


OXFORD BROOKES AND ACCA  
ONLINE STUDENT SEMINAR



**Submitting your RAP  
Tips & hints**


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## WELCOME

Purpose of the session...(next hour)

- Explain eligibility criteria for submission
- Explain the marking process & how assessment criteria are used
- Review areas students typically find hard
- Explain how we calculate your degree classification


This is available on demand and a link will be sent after the webinar.




Lots of opportunities for questions

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## WHO ARE WE



Dr Kate Ringham  
Programme Lead, Applied Accounting  
Oxford Brookes University



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ACCA

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## COVID19 & BSc APPLIED ACCOUNTING

Health and safety of our students & mentors is a key priority

ALL MENTORING CONDUCTED REMOTELY

Video conferencing (individual or group) – Facetime, WhatsApp, Zoom, Google, Microsoft teams.....

Telephone mentoring

PRESENTATIONS MUST BE REMOTE/VIRTUAL (discussing in more detail later)

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## COVID19 – P40SUBMISSION

To support you in moving ahead with your degree, recognising these challenging times, OBU has

Retained the industry sectors (for topics 8 & 15) from P40 to P41 & P42 (you do still need to use up to date financial information).

If P40 was your last opportunity to submit, under the 10 year rule, and you are unable to do so, then you will have an automatic extension to P41.

Students who have been affected by their own individual circumstances can also use the existing mitigating circumstances to request an extension.

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## ELIGIBILITY TO SUBMIT A RAP

To be eligible to submit a RAP you must have completed your:

- Applied Knowledge examinations (*can have exemptions from these papers*)
- Tax, Law and Performance Management (*can have exemptions from these papers*)
- Financial Reporting, Audit and Assurance and Financial Management Examinations (*No exemptions are allowed*)
- ACCA on-line Ethics and Professional Skills Module (*was Professional Ethics Module*)

*Conditional exemptions are not allowed*

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### ELIGIBILITY TO SUBMIT ARAP

Check your opted-in status  
 Students have been opted-in (unless you have decided to opt-out)


NO longer need to have provided evidence of English proficiency

Active member of ACCA – if your ACCA account is suspended you will need to resolve this. **We do not issue results to students who have suspended ACCA accounts.**

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### 10 YEAR RESTRICTION FOR THE BSC (HONS) IN APPLIED ACCOUNTING

- Degree must be completed within 10 years
- Students must submit and pass their RAP within ten years of passing their first ACCA examination (or being awarded their first exemption).



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### ASSESSMENT PROCESS

Marking

**Marking is anonymous, please don't include your name, just your ACCA number**

Moderation

All submissions assessed as a fail are moderated  
 Along with a sample of others

External examiner review

External examiner considers the process of marking and moderation by reviewing a sample of submissions  
  
 Selects the prize winning submission

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### HOW DO MARKERS MARK?

Using the assessment criteria - Appendix 1 of the Information Pack

**TOP TIP** Re-read the assessment criteria prior to submission

Each section must be considered a pass

For the Technical skills, there is an overall grade (A,B,C or fail)

Graduate skills and Skills and Learning statement are assessed on a pass/fail basis

If all sections are assessed as pass Overall Grade = Technical skills grade

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### AREAS STUDENTS TYPICALLY FIND HARD

Word count  
 Referencing & academic writing  
 Analysis & evaluation  
 Using business models  
 Reflective writing (SLS)  
 Communication skills / slides

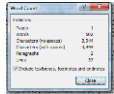
Look at each of these areas

Articles on these areas are available on the OBU website [www.brookes.ac.uk/acca](http://www.brookes.ac.uk/acca)

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### WORD COUNT

	Research Report	Skills & Learning Statement
Maximum	7,500	2,000
Minimum	7,000	1,800



If you go over the word count, the excess words are not marked (and this may be the conclusions....)

If you have too few words, you are unlikely to have sufficient depth to your work

Page 36 Info Pack – suggested structure

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### DIRECT QUOTE AND PARAPHRASE

To acknowledge others ideas or work, it is possible to either use a direct quote or paraphrase.

**Direct quote**

Author's name Year Page number

Jones (2011, p. 23) predicts that '...income from Australian mining exports is likely to continue to increase in the next two years.'

**Paraphrase**

Australian mining exports will probably continue to rise for at least two years (Jones 2011).

Author's name Year

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### REFERENCING, IN-TEXT AND IN REFERENCE LIST

Author's name Year Page number

Jones (2011, p. 23) predicts that '...income from Australian mining exports is likely to continue to increase in the next two years.'

Australian mining exports will probably continue to rise for at least two years (Jones 2011).

Author's name Year

Jones, K. (2011). Trouble for ABC & Co? *Financial Times*. Available at : URL (Accessed: date)

Oxford Brookes Business School uses Harvard referencing (Author, date) you can use any systematic referencing system – must be consistently applied

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### DIRECT QUOTE AND PARAPHRASE

It is possible to use both direct quotes and paraphrases in the same paragraph of writing.

How the team leader is selected also appears to affect the effectiveness of the team. The selection of the team leader is part of establishing roles within the team. It has been asserted that if a leader is elected democratically by the team and from within the team, there is more likelihood of an effective working relationship between team members (Allen & Lee 2009; Seanson 2011). However, Taylor (2010, p. 56) noted that more than 80% of 350 workplace teams studied, operate with team leaders chosen by middle or upper management. Further, in more than half of these, the team leaders 'did not have the confidence of the team members to the extent that effectiveness and efficiency (and thus, productivity) was compromised' (Taylor 2010 p. 56). Therefore, leader selection needs to come from within the team.

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### DIRECT QUOTE AND PARAPHRASE

It is possible to use both direct quotes and paraphrases in the same paragraph of writing.

First sentence – introduces topic

paraphrase

Direct quote

Conclusion – writer's words

How the team leader is selected also appears to affect the effectiveness of the team. The selection of the team leader is part of establishing roles within the team. It has been asserted that if a leader is elected democratically by the team and from within the team, there is more likelihood of an effective working relationship between team members (Allen & Lee 2009; Seanson 2011). However, Taylor (2010, p. 56) noted that more than 80% of 350 workplace teams studied, operate with team leaders chosen by middle or upper management. Further, in more than half of these, the team leaders 'did not have the confidence of the team members to the extent that effectiveness and efficiency (and thus, productivity) was compromised' (Taylor 2010 p. 56). Therefore, leader selection needs to come from within the team.

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### REPORTING WORDS

When you introduce your sources (and references) you will often use reporting words.

Here are some examples.....

suggests (that)	reports (that)
argues (that)	maintains (that)
states (that)	observes (that)
shows (that)	claims (that)

If you have included a definition then xxx defines is acceptable

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### DO WE REFERENCE EVERYTHING?

**What about commonly known facts?**

It is not necessary to reference information (dates, facts etc) which is commonly known in a particular subject area (e.g. listed shares are traded on a Stock Market). This is called common knowledge.

SWOT & PESTLE are not common knowledge (you need to reference them)

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### REFERENCING ANNUAL REPORTS

**Annual report (used in topic 8, 15) must be referenced**

If you were using ABC plc, the in-text reference will be (ABC plc, DATE, pxxx)


In the reference list  
 ABC plc (DATE) *Title of the annual review*, available from: URL (accessed: date)

Remember, you will have 3 years of your company and 3 years of a comparator organisation.

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### PLAGIARISM – WHAT IS IT?

A form of cheating because you have not acknowledged the person who had the idea in the first place



Unethical, taken very seriously

Use text matching software to see if you have used the same words as someone else  
 Avoid cut and pasting words from other sources (paraphrase instead)

If you are revising your original work, there will be a match.  
 We expect this to happen!!

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### WHAT DO WE MEAN BY ANALYSIS?

**How?** How did this occur?  
 How does it work – in theory? - in practice / context?  
 How does one factor affect another? Or, How do the parts fit into the whole?

**Why?** Why did this occur?  
 Why was that done?  
 Why this argument / theory / suggestion / solution?  
 Why not some thing else?

**What if?** What are the alternatives?  
 What if this or that factor were considered?

Exploration of how the things relate to each other

Adapted from 'Critical Thinking', Learning Development, Plymouth University (2010)

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### REVISING YOUR RESEARCH REPORT ANALYSIS & EVALUATION

Business and accountancy models

→ SWOT  
 → PESTLE  
 → PORTERS 5 FORCES

}

Help identify significance, evaluate importance, justify strengths, identify weaknesses, support arguments

Comparator organisation  
 - must have one  
 - use to make an argument about performance

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### WHAT DO WE MEAN BY EVALUATION?

**So what?** What does this mean?  
 Why is this significant?  
 What are the implications?

**What next?** How and where else can it be applied?  
 What can be learnt from it?  
 What needs doing now?

Implications  
 Solutions  
 Conclusions  
 Recommendations

Adapted from 'Critical Thinking', Learning Development, Plymouth University (2010)

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### DIFFERENCE BETWEEN DESCRIPTIVE & ANALYTICAL AND EVALUATIVE WRITING

Descriptive	Analytical and evaluative
States what happened	Identifies the significance
Explains what a theory says	Shows why something is relevant or suitable
Lists details	Evaluates the relative significance of details
Lists in any order	Structures information in order of importance [etc.]
Says when something occurred	Identifies why the timing is important
States what something is like	Judge strengths and weaknesses
Gives information	Draws conclusions

[http://www.plymouth.ac.uk/uploads/products/documents/path/12710Critical\\_Thinking.pdf](http://www.plymouth.ac.uk/uploads/products/documents/path/12710Critical_Thinking.pdf)

### SLS – SELF REFLECTION ASSESSMENT CRITERIA

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 <b>challenges</b> faced the <b>approaches</b> used to overcome them.

### 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*

### 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

### SLS – COMMUNICATION SKILLS ASSESSMENT CRITERIA

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

### 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.




### PRESENTATION – MUST BE CONDUCTED REMOTELY

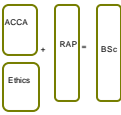
15 – 20 slides - these are submitted to OBU and assessed (pass/fail) by the marker

Reflection

- Need to adapt/adjust to circumstances
- Working in a virtual space
- Preparation (how you practised)



### BSc DEGREE CLASSIFICATION TABLE



ACCA average mark	BSc degree class			
	First	Upper second	Lower second	Third
68 or more	A,B,C	-	-	-
67	A,B	C	-	-
66	A	B,C	-	-
60-65	-	A,B,C	-	-
59	-	A,B	C	-
58	-	A	B,C	-
54-57	-	-	A,B,C	-
53	-	-	A,B	C
50-52	-	-	-	A,B,C

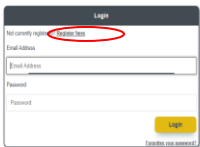
### HOW DO I SUBMIT [www.brookes.ac.uk/acca](http://www.brookes.ac.uk/acca)

**For students**

- Find a mentor »
- Resources for RAP students »
- Submit your project »**

Follow the instructions here ....

### REGISTER ON THE SUBMISSION PORTAL



#### Register with Oxford Brookes by ent

Fields marked with \* are required.

Email \*

ACCA number \*

First Name/Given Name \*

Surname/Last Name \*

Date of Birth: dd/mm/yyyy

Sex: Not specified

Nationality: Not specified

Company researched

Address Line 1 \*

Address Line 2 \*

Address Line 3 \*

Address Line 4 \*

Postcode \*

### REGISTRATION

#### Register with Oxford Brookes by ent

Fields marked with \* are required.

Email \*

ACCA number \*

First Name/Given Name \*

Surname/Last Name \*

Date of Birth: dd/mm/yyyy

Sex: Not specified

Nationality: Not specified

Company researched

Address Line 1 \*

Address Line 2 \*

Address Line 3 \*


Address Line 4 \*

Postcode \*

This information is very important. Please be accurate. We use your ACCA number and date of birth to collect information about the marks in your exams.

The address you enter is the one to which we will send your certificate and transcript.

### UPLOADING WORK



Click here to upload

RR and SLS are uploaded to Turnitin

### FILE SIZES

Type: Assignment	Module: Research Report	5MB	Appendices –
Type: Assignment	Module: Presentation	10MB	permission letter, resubmission statement, questionnaire
Type: Assignment	Module: Skills and Learning Statement	250KB	
Type: Assignment	Module: Reference List	1MB	
Type: Assignment	Module: Appendices	2MB	<b>DO NOT UPLOAD copies of the Annual Reports. Include the URLs in the reference list</b>
Type: Assignment	Module: Excel Spreadsheet	2MB	

**MOST IMPORTANTLY**  
Once everything is uploaded .....

OXFORD BROOKES UNIVERSITY  
oxbingham@gmail.co

Type	Assignment	Status	Assignment Awaiting Upload
Module	Research Report	Status	Assignment Awaiting Upload
Type	Assignment	Status	Assignment Awaiting Upload
Module	Presentation	Status	Assignment Awaiting Upload
Type	Assignment	Status	Assignment Awaiting Upload
Module	Skills and Learning Statement	Status	Assignment Awaiting Upload
Type	Assignment	Status	Assignment Awaiting Upload
Module	Reference List	Status	Assignment Awaiting Upload
Type	Assignment	Status	Assignment Awaiting Upload
Module	Assignments	Status	Assignment Awaiting Upload
Type	Assignment	Status	Assignment Awaiting Upload
Module	Exam Spreadsheet	Status	Assignment Awaiting Upload

Submit your results! Upload your results!

Then go to the payment page.....

**PAYMENT OF FEE**

The fee is £420

Paid via submission portal

Credit & debit cards are accepted (Visa, Visa debit, MasterCard, Debit MasterCard)

If you are experiencing financial difficulties, please contact [acca@brookes.ac.uk](mailto:acca@brookes.ac.uk) to agree a payment date.

Results will only be released once the RAP fee is paid and your ACCA account is active

**P41 RESULTS TIMELINE**

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Appendix 10 is a checklist to use prior to submission

Submission window opens 1 November 2020

Submission window closes 11 November 2020 (13:00 hours UK time)

Feedback – we will send out a student survey Jan, please do look out for this, and respond.

Provisional date for results release 24 March 2021

**BSc Graduates – what's next**

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Certificates

Name on your certificate - is the name you have provided to ACCA (any changes need to be made with ACCA)

Posted to – address you provide on registration (please update the submission portal with changes, and let [acca@brookes.ac.uk](mailto:acca@brookes.ac.uk) know)

ACCA Careers – Skills Builder

On award of your degree, you will be provided

**WHAT HAPPENS IF I FAIL?**

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All students who fail any section receive feedback (after results are released)

If you pass, you don't receive feedback, but receive your grade and degree award

Generally (and this depends on the exact circumstances) you can rework the sections you have failed, and resubmit (if you are within 10 years)

If an Academic Conduct Officer requires you to submit a new topic and/or organisation, then no sections are carried forward.

**THANK YOU**

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**FAQS WILL BE PUBLISHED IN STUDENT ACCOUNTANT**

IN THE UPCOMING STUDENT SURVEY WE WILL BE ASKING FOR FEEDBACK ON WEBINARS - PLEASE LET US KNOW WHAT YOU THINK

FOR FURTHER INFORMATION CONTACT  
[acca@brookes.ac.uk](mailto:acca@brookes.ac.uk)