

**Reflective writing & the SLS**

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## 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



Dr Kate Ringham  
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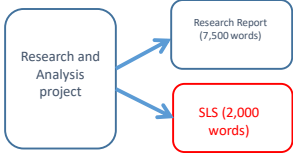


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## Research and analysis project what is it?



SLS – reflect on what you have learnt doing the RAP

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## Research and Analysis project

RR

+

SLS

Grade A, B, C or Fail      Pass or Fail

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).

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

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## What is reflective writing?

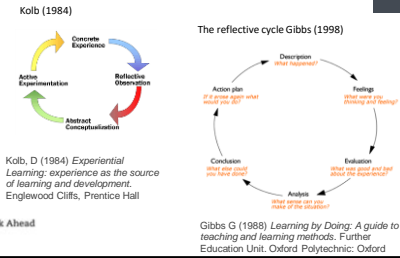
Reflective writing is evidence of reflective thinking.

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



## Why is it important ?



## Skills and learning statement

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

Q1 How have you developed, personally and professionally, as a result of undertaking the Research and Analysis Project?

Q2 How will the experience of the RAP help you in the future?

## Q1 How have you learnt?

Q1 How have you developed, personally and professionally, as a result of undertaking the Research and Analysis Project?

Consider

- what new skills you acquired and how you developed them
- the challenges you faced and how you overcame them

## Q2 What does this mean for the future ?

Q2 How will the experience of the RAP help you in the future?

Consider how this experience has

- made you more employable and capable
- might influence your future plans in the short and longer term

## Assessment criteria – self reflection

Skills and Learning Statement	Pass	Fail
Self reflection	Addresses both 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.	Emphasis on description of events, little evaluation of self-development etc. Little discussion of own strengths and weaknesses or of the challenges faced and the approaches used to overcome them. Unacceptable academic practice as a template has been used, or sections have been copied from another student or on-line sources.

## Possible structure



This is one way of thinking about your experiences

## Possible structure



Describe the insight

Describe (briefly) the circumstances

## Possible structure



Why is this insight significant to me

Factors that influenced the insight

- previous learning
- your personality

Make connections between the insight and the RAP

## Possible structure



Relevance of the insight

- for your professional development

Consequences to you

## Possible structure



What will you do in the future

How has this experience helped you

## The style of reflective writing

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.

Personal

## The style of reflective writing



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



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.



## Q1 How have you learnt?



Q1 How have you developed, personally and professionally, as a result of undertaking the Research and Analysis Project?

Consider

- what new skills you acquired and how you developed them
- the challenges you faced and how you overcame them



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## Q1 Personal & professional development



Prior to starting the RAP

How have these skills developed during the RAP

IT skills (word & excel)

Research skills

Communication – written

Communication – verbal

How have you learnt ?

Challenges / experiences ?

Assessment criteria – own strengths and weaknesses



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## how have you learnt ?



Preparing the RAP, **made 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.** I found using mind maps helped me see connections between ideas.



## Q2 the future.....



Having completed the research for the RAP, I realised I am interested in the connections between business and financial performance.

Long term, I think I would like to understand more about business strategy. I think I would like to gain some experience in businesses mergers (either as an adviser, or as part of the company team).



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## Q2 the future

Finance professionals need a range of skills – both technical and non technical (soft skills).

Working with my mentor has helped me improve my personal communication skills. During my first meeting I was very nervous and didn't want to ask questions (as I thought that my mentor would think I was not prepared). As I started work, I spent a lot of time trying to work things out and realised I should have asked my mentors advice in the first meeting. In the second meeting I was much more prepared to ask questions when I didn't understand.



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## 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

	Competent	Not competent
Communication skills	<p>A copy of the presentation to the Mentor is included.</p> <p>The presentation summarises the findings, analysis and conclusions of the research report.</p> <p>The presentation should consist of 10-20 slides which are capable of being delivered in 15 minutes at an acceptable pace.</p> <p>Presentation has appropriate structure and the content is clearly linked to project report findings.</p>	<p>A copy of the presentation to the Mentor has not been included.</p> <p>The presentation does not summarise the <b>findings, analysis and conclusions</b> of the research report.</p> <p>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.</p> <p>The presentation does not consist of 10-20 slides or is not capable of being delivered in 15 minutes at an acceptable pace.</p> <p><b>Unacceptable academic practice as the presentation is based on a template, or has been copied from another student or on-line sources.</b></p>



## Presentations

Delivery = how to say it

- Voice
- Posture

Presentation = what to say

- Content
- Structure
- Style
- Use of visuals

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



## 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



## 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

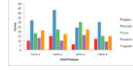


## Communication skills – slides

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).



Include some text to prompt you

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## 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

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## Academic integrity

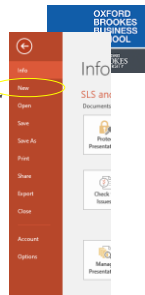
Your presentation – must be your own work.

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

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## OBU Web pages

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



Getting started



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## OBU Web pages

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

Research and Analysis Project (RAP) resources



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## Articles & materials from Student Accountant

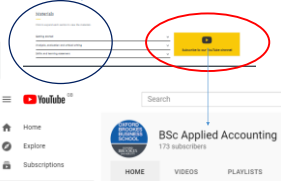
[www.brookes.ac.uk/acca](http://www.brookes.ac.uk/acca)



Register for upcoming webinars

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# THANK YOU

FOR FURTHER INFORMATION CONTACT  
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