BPP Coursework Cover Sheet

Please use the table below as your cover sheet for the 1st page of the submission. The sheet should be before the cover/title page of your submission.

Programme	BSc Accounting and Finance
Module name	Professional Skills for Accountants
Schedule Term	
Student Reference Number (SRN)	
Report/Assignment Title	
Date of Submission *(Please attach the confirmation of any extension received)*	

Declaration of Original Work:

I hereby declare that I have read and understood BPP's regulations on plagiarism and that this is my original work, researched, undertaken, completed and submitted in accordance with the requirements of BPP School of Business and Technology.

The word count, excluding contents table, bibliography and appendices, is ___ words.

Student Reference Number: Date:

By submitting this coursework you agree to all rules and regulations of BPP regarding assessments and awards for programmes. **Please note, submission is your declaration you are fit to sit.**

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BPP School of Business and Technology

BSc Accounting and Finance

Professional Skills for Accountants

Coursework Assessment Brief

Submission mode: **Turnitin online access**

1. General Assessment Guidance

- Your summative assessment for this module is made up of this **coursework** submission which accounts for 100% of the marks

- You are required to submit all elements of your assessment via **Turnitin online access**. Only submissions made via the specified mode will be accepted and hard copies or any other digital form of submissions (like via email or pen drive etc.) **will not be accepted.**

- For coursework, the submission word limit is 2,500 words. You must comply with the word count guidelines. You may submit LESS than 2,500 words but not more. Word Count guidelines can be found on your programme home page and the coursework submission page.

- **Do not put your name or contact details anywhere on your submission**. You should only put your student registration number (SRN) which will ensure your submission is recognised in the marking process.

- A total of 100 marks are available for this module assessment, and you are required to achieve minimum **40%** to **pass** this module.

- You are required to use only Harvard Referencing System in your submission. Any content which is already published by other author(s) and is not referenced will be considered as a case of plagiarism.

  You can find further information on Harvard Referencing in the online library on the VLE. You can use the following link to access this information: http://bpp.libguides.com/Home/StudySupport

- BPP University has a strict policy regarding authenticity of assessments. In proven instances of plagiarism or collusion, severe punishment will be imposed on offenders. You are advised to read the rules and regulations regarding plagiarism and collusion in the GARs and MOPP which are available on VLE in the Academic registry section.

- You should include a completed copy of the **Assignment Cover sheet**. Any submission without this completed Assignment Cover sheet may be considered invalid and not marked.

- **Please note late submissions will not be marked.**

2. Assessment Brief

This assessment evaluates your ability to describe the skills you need at the start of your career, produce documentation to promote yourself in the job market, and plan for the skills you will need to develop into a global professional.

You will write a **Professional Skills Report**. Students are required to complete **THREE** tasks:

1. Describe professional skills for employability
2. Produce a personal SWOT analysis
3. Discuss the skills you need to develop

The **Learning Outcomes** that you have to meet in order to pass this assessment are:

LO1: Describe essential professional skills for employability.

LO2: Identify your professional skills to enhance your professional development.

LO3: Discuss essential skills to be a business professional in the global workplace.

Your Professional Skills Report should contain the following:

Introduction

You should begin with an overview of tasks 1, 2 and 3.

TASK 1

1) Identify and describe the professional skills needed to be successful in the workplace.

2) Explain why these skills are needed to be effective in the workplace.

(This task meets LO 1)
(Total marks for Task 1: 30 Marks)

TASK 2

1) Produce a personal SWOT analysis. Your SWOT analysis must include **at least**:

- 3 strengths
- 3 weaknesses
- 3 opportunities
- 3 threats

Each strength, weakness, opportunity and threat must include an explanation. You should also link your analysis to example situations, to make your SWOT clear.

(This task meets LO 2)
(Total marks for Task 2: 30 Marks)

TASK 3

1) Discuss the skills you consider to be most important to be an effective team worker, and justify your answer.

2) Explain how you will develop your team working skills. Your answer **must include at least ONE of** the following topics:

   - Leadership
   - Diversity
   - Professional ethics

   You must discuss how you will use leadership, diversity or professional ethics to improve your team working skills.

   You must support your answer with personal research on the development of team working skills.

(This task meets LO 3)
(Total marks for Task 3: 30 Marks)

Conclusion

You will need to summarise the key points of the assessment tasks.

Structure

Your report should contain the following:

- BPP assignment cover sheet (including SRN and word count)
- Business report title page
- Contents page
- Introduction (200 words)*
- **Task 1 (700 words)**
- **Task 2 (700 words)**
- **Task 3 (700 words)**
- Conclusion (200 words)*
- References (Correct Harvard Referencing applied throughout, including in-text citation and reference list)

*(Total marks for introduction, conclusion and structure: 10 Marks)

Use of evidence in the report

Your report must contain evidence that you have read and understood the theories, models, additional reading and case studies in Professional Skills for Business on the Hub.

Which forms of evidence must be in the report

- In-text citations and a bibliography: there must be frequent **citations** throughout your assignment; they should be supported by a **reference list**
- References to **course materials**: throughout your assignment there must be frequent references to the articles and videos in the **Topic Workbook** and **Additional Reading and Videos section**, which can be found in the **Prepare section** of every topic in the Hub

3. Marking Guide

Assignment task	Low Fail (0-29%)	Fail (30-39%)	Pass (40-49%)	Lower second (50-59%)	Upper second (60-69%)	First (70-100%)
Task 1 (30 marks, LO 1)	Guidelines: • Description of a range of professional skills, e.g. independence, self-awareness, resilience, written communication • Explanation of their importance to workplace success					
	Inadequate knowledge of professional skills for success. No clear explanation of their importance in the workplace.	**Limited** understanding of professional skills for success. Limited or mostly unclear explanation of their importance in the workplace.	**Satisfactory** knowledge of professional skills for success. Satisfactory explanation of their importance in the workplace but mainly descriptive.	**Good** understanding of professional skills for success. Good explanation of their importance in the workplace with some difficulties.	**Very good** understanding of professional skills for success. Very good explanation of their importance in the workplace with few difficulties.	**Excellent** understanding of professional skills for success. Excellent explanation of their importance in the workplace with accuracy of expression.
Task 2 (30 marks, LO 2)	Guidelines: • SWOT table divided into strengths, weaknesses, opportunities and threats, minimum 3 items in each section • Each item supported by an explanation					
	Inadequate with a lack of any relevant knowledge and understanding of personal SWOT analysis with items listed, not explained.	**Limited** understanding personal SWOT analysis with items listed, not explained.	**Satisfactory** understanding of personal SWOT analysis with items adequately explained.	**Good** and often implicit understanding of personal SWOT analysis with some items well explained.	**Very good** and increasingly explicit understanding of personal SWOT analysis with largely original explanations for items.	**Excellent** understanding of personal SWOT analysis with largely original and detailed explanations.
Task 3 (40 marks, LO 3)	Guidelines: • Detailed discussion of essential team working skills • Explanation of how you will develop team working skills • Inclusion of minimum one of: leadership, diversity or professional ethics					
	Inadequate knowledge of essential team working skills with no reference to leadership, diversity or professional ethics. Inadequate or nil personal research on development of team working skills, with no explanation.	**Limited** knowledge of essential team working skills with no reference to leadership, diversity or professional ethics. Limited, only a very restricted range of personal research on development of team working skills, wholly descriptive.	**Satisfactory** knowledge of essential team working skills, with satisfactory reference to leadership, diversity or professional ethics. Satisfactory, with an over reliance on a restricted range of personal research on development of team working skills, mainly descriptive.	**Good** knowledge of essential team working skills, with good coverage of leadership, diversity or professional ethics. Good use of a range of personal research on development of team working skills.	**Very good** knowledge of essential team working skills, with very good coverage of leadership, diversity or professional ethics. Very good use of a wide range of personal research on development of team working skills which is well explained and is largely consistent throughout.	**Excellent** knowledge of essential team working skills, with outstanding coverage of leadership, diversity or professional ethics. Excellent, clear evidence of considerable personal research on development of team working skills and the use of a diverse range of appropriate sources but may contain minor problems with consistency in the explaining the skills.
Structure (10 marks)	Guidelines: • Clear structure and layout, including introduction and conclusion • Writing style: professional and concise • Appropriate Harvard referencing: range and credibility of the sources use and correct application of Harvard referencing style throughout report and appendices					
	Inadequate or nil referencing with numerous errors and omissions. Inadequate or incomplete, poorly organised and presented.	**Very limited** referencing with numerous errors and omissions. Limited structure and expression.	**Satisfactory** references and notes with inconsistencies, errors or omissions. Satisfactory structure and expression.	**Good** references and notes but may contain inconsistencies, errors or omissions. Goodstructured layout and mainly accurate expression.	**Very good** references and notes with minor or insignificant errors or omissions. Well-structured layout and professional and accurate expression.	**Excellent** with precise, full and appropriate references. Outstanding structured layout and professional and accurate expression.

Level 4 generic marking criteria

Criterion		0-29% Fail	30-39% Low Fail	40-49% Pass	50-59%	60-69%	70-79%	80-100%
Knowledge and Understanding	*Knowledge base*	**Inadequate** attainment of intended learning outcomes for the level of study.	*Limited information base. Limited understanding of discipline and its ethical dimension.*	*Satisfactory knowledge base; Satisfactory understanding of discipline and its ethical dimension*	**Good** and often implicit knowledge base with some omissions and/or lack of theory *of discipline and its ethical dimension*	**Very good** and increasingly explicit knowledge base that begins to explore and analyse the theory and ethical issues of the discipline.	**Excellent** knowledge base; explores and explicitly analyses the discipline, its theory and ethical issues with some originality, detail and autonomy.	***Outstanding** knowledge base, exploring and analysing the discipline, its theory and ethical issues with considerable originality and autonomy*
	Understanding of knowledge	**Inadequate** with a lack of any relevant knowledge and understanding of fundamental aspects of subject.	**Significant gaps** in the understanding of the practices related to the discipline indicated	**Satisfactory** but unclear or precise understanding of the thoughts and practices related to the required discipline indicated.	**Good** introduction to a basic appreciation of a wider field with some clarity and precision to the thoughts and practices related to the required discipline indicated	**Very good** appreciation of a basic wider field with clarity and precision to the thoughts and practices related to the required discipline indicated	**Excellent** appreciation of and explicit links to a wider field. Emerging application of thoughts and practices at the forefront of the discipline	**Outstanding** with a clear understanding of, and explicit links to, some aspects of a wider field. *Application of current and emerging thoughts and practices from the discipline*
Cognitive Skills	*Organisation & self direction*	**Inadequate** or incomplete, poorly organised and presented.	*Limited use of learning resources. No attempt at self-direction with Limited contribution to team work.*	*Satisfactory use of learning resources, working towards self-direction. General difficulty with structure and accuracy in expression.*	**Good** use of learning resources with some self-direction. Some input to team work.	**Very good** use of learning resources and input to team work. Some lack of structure/accuracy in expression.	**Excellent** management of learning resources with consistent self-direction. Structured and mainly accurate expression.	***Outstanding** management of learning resources complemented by self-direction/exploration. Structured/ accurate expression.*
	Academic skills	*Inadequate academic/intellectual skills and repeatedly fails with structure/expression.*	*Limited academic/intellectual skills and major difficulty with structure/expression. Wholly imitative and descriptive. Limited practical/professional skills*	*Satisfactory academic/intellectual skills. Still mainly imitative and descriptive.*	**Good** academic/ intellectual skills with some difficulties. Largely imitative and descriptive. Some difficulty with structure and accuracy in expression, but developing practical/professional skills	**Very good** academic/intellectual skills with few difficulties. Largely original work with some evidence of reflection and critique. Structure and accuracy in expression beginning to emerge.	**Excellent** academic/intellectual skills. Original work with personal reflection and broad evidence-based critique. Solid structure and accuracy in expression. Practical/professional skills evident.	***Outstanding** academic/intellectual skills. Wholly original work with good reflection and solid, well-reasoned judgements forming from evidence-based critique. Consistent structure and accuracy in expression. Practical/professional skills established.*
	Referencing	**Inadequate** or nil referencing with numerous errors and omissions.	Very **limited** referencing with numerous errors and omissions	**Satisfactory** references and notes with inconsistencies, errors or omissions	**Good** references and notes but may contain inconsistencies, errors or omissions	**Very good** references and notes with minor or insignificant errors or omissions	**Excellent** with full and appropriate references and notes with minor or insignificant errors.	**Outstanding** with precise, full and appropriate references and notes.
	Numerical skills	**Inadequate** numeric analysis; non-existent or inadequate.	**Limited** numeric analysis; is almost non-existent and also incorrect.	**Satisfactory** numeric analysis that is incomplete or contains errors which have critical effect, or methods that are applied inappropriately.	**Good** numeric analysis that is mostly complete but contains errors with significant effect, or methods that are applied inappropriately.	**Very good** numeric analysis that is complete and mostly free from significant or critical errors with appropriate application of methods.	**Excellent** numeric analysis that is complete and mostly free from errors with relevant and effective application of methods.	**Outstanding** numeric analysis that is complete and mostly free from errors with fluent and appropriate application of methods.

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Criterion			0-29% Fail	30-39% Low Fail	40-49% Pass	50-59%	60-69%	70-79%	80-100%
Performance, Professional and Practice skills		*Personal research skills*	**Inadequate** range of personal research which is not evaluated and is not directly related to the question	**Limited**, only a very restricted range of personal research which is not evaluated and is not directly related to the question.	**Satisfactory** with an over reliance on very restricted range of personal or secondary research much of which may not be evaluated and may not be directly related to the question.	**Good** use of a range of personal research which is largely critically evaluated for key conceptual issues although this may not be consistent throughout.	**Very good** use of a wide range of personal research which is critically evaluated for key conceptual issues and is largely consistent throughout.	**Excellent**, clear evidence of considerable personal research and the use of a diverse range of appropriate sources but may contain problems with consistency in the conceptual evaluation.	**Outstanding** and substantial research and evidence of an innovative use of a wide range of personal research with clear and consistent conceptual evaluation.
		Ability to adapt to external expectations	**Inadequate** identification of external expectations and no adaptation of own performance. Only identifies with or refers to self.	**Limited** identification of external expectations and no adaptation of own performance.	**Satisfactory** identification of external expectations and some adaptation of own performance accordingly.	**Good** identification of external expectations and simple adaptation of own performance accordingly.	**Very good** identification of external expectations and variable adaptation of own performance accordingly.	**Excellent** identification of a range of external expectations and adaptation of own performance accordingly based on a reflective account.	**Outstanding** identification of a wide range of external expectations and frequent adaptation of own performance accordingly based on a reflective account.
		Ability to understand own performance in the context of others	**Inadequate** analysis of performance of self. No awareness of others or their impact.	**Limited** analysis of performance of self. No analysis of others.	**Satisfactory** analysis of performance of self and others at a low level.	**Good** analysis of performance of self and others and suggests some improvements.	**Very good** analysis of performance of self and others and suggests improvements through action planning and/or risk management.	**Excellent** analysis of performance of self and others and suggests improvements and may evidence a coaching approach.	**Outstanding** self-analysis of own and others performance. Plans and documents improvements and may evidence a mentoring approach.
		Ability to undertake complex and non-routine tasks	**Inadequate**, weak or non-existent undertaking of complex and non-routine performance tasks.	**Limited** or weak undertaking of complex and non-routine performance tasks.	**Satisfactory** but basic undertaking of complex and non-routine performance tasks.	**Good** undertaking of complex and non-routine performance tasks with some awareness of planning.	**Very good** and growing evidence of undertaking complex and non-routine performance tasks. Has an awareness of planning and management of tasks.	**Excellent** and strong evidence of planning and undertaking complex and non-routine performance tasks.	**Outstanding** and varied evidence of planning and undertaking complex and non-routine performance tasks.
		Ability to work within a team	**Inadequate** or non-existence of any interaction within a team. A passive team member only able to follow instruction. Creates conflict within the team and unable to understand why.	**Limited** interaction within a team. A passive team member only able to follow instruction. An unawareness of a need to modify responses may manifest in conflict within the team.	**Satisfactory** interaction within a team, giving and/or receiving information and ideas sporadically. Unaware of a need to modify responses.	Interacts on a **good** level within a team, giving and/or receiving information and ideas. May modify responses where appropriate.	**Very good**, consistent interaction within a team, giving and receiving information and ideas and modifies responses where appropriate.	**Excellent** interaction within a team, giving and receiving information and ideas on a consistent basis and modifies responses where appropriate. Identifies position in a team.	**Outstanding** interaction within a team, giving and receiving information and ideas on a consistent basis and modifies responses where appropriate. May take a leadership role within a team.
		Awareness of personal responsibilities and ability to work within professional codes of conduct	**Inadequate** awareness of personal responsibility and does not recognise or refer to any professional codes of conduct.	**Limited** awareness of personal responsibility and does not recognise professional codes of conduct.	**Satisfactory** awareness of personal responsibility and does not adhere consistently to professional codes of conduct.	**Good** awareness of personal responsibility and professional codes of conduct.	**Very good** and growing consistent awareness of personal responsibility and professional codes of conduct.	**Excellent** awareness of personal responsibility and professional codes of conduct. Begins to critically analyse professional practice.	**Outstanding** awareness and demonstration of personal responsibility and professional codes of conduct. Thorough critical analysis of professional practice and codes.

Criterion		0-29% Fail	30-39% Low Fail	40-49% Pass	50-59%	60-69%	70-79%	80-100%
Personal and enabling skills	*Assessment of own capabilities*	**Inadequate** or no assessment of own capabilities. Unaware of the need to take the wider needs of the context into account.	**Limited** assessment of own capabilities without justification criteria with no evidence of taking the wider needs of the context into account.	**Satisfactory** assessment of own capabilities without justification criteria with little evidence of taking the wider needs of the context into account.	**Good** assessment of own capabilities using simple justification criteria set by self-and/or others with some evidence of taking the wider needs of the context into account.	**Very good** assessment of own capabilities using justification criteria set by self-and others, taking the wider needs of the context into account.	**Excellent** assessment of own capabilities using a range of justification criteria set by self-and others, taking the wider needs of the context into account.	**Outstanding** assessment of own capabilities using a diverse range of justification criteria set by self-and others, taking the wider needs of the context into account.
	Use of feedback	**Inadequate** or no use of feedback and unable to adapt own actions to meet a desired aim.	**Limited** use of feedback and unable to adapt own actions to meet a desired aim.	**Satisfactory** use of feedback to adapt own actions that may not align to a desired aim.	**Good** use of feedback to adapt own actions to reach a desired aim.	**Very good** use of feedback to adapt own actions to reach a desired aim and some review of impact.	**Excellent** and regular use of feedback to adapt own actions to reach a desired aim and periodic review of impact.	**Outstanding** and consistent use of feedback to adapt own actions to reach a desired aim and regular review of impact and risk.
	Development of interpersonal and communication skills	**Inadequate** or no adaptation of interpersonal and communication skills to a situation and/or audience.	**Limited** adaptation of interpersonal and communication skills to a situation and/or audience.	**Satisfactory** but basic adaptation of interpersonal and communication skills to a situation and/or audience	**Good** but simple adaptation of interpersonal and communication skills to a situation and/or audience	**Very good** ability to adapt interpersonal and communication skills to a range of situations and audiences and with some degree of complexity.	**Excellent** interpersonal and communication skills adapted to a wide range of situations and audiences and with emerging degrees of complexity.	**Outstanding** interpersonal and communication skills evidenced at a high level and adapted to a wide range of situations and audiences and with high degrees of complexity