



**BSc (Hons) in Applied Accounting
Research and Analysis Project**

RESUBMISSION GUIDE

Submission Periods 39 & 40

2019-2020



Think Ahead

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1. How to use this guide

This guide is intended for students who have failed one or both parts of their RAP and are re-submitting. It should be read in conjunction with the rest of the BSc (Hons) in Applied Accounting Research and Analysis Project Information Pack.

Oxford Brookes University Regulations

Students who prepare and resubmit a Research and Analysis Project are still subject to the Oxford Brookes University academic regulations, including those regarding Academic Appeals, Student Complaints and Conduct Regulations. They can be found at:

<http://www.brookes.ac.uk/regulations/>

Regulations on cheating can be found at

<http://www.brookes.ac.uk/regulations/current/core/a3/a3-13/>

Full guidance can also be found in the current Information Pack.

2. Resubmission rules

The following rules will apply to Research and Analysis Project (RAP) resubmissions. The Blue Table tells you which parts of the RAP you should resubmit, and if you failed your Research Report, you must also consult the Green Table.

	Passed RR	Failed RR
Passed SLS	no action required	<p>You should resubmit your whole RR, rewriting any sections you have failed only.</p> <p>You do not need to resubmit your SLS.</p> <p>You will be capped at a grade C for any successful subsequent RR, even if your resubmitted RR is assessed as being of a higher pass grade.</p> <p>You should now read the Green Table</p>
Failed SLS	You should rewrite and resubmit your SLS. If you passed one of the SLS sections, you should not amend this passed section.	You should resubmit your whole RR, rewriting any sections you have failed, and...
	You cannot resubmit a revised RR.	...you should also rewrite and resubmit your SLS. If you passed one of the SLS sections, you should not amend the section you passed (unless you are changing topic and/or organisation: see Green Table).
	The pass awarded in your RR will carry forward for the RAP grade if you are subsequently successful in your SLS.	You will be capped at a grade C for any successful subsequent submission, even if the resubmitted project is assessed as being of a higher pass grade.
		You should now read the Green Table

If you failed your RR...	...and resubmit with the same topic and organisation...	...and resubmit with a different topic and/or organisation (by choice or ACO order)...
Rules for all RR resubmissions (see section 7.d.iv)	...within the next four periods following your original submission, it is not necessary to use the latest financial statements.	...you must use the latest financial statements.
	...more than four periods from the date of your original submission period, you must use the latest financial statements.	
	If you have also failed to pass both sections of your SLS you must also rewrite and resubmit the SLS. If you passed one of the SLS sections, you do not need to amend the section you passed.	If you have also failed to pass both sections of your SLS you must rewrite and resubmit both sections .
Additional requirements for topics 8 and 15	You may resubmit an updated version of your previous topic and organisation if you wish .	You must comply with the industry sector requirements in place at the time of the re-submission.

All BSc students have **three attempts** to pass the RAP (one first-time submission and two resubmissions). If you do not pass after the third submission, you will no longer be eligible for the BSc (Hons) in Applied Accounting programme and will not be able to resubmit.

In all cases, you must **resubmit within the 10 year eligibility period** (see the eligibility rules in the Information Pack). You may not resubmit after this period.

Please remember that you are not required to resubmit at the next submission period, and it may be beneficial to defer submission in order to address the feedback.

Oxford Brookes University operates an **anonymous marking** policy. Please identify yourself in any documentation using only your ACCA number and not your name.

Guidance on submission periods, fees and the submissions portal can be found in the main body of the Information Pack.

3. Your Project Mentor

The requirements for a Mentor may be different depending on the circumstances of your resubmission:

a) Resubmission following Academic Conduct referral

If you have been instructed to undergo Mentoring again by an Academic Conduct Officer following an investigation, then you **MUST** use a Registered Mentor.

b) Resubmission – all other circumstances

If you **passed** your Skills and Learning Statement you do not have to meet your mentor again, although you may find it useful to meet with your mentor if:

- a) You decide to submit a different Research Report.
- b) You feel generally that you need help from your mentor.

If you **failed** your Skills and Learning Statement you do need to meet a mentor at least once. This will help you to re-consider where you went wrong in your Skills and Learning Statement. You do not need to undergo three further meetings with your mentor again.

You do not have to use the same mentor for a resubmission. If you decide to change your Mentor you will have to ensure that you have chosen a Registered Mentor.

When submitting, you will be required to enter the registered email of your Mentor. If your original submission was in Period 30 or earlier, you are permitted to use your previous mentor even if that person is not registered with Oxford Brookes. If your original submission was in Period 31 or later, then your mentor **MUST** be a Registered mentor with Oxford Brookes.

You do not have to physically meet with your mentor – you can use conferencing facilities/Skype instead. Telephone calls and emails are not sufficient for presentation purposes.

Please also refer to the Mentoring guidelines in Section 6) and Appendix 2 of the of the current Information Pack at <http://www.accaglobal.com/gb/en/student/exam-entry-and-administration/oxford-brookes-bsc-hons-in-applied-accounting.html>

4. Preparing your new project

a) Your project title

As a resubmission you can choose either to keep the same project title or to choose another topic title from the twenty approved project topic areas.

If you decide to change the company you are researching and analysing or the topic then the Research Report passes previously achieved will not be carried forward.

If you have been INSTRUCTED to change topic and/or organisation by an Academic Conduct Officer following an investigation, then you MUST do so.

b) Updating your project

i. Using feedback

Students who have failed one or both parts of the RAP should also pay close attention to the marker/moderator comments on their feedback forms. These are designed to help students and must be addressed in the project and discussed in the Resubmission Statement (see section 5.a.iv. of this guide).

The ACCA team at Oxford Brookes University will have sent your feedback to the email address you gave when submitting your work. Please contact the team on acca@brookes.ac.uk if you think you have not received your feedback.

ii. For topics 8 and 15

If you are **resubmitting on a new topic and/or organisation** you should ensure you are using the most current 3 years financial statements available at the start of the submission period

If you are **resubmitting on the same topic and the same organisation** it is not necessary to use the latest financial statements (see section 7.d.iv of the current Information Pack) provided you resubmit within any of the next 4 periods following your original submission. This **ONLY** applies if you are resubmitting on the same topic and organisation.

iii. For all other topics

You must ensure that you have updated your resubmission to reflect changes in relevant legislation/statements/standards etc. where appropriate.

iv. Resubmission statement

When re-submitting your RAP you should include a statement of up to 500 words explaining how you have addressed the feedback provided by the marker/moderator and where you have made changes. A template for the Resubmission Statement is available in Appendix 1, but you may also use a similar Word document if you wish.

5. The Research Project: why students fail

Students should first refer to the Research and Analysis Project Information Pack guidelines (link above) in order to avoid failing the project again. Here are some of the most common reasons why students fail the Research Project:

a) *Insufficient word count*

The RAP requires that the Research Report is a maximum of 7500 words and that the Skills and Learning Statement is a maximum of 2000 words. These word counts are meant to guide students and it is strongly recommended that they are adhered to. If your project is only 4000 words you are unlikely to have sufficient detailed information in order to be able to pass.

b) *Weak referencing*

Weak referencing is often a cause for failure. Students need to ensure they reference their work, thereby acknowledging the source of their information, preferably using the Harvard referencing system. The systematic use of an alternative referencing methodology is acceptable. For details of how to reference see:

<http://www.brookes.ac.uk/students/upgrade/study-skills/referencing/>

Failing to reference properly is deemed to be plagiarism, a serious academic offence. All RAPs will be passed through the web-based tool Turnitin. This is a text-matching tool that allows academic staff to check students' work for improper use of sources or potential plagiarism by comparing it against continuously up-dated databases. For more information on the University's regulations on cheating, see:

<http://www.brookes.ac.uk/regulations/current/core/a3/a3-13/>

The University requires that your project **is all your own work**. Specifically that you have not copied your work from any other student, your Mentor, textbook, journal or similar source, either in small or large amounts. Students are permitted to use small amounts of quoted text, which must be fully referenced, but must not copy large sections of text and pass this off as their own work.

The University recommends that students check their own work against standard databases, and has identified WriteCheck™ (<http://www.writecheck.com>) as a suitable product for formative checking as this does not permanently place the work in the database.

If you have used text matching to check the originality of your work, please ensure you retain a copy of the report produced. If possible ensure that your work is not saved into the database in the software.

c) *Research and analysis*

Primary research is not a requirement; however, if it is undertaken then good practice should be implemented. In relation to theories it is not sufficient to include the theory by itself, analysis needs to be included which relates the theory to research project.

Some students are under the misconception that particular topics are easier than other topics. This is not the case, there is no easy topic.

Topic 8: An analysis and evaluation of the business and financial performance of an organisation over a three year period.

Topic 8 continues to be the most popular topic amongst students. According to the Information Pack students must look into the company's business environment and identify those actions taken by the company, its competitors, government etc which have led to changes in the company's business performance.

A significant number of students that fail the project do so because they did not recognise the need for the business context and the implicit requirement from this that they need to include a comparator. The comparator can be that of a competitor business or industry averages. The external examiner suggested that for a a sound financial analysis report this should

...put the analysis in the context of the industry or industries concerned, the relative risk of the industry, trends in the industry where appropriate and the impacts of changes in the economic, political and regulatory environment. Due cognisance should be accorded to environmental factors and sustainability in a arriving at conclusions and recommendations.

Topic 6: A critical review of key factors or indicators in the motivation of employees in an organisation.

Below is an extract of an article written for the *Student Accountant* in relation to this topic:

'How do Markers apply the Assessment Criteria? The motivation topic

Let us consider how markers interpret the RAP Assessment grid in assessing a specific topic: 'The key factors or indicators in the motivation of employees in an organisation'.

1. Understanding of Accountancy/Business Models:

The starting point is the grade descriptor, and for our purposes we will consider in all cases what markers are looking for in a grade A submission. The generic A grade descriptor (see RAP Assessment Grid) is: 'highly appropriate choice of theory/concepts; very clear relevance and shows evidence of wider reading'.

This provides a general guideline; more specifically, markers will be looking for evidence of understanding of concepts, theories models etc.

Understanding implies that you can define concepts, explain, interpret and critique theories selected, and draw appropriate inferences from them. Thus a clear definition of 'motivation', and explanations of 'factors of motivation' (what motivates employees?) and 'Indicators of motivation' (evidence that employees are motivated) must be provided. A

range of relevant theories must be reviewed, and their implications considered. Explanations must demonstrate understanding, and be linked appropriately to the organisation studied. Similarities and differences between theories should be explained, for example between 'content' theories – which focus on what motivates employees and 'process' theories, which focus on how employees are motivated.

Where there is little evidence of understanding of concepts/theories of motivation, incorrect interpretation of theories, and no discussion of factors or indicators of motivation, then the project will fail.

2. Application of Accountancy/Business Models:

The generic A descriptor is: 'insightful and critical application of models to the project topic'. Application implies that the theories chosen can, and must be, related to the organisation studied.

Markers expect to see theories used to design appropriate research tools about motivation in the organisational context (e.g. in a questionnaire or suitable questions for interviews) which enable conclusions to be established. Any limitations to the application of theories should be discussed, and the theories chosen should be applied in identifying/defining issues in the organisation studied.

Markers fail projects where theories have not been used to design the research instruments, and are not used to identify key issues in the organisation studied.'

c) Not including presentation slides

If students do not include copies of their PowerPoint presentation slides used in the presentation to the project mentor then they will fail their Skills and Learning Statement. The presentation needs to reflect the full findings of the project.

Below is an extract of an article written for the *Student Accountant*.

The SLS is also made up of two parts, one being a reflective statement covering four specific questions and the other a requirement to give a fifteen minute presentation to the student's mentor and provide evidence of this presentation.

There are two areas where students appear to be unclear regarding the presentation:

It is not a presentation of AT LEAST fifteen minutes. Students are required to complete the presentation WITHIN fifteen minutes;

It is not a presentation about how the student went about the process of writing the report, it is a presentation on the TOPIC of the report, for example 'The business and financial performance of Tesco plc for the years 2017 to 2018'

The mentor will be asked to confirm that the presentation has taken place effectively and Oxford Brookes University will also require evidence to be submitted with the RAP. This evidence will

consist of copies of slides used in the presentation. Usually, these slides use PowerPoint but they can also be copies of slides prepared using some other medium.

During the third meeting you are required to deliver a 15 minute PowerPoint presentation to the Mentor and possibly other students as well. The PowerPoint presentation must **contain no more than 20 slides.**

Contents of the slides

The slides should be designed to support the verbal presentation given by the student. They should also be designed to appeal to an audience which means that they must be clear and easy to read. Graphs, pictures and charts are always good ways of conveying information provided that it is clear what they are trying to portray. Slides that contain lots of words, perhaps taken straight from the Research Report are not very appealing and usually difficult to read.

So here are a few guidelines:

- Always start with a clear opening slide with the title of the presentation and the student's ACCA number to identify the presenter.
- It can often be helpful if the next slide lists the areas to be covered by the presentation.
- Remember that the presentation is NOT about how the topic was decided upon or how the research was carried out – that is part of the RAP. This is a presentation on the results of your research.
- Include relevant findings from the analysis carried out. This could be graphical (with explanations) or in chart or tabular form where key numbers are concerned. It is important to include brief comments, bullet points work well.
- The analysis and findings will have led to conclusions being drawn by the student and recommendations being made. These conclusions and recommendations are a key part of the presentation so should be shown on the slides.

How many words and slides?

Whenever I or any of my colleagues deliver workshops on the degree, we are always asked the same two questions among others: Those questions are:

1. The word limit for the RR is 7,500 but what is the maximum tolerance allowed?
2. How many slides should be included?

The answer to question 1 is always to remind students that the word limit is 7,500 and that if we were prepared to accept 8,000 we would say so but then a student would ask if 8,500 would be OK and so on. It would not be long before we were asked to accept 10,000 words and yes we do receive reports that long and YES THEY WILL FAIL.

The answer to question 2 is always that we cannot answer as it depends on the way the presentation is delivered. The least slides I have personally seen is one which was just a title slide and the most is almost 90 which would be impossible to present in 15 minutes, requiring an average of 6 slides every minute or one every 10 seconds! That would not leave enough time for the slide to be read or for the presenter to talk and present.

The markers and moderators are very experienced at being the recipients of presentations and so can easily make a judgement as to the likelihood of the slides being presented during a 15 minute presentation. It is not just the number of slides, it is also the content.

SO REMEMBER:

- The presentation should be no more than 15 minutes.
- It should be about your topic not the process of writing the report.
- The slides should SUPPORT your presentation.
- The slides should be interesting and clearly understandable.
- The presentation and slides should contain the results of your analysis, your conclusions and recommendations.
- The slides MUST be your own work.

d) Use of information technology

Students will fail if they do not submit an excel spreadsheet that includes the use of formulae.

6. The Skills and Learning Statement: why students fail

Students should first refer to the Research and Analysis Project Information Pack guidelines in order to avoid failing the project. Here are some of the most common reasons why students fail the Skills and Learning Statement:

Not answering the four specific questions required to meet the assessment criteria for the ‘self reflection’ element of the SLS

- The purpose of the Skills and Learning Statement is for students to show that they have developed the key ‘graduate’ skills of self-reflection and communication.
- It is not sufficient to make a description of events without any element of reviewing and evaluating the process of completing the RAP, which is essential to meet the assessment criteria.
- This must be **your own reflection** on what you experienced and learned undertaking the Research Project.

Here is some advice from an OBU/ACCA marker on preparing your Skills and Learning Statement, which you might find useful in supporting your learning in this area:

Careful reading of the guidance contained in the Information Pack on the ACCA website should enable students to attain a pass in the SLS. However, there is already sufficient evidence to support the view that a significant number of students either do not understand the concept of ‘self reflection’ or do not see why such importance is attached to it in the assessment process. The remaining part of this section will address these points and should help students to prepare a successful SLS.

i. Understanding the concept of ‘self reflection’ and its importance

There are a number of definitions of ‘reflection’, but applied in the context in which it is used in the SLS, all are concerned with:

- thinking,
- considering,
- contemplating,
- evaluating,

about your experience of engaging in and completing your research report.

Producing a research report is a major task, and also a significant learning opportunity.

The purpose of the SLS is to give you an opportunity to think about what you did and why, how you did it, what went well/not so well and why, and what you would do differently if you have to write such a research report in the future. It is an opportunity for you to demonstrate that you have learned from the experience. This is important, as experience is a great teacher – If you can develop the skills to learn from it...

The skills of ‘self reflection’ imply a capacity to look at ourselves objectively and assess our strengths and weaknesses, our predispositions – at what we do and how we do it – and to see where we can continue to develop and improve. It implies a capacity to review

and evaluate what we do on a continuous basis, to judge what is good/less good, and to learn from our experiences.

For example some people have a very strong 'action orientation' – they want to start 'doing things' immediately; others are much more thoughtful and reflective – they spend a great deal of time before they act – or do things. But too much of either orientation will not produce the best possible research report: an appropriate balance between thought and action is required...

Self reflection is an important graduate skill. It enables us to 'learn how to learn'. In a world characterised by rapid change, knowledge can become obsolete very quickly, and we need to develop skills which will equip us for lifelong learning. Completing the SLS will assist you to develop those reflective skills which will stand you in good stead throughout your professional career, and help you to become a thoughtful and reflective practitioner in the future.

ii. Applying reflective skills to answering the four specific questions

Answers to the four questions will be personally based, related to your own strengths and weaknesses and your experience of conducting your research. You may find it helpful to distinguish between three different types of 'reflection.'

The first is reflection as thinking about what you propose to do before you do it: reflection as 'thinking before action' – or 'look before you leap'. You may have attempted some overall assessment of the task to be completed. This might have included

- choice of topic and organisation,
- consideration of your interests,
- learning needs,
- resources required,
- problems of accessing information,
- your own strengths and weaknesses.

This overall 'helicopter approach' can be a very useful precursor to the more detailed planning and scheduling activities required to complement the initial overall assessment of the task requirements, constraints and your own capabilities and interests.

Second, there is reflection as 'thinking in action' – that is while actually engaged in carrying out some aspect of producing your research report. This is sometimes referred to as 'thinking on your feet'.

For example, you will have to exercise this skill in meetings with your mentor - you will have to respond to questions asked and issues raised as the meeting progresses. Or you may be using interviews as part of your information gathering approach and you have to follow up responses to answers given by asking further probing questions.

Similarly, when delivering your presentation, you may have to respond to unanticipated questions. These examples of reflection as thinking in action arise from some aspect of implementing your research approach – actually carrying out the required tasks – which have themselves originated in your own prior assessment and planning activities.

Third is reflection as 'thinking on action'; this is after the event/process has been completed. It involves looking backwards, and trying to make sense of what happened and why and is concerned with the processes of reviewing and evaluating what you did and attempting to learn the lessons from the experience...

It is important to remind you that these processes are known to us all in everyday life- they are not strange or unusual experiences. What is unusual is that you are required to think in a serious and disciplined way about these processes applied to a specific context – that of conducting your research and analysis project – which is itself somewhat different from your everyday tasks and activities.

The point is that you will have had experiences when you have 'reflected' that 'I did not plan that very well' or 'I could have answered that question better' or 'if only I had'...

iii. Let us now consider the four specific questions

1. What did you learn from the meetings with your Project mentor including the presentation that you gave to your Project Mentor?

Question 1 asks what you learned from meetings with your mentor, including the presentation you gave: it will be of great help to you to keep notes of the meetings held with your mentor, and note any specific learning points.

This can be used as evidence to demonstrate the learning acquired – one would expect to see some development in some of the skills areas over the course of the three meetings, noting improvement over the period.

Students failed on this because that did not link the presentation clearly to their Research Project findings. Students also fail because they do not reflect adequately on what went well or not so well, and are unable to illustrate what was learnt from their experiences

2. How well do you think you have answered your research question?

Question 2 relates to how well you think you answered your research questions.

Some students misinterpret this, and relate the 'questions' either to those raised in discussions with the mentor, or those in their questionnaires/interviews with their respondents. This is wrong: the research questions are those related to the research report objectives and questions.

In essence, it means to what extent you have met the objectives of your research report, and answered the questions your report was designed to answer. You therefore need to look again carefully at your conclusions and recommendations and judge how well you think you have answered the research questions/met the research report objectives, and say why this is the case. This is reflecting on the completed report and how well it has served its intended purpose.

3. How have you demonstrated you interpersonal and communication skills during the project work?

Question 3 requires you to provide evidence of demonstrating your interpersonal and communication skills during your project work.

Evidence can be drawn from a range of situations: from all interactions with your mentor, with people from the organisation studied/respondents to interviews/questionnaires, from the audience present at your presentation.

You will note that much of the material contained in the earlier key skills statement can be relevant to all of the questions, but it must be tailored to answer the specific purposes of the question set. For example, rather than outlining a theoretical model of the communication process, or the various types of questions and their uses, you must show how you have applied such knowledge to demonstrate the specific skill.

Exactly the same is true in relation to what you have learned - rather than outlining a general statement about planning and its uses, you must be able to apply such knowledge and understanding to a specific context and show how it has provide evidence of your learning and development.

4. How has undertaking the RAP helped in your accountancy students and/or current employment?

Finally, Question 4 relates to how undertaking the RAP has helped you in your accountancy studies, and/or current job. This question is generally quite well answered, perhaps because it seems to be easier for students to cite specific examples about what they have gained in terms of knowledge and understanding. They find it easier to relate this to either current work roles or perhaps even future work roles-for example, to future roles more managerial in nature.

Generally, a good SLS answers the questions and provides evidence of considerable thought and deliberation given to what has been done, what has been achieved, and a higher level of understanding of the experiences involved in the process of completing the RAP.

iv. Learning diary

One final tip: it can be very helpful to students to keep a 'learning diary' when embarking on the RAP; taking note of key experiences, recording your thoughts/feelings, what was good/bad and why, what you might do differently and how this might benefit you both in terms of your accountancy studies or current/future employment roles.

In this way, you will be building up your SLS as you work on your research report, and important points and issues will be noted at the time. You will then be in a good position to finalise the SLS after your last mentor meeting, when the presentation has been completed, and you are also making adjustments to your draft research report prior to submission. This will strengthen your SLS, making it an integral part of the RAP experience, rather than an element 'bolted on' after the report is completed.

The approach outlined should help you to submit a SLS which satisfies the assessment criteria, and thus enable you to pass the Research and Analysis Project - you cannot obtain the degree without passing both the research report and the SLS.

Much more significantly, adopting a reflective approach to your professional practice will benefit you throughout your future professional career, and equip you with important skills which enable you to manage your continued professional development.

APPENDIX 1 - RESUBMISSION STATEMENT

Research and Analysis Project Resubmission Statement

You **must** upload either this form or a similar Word document with your resubmitted project. If you have changed your topic/organisation then you will still need to upload this form stating that you have changed your topic/organisation. **Please upload as a separate document.**

You do not need to sign this form.

I can confirm that my project has been carried out in accordance with the 2019-20 *Information Pack* and the Resubmission Guide. Yes

ACCA number:	Topic Number:	Organisation:
Previous period submitted:		
Please explain in 500 words how you have addressed the feedback on your mark sheet and responded to the markers'/ moderators' comments:		

APPENDIX 2 – RESUBMISSION CHECKLIST

This is for your information only – you do not have to submit this form

Have you completed the ACCA Professional Ethics Module or Ethics and Professional Skills module (accessed via myACCA) by the date given in the period submission information of this guide? This is a compulsory module for EVERY student submitting a project to Oxford Brookes.

All marking is now anonymous so please ensure you have you NOT included any mention of your name in any of the project documentation submitted

Have you included a Reference List and cited it within the project correctly? (See <http://www.brookes.ac.uk/library/resources/harvard.doc> for details)

You MUST attach a spreadsheet in Excel format (.xlsx or .xls) which demonstrates use of appropriate formulae.

If you used a questionnaire as a means of gathering data, have you included your results as well as a sample questionnaire in an Appendix?

Have you included the relevant pages of the company's Financial Statements (if necessary)? (Please do not submit the entire document, copies of the relevant sections are adequate)

Have you used the three most up-to-date financial statements for review if you have based your RAP on topic 8 or 15 and this is your first submission or you are resubmitting on a different topic or organisation?

If you have focused on topic 8, have you used a comparator for the ratios of another company or industrial averages in your work?

If you have chosen either topic 8 or topic 15 and are submitting a new project have you selected an organisation from one of the three specified industry sectors for the current submission periods?

Have you answered the 4 specific questions required in the Skills and Learning Statement (SLS)? (You may use the questions as headings to structure the SLS)

Have you included copies of your PowerPoint presentation slides for your SLS and have you followed the guidelines on the number and the content of slides?

Have you included a title page with your ACCA number written on it as well as the declared word count?

Is your Research Report more than 7,000 words and your SLS more than 1800 words? Any submission under this word count is unlikely to pass.

Is your Research Report 7500 words or less and your SLS 2000 words or less?

Before logging on to submit, please ensure you have card details ready to pay the relevant submission fee

If you are resubmitting, have you included 'Resubmission Statement' of up to 500 words?

Please note that each session we will submit all student projects to be passed through TURNITIN to ensure good academic practice.

For a small fee you can submit your project to "WriteCheck"™, to review its quality:
http://en.writecheck.com/home1?utm_expnid=12416605-3.kTmNhZQuT-uLme0Hy4v3Aw.1

Are you an active member of ACCA? If your account has been suspended you will need to resolve this before submitting a project to Oxford Brookes University.

Please **check that your name appears correctly on your ACCA records**, and on our submission site, as this will be the name that will appear on your certificate should you be successful.

Please note that you must inform Oxford Brookes University of any changes in name and address that take place after submission of your project, and before the results date. The University does not receive this information automatically from ACCA and therefore it is a student's responsibility to keep Oxford Brookes informed of their personal details. This can be done by emailing acca@brookes.ac.uk

If you experience any difficulties in uploading your project, please email acca@brookes.ac.uk