

Study Skills Report

by Lucy Henson

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Study Skills Report

Lucy Henson

Student No: 2418593

L4 – Study Skills

ACDA4022

Embedded Electronic systems
Engineering Degree Apprenticeship

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Section 1.1

Introduction 1.2

This report is about the skills the author needs to succeed at university and at her job. The reports start with feedback on a presentation the author Lucy did and how it links into skills required for both higher education and at her job. It is then followed up by self-evaluation and an action plan on how to achieve goals set for both work and personal life. The report then goes into detail about how she manages her data and time effectively at university and in her job.

Presentation skills 1.3

Chester

- Known for having the most complete city wall, oldest racecourse and largest roman amphitheater in Britain.
- Chester astronomical society one of the world's oldest scientific societies dating back to 1892



Figure 1 Screenshot from presentation

Magic

- Been practicing magic for 4 years started in lockdown
- Mainly perform card magic
- Performed for local events in Wetherby and at York racecourse for MacMillian charity ball in 2022
- Won Yorks Young Magician of the year in 2023
- Joined Chesters magic guild

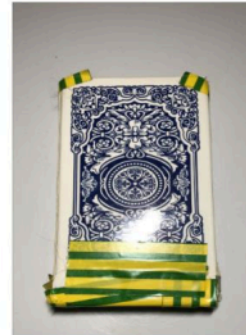


Figure 2 Screenshot from presentation

Fpv drones

- Been flying for a year
- Burnt 3 motors either by crashing or PID tuning
- Building my own drone
- Software used betafight to config drones
- Protocol ELRs range around 20 miles

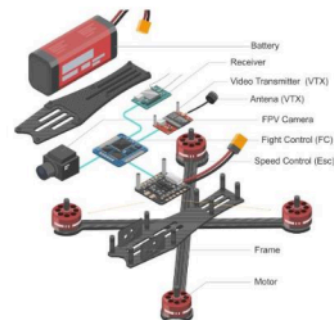


Figure 3 Screenshot from presentation

Personality

- Describe myself as an introvert
- Blend of kinesthetic and reading learner
- Don't work that well under pressure
- Can be lazy need to be incentivized sometimes

Figure 4 Screenshot from presentation

The author of the presentation, Lucy, describes herself as a quiet introverted individual whose main hobbies are performing card magic and drone flying. She mentions that she originally lived in a small town called Wetherby near Leeds. She has moved to Chester for her job working for the civil service in an engineering department. This can be seen above in the screen grabs from the presentation.

Key points taken from presenting

- PowerPoint slides must be readable on larger screens when presenting.
- Slides must contain a balance between picture and text.
- The speaker needs to have the presentation memorized
- When delivering the presentation, the presenter noted how unprepared they felt

Feedback from both spectators and the lecturer showed that they enjoyed the presentation. People liked the balance between images and text in the presentation and that the presentation seemed well prepared, however it was mentioned the presentation was slightly too short and that the speaker needed to be louder and more confident in their delivery as some people found it harder to hear the speaker near the back of the room. For future presentations the speaker will spend more time working on the oral part of their presentation as that was the common cause of some of the negative feedback.

Section 2 2.1

High education skills 2.2

Lucy went on to research skills needed to be successful in higher education. Looking at Bob Smales a teacher in education for 31 years and who received an award for excellence in faculty and empowering education from Kent university wrote a book how to succeed at university, he believes that motivation and the willingness to learn are important skills needed to be able to successfully learn in a higher education environment. "Succeeding in higher education will require you to hold on to your dreams" [1]. Other important skills Bob believes are needed to succeed in higher education are being adaptable, organized, communicative and willing to do independent research. The English and literacy department of the university of Nigeria states that "listening skills and note taking skills are imperative skills for university students [2]. Looking at the Uni admission website it lists 6 essential skills to succeed at university [3]. These skills being academic writing, communication, reading, critical thinking, time management and soft skills. Comparing these to the other statements they are all very similar with both Bob and the website agreeing that communication and many of the other points like academic writing and being able to effectively note taking are similar. The author felt these views were closely related to what skills she previously believed were needed to succeed at university. It was noted she didn't realize before how important it was to be organized at university.

When looking at the different sources of information the main skills needed for higher education are motivation, time management and communication skills as all the other skills can be learnt when at university. The author feels they demonstrate some of the key skills, particularly time management and reading skills, however they noted that their communication and academic writing skills could be improved.

Transferable skills 2.3

She also looked at required transferable skills. When looking at this she noted how similar both skills sets were.

Indeed's, career advice page states that there are 10 essential transferable skills being effective communication, motivation, leadership, reliability, teamwork, self-management, emotional intelligence, analytical, quick learner and administrative skills. [4]. the NFER (national foundation for education research) and Sheffield Hallam joint report on skill shortages in the workforce which predicted that transferable skills such as communication, problem solving and decision-making being vital for the economy in 2035 as they would be harder to automate. [5] The report identified 6 skills expected to be in demand these are collaboration, communication,

creative thinking, information processing, problem solving and organizing. When speaking to colleagues they described the ideal job candidate as someone who is motivated and has good teamwork skills. Comparing the sources of evidence they are all nearly identical to each other and to the skills required to succeed in higher education, showing that there is a link between being able to succeed at university and working in a job.

Section 3 3.1

Self-evaluation

The author of the report performed a variety of personality tests to assess their personality type. Starting with the Carl Jung personality test which was invented by Carl Jung a Swiss psychiatrist. Who is best known for his research into psychological types inventing the term introvert and extrovert. [6] This test involved having two personality attitudes extrovert and introvert while having four functions/modes of orientations thinking, sensing, intuition and feeling. [6] The results are shown below in figure 1

People with the INTJ personality type are known for their high level of self-confidence, analytical skills, and strategic thinking. They are deeply independent, preferring to rely on their own intellect and logic rather than follow popular opinion or tradition. INTJs are characterized by their clear vision of the future and a relentless drive to achieve their goals, often displaying a remarkable ability to turn theories into solid plans of action.

Figure 5 Results from Carl Jung personality test

The results in figure 1 show that the author displaces more introverted tendencies. Figure 2 below shows the results of the big 5 personality test. The big 5 test is based off the big 5 personality traits which are the most common model used in academic psychology. The test uses the big five markers from the international personality item pool developed by Goldberg in 1992 [7].

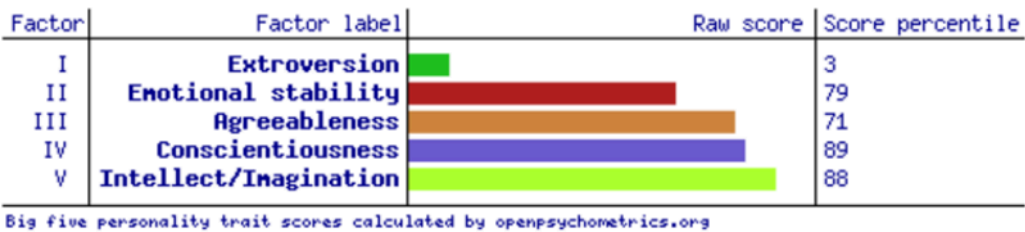


Figure 6 Big5 personality test results

The results of both tests indicate that the author displaces introverted tendencies. When comparing the results to how she perceived herself they align quite closely as before doing the tests she perceived herself as being a goal-orientated driven individual who works better on their own, which matches up closely the Carl Jung results of being highly independent and relentless drive to achieve their goals. However, in the Carl Jung result where it mentions having a high level of self-confidence did contrast with her view of herself being less confident in her approaches compared to her colleagues.

After the personality tests the author performed a careers test. The 123-career test is based on Dr John Hollands (who was a psychologist and professor at John Hopkins University who developed the Holland codes) [8] theory of career choices known as Holland's codes. The six personality types can be seen below.

- **Realistic:** practical, physical, concrete, hands-on, machine, and tool-oriented
- **Investigative:** analytical, intellectual, scientific, explorative, thinker
- **Artistic:** creative, original, independent, chaotic, inventive, media, graphics, and text
- **Social:** cooperative, supporting, helping, healing/nurturing, teaching
- **Enterprising:** competitive environments, leadership, persuading, status
- **Conventional:** detail-oriented, organizing, clerical

Figure 7 123 career test results

The 123 careers test results can be seen below

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

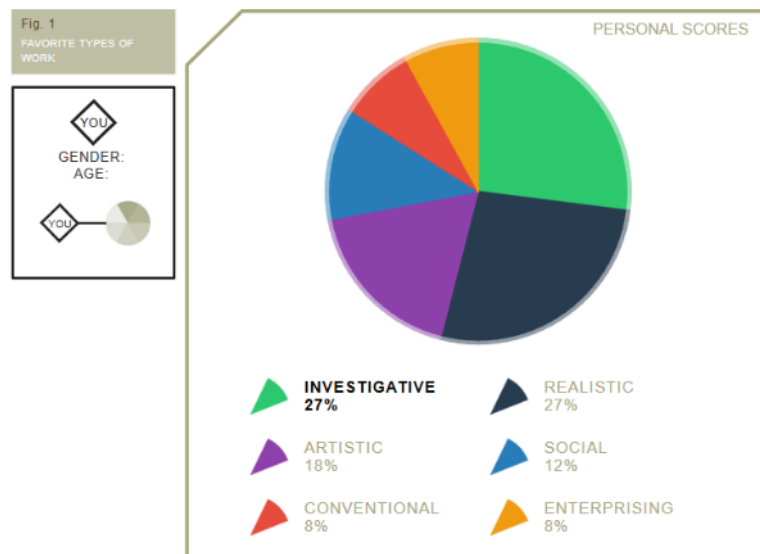


Figure 8 123 career test results

Soil scientist

Bachelor's degree or higher usually required

93% match

Soil scientists research and study the scientific discipline concerning soil. They advise on how to improve soil quality to support nature, food production or human infrastructure using surveying techniques, irrigation ...

6 essential skills 5 broader skills

[Read more](#) ▼

Geneticist

Bachelor's degree or higher usually required

87% match

Geneticists study and focus their research on genetics. They analyse the fashion in which genes interact, operate, and inherit traits and characteristics. Based on their research, they attend patients with inherited diseases and ...

13 essential skills 14 broader skills

[Read more](#) ▼

Figure 9 123 career test careers

The tests indicated that the author is more suited towards a STEM career than a more arts based one. The personality types which she most closely aligned with being the investigator and realistic types were both more closely related to STEM careers than the others. This, along with the fact that she is working in the STEM field and pursuing an engineering degree, shows that she is more suited towards STEM subjects. This is backed up by the results in the personality tests big5 and Carl Jung as their personality types were very similar.

action planning 3.2

The author's main long-term goal for the next few years is to complete the electronic engineering degree and to qualify for incorporated engineer status. The author's shorter-term goals include swimming 64 lengths in 45 minutes to become fitter, building a drone to race with to improve her soldering skills and to get better at using KiCad PCB software for work purposes. The author has created 4 action plans that conform to the SMART guidelines to achieve these

goals the plans can be seen below.

SMART Goals

S	Specific What am I going to do? Why is this important to me? Be able to swim 64 lengths in under 45 minutes. It's important to me as I used to be able to do it before I stopped swimming for 6 months due to an injury
M	Measurable How will I measure my success? How will I know when I have achieved my goal? Timing and recording however many lengths I do in the 45 minutes every time I go to swim. Goal will be achieved when I have accomplished the task
A	Attainable What will I do to achieve this goal? How will I accomplish this goal? Swimming once a week and by joining a swimming club.
R	Relevant Is this goal worthwhile? How will achieving it help me? Does this goal fit my values? Goal will help me build confidence in my abilities in measuring what ~~iam~~ capable of doing.
T	Time-Bound When will I accomplish my goal? How long will I give myself? 6 months.

Figure 10 Smart goal swimming

Action Plan

My goal is __swim 64 lengths in under 45 minutes
s _____

Date to finish	How will I measure my success?
25/04/25	When I can confidently swim the required lengths in under 45 minutes

Steps to Achieving my Goal

Description	Time Estimate	Completion date
Swim for an hour to see how many lengths can be achieved in that time. Twice a week	1 month	
Work on swim endurance	1 month	
Slowly decrease time available to rest at the end of a length	1 month	

Obstacles that may arise	How I will respond
Not much improvement in time allotted	Carrying on and figure out why improvement is slow could be either too much exercise or the workout isn't as strenuous as it should be

Helpful Tools	Helpful Resources
	The pool staff

Figure 11 Action plan swimming

SMART Goals	
S	Specific What am I going to do? Why is this important to me? Build racing drone. It's important as it demonstrates my soldering and practical hand skills
M	Measurable How will I measure my success? How will I know when I have achieved my goal? Once drone is completed and flying
A	Attainable What will I do to achieve this goal? How will I accomplish this goal? To achieve goal I need to assemble all the parts and program the flight controller.
R	Relevant Is this goal worthwhile? How will achieving it help me? Does this goal fit my values? The goal will reinforce confidence in my engineering abilities.
T	Time-Bound When will I accomplish my goal? How long will I give myself? 2 weeks to get all the parts and then to assemble it.

Figure 12 Smart goal Drone

Action Plan

My goal is Build drone

Date to finish	How will I measure my success?
20/01/25	When drone is operational

Steps to Achieving my Goal

Description	Time Estimate	Completion date
Find parts and assemble drone	2 <u>week</u>	
Program flight controller	2 days	
Bind drone with <u>rc</u> controller	1 day	

Obstacles that may arise	How I will respond
Parts not working	Figure out how to get them to work
Bad soldering destroys components	Remain calm and learn where I went wrong
<u>E</u> l <u>r</u> s binding issues	Remain calm

Helpful Tools	Helpful Resources
Correct soldering iron tip	<u>Youtube</u>

Figure 13 Action plan drone

SMART Goals	
S Specific	What am I going to do? Why is this important to me? Become more familiar with using KiCad a pcb design software. It's needed to progress further in my job.
M Measurable	How will I measure my success? How will I know when I have achieved my goal? Once I am able to design a usable pcb for a work project
A Attainable	What will I do to achieve this goal? How will I accomplish this goal? Practice on KiCad every week trying to replicate pcb I have seen on the internet to become more familiar designing different pcbs for applications
R Relevant	Is this goal worthwhile? How will achieving it help me? Does this goal fit my value? Goal is needed to progress further in my job help me be put on more technical projects.
T Time-Bound	When will I accomplish my goal? How long will I give myself? 2 months to make sure I am confident enough to design different pcbs for applications.

Action Plan		
My goal is <u>Become more familiar with using KiCad</u>		
Date to finish	How will I measure my success?	
23/03/25	When pcb is operational and iam more confident	
Steps to Achieving my Goal		
Description	Time Estimate	Completion date
Find simple pcbs online to replicate	2 weeks	
Try and design different types of pcbs	4 weeks	
Design specific usable pcb for work project	2 weeks	
Obstacles that may arise		
How I will respond		
Pcb not work	Figure out how to get them to work and why it didn't work	
Designs too difficult to replicate	Remain calm and try to simplify the design	
Time being too short	Remain calm see where I progress in the allotted time allowed	
Helpful Tools		Helpful Resources
		Youtube s
		Pcb design book

Figure 14 Smart and Action plan for KiCad

SMART Goals	
S Specific	What am I going to do? Why is this important to me? Complete degree and gain incorporated engineer status. Always wanted to become an engineer
M Measurable	How will I measure my success? How will I know when I have achieved my goal? Once degree is completed and incorporated engineer status has been achieved
A Attainable	What will I do to achieve this goal? How will I accomplish this goal? Complete all university modules on course to best of ability while keeping a record of projects I have done to show as evidence to IET for incorporated status.
R Relevant	Is this goal worthwhile? How will achieving it help me? Does this goal fit my value? Goal is needed for my job and career. Harder to progress without Incorporated status.
T Time-Bound	When will I accomplish my goal? How long will I give myself? 5 years allotted time to complete degree.

Action Plan		
My goal is <u>Complete degree and gain incorporated engineer status</u>		
Date to finish	How will I measure my success?	
2030	When degree is completed	
Steps to Achieving my Goal		
Description	Time Estimate	Completion date
Level 4 modules completed	1 year	
Level 5 modules completed	1 year	
Level 6 modules completed	1 year	
Incorporated engineer status evidence collection stage	1 year	
Obstacles that may arise		
How I will respond		
Module fail	Remain calm find out where I went wrong and work on that for the resit	
Pressure from other aspects of life	Remain calm and reevaluate other life commitments	
Work pressure	Explain to work why university is more important in the long term	
Helpful Tools		Helpful Resources
		Work

Figure 15 Smart goal and Action plan for degree

Section 4 4.1

Looking after data 4.2

The author has used the 3 different places approach to storing data. This involves saving data locally on the device and then backing it up to the cloud using OneDrive. This approach allows greater flexibility if the device malfunctions as she can access her data on another basis. It also means she could access previous versions of the data if she needed to in the case of an emergency like being the victim of a ransomware attack. She also uses a usb drive to store Uni work as it can be taken anywhere, and the data can still be accessed if the internet went down or if Microsoft stopped supporting OneDrive servers. The Author then uses a larger SSD to backup Uni and personal work once a month. She only does this once a month as some ransomware attacks will stay hidden and inactive on a system for a few weeks to see if the user has any other ways of storing data like on an SSD. Lucy researched the ransomware in her report, Petya only waits an hour before activating on the victim's computer and then it would reboot the system with the text being displayed that the file system is being repaired while it encrypted the user's data. Petya ransomware is an encryption-based malware which was first discovered in 2016. [9]. Lucy's approach to storing data would fend off ransomware attacks like Petya as Petya will only wait an hour before activating which means it would not be able to infect the SSD. Her approach would mean the loss of some data if the ransomware was present. Unfortunately there are some ransoms this method cannot protect against as Not Petya a ransomware which first appeared in 2017 will stay hidden for months at time on the users machine this approach means it has a better chance of infecting other data storing devices if they are plugged in it also doesn't encrypt the victims data but instead destroys it completely meaning there would be no hope in recovering the files. [10] This approach is not able to be defended against if the user's devices have been infected. Ransomware isn't the only way data can be lost as mechanical failure can happen in any device and cloud-based solutions will not be supported forever.

Time management 4.3

To manage herself at work Lucy creates and maintains a weekly calendar which has a daily plan of what she needs to get done in a day. The calendar contains important business meetings and deadlines for assignments she needs to get done. In the evening the calendar is updated to include any work she was not able to finish in the day or to add any new personal goals she wants to add to. This strategy has helped to reduce her stress and has enhanced her productivity as she is able to know exactly what she is going to work on before every day. It also means she doesn't have to think about work until she gets to the office allowing her to start the

day with a clear head which makes her less stressed. The calendar also provides clear evidence of what she worked on every week, allowing her to track her progress and see where she needs to improve. She also has a personal calendar which contains deadlines for university work and the dates she needs to be at university. This can be seen in figure 16 below. As she has only been with her organization since September, she has not made any significant contributions to increasing the productivity at her organization.

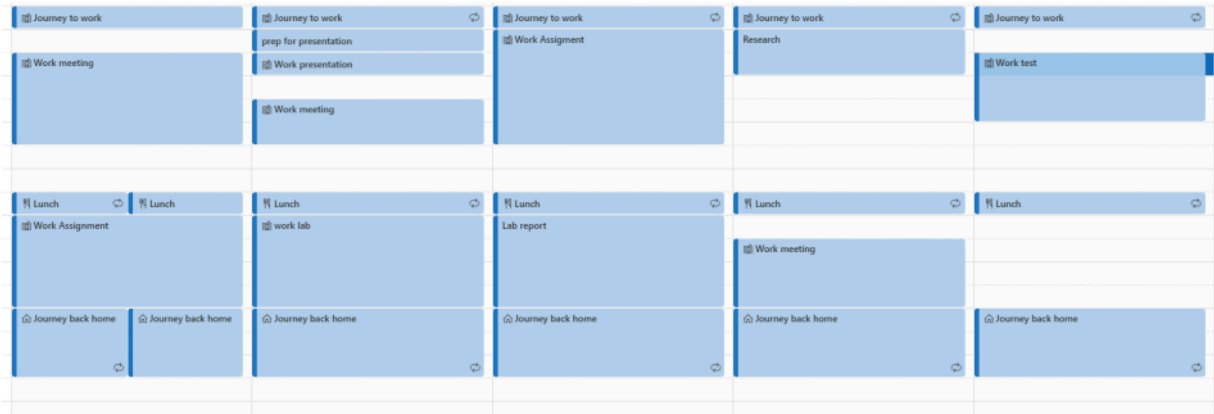


Figure 16 Work calendar



Figure 17 Personal university calendar

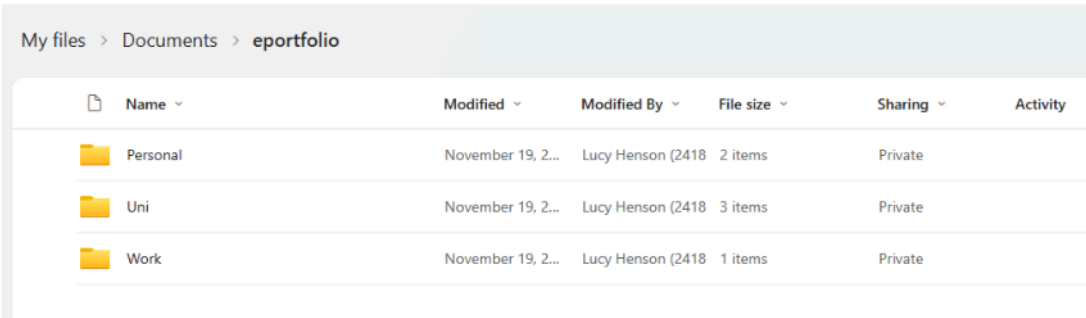


Figure 18 E Portfolio

My files > Documents > eportfolio > Uni						
	Name ▾	Modified ▾	Modified By ▾	File size ▾	Sharing ▾	Activity
	 L4	November 19, 2...	Lucy Henson (2418	5 items	Private	
	 L5	November 19, 2...	Lucy Henson (2418	0 items	Private	
	 L6	November 19, 2...	Lucy Henson (2418	0 items	Private	

Figure 19 E portfolio

Lucy has organized her electronic portfolio into 3 different sections which are Work, University and Personal. This structure she has used is the easiest way for her to quickly access any of her data whether it be Personal or Uni work without difficulty. The structure is organized so that the 3 different areas of her life, work, personal and university work are all separated and organized into either years for work or levels for university so she can clearly see the progress she makes in a year and so that it's clearer to find evidence for a qualification.

Section 5 5.1

Conclusion 5.2

In conclusion, the report's key findings are that the author has clear introvert characteristics and that this is reflected in the feedback from the presentation she did and how she perceived herself to be. The report also showed her methods of managing both time and her data effectively and how these methods correlated with the skills required to be successful at university and at her job.

Evaluation 5.3

The author will look more into academic writing and communication skills for future projects as the author noted that these skills are vital for both educational and work environments. The author felt that they lacked these skills. The author is also going to research more into personality types for a better understanding of how other people interact with the world.

Section 6.1

References

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Section 7.1

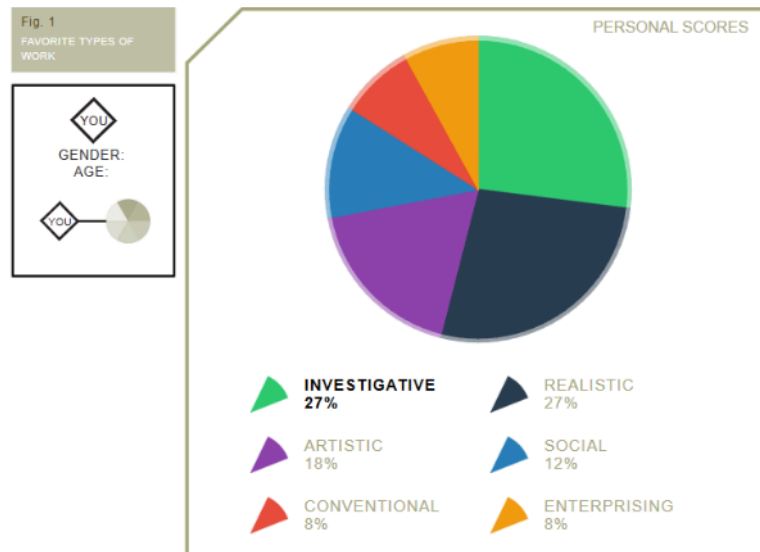
Appendices

Introduction: Carl Jung (1875-1961) was Swiss psychiatrist who proposed a theory of psychological types. His theory was taken and extended by Katharine Briggs and her daughter, Isabel Myers, personality enthusiasts who had studied his work extensively. They developed the Myers-Briggs Type Indicator which classified people into 16 different types on the basis of four dichotomies: Introversion-Extroversion, Sensing-Intuition, Thinking-Feeling, and Judging-Perceiving. The first three were adapted from Jung and the last developed by Myers-Briggs. So, for example, a person could be Extroverted-Sensing-Feeling-Perceiving (ESFP) or Introverted-Intuiting-Thinking-Judging (INTJ). The Myers-Briggs types are the most popular pop-psych system. The Open Extended Jungian Type Scales was developed as an open source alternative to the Myers-Briggs Type Indicator. A [statistical comparison](#) of the OEJTS with three other on-line MBTI alternatives found that the OEJTS was the most accurate.

SMART Goals

S	Specific What am I going to do? Why is this important to me? Be able to swim 64 lengths in under 45 minutes. It's important to me as I used to be able to do it before I stopped swimming for 6 months due to an injury
M	Measurable How will I measure my success? How will I know when I have achieved my goal? Timing and recording however many lengths I do in the 45 minutes every time I go to swim. Goal will be achieved when I have accomplished the task
A	Attainable What will I do to achieve this goal? How will I accomplish this goal? Swimming once a week and by joining a swimming club.
R	Relevant Is this goal worthwhile? How will achieving it help me? Does this goal fit my values? Goal will help me build confidence in my abilities in measuring what ~~am~~ capable of doing.
T	Time-Bound When will I accomplish my goal? How long will I give myself? 6 months.

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



Background

The big five personality traits are the best accepted and most commonly used model of personality in academic psychology. If you take a college course in personality psychology, this is what you will learn about. The big five come from the statistical study of responses to personality items. Using a technique called factor analysis researchers can look at the responses of people to hundreds of personality items and ask the question "what is the best way to summarize an individual?". This has been done with many samples from all over the world and the general result is that, while there seem to be unlimited personality variables, five stand out from the pack in terms of explaining a lot of a person's answers to questions about their personality: extraversion, neuroticism, agreeableness, conscientiousness and openness to experience. The big-five are not associated with any particular test, a variety of measures have been developed to measure them. This test uses the Big-Five Factor Markers from the International Personality Item Pool, developed by [Goldberg \(1992\)](#).

Procedure

The test consists of fifty items that you must rate on how true they are about you on a five point scale where 1=Disagree, 3=Neutral and 5=Agree. It takes most people 3-8 minutes to complete.

Participation

Your use of this tool should be for educational or entertainment purposes only. The results of this test are not psychological or psychiatric advice of any kind and come with no guarantee of accuracy or fitness for a particular purpose. Responses to this test will be recorded anonymously (without any personality identifying information), and may be used for research or otherwise distributed.

[Begin assessment](#)

Source:

- "Possible Questionnaire Format for Administering the 50-Item Set of IPIP Big-Five Factor Markers". International Personality Item Pool.

References:

- Goldberg, Lewis R. "The development of markers for the Big-Five factor structure." Psychological assessment 4.1 (1992): 26.

Soil scientist

Bachelor's degree or higher usually required

93% match

Soil scientists research and study the scientific discipline concerning soil. They advise on how to improve soil quality to support nature, food production or human infrastructure using surveying techniques, irrigation ...

6 essential skills

5 broader skills

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Geneticists study and focus their research on genetics. They analyse the fashion in which genes interact, operate, and inherit traits and characteristics. Based on their research, they attend patients with inherited diseases and ...

13 essential skills

14 broader skills

[Read more](#) ▼

Mon 25	Tue 26	Wed 27	Thu 28
Uni block 2	Uni block 2	Uni block 2	Uni block 2
Journey to work	Journey to work	Journey to work	Journey to work
Work meeting	prep for presentation	Work Assignment	Research
	Work presentation		
	Work meeting		
Lunch	Lunch	Lunch	Lunch
Work Assignment	work lab	Lab report	Work meeting
Journey back home	Journey back home	Journey back home	Journey back home

Study Skills Report

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

70/100

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PAGE 11

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PAGE 14

PAGE 15

PAGE 16

GRADING FORM: GJ_2019

LUCY HENSON

348

ENGAGEMENT WITH LITERATURE



A reasonable number of references cited although it could have been even more extensive, covered ALL areas.

Also, a couple of the references don't appear to actually be cited in the main report text ??

62

KNOWLEDGE AND UNDERSTANDING



A good level of K&U demonstrated. Higher marks would have been possible with more discussion on more extensive EWL material.

67

COGNITIVE AND INTELLECTUAL

 Excellent level of thought and analysis.

72

PRACTICAL APPLICATION

 Are required areas demonstrated.

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TRANSFERABLE SKILLS

 Very well written and presented.
Maybe consider more use of lists etc instead of long paragraphs (as this is a report, not essay)
Also, there are better ways to avoid using the 1st person style.

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