

Cameron Lane Study Skills Assignment

by Cameron Lane

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Cameron Lane

Study Skills Assessment

Ordnance, Munitions and Explosives Apprenticeship

Academic Year: 2024-2025

Supervisor: Jenni Steen
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This assessment is submitted in partial fulfilment of the requirements
for the degree of Ordnance, Munitions and Explosives BEng
(NB. Remove if the degree award is based solely on examination of the thesis)

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Contents

1 Presentation	4
1.1 Key Points Learnt.....	6
1.2 Areas of Improvement.....	7
2 Skills Evaluation	7
3 Data Storage	11
3.1 Data storage	11
3.1.1 The 3-2-1 Rule	11
3.1.2 My Data Storage	11
3.1.3 The Flaws of My Data Storage	11
3.2 Time Management and Self Organisation.....	12
3.2.1 Time Management	12
3.2.2 Organisation	14
3.3 Independent Study- Torpex – a powerful underwater explosive	15
3.3.1 The Development of Torpex	15
3.3.2 Torpex in Service	16
3.3.3 The Replacement of Torpex	17
4 Conclusions and Evaluation	18
4.1 Appendix.....	19
5 Bibliography.....	22

Table of Figures

Figure 1- Family	4
Figure 2- Life	5
Figure 3- Sports and hobbies of the student	6
Figure 4- Examples of Time Management on Fridays.....	13
Figure 5- Time Management during University.....	14
Figure 6- Organisation in My Previous Degree.....	15
Figure 7- Organisation in My Current Degree.....	15

1 Presentation

I was asked to produce and present an icebreaker presentation on their life. This was intended to provide an overview of my life, family, interesting facts etc. as an introduction for the rest of the class. I started this off by giving an overview of my family, seen in figure 1. This consisted of a brief introduction to each of the members of the family, father, mother, and sister respectively. This covered their nationality, jobs etc. Also included was my pet, for the extra marks.



Figure 1- Family

Following on from this was an introduction to my life, seen in figure 2. This covered a wide variety of information on me, including where I was born, my early life growing up in Australia, moving to England, studying in university, and working for Tesco. This was backed up with images to highlight key points I was making in my presentation. This showed me with my sister and mum in Australia, the leaving party for when we left Australia, my graduation from university, and working for Tesco.



Figure 2- Life

Figure 3 goes on to introduce the hobbies and interests of the student. This again featured a number of bulletpoints on the slide to use as reference points when presenting. For this slide, I covered a number of areas. Firstly, my interesting in gaming, showing a few of the games I enjoy playing. I then went into how I enjoy reading, listing a few of my favourite authors and series. I then went into military history, with images showing my volunteering for the Imperial war museum aboard HMS Belfast, and attending the Royal International Air Tattoo. This section was concluded with my taste in music, with the final picture from the Five Finger Death Punch concert I attended last year.

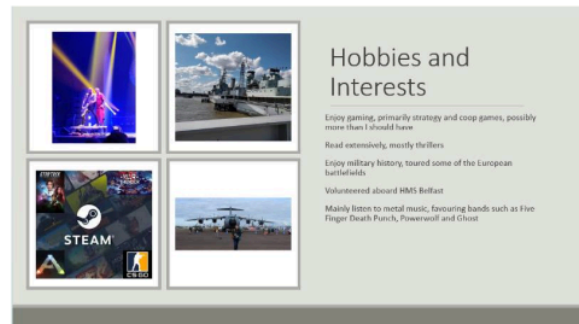


Figure 3- Hobbies and Interests

Finally, I covered sports and travel. I started this looking at sports, describing the losing streak in football leading to me taking up archery and fencing, with a picture of archery to illustrate. I followed this into my enjoyment of skiing, with pictures from one of my first and my latest ski trip. This led me into discussing my travel, where I highlighted some of the countries I had been to and experience I had had abroad.

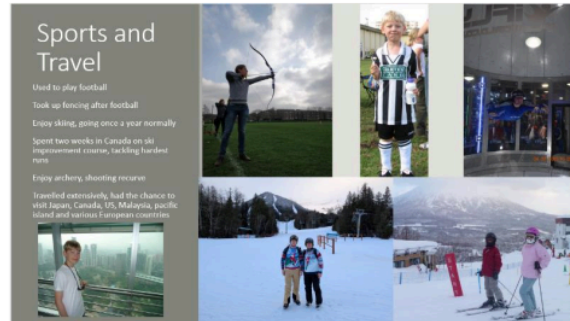


Figure 3- Sports and hobbies of the student

1.1 Key Points Learnt

This project highlighted a number of key learning points that were vital to the delivery of a successful presentation. Firstly, the importance of well-designed slides. When designing these slides, I wanted to keep the number of slides low whilst also including a significant amount of information. I had to arrange the slides in the way that best allowed for this, hence grouping sports with travel, and hobbies with interests. This allowed for topics to flow together, with skiing linking sport to travel, and military history the main theme of hobbies and interests. By having these slides joined together, it allowed for more condensed slides, information did not have to be repeated multiple times, giving space for other information.

Alongside arranging the slides and topics correctly, I also found it key during this project to consider the information included in the slides. I wanted to ensure that the audience was listening to me presenting, not just reading off the slides. For this purpose, I sought while making my presentation to keep the writing to bullet points, ideally just single lines. These were mainly designed as references for me

to recall what needed to be covered. It gave an overview for the audience, but still directed attention back to myself as I expanded upon each point.

1.2 Areas of Improvement

I identified one significant area for improvement as a result of my self evaluation. This point of improvement is decreasing the amount of filler words being used during my presentation. I found that while I knew what point I was meant to be making next, and had the information on the slides as reminders for my points, I was utilising filling words far too much between them. This lead to a more stilted presentation that I wanted. To improve this, I will seek to prepare more, revising what I plan to say so it flows better. This will result in me stopping less while I consider the next point that I plan on saying.

There were also a number of areas identified through peer review of my presentation, primarily around my presenting style rather than the presentation itself. Firstly, the need for more eye contact when presenting. This helps me to engage more with the audience, judge the level of understanding to see if there is the need for further explanation, and so they feel more interested in what I am presenting. Secondly, it was identified that I need to face the audience more. This is in the same vein as the first point of improvement identified. While this was somewhat limited by the need to turn to change the slides, better facing the audience allows me to engage better with them, improving the information given. Finally, it was identified that I needed to improve my projection and confidence whilst speaking. Succeeding in this helps to properly present information to the audience, and keep them engaged.

2 Skills Evaluation

There are numerous skills required to succeed in higher education. Commonly suggested skills include written and verbal communication, listening, teamwork and leadership [1] [2]. These are all skills that a highly important on a purely academic point of view. With content being delivered through lectures and seminars, listening skills are highly important. Strong writing skills are vital as the

majority of assignments will be written work. This requires a higher level of work than required for secondary education, with the ability to be able to reference and to write professionally the most important improvements [3]. Assignments that aren't written will often be in the form of presentations or group work, where strong verbal communication skills will provide the most benefit. Strong presentation skills are often something not overly well developed in secondary education, where essays are most common. It is important to make the most of presentation opportunities at university, especially since final year projects will require presentations about dissertations, making up a significant portion of grades.

While academic skills are highly important in higher education, there are also numerous others that have a significant impact on success at university. Whilst at university, you are largely self-sufficient. A significant portion of module content is self-taught, and you are also often living on your own, responsible for far more than in secondary education. As such, the skills required for this are also highly beneficial. These include time management, organisation, budgeting, and cooking [4] [5]. These skills will be directly beneficial to both the academic side of higher education and the non-academic side. Time management is important for studying, to ensure adequate time dedicated to revision, and to make sure that assignments are started and completed on time, however it also benefits the non-academic parts, planning life around university. Budgeting and cooking are naturally important for university life, you are often living alone, so having the skills for self sufficiency are highly beneficial [6].

Many of these skills are transferable skills relevant to employment. Skills such as written and verbal communication are as useful in the workplace as they are in higher education. In many industries, professional writing skills are essential, OME included, and it is important that candidates for jobs are able to write and read these sorts of technical documents. In the same vein, verbal skills are important to be able to perform well in meetings and conferences and conversations throughout the work day. Time management and organisational skills are equally important, for the same reasons as in higher education. A

candidate needs to be able to manage their work-load, as there will constantly be deadlines in employment that must be met. For this reason it is a skill that will be highly prized by employers.

As part of this module, I completed a number of online exercises to research my learning style and see what would work best for my studies. The first test completed identified me as a visual learner, who would work best with flashcards and diagrams. The second test identified that I fitted better as a Kinesthetic learner, who would learn better based on a hands on, trial and error based approach. The final test identified me as a multimodal learner, that favoured kinesthetic and aural learning, and disfavoured reading/writing and visual learning. The results from these three tests are listed in the appendix, appendices 1, 2 and 3 respectively. I believe these latter two tests fit in with my preconceived ideas about my learning style. I have found from previous experience that a hands on approach has led to better results, and I retain the information far better when doing something than just when being shown how to do it. To improve in my studies I need to work with my style of learning. To reinforce other methods of learning I will complete exercises and examples of work that has been taught, as this is shown to help me retain information.

I have a number of goals surrounding this course. My main goal for the foreseeable future is to pass my degree and get a job following on from this. As such, there are a number of other short term targets that I have that contribute towards this. These consist of succeeding in each individual module for this year, maths, chemistry and physics, as well as doing well in my employment. To achieve these goals it is important to have SMART targets. This is why my main goal of passing my degree has been broken down into smaller goals, to make it easily measurable and achievable.

I have a target to pass each module taken this year, maths, physics and chemistry, achieving at least a 2:1 in each of these. These are specific, I want to achieve at least a 2:1. It is measurable, based on the grade achieved. It is achievable, I received a 2:1 grade in my previous degree and believe it to be possible for me to achieve it again. And it is relevant. Each of these modules is

responsible in part for the overall grade of my degree, so are relevant to my main target in my life. To ensure these goals are met, I will be ensuring that I am adequately managing my time, so that assignments and revision are started and completed on time, so that the maximum effort can be put into my work, hopefully resulting in a better outcome. I will be ensuring that I complete additional exercises in my weaker topics in line with my learning style as this will be the most productive for me.

These separate goals all feed into my main goal, and make it a SMART Goal. It is specific, I want to pass my degree. It is measurable, I have to pass all my modules to pass my degree. It is achievable, I am capable of completing all of the modules that are required for this degree. And finally, it is relevant, my degree is the main focus in my life at the moment. To achieve this goal, I will have to ensure that all the contributing factors towards my degree are being completed to the highest standard I can. This is mostly being controlled by the goals I mentioned previously, where each individual module is an individual target.

3 Data Storage

3.1 Data storage

3.1.1 The 3-2-1 Rule

With the importance of technology on the modern world, the safe storage of data is vital. The 3-2-1 rule is often used to describe the most common ways to ensure data safety. Firstly, have three copies of your data saved, to ensure there are copies of the data in case one fails. Secondly, have these 3 copies of the data spread across at least two different storage devices, ensuring redundancy if one device fails. And finally, have at least one of these storage devices kept in a secondary location, safety in case something happens to the storage location. Following these rules should offer a simple, robust data backup to prevent the loss of data.

3.1.2 My Data Storage

To prevent my loss of data, I ensure that everything is saved to the device it is being worked/used upon. This is the first copy, on the first device. Secondly, through the use of cloud storage services, in my case Microsoft OneDrive, data that is changed across my devices is backed up to the cloud, through the use of incremental data storage. This covers my documents, pictures, videos and downloads, while leaving the majority of program files. This ensures that more important data, harder/ impossible to replace data, is being stored on a second device, off site from my primary devices. The use of incremental saving means that backups are quick and simple, at any time I have access to a copy of the most up to date version of my work. For University work, I also have data stored on a USB drive, the third storage device. This is mostly for ease of access, it can be quicker to access files on a USB device than data stored on the cloud, with numerous logins and security authentications required.

3.1.3 The Flaws of My Data Storage

There are a couple of flaws in my data storage methods. Firstly, besides university work, my data is only being backed up in two locations. This does go

against the 3-2-1 rule, however it is not as big of an issue as it may seem. OneDrive, my cloud storage system, has significant redundancy in it, and the vast majority of files that are only on these locations are not of such value that requires further backups to be made.

Secondly, the majority of data isn't being backed up. There is roughly 5 terabytes of storage space in use on my main computer, further being used on laptops. My OneDrive however only cover 56 gigabytes of data across all devices. This is not the major problem that it seems however. The vast majority of this data is program files which are very easily replaced, with the work associated with them stored as part of my documents that get backed up. Were there to be a loss of data, these program files can be replaced within a day or two through reinstallation. Having them backed up would most likely take longer to recover, and slow the recovery of other more important data.

3.2 Time Management and Self Organisation

3.2.1 Time Management

Time management is something that I found I struggled with significantly during my past degree, and have continued to since then. I often left assignments later than they should have been, resulting in more rushed work that could have had more time and attention paid to it. With the balancing of work and study during this degree, proper management of time will be even more important for success at university this time.

The primary method of managing my time will be the correct use of my Fridays. My work has given me these days to be dedicated for university work, rather than my Monday-Thursday role. To ensure these days are being used properly I will be splitting them into sections covering the work that needs to be completed. Shown below are two examples of how my Fridays will be divided up. The first shows how a day with assignments will be set up. In this, the majority of the time is being dedicated to the assignment, as it is the more pressing piece of work due. Some time is also dedicated to the other module as revision time, to break things up from a whole day of assignments, however as it is not as pressing it is

not being prioritised. The second example shows the following Friday. The assignment that was being worked on in the first example has been completed, there are no other piece of work due or revision to be done, so the day is dedicated to the module.

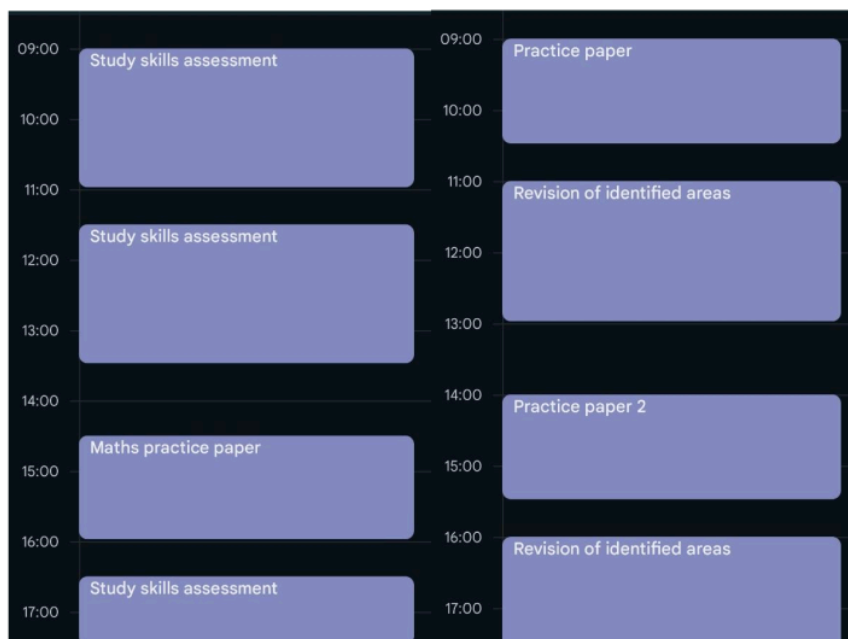


Figure 4- Examples of Time Management on Fridays

This approach to time management is not however dedicated to just Fridays. Some university days do not have lectures covering the whole day, leaving time for self study. These times are also planned for, as shown in the example below. The day shows starts with double chemistry lectures in the morning. It then allows for lunch, to give time to relax from learning for a period. Lunch is then followed by time dedicated to more maths revision, as it is the piece of work most pressing at that day. Other days could see this time used for revision for subjects, writing of assignments, or time dedicated to research to prepare for writing.

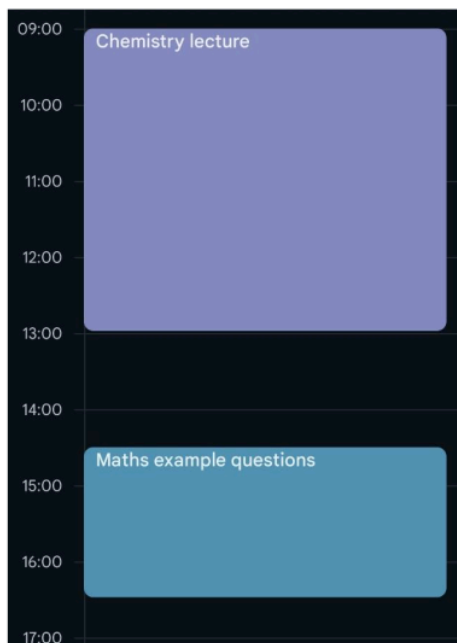


Figure 5- Time Management during University

3.2.2 Organisation

To ensure that I am adequately organised for my learning, my file storage systems have been organised ahead of time to ensure that relevant work is easily accessible and storable. Two figures can be seen below. The first shows my file storage for my previous degree. While in some cases work is labelled according to module, one folder contains three years' worth of work, covering over a dozen different modules. Work such as my dissertation is not easily recognisable, with multiple different notations used to identify different versions of the piece. The second picture shows the file set up for my current degree. Folders have been created for each year, and inside these for each module. This allows for assignments to have a dedicated place they will be saved to, allowing me to easily find them again. It also gives a location that I am easily able to gather sources for work when conducting research prior to writing. This enhanced method for storing my university work will prevent the issues I faced before in find assignments I had

started, eliminating the stress of endlessly searching for work you know should be around here somewhere, but has vanished.

- 189640 PO579 AnswerBooklet
 - 189640 PO658 AnswerBooklet
 - 189640 PO579
 - 189640 PO629
 - Air and Sea Power
 - Are we in a chinese cold war
 - Are we in a Cold War
 - Artillery in the 19th Century
 - Artillery in the 19th Century
 - Cold War China
 - Comparative Politics Essay
 - Comparative Politics Essay-Referenced
 - Did Strategic Bombing in the Second World War Prove Decisive
 - Did-Strategic-Bombing-in-the-Second-World-War-Prove-Decisive-edit
 - Discuss the relationship between military command and the current leadership theory base
 - dissertation 1
 - Dissertation- CL5
 - Dissertation- experts first
 - Dissertation- experts first(6042) - BL2
 - Dissertation- experts first(6042) - CL4
 - Dissertation- experts first-updated
 - Dissertation Outline- Cameron Lane
 - Dissertation Outline
 - Dissertation Script
 - Does Terrorism Work- Final
 - Draft Chapter 1
 - Draft Chapter- Cameron Lane
 - Epistemology is as important
 - epistemology vs ontology
 - Fact Evidence Knowledge Power
 - globalisation
- Has Western intervention in the Middle East caused a radicalisation of the local population Report 2
 - Has Western intervention in the Middle East caused a radicalisation of the local population Report 2-Final
 - H769 Final Essay
 - history script
 - Image of the Tank 2
 - Image of the Tank
 - Image of the Tank-DESKTOP-3Q0QDM8
 - Is there a consensus among historians on the role played by Moltke the Younger in the collapse of the Schlieffen Plan
 - PO305 Essay
 - PO305 Realism vs Human Security
 - PO555 The UN Security Council
 - PO579 AnswerBooklet
 - PO629 AnswerBooklet
 - PO657 Pol Res and Analysis
 - PO660 Int Coop and Con
 - PO660 International Conflict and Resolution
 - PO679 Dissertation Outline Research Proposal- Cameron Lane
 - PO679 TopicQuestion
 - SE311
 - Separation of Powers in the Russian Constitution
 - Taiwan Script Final
 - template
 - The Cold War
 - The Security Dilemma
 - think piece
 - Third-Year-Reflective-Analysis-1 -BL
 - To what extent did Hitler ensure the defeat of German forces in Normandy
 - To What Extent is the Hypothetical Invasion of - Final
 - To What Extent is the Hypothetical Invasion of
 - Using the Comparative Constitution Project dataset

Figure 6- Organisation in My Previous Degree

Sources		31/01/2025 20:28	File folder
Year 1		31/01/2025 18:18	File folder
Year 2		31/01/2025 18:17	File folder
Year 3		31/01/2025 18:17	File folder
Year 4		31/01/2025 18:17	File folder
Year 5		31/01/2025 18:17	File folder

Figure 7- Organisation in My Current Degree

3.3 Independent Study- Torpex – a powerful underwater explosive

3.3.1 The Development of Torpex

“This is the most powerful explosive in use today”, the words of D. P. MAC DOUGALL and N. M. NEWMARK in 1946 [7]. World War Two saw the massive expansion in munitions production, with countries seeking new more effective weapons, including new forms of explosives. The twenty years of peace had seen very little progress made on this technological front, with countries entering the

war much the same way they had finished the last. Countries were still largely relying on explosives such as TNT and Amatol [8].

Aluminium first saw use in pyrotechnics in the tail end of the 19th century, with its use in explosives first patented in 1897 by Deissler [8]. The oxidation of aluminium is a highly exothermic reaction, producing a significant amount of heat [9]. By mixing aluminium into explosives, the overall heat produced in the blast is increased. This increased heat also increases the pressure produced by the blast, an effect highly useful in airbursts and underwater explosions [20]. Aluminium was added to TNT during the First World War, creating the explosive Tritonal, boasting 35% greater power than TNT, and was also added to Amatol to create Ammonal, which was roughly 40% stronger than TNT [10] [7]. Research after the war sought to develop a new explosive, increased explosive power, but as stable as TNT. This eventually led to the development of RDX, which was first patented in 1920. The British finally developed a manufacturing process suitable for large scale production of RDX in 1939, allowing for its use in explosives for service [8]. While RDX achieved its first aim of increasing blast power, it was far more sensitive than TNT. For use as an explosive, it had to be mixed to make it stable enough for use. Initially it was mixed with TNT, in the form of Composite B, more explosive than TNT, but more stable than RDX. Composite B was used on its own as an explosive, but it was also mixed with aluminium to gain the benefits for underwater explosions. Multiple formulas were attempted, mixing differing levels of explosives and aluminium together, ultimately settling upon Topex, 42% RDX, 40% TNT and 18% Aluminium. This results in an explosive that has 60% greater blast damage than TNT alone, and 30% greater than Composite B [8] [7] [10].

3.3.2 Torpex in Service

Torpex saw widespread usage in British and American service during the Second World War. The initial lack of production capability severely hampered the introduction of Torpex into service, with both RAF Coastal Command and Bomber Command spending years asking for greater quantities [11]. The use of torpex filled weaponry was notably credited with contributing to the 6-fold increase in

success of depth charges against U-Boats in the Atlantic, through the greatly increased kill radius provided over earlier explosives [11]. Torpex filled weapons were also responsible for other notable successes, initially through raids such as Operation Chastise, the Dambusters raid, and the sinking of the battleship Tirpitz in 1944 [12]. By the end of the war, increases in industrial output of explosives had enabled the use of Torpex in a wide variety of allied weapons, from depth charges and torpedoes as first used, to the general-purpose high capacity bombs, to Barnes Wallis's famous earthquake bombs, the Tallboy and Grand Slam [7] [11] [12]. The end of the war did not see the end of Torpex. Safety concerns surrounding the development of new explosives saw the continued use of Torpex in the West. Torpex had been used in the Mk VIII torpedoes of World War 2, continued to be used in their replacement, the MK 24 torpedo in the 1960s, and was even used during the development of the MK 24 replacement, the Spearfish, introduced in 1992.

3.3.3 The Replacement of Torpex

It was not until the 1960s and 70s that development of explosives looked to replace Torpex, however this replacement was hampered by the caution surrounding the introduction of new explosives into service. While more stable than many explosives, Torpex was still sensitive to impact and battle damage, an undesirable aspect for a weapon. A series of incidents at ammunition depots and aircraft carriers spurred the development of insensitive munitions in the US, with other western countries beginning development around the similar time [8]. In British service, Torpex was not replaced in torpedoes until the introduction of the Spearfish torpedoes in 1992, with warheads made with PBXN-105 [10]. Similarly, it was not until the 1990s in US service that Torpex was replaced in the Mk80 series of general-purpose bombs, with PBXN-109, as a less sensitive munition to carry about carriers [13] [14].

The legacy of Torpex has not completely gone, however. Similarly to the development of Torpex, a mixture of RDX, an explosive, and TNT, acting as binder and explosive, with aluminium added to enhance the blast effects, some of the explosives that replaced Torpex are formulated in much the same way [15]

[8]. PBXN-109 for example, the replacement for Torpex in the Mk 80 series of bombs, is composed of RDX, aluminium and a number of binders. The conflict in Russia is seeing numerous explosive compositions in use. In some cases, munitions are using compositions similar to Torpex, such as TGAF, found in the FAB-500 series of Russian bombs, while others such as Kornet ATGMs and IGLA MANPADS uses aluminium and RDX based plastic explosives [16] [17]. Such is the power of this formula. Over 7 years since it was first developed, and it is still in production and seeing combat usage across the world.

4 Conclusions and Evaluation

This module highlighted numerous areas of importance that need to be considered during the course of my studies for this degree. It showed the importance of adequate time management, leading to the improvements covered in the sections above to properly plan out my time. It also highlighted the importance of organisation in my university work, storing my files in the way that they had been for my previous degree was not productive for good quality work. This has been reorganised to greatly ease storing files and retrieving them when needed and allow for a far easier time completing university work. This course also showed new methods for referencing. Previously, I used Harvard referencing during my degree, with numerous footnotes and references littered throughout in a mishmash of styles. This module had cleared things up on how referencing should be done, to allow for clearer, more refined work, as shown in the literature review above.

4.1 Appendix

Appendix A Learning Test 1

You have a preference for learning in a visual way

People who have a preference for learning in a visual way can choose to learn by reading or seeing pictures. You may feel that you understand and remember things by sight. You may picture what you are learning in your head and like to see what you are learning.

Here are some things that you may choose to do if you prefer to learn in a visual way:

- Use flashcards to learn new words.
- Try to visualize things that you hear or things that are read to you.
- Write down key words, ideas, or instructions.
- Draw pictures to help explain new concepts and then explain the pictures.
- Colour code things.
- Avoid distractions during study times.

Preferring to learn in one way over another does not mean that one way is better than another. Labelling yourself as a particular type of learner is not helpful in the long run. It is really important to use your time at Arden University to explore different types of academic skills and ways to learn!

Appendix B Learning Test 2

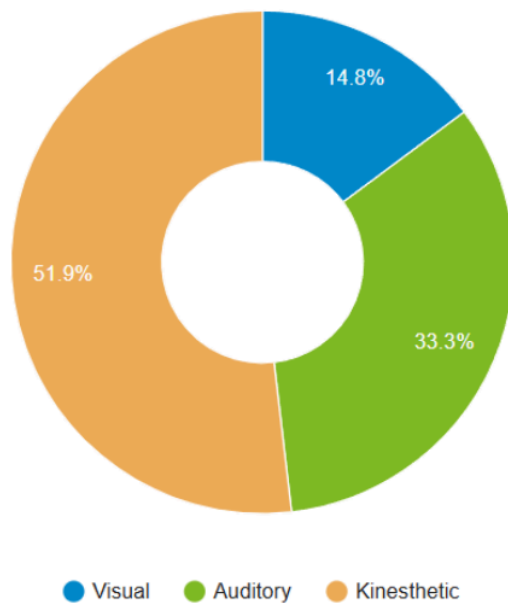
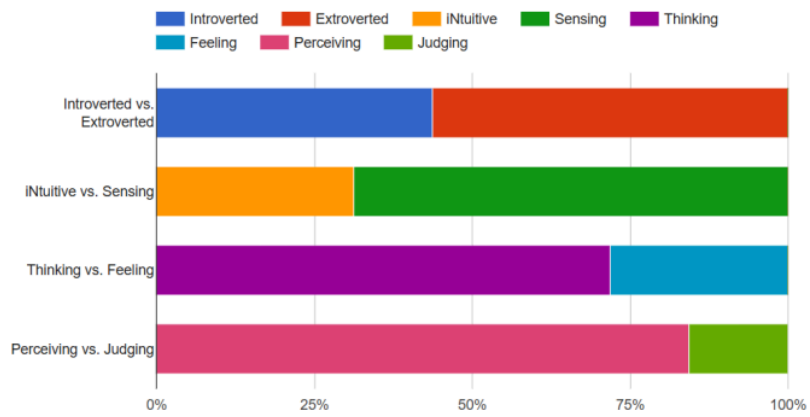


[HOME](#) [LEARNING STYLES](#)

You are a **Kinesthetic-ESTP** learner

EXTROVERTED **S**ENSING **I**THINKING **P**ERCEIVING





Appendix C Learning Test 3

Your Results

Your learning preference:
Multimodal (AK)

People with your preference like:
listening, discussing, talking, questioning,
practical exercises, experiences, examples,
case studies, trial and error, things that are
real, ...

Your scores were:

- Visual 5
- Aural 10
- Read/Write 4
- Kinesthetic 11

Use the following helpsheets for strategies
that apply to your VARK preference:

- [Multimodal strategies](#)
- [Aural Strategies](#)
- [Kinesthetic Strategies](#)
- [Understanding the results](#)

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Cameron Lane Study Skills Assignment

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

84/100

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
Torpex literature review is detailed and informative. Clear evidence of reading beyond what is provided on Moodle. IEEE referencing is used correctly and consistently throughout. Correctly formatted reference list included. A suitable number of references used for this level of work. A good balance between peer reviewed and contemporary, relevant non peer reviewed sources of information.	20	20
2. Knowledge and Understanding Skills		
Important presentation skills have been identified. Key skills for education and employment have been identified and described in detail. Good understanding of data protection. Reasonable understanding		18

of SMART goals, these could have been expanded upon slightly to demonstrate all aspects of SMART are covered in sufficient detail. Literature review is clear, concise and informative showing a good understanding of the source material.	20	
3. Cognitive and Intellectual Skills		
Presentation performance has been critically evaluated with suggestions for future improvements. No evidence of peer review, including the peer review forms as an appendix would have demonstrated that you acted upon this feedback. Detailed analysis of personality test results included with reflection on how this will affect studies. Conclusions are concise, summarise the report and are suitably reflective.	20	16
4. Practical Application Skills		

Powerpoint used a simple but effective theme. A reasonably confident delivery, good pace but slightly quiet. A good balance of text and images, however the text was quite small which could be difficult to read in a large room. Reasonable attempts at interacting with the audience but with a lot of presenting to the screen. Overran the 5-minute time requirement slightly. Clear strategy for implementing the 3-2-1 rule of backing up data. Practical suggestions for improving time management and organisation. Evidence of beginning an e-Portfolio, no evidence of PDP.	20	14
5. Transferable Skills for Life and Professional Practice		
Report has a clear layout and good flow. Table of content and numbered sections allows for easy navigation of the report. Figures are numbered, captioned and included in a list of figures. A reasonable scientific writing style has been adopted and used throughout. No use of the third person, instead of using "I", try using "the learner", "the apprentice", "the author" etc instead. This will feel strange at first but will come more naturally over time. Reference list should come before the appendices.	20	16

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20

PAGE 21

PAGE 22

PAGE 23

PAGE 24