

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

Writing your SLS will be easier if you have made notes or kept a diary or journal, through the RAP process. Before you start your research, you may want to consider these questions

- Which skills and experience do you already have which can be used?
- What new skills will be required? How can I develop them?
- Which challenges will I face, and what can I do to overcome them?

As you work on your RAP, return to these questions and consider how you are learning and developing your skills.

There is further guidance on reflective writing and the section on the [Skills and Learning Statement](#)

Word count for SLS

The skills and learning statement should contain between 1,800 - 2,000 words

Oxford Brookes University library resources

The Research and Analysis Project is an applied project. When researching your topic and organisation, you can use sources that are widely available. It is not necessary to have access to an academic library, and BSc Applied Accounting students do not have access to the Oxford Brookes University library.

The assessment, and the assessment criteria, are designed recognising that students will not have access to an academic library.

Oxford Brookes University provides a range of resources to support your studies. This [section contains guidance](#), including a link to the YouTube channel

Assessment criteria

To achieve an overall Pass grade you need to achieve A, B or C or pass grades in **all** the criteria.

Technical and professional skills		
Understanding of accountancy / business models	Research Report	A, B, C or F

Application of accountancy / business models	Research Report	A, B, C or F
Evaluation of information, analysis and conclusions	Research Report	A, B, C or F
Presentation of project findings	Research Report	A, B, C or F
Graduate Skills		
Communication in the Research Report	Research Report	Pass / Fail
Information gathering and referencing	Research Report	Pass / Fail
Information technology (including spread sheeting skills)	Research Report	Pass / Fail
Self-reflection	Skills and Learning Statement	Pass / Fail
Communication skills (in the presentation)	Skills and Learning Statement	Pass / Fail

The grade obtained by demonstrating technical and professional skills is the overall grade for the RAP.

At Oxford Brookes University work is assessed against assessment criteria. For each assessment criterion, we published the standard expected for a pass and for the technical and professional skills, the standard expected for an A, B or C grade.

We also publish the criterion for a fail submission. Please read these assessment criteria carefully and refer to them regularly.

Further information on the preparing your RAP and skills you are required to demonstrate starts [here](#).

Research	Pass - Grade A	Pass - Grade B	Pass - Grade C	Fail - Grade F
Technical and Professional Skills				
Understanding of accountability / business models	<p>Evidence of wider reading by use of highly appropriate theory / concepts / business models.</p> <p>Demonstrates thorough understanding of the theory / concepts / business models by fully explaining / reviewing / evaluating the theory / concepts / business models chosen.</p> <p>Links theory / concepts / business models appropriately to organisation studied.</p> <p>Identification and full discussion of the limitations of the application of theories in the chosen context.</p>	<p>Appropriate choice of theory / concepts / business models for chosen topic.</p> <p>Demonstrates significant evidence of understanding by outlining appropriate theory/ concepts / business models.</p> <p>Limitations of theory/concepts/business models are discussed in generic terms.</p>	<p>Some, but limited choice and use of mostly relevant theory/concepts/business models.</p> <p>Some evidence of understanding of theory / concepts / business models. Material is repeated in an uncritical way with little discussion or evaluation.</p> <p>Some limitations of the application of the theories / concepts / business models identified.</p>	<p>Little coverage or poor choice of relevant theory / concepts / business models.</p> <p>Very limited understanding of the theory / concepts / business models.</p> <p>Very limited, or no, explanation of the advantages of using theory / concepts / business models.</p> <p>Very limited, or no discussion of the limitations of the approach adopted.</p> <p>Unacceptable academic practice as the discussion of theory / concepts/ business models is cut and pasted from other sources.</p>

<p>Application of accountability / business models</p>	<p>Insightful and critical application of theory / concepts/business models to the project topic.</p> <p>Theory/concepts /business models applied appropriately to the research approach (e.g. for primary research questionnaires / interview questions or for secondary research justified use of effective and relevant comparator /benchmark)</p> <p>Very few errors in the calculations or other aspects of application of the theory/concepts/business models</p>	<p>Mostly correct application of theory to the project topic.</p> <p>Theory/concepts/business models reasonably applied to the research approach (e.g. for primary research questionnaires / interview questions or for secondary research use of effective and relevant comparator /benchmark).</p> <p>Few errors in the calculations or other aspects of the application of the theory/concepts/business models</p>	<p>Some application of theory, but lacking a coherent approach.</p> <p>Link between theory /concepts/business models and research approach not entirely clear.</p> <p>For primary research theory chosen not always appropriate for questionnaires / interview questions used.</p> <p>For secondary research, the choice of comparator /benchmark is not clearly justified.</p> <p>Some errors in the calculations or other aspects of the application of the theory /concepts/business models.</p>	<p>Poor use of theory / models, confused understanding of application.</p> <p>Link between theory /concepts/business models and research topic and research questions are not clear.</p> <p>For primary research theory chosen not appropriate for the research undertaken.</p> <p>For secondary research, the choice of case company and/or comparator /benchmark is not justified, is inappropriate or insufficient benchmarking is undertaken.</p> <p>Numerous errors in the calculations or other aspects of the application of the theory / concepts /business models.</p>
---	---	---	---	---

				Unacceptable academic practice as the application of business models is cut and pasted from other sources.
<p>Evaluation of information, analysis and conclusions</p>	<p>High level of critical thought shown in the analysis and a rigorous approach to the evaluation of information.</p> <p>Full, clear and accurate analysis of the evidence gathered against the theories considered.</p> <p>Identification and analysis of trends relating to wider factors and / or corporate /organisational strategy.</p> <p>Clear conclusions are well reasoned referring to the research aim, supported by the models used and the evidence gathered in the chosen context.</p>	<p>Strength shown in some areas of critical review of the information. Good evaluation of information.</p> <p>Mostly accurate analysis of the evidence gathered against the theories considered.</p> <p>Some analysis of some trends relating to wider factors and / or corporate / organisational strategy.</p> <p>Conclusions presented are based on the evidence</p>	<p>Some analysis but a tendency towards description rather than analysis and evaluation.</p> <p>Theories / concepts / business models are used to describe or explain information gathered.</p> <p>Limited analysis of the context in which the information is gathered or of the organisation's operations.</p> <p>Limited conclusions presented with little reference to evidence gathered.</p>	<p>Descriptive and lacking in analysis. Inaccuracies. Little or no critical evaluation.</p> <p>A description of business activity with limited reference to or discussion of theories/ concepts or business models.</p> <p>No analysis of the context in which the information is gathered or of the organisation's operations.</p> <p>Topic aims not met.</p> <p>Poorly justified or no conclusions presented with little reference to evidence gathered.</p>

	Where relevant, well reasoned practical recommendations made.	gathered in the chosen context. Where relevant, some recommendations made.		Unacceptable academic practice due to overreliance on analysis previously completed by other authors without additional research and analysis.
Presentation of project findings	Can engage reader in a highly professional manner and produce a relevant and coherent project report with appropriate structure. Good structure using appropriate headings and sub headings appropriate to subject and audience. Graphs/charts used very effectively to convey findings in a manner suitable for a business audience.	Can engage reader and produce a coherent project report. Good structure using headings and sub headings. Appropriate use of relevant graphs/charts clearly labelled.	Can report practical applications in a structured way. Structured using headings and sub headings. Mostly readable and informative. Use of graphs/charts not always entirely relevant.	Report is partially, or not effective, as it does not engage reader and is difficult to follow. Weak structure with little or no logical framework. Graphs/charts are absent, unclear, incorrect or inconsistent with findings. For internally generated information / primary data collection, evidence of permission not included. Omission of research instrument (eg questionnaire / survey / interview guide).

				Unacceptable academic practice as a template for the Research Report has been used.
Graduate Skills	Pass			
Communication	Use of language generally appropriate, meaning is mostly clear. Grammar, spelling and punctuation mainly accurate. Style is acceptable to a business audience.			Use of language often inappropriate: meaning is frequently unclear. Grammar, spelling and punctuation contain frequent errors Style is unacceptable to a business audience
Information gathering and referencing	Clear evidence of a range of relevant information sources. At least 2 types of source e.g. text books / journal articles / company sources / newspapers / business journals. Some on line sources must be used. Acceptable academic writing including the paraphrasing of material from relevant sources. Clear evidence of the use of systematic referencing. Harvard referencing is the Oxford Brookes standard, other recognised methodologies are acceptable if applied methodically. The list of references includes the references cited in the body of the text and no others. All citations used			Limited and / or irrelevant information sources used, or substantially dependent on a single source. Obvious sources omitted – for example Annual Report for a Financial Analysis of a Company No or little evidence of appropriate referencing; no systematic approach followed. Lack of correlation between citations and the reference list. Limited number of references in body of text References in the reference list that are not included in the research report.

	<p>in the body of the text are included in the reference list and can be traced to source.</p> <p>For primary research, appropriate choice of sources, justifiable sample strategy with relevant permissions.</p>	<p>Unacceptable academic conduct as material is cut and pasted, or copied verbatim, from sources.</p> <p>Unacceptable academic conduct as false references or references which do not support the findings or analysis, have been used.</p>
<p>Information technology</p>	<p>Shows clear evidence of having accessed online information sources</p> <p>Submission of an excel spreadsheet file (which incorporates and clearly demonstrates use of varied formulae) created by the student</p> <p>Shows clear evidence of use of other relevant software in preparing the project report.</p>	<p>Little evidence of use of IT during preparation of project.</p> <p>Little online access, no submitted spreadsheet or no evidence of the use of appropriate varied formulae in spreadsheet.</p> <p>Little or no evidence of using other relevant software in preparing the project.</p> <p>Unacceptable academic practice as a template has been used for the spreadsheet, or the spreadsheet has been copied from another student.</p>

These are the assessment criteria for the Skills and Learning Statement.

Skills and Learning Statement	Pass	Fail
Self reflection	<p>Addresses both questions.</p> <p>Shows ability to reflect on judgements made / actions taken during project work.</p> <p>Evidence of recognising and identifying own strengths and weaknesses and personal development.</p>	<p>Does not address both questions/ notable over emphasis on one question.</p> <p>Emphasis on description of events, little evaluation of self-development etc.</p> <p>Little discussion of own strengths and weaknesses or of the challenges faced and the approaches used to overcome them.</p> <p>Unacceptable academic practice as a template has been used, or sections have been copied from another student or on-line sources.</p>
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</p>	<p>A copy of the presentation to the Mentor is omitted.</p> <p>The presentation does not summarise the findings, analysis and conclusions of the research report.</p> <p>Graphs/charts are absent, unclear, incorrect or inconsistent with findings.</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</p>

	clearly linked to project report findings.	capable of being delivered in 15 minutes at an acceptable pace. Unacceptable academic practice as the presentation is based on a template, or has been copied from another student or on-line sources.
--	--	---

Marking and moderation of your work

OBU has a policy of anonymous marking to ensure that every student's work is treated fairly. Please include your ACCA number, not your name, on your submission.

In order to achieve a pass, students must achieve a pass standard in all criteria. Oxford Brookes University does not apply a bell curve (normal distribution) to the marking of RAP. All students that meet the assessment criteria will be awarded the appropriate grade. The current global pass rate is 66%.

If the first marker assesses a RAP as a fail, a second marker from within the team reviews the project. Second markers also review a representative sample of passed projects from each marker. The chief moderator monitors this process and reviews a sample of work.

Feedback is provided for criteria graded as a Fail.

Following internal moderation, the External Examiner for the programme reviews a sample of scripts to ensure that the standards applied are comparable to those at other UK Universities.

OBU reserves the right to ask students to attend an oral examination (a viva). This would be an on-line using Zoom, Skype Google Meeting (or similar) and would last about 15 minutes. The viva is used to evaluate your knowledge and understanding of your RAP and you could be asked about any aspect of your submission. OBU will use a viva to confirm that the RAP submitted is your own work. If you are required to attend a viva you will be contacted by the Oxford Brookes ACCA office.

Submission

Your work is submitted electronically. You are required to include this declaration of authenticity in your project

I declare that I have written, produced and submitted all elements of the Research and Analysis Project myself.

ACCA number (NOT your name)