMBER SYSTEM
- REF. AS STATE AS APPEAR FROM REF'S

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20230103_StudySkills_Report

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

Instructor

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GRADING FORM: SMU GENERIC_GJ

BUD BHUDOYE

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RESEARCH-INFORMED LITERATURE



Engagement with relevant literature. In the future, I would strongly recommend looking for and referring to relevant books and journal articles. Bibliography is nicely included. IEEE format of references followed but dates of accessing the websites are not provided.

13

KNOWLEDGE AND UNDERSTANDING



Very good knowledge and understanding of HE/employability skills. Excellent understanding of

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all elements of the assignment is demonstrated.

ANALYSIS



Very good reflection on the process of preparing and giving a presentation nicely supported by literature. Excellent evaluation of the personality tests results and self-perception.

13

PRACTICAL APPLICATION AND DEP.



Excellent application of SMART approach to personal goals. Good Gantt chart. The e-portfolio should be more complex.

12

SKILLS FOR PROFESSIONAL PRAC.



Skills to prepare and deliver ppt presentation, and produce properly structured reports are both clearly demonstrated. Very good attempt to write in 3rd person. Next time try to use passive voice. There is no abstract nor introduction included. The appendices should be titled to allow better navigation through the report. Word count above the limit.

13