

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 <i>(Please attach the confirmation of any extension received)</i>	
<p><u>Declaration of Original Work:</u></p> <p>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.</p> <p>The word count, excluding contents table, bibliography and appendices, is ____ words.</p> <p>Student Reference Number: _____ Date: _____</p>	
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BSc Accounting and Finance

Professional Skills for Accountants

FORMATIVE 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 800 words. You must comply with the word count guidelines. You may submit LESS than 800 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.

You will write a **Professional Skills Report**. Students are required to complete **ONE** task:

1. Describe professional skills for employability

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

LO1: Describe essential professional skills for employability.

Your Professional Skills Report should contain the following:

Introduction

You should begin with an overview of task 1.

TASK 1: Describe professional skills for employability

- 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)

Structure

Your report should contain the following:

- BPP assignment cover sheet (including SRN and word count)
- Business report title page
- Contents page
- Introduction (100 words)*
- **Task 1 – Describe professional skills for employability (700 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 Accountants 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

Tips for Mapping the Assessment towards Module Topics and Module Learning Outcomes (LOs)

Assessment Task	Module Topics	Module LOs
TASK 1: Task 1 – Describe professional skills for employability	Independent learning skills Personal Effectiveness Business communication skills	LO1: Describe essential professional skills for employability.
Structure		N/A
Total		

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)	<u>Guidelines:</u> <ul style="list-style-type: none"> 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.
Structure (10 marks)	<u>Guidelines:</u> <ul style="list-style-type: none"> 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. Good structured 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	<i>Knowledge base</i>	Inadequate attainment of intended learning outcomes for the level of study.	Limited information base. <i>Limited understanding of discipline and its ethical dimension.</i>	Satisfactory knowledge base; <i>Satisfactory understanding of discipline and its ethical dimension</i>	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, <i>exploring and analysing the discipline, its theory and ethical issues with considerable originality and autonomy</i>
	<i>Understanding of knowledge</i>	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. <i>Application of current and emerging thoughts and practices from the discipline</i>
Cognitive Skills	<i>Organisation & self direction</i>	Inadequate or incomplete, poorly organised and presented.	Limited use of learning resources. <i>No attempt at self-direction with Limited contribution to team work.</i>	Satisfactory use of learning resources, <i>working towards self-direction. General difficulty with structure and accuracy in expression.</i>	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. <i>Structured/ accurate expression.</i>
	<i>Academic skills</i>	Inadequate academic/intellectual skills and repeatedly fails with <i>structure/expression.</i>	Limited academic/intellectual skills and major <i>difficulty with structure/expression. Wholly imitative and descriptive. Limited practical/professional skills</i>	Satisfactory academic/intellectual skills. <i>Still mainly imitative and descriptive.</i>	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.
	<i>Referencing</i>	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.
	<i>Numerical skills</i>	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.

Criterion		0-29% Fail	30-39% Low Fail	40-49% Pass	50-59%	60-69%	70-79%	80-100%
	<i>Personal research skills</i>	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.
Performance, Professional and Practice skills	<i>Ability to adapt to external expectations</i>	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.
	<i>Ability to understand own performance in the context of others</i>	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.
	<i>Ability to undertake complex and non-routine tasks</i>	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.
	<i>Ability to work within a team</i>	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.
	<i>Awareness of personal responsibilities and ability to work within professional codes of conduct</i>	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	<i>Assessment of own capabilities</i>	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.
	<i>Use of feedback</i>	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.
	<i>Development of interpersonal and communication skills</i>	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