Resubmitting your RAP for the BSc Applied Accounting

Think Ahead

Who are we

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Welcome

Purpose of the session…(next hour)

- Provide advice on responding to feedback and reworking your RAP
- Provide advice on re-submission process

Lots of opportunities for questions

This webinar is just for students who are resubmitting

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Feedback

Feedback is available from submission portal.

An email with instructions on how to access the feedback sent sent to the address you used when registering your submission.

Feedback on the areas where you have not reached a pass standard.

Review - if you think there has been an error on technical grounds (eg a part of the submission has been missed by the marker)

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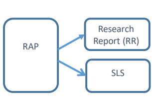
RAP – which elements were failed



If you failed the RR, and passed SLS,

Resubmit the whole RR, reworking the sections that were assessed as Fail

Grade will be capped at grade C

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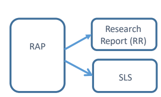
RAP – which elements were failed



If you failed the SLS, and passed RR

Resubmit SLS reworking any sections that were graded a fail

You cannot resubmit a revised RR. Grade awarded for RR will be carried forward

The SLS includes

Self reflection (2,000 word statement)

Communication skills (presentation)

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RAP – which elements were failed

If you failed both the RR and SLS

Resubmission requirements depend on whether the resubmission is based on a new topic or organisation

Grade will be capped at grade C

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Resubmitting RR and SLS

- If the RR covers the same topic and organisation (reworking your original submission). Carry forward passes in RR
- Carry forward any passes on the SLS
- If you have passed self reflection, but not presentation – just the slides
- If you have passed presentation, but not self reflection – just the 2,000 words (no need to resubmit slides)

- If you choose to submit a RR on a new topic or new organisation and you have passed both parts of the SLS, then you don't need to resubmit the SLS.
-
- If you have failed all, or any part of the SLS, resubmit both parts of the SLS.
- If an ACO has required you to change topic or organisation, then you must resubmit both RR and SLS.

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RAP – which elements were failed

If you failed the RR, and passed SLS,

Resubmit the whole RR, reworking the sections that were assessed as Fail

Grade will be capped at grade C

If you failed the SLS, and passed RR,

Resubmit the SLS, reworking the sections that were assessed as Fail

You cannot resubmit a revised RR. Grade awarded for RR will be carried forward

If you failed both the RR and SLS

Resubmission requirements depend on whether the resubmission is based on a new topic or organisation

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Number of attempts

3 attempts in total

(one first submission, up to two resubmissions)

NOT required to resubmit at the next submission period

- Consider the work needed, time you have

Anonymous marking – no names only ACCA number

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Currency of knowledge (10 year rule)

Either passing your RAP within 10 years of the earliest of: the date of your first ACCA examination pass, *or* the date of your first ACCA exemption being granted

Or passing 3 ACCA **examinations** (Applied Skills or Strategic Professional) in the 5 year period before submission of your RAP

All submissions count regardless of how you demonstrate currency of knowledge

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Resubmission statement

Up to 500 words

Explain how you have addressed the feedback

Suggested format in Information Pack

Anonymous marking – don't sign the statement (include your ACCA number)

One of the appendices

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Resubmitting Topic 8 or 15

Same topic and same organisation

- In next 4 periods → Not necessary to use latest accounts
- After 4 periods → Must use latest accounts

Different topic and/or organisation

- Must use latest accounts
- Must use latest Research Report topics

YouTube

Mentoring?

- Passed SLS
- No requirement to meet your mentor again (may be helpful if you choose to submit a different RR)

Academic Conduct referral
Following an ACO investigation you may be required to undergo mentoring again.

- Failed SLS
- You must meet a mentor at least once to consider your SLS.
- You do not need to meet your mentor 3 more times.

You can change mentor

Revising your project

- If you revise your existing RR or SLS, then the passes will carry forward.
- If you are required by an ACO, to change topic and or organisation the passes will not be carried forward. You will need to resubmit both parts of the SLS regardless of previous passes.
- If you choose to change topic and/or organisation and have passed both parts of the SLS, then you resubmit the RR.

FEEDBACK

Information gathering and referencing

Competent

- 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.
- 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 in the body of the text are included in the reference list and can be traced to source.
- For primary research, appropriate choice of sources, justifiable sample strategy with relevant permissions.

Not competent

- Very few and / or irrelevant information sources used.
- Obvious sources omitted – for example Annual Report for a Financial Analysis of a Company or substantially dependent on a single source.
- No or little evidence of appropriate referencing; no systematic approach followed.
- Limited number of references in body of text, or references in the reference list that are not included in the research report.
- Unacceptable academic conduct as material is cut and pasted, or copied verbatim, from sources.
- Unacceptable academic conduct as false references or references which do not support the findings or analysis, have been used

Revising your research report….
Check your referencing ………….

Why do we reference

- to acknowledge the words, ideas or work of others and not simply to use them as if they were your own.
- to enable other people to identify and trace your sources quickly and easily
- to support facts and claims you have made in your text
- to show that you have read widely and use a variety of sources

YouTube

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

In-text citation and 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

This is the in-text citation

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

This is in the reference list

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

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; Searson 2011). However, Taylor (2010, p. 56) noted that more than 60% 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.

Direct quote and paraphrase

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

How t… the effectiveness of the … roles within the team. It has been … democratically by the team and from within the team, there is more likelihood of a… relationship between team members (Allen & Lee 200… Taylor (2010, p. 56) noted that more than 60% of 350 workplace teams studied, operate with team leaders chosen by middle or upper management. Further, in more than … the team leaders 'did not have the confidence of the te… effectiveness and efficiency (and thus, prod… (Taylor 2010 p. 56). Therefore, leader selection needs to come from within the team.

First sentence – introduces topic

paraphrase

Direct quote

Conclusion – writer's words

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 xxxx defines is acceptable

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)

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)

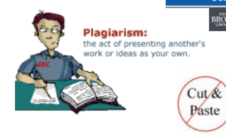
In the reference list

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.

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!!

Evaluation of information, analysis and conclusions

FAIL (from Information Pack)

- Descriptive and lacking in analysis. Inaccuracies. Little or no critical evaluation.
- A description of business activity with limited reference to or discussion of theories/ concepts or business models.
- No analysis of the context in which the information is gathered or of the organisation's operations.
- Poorly justified or no conclusions presented with little reference to evidence gathered.
- Unacceptable academic practice due to overreliance on analysis previously completed by other authors without additional research and analysis.

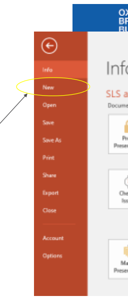
Academic integrity

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



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)

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

What do we mean by Evaluation?

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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

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

Difference between descriptive & analytical and evaluative writing

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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

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http://www.plymouth.ac.uk/uploads/production/document/path/1/1710/Critical_Thinking.pdf

Assessment criteria – self reflection

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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.

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SLS Q1 – what have you learnt

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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

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SLS – what not to do…….

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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

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SLS – communication skills Assessment criteria

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	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, possible 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. Unacceptable academic practice as the presentation is based on a template, or has been copied from another student or on-line sources.

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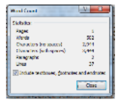
Word count

	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



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Got everything……

Resubmitting existing RR (already passed both elements of SLS)	Resubmitting SLS (already passed RR)	Resubmitting both (existing RR to be amended)	Resubmitting both RR on new topic or organisation
Resubmission statement	Resubmission statement	Resubmission statement	Resubmission statement
Research Report	SLS – self reflection (if not already passed)	Research report – address areas failed	Research Report
Excel spreadsheet	Presentation (if not previously passed)	SLS – address areas failed	SLS – both parts
Reference list	Reference list (if references included in SLS)	Reference list	Reference list
Appendices		Excel spreadsheet	Excel spreadsheet
		Appendices	Appendices

NEW RESEARCH REPORT TOPICS & SLS Qs

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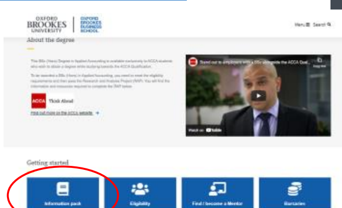
OBU Web pages
www.brookes.ac.uk/acca



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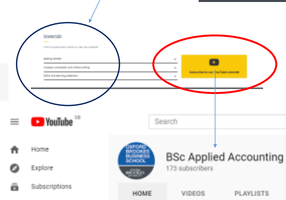
Articles & materials from Student Accountant



Register for upcoming webinars

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THANK YOU

FOR FURTHER INFORMATION CONTACT

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