
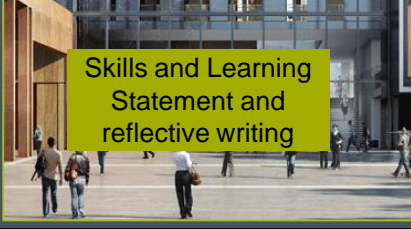


**OXFORD BROOKES AND ACCA  
ONLINE STUDENT SEMINAR**

**Skills and Learning  
Statement and  
reflective writing**


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BROOKES  
UNIVERSITY**

**WELCOME**

Purpose of the session...(next hour)


- Explain the purpose of self reflection
- Explore the requirements for the Skills and Learning statement
- Explain the features of good reflective writing

Lots of opportunities for questions




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**WHO ARE WE**



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ACCA

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**RESEARCH AND ANALYSIS PROJECT**

RR

+

SLS

Grade A, B, C or Fail                      Pass or Fail

Must pass both elements, do not leave SLS to the last minute !

If you are successful in RR, but not in SLS, then you only resubmit SLS. If you are successful in SLS, but not in RR, then you only resubmit RR (unless an Academic Conduct Officer directs otherwise).

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**WHAT IS REFLECTIVE WRITING?**


Reflective writing is evidence of reflective thinking.  
Reflective thinking usually involves:

- 1 Looking back at something (often an event)
- 2 Analysing the event (thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject).
- 3 Thinking carefully about what the event or idea means for you and your ongoing progress as a learner and/or practising professional.

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**MODELS OF EXPERIENTIAL LEARNING**

**Kolb (1984)**



Kolb, D (1984) *Experiential Learning: experience as the source of learning and development*. Englewood Cliffs, Prentice Hall

**The reflective cycle Gibbs (1998)**



Gibbs G (1998) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit, Oxford Polytechnic: Oxford

**WHY IS IT IMPORTANT ?**

Learning in the classroom is one way of learning

In the workplace, throughout life, we learn from experiences

RAP experiences

Mentoring

Presentations

**SKILLS AND LEARNING STATEMENT**

Write at most 2,000 words addressing the following four questions:

- Reflect on what you have learnt from the meetings with your Mentor, including the presentation that you gave to your Mentor?
- To what extent do you think you have achieved the RAP research objectives you set?
- How have you demonstrated your interpersonal and communication skills during the project work?
- Reflect on how undertaking the RAP helped you in your accountancy studies and/or current employment role?

**ASSESSMENT CRITERIA (APPENDIX 1)**

Skills and Learning Statement	Competent	Not competent
Self reflection	Makes a reasonable attempt to address all four questions. Shows ability to reflect on judgements made / actions taken during project work. Evidence of recognising and identifying own strengths and weaknesses and personal development.	Overly focused on <b>only one or two questions</b> . Emphasis on <b>description of events</b> , little evaluation of self-development etc. Little discussion of <b>own strengths and weaknesses</b> or of the challenges faced the <b>approaches used</b> to overcome them.

**POSSIBLE STRUCTURE**

This is one way of thinking about your experiences

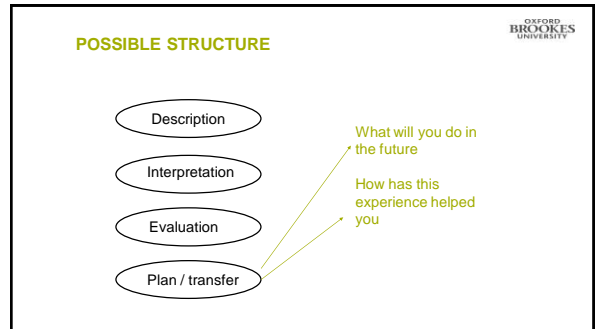
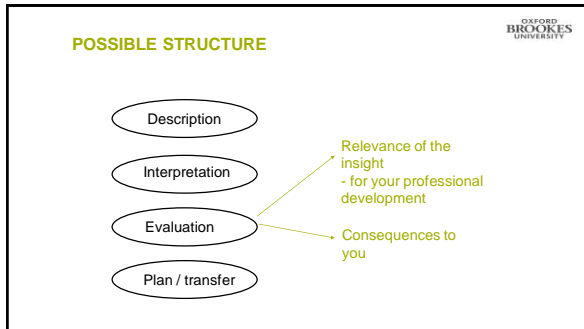
- Description
- Interpretation
- Evaluation
- Plan / transfer

**POSSIBLE STRUCTURE**

- Description → Describe the insight
- Interpretation → Describe (briefly) the circumstances
- Evaluation
- Plan / transfer

**POSSIBLE STRUCTURE**

- Description → Why is this insight significant to me
- Interpretation → Factors that influenced the insight
  - previous learning
  - your personality
- Evaluation
- Plan / transfer → Make connections between the insight and the RAP



**THE STYLE OF REFLECTIVE WRITING**

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Should reflective writing should be objective and unemotional?

Although you are writing about yourself, your experiences and often your own feelings and responses, it should still be done in an objective and moderate tone. You need to take an analytical stance in reviewing your behaviours or learning. You should not vent your frustrations or merely describe how you felt

**THE STYLE OF REFLECTIVE WRITING**

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Should you only write about the positive aspects of your learning development?

Your learning journey sometimes includes points of confusion or challenge. The important thing is that you are aware of these and that you can formulate strategies to overcome difficulties. Writing honestly about negative aspects of your learning path does not reflect badly on you as a student. Rather, it shows maturity and insight.

**THE STYLE OF REFLECTIVE WRITING**

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Is it important to use lots of reference sources as evidence for your reflection?

You can link your reflection to the literature, but a reflection does not require literature to make it valid. Your research report claim's need to be supported by other sources, a reflection is about your experience or learning. The key source for that is you! You don't have to include references.

**SKILLS AND LEARNING STATEMENT**

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Write at most 2,000 words addressing the following four questions:

- Reflect on what **you** have learnt from the meetings with **your Mentor**, including the presentation that you gave to your **Mentor**?
- To what extent do you think you have achieved the RAP research objectives you set?
- How have you demonstrated your interpersonal and communication skills during the project work?
- Reflect on how undertaking the RAP helped you in your accountancy studies and/or current employment role?

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### SLS Q1 – WHAT HAVE YOU LEARNT

*description*

The mentor meetings encouraged me to think in different ways. After four years of studying ACCA syllabuses, revising and then sitting exams, which is quite a regimented structure, it took some time to rediscover the ability to think creatively and to undertake research using my own initiative. Writing this report has developed my critical analysis skills, which will certainly be useful as I continue my career in the NGO sector.

*Evaluation/transfer*                      *Interpretation*

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### SKILLS AND LEARNING STATEMENT

Write at most 2,000 words addressing the following four questions:

- Reflect on what you have learnt from the meetings with your Mentor, including the presentation that you gave to your Mentor?
- To what extent do you think you have achieved the RAP research objectives you set?
- How have you demonstrated your interpersonal and communication skills during the project work?
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### SLS Q2 – RESEARCH OBJECTIVES

I believe that I have answered the research questions well given the constraints of the report. I would like to have been able to perform more analysis of the debt situation of ABC Co.; with a higher word count I would have been able to do this.

I used this analysis to also review how well placed ABC Co. was to grow in the current climate. I believe this to be a clear appraisal of their position in the market place. If I had the opportunity again I would focus on the growth opportunities in greater detail, to really understand and delve deeper into what are the growth possibilities. ABC Co.'s service offering is very varied so it was difficult to not look into each area, it would be possible to go much deeper into the detail and understand the individual operating companies.

Assessment criteria - Shows ability to reflect on judgements made / actions taken during project work.

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### SLS Q3 – RESEARCH OBJECTIVES

**How have you demonstrated your interpersonal and communication skills during the project work?**



Assessment criteria - Evidence of recognising and identifying own strengths and weaknesses and personal development.

Not just the positives ....

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### SLS Q4 – RESEARCH OBJECTIVES

Reflect on how undertaking the RAP helped you in your accountancy studies and/or current employment role?

Personal, there is no right answer as this is about you

Consider what you have learnt about working in a virtual environment

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### SLS – WHAT NOT TO DO.....

Q1. Reflect on what you have learnt from the meetings with your Mentor, including the presentation that you gave to your Mentor?

In the first meeting with my mentor, we discussed the company I was planning to analyse (Topic 8). I asked for advice as to what would be a good comparator company and my mentor suggested ABC & Co. We set the date of the next meeting and agreed I would start work on the ratio analysis, concentrating on the profitability ratios.

Has the student shown the ability to reflect?

**SLS – WHAT NOT TO DO.....**

Look at the assessment criteria.....

In the first meeting with my mentor, we discussed the company I was planning to analyse (Topic 8). I asked for advice as to what would be a good comparator company and my mentor suggested ABC & Co. We set the date of the next meeting and agreed I would start work on the ratio analysis, concentrating on the profitability ratios.

Assessment criteria - Fail  
Emphasis on **description of events**, little evaluation of self-development

**PRESENTATION – MUST BE CONDUCTED REMOTELY**

Deliver a 15 minute presentation to your mentor  
If using video conferencing this can be to a virtual group



If a video conference is not possible –  
Send the slides to your mentor and agree a time to telephone  
Talk through the slides as if you are presenting in a meeting

If a telephone call is not possible, send the slides to your mentor with a script in the notes section.

**ASSESSMENT CRITERIA (APPENDIX 1)**

	Competent	Not competent
Communication skills	A copy of the presentation to the Mentor is included.	A copy of the presentation to the Mentor has not been included.
	The presentation summarises the findings, analysis and conclusions of the research report.	The presentation does not summarise the findings, analysis and conclusions of the research report.
	The presentation should consist of 10-20 slides which are capable of being delivered in 15 minutes at an acceptable pace.	The presentation is poorly structured and / or content is not relevant to project report findings, possible due to an over emphasis on process instead of findings.
	Presentation has appropriate structure and the content is clearly linked to project report findings.	The presentation does not consist of 10-20 slides or is not capable of being delivered in 15 minutes at an acceptable pace.

**PRESENTATIONS**

Presentation = what to say	Delivery = how to say it
Content	Voice
Structure	Posture
Style	
Use of visuals	

Practice at home – reflect on what you have learnt through practising

**15 – 20 SLIDES**

**Content**

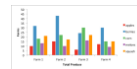
Your research, your findings, your conclusions (NOT the process of writing the report)

**Structure**

Intro (up to 4 slides) – topic, company, data (primary or secondary)  
Results & analysis (10 - 12 slides) – links between models & your analysis how do the insights gained from the models inform your analysis  
Conclusions (3 slides) – what have you found out, limitations for the study

**COMMUNICATION SKILLS – SLIDES**

Graphs, pictures and charts may be included in addition to text.



Start with the title of the presentation and your ACCA number.

The slides should support the verbal presentation and should summarise the findings of your research (including its conclusions).



### COMMUNICATION SKILLS – SLIDES

Your research, your findings, your style

Think of the audience

- how much information can they absorb
- highlight the important findings
- analysis and evaluation

Business presentation, formal



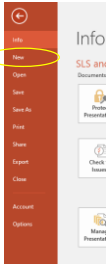
### ACADEMIC INTEGRITY

Your presentation – must be your own work.

Do **NOT** use a template (even if provided by your mentor)

Do **NOT** amend or copy another student's work

Start by opening a 'New' power point file



### DELIVERY - HOW TO SAY IT

**Voice**

You need to be heard! How big is the audience ?

Practice speaking out loud.


**Posture**

Look at the audience (you know what is on the slides so there is no need to look at or read from them)

Think about your notes

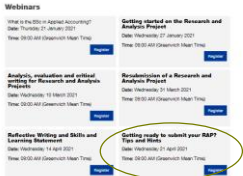
### SUPPORT AVAILABLE

[www.brookes.ac.uk/acca](http://www.brookes.ac.uk/acca)



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### WEBINARS



Available on demand

Register and you will be able to view them

Keep scrolling down this page



### WEBSITE ARTICLES

Aims and objectives

Use of business models

Topics & primary data

Academic Integrity

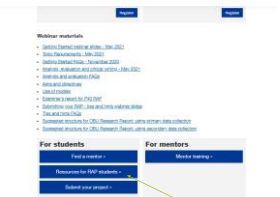
Analysis & Evaluation

WriteCheck

Referencing

Skills and Learning statement

Possible structure for RR if primary data used / if secondary data used



Resources here too

# THANK YOU

FOR FURTHER INFORMATION CONTACT

[acca@brookes.ac.uk](mailto:acca@brookes.ac.uk)