

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 accountancy / 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 theories / 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 and confused understanding of application.</p> <p>Link between theory /concepts/business models and research approach not clear.</p> <p>For primary research theory chosen not appropriate for the research undertaken.</p> <p>For secondary research, the choice of comparator /benchmark is not justified, is inappropriate or is not used.</p> <p>Numerous errors in the calculations or other aspects of the application of the theory / concepts /business models.</p> <p>Unacceptable academic practice as the application of business models is cut</p>
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				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>Where relevant, well reasoned practical recommendations made.</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 gathered in the chosen context.</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>Poorly justified or no conclusions presented with little reference to evidence gathered.</p> <p>Unacceptable academic practice due to overreliance on analysis previously completed by other authors</p>

		Where relevant, some recommendations made.		without additional research and analysis.
Presentation of project findings	<p>Can engage reader in a highly professional manner and produce a relevant and coherent project report with appropriate structure.</p> <p>Good structure using appropriate headings and sub headings appropriate to subject and audience.</p> <p>Graphs/charts used very effectively to convey findings in a manner suitable for a business audience.</p>	<p>Can engage reader and produce a coherent project report.</p> <p>Good structure using headings and sub headings.</p> <p>Appropriate use of relevant graphs/charts clearly labelled.</p>	<p>Can report practical applications in a structured way.</p> <p>Structured using headings and sub headings.</p> <p>Mostly readable and informative.</p> <p>Use of graphs/charts not always entirely relevant.</p>	<p>Report is partially, or not effective, as it does not engage reader and is difficult to follow.</p> <p>Weak structure with little or no logical framework.</p> <p>Graphs/charts are unclear or inconsistent with findings.</p> <p>Unacceptable academic practice as a template for the Research Report has been used.</p>
Graduate Skills	Pass		Fail	
Communication	<p>Use of language generally appropriate, meaning is mostly clear.</p> <p>Grammar, spelling and punctuation mainly accurate.</p> <p>Style is acceptable to a business audience.</p>		<p>Use of language often inappropriate: meaning is frequently unclear.</p> <p>Grammar, spelling and punctuation contain frequent errors</p>	

	<p>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.</p> <p>Acceptable academic writing including the paraphrasing of material from relevant sources.</p> <p>Clear evidence of the use of systematic referencing. Harvard referencing is the Oxford Brookes standard, other recognised methodologies are acceptable if applied methodically.</p> <p>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.</p> <p>For primary research, appropriate choice of sources, justifiable sample strategy with relevant permissions.</p>	<p>Style is unacceptable to a business audience</p> <p>Very few and / or irrelevant information sources used.</p> <p>Obvious sources omitted – for example Annual Report for a Financial Analysis of a Company or substantially dependent on a single source.</p> <p>No or little evidence of appropriate referencing; no systematic approach followed.</p> <p>Limited number of references in body of text, or references in the reference list that are not included in the research report.</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>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>Shows clear evidence of use of other relevant software in preparing the project report.</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>
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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>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 clearly linked to project report findings.</p>	<p>A copy of the presentation to the Mentor has not been included.</p> <p>The presentation does not summarise the findings, analysis and conclusions of the research report.</p> <p>The presentation is poorly structured and / or content is not relevant to project report findings, possible due to an over emphasis on process instead of findings.</p> <p>The presentation does not consist of 10-20 slides or is not capable of being delivered in 15 minutes at an acceptable pace.</p> <p>Unacceptable academic practice as the presentation is based on a template, or has been copied from another student or on-line sources.</p>