

Examiner's Report

P41 RAP

There were 1,136 submissions in P41 and of these 739 (65%) passed. This pass rate is consistent with P40 (66%).

Oxford Brookes University takes the academic conduct of its students very seriously. 98 students were referred for academic conduct investigation. This is higher than in the previous submission period.

The assessment criterion, detailing the standard expected of a pass standard submission, are published in appendix 1 of the Information Pack. Details of performance in each of the assessment criterion are provided below (students can fail more than one criterion).

Criterion	1	2	3	4	5	6	7	8	9
% fail (P41)	11%	13%	27%	8%	3%	26%	3%	9%	12%

The number of students that passed the Research Report and then failed the SLS reduced from 5% (P40) to 4% (P41).

Looking at the Research Report, only 2% of candidates failed one criterion, 9% failed two criteria (generally 3 & 6), 7% of candidates failed 3 criteria, and 6% four criteria.

The themes that have emerged from the feedback provided by markers and moderators for individual criterion are provided below.

There is lots of guidance on how to prepare a RAP, and links to register for the webinars (available on demand) on [OBU web pages](#).

RESEARCH REPORT

Assessment criterion one

Where students fail this criteria, they do so because of an inappropriate selection of models or a limited focus on a particular technique, for example focusing on a narrow range of ratios for a topic 8 submission.

Markers are not looking for particular models for particular topics, but the model/framework must be relevant. It is good practice to justify the choice of models or frameworks and to evaluate the model framework chosen. The model/framework can be evaluated by identifying the strengths and limitations of the models/frameworks.

Students can be unsuccessful due to poor academic practice and will often use excessive cut and paste. If a student includes an explanation that has been cut and pasted from another source (even appropriately referenced), they have not demonstrated an understanding of the chosen model or framework as they have not explained the models or frameworks in their own words.

Referencing study texts is acceptable. This is a good sources for models / frameworks
<https://kfknowledgebank.kaplan.co.uk/>

Assessment criterion two

Students must then apply the selected models/frameworks to the topic and the organisation selected.

Students can fail in this area if the model is not relevant to the topic (for example, a SWOT may not be relevant when discussing motivation, nor is it necessary to include ratio analysis for all topics).

Do not use a generic pre-prepared (often internet sourced) SWOT or PESTEL for your organisation. You must create the SWOT or PESTEL yourself using a range of sources.

The use of generic SWOTs or PETLEs for the organisation can lead to a referral to an Academic Conduct Officer.

Assessment criterion three

This is one of the areas students find most difficult. Markers will fail a student on criterion three if the work is descriptive and not evaluative.

Work that is analytical and evaluative will make connections between facts and will answer the question why has this happened, or how has this happened. When answering how and why questions, you do need to provide evidence. The evidence comes from a range of sources and links to the Information Gathering criterion (criterion 6)

There is an article on evaluative writing on the [OBU web pages](#) and second webinar ([available on demand](#)) covers this area.

Assessment criterion four

The structure of your Research Report must be clear. Graphs must be consistent with the narrative interpretation otherwise the implication is that you don't understand the findings you are presenting. Your argument, the reasons for a particular conclusion must be presented logically.

Assessment criterion five (communication, assessed on a pass / fail basis)

The research report must be written in a professional manner.

Assessment criterion six (information gathering and referencing, assessed on a pass / fail basis)

This is often linked with criterion three. In order to evaluate effectively a student needs to gather relevant information. If a student relies extensively on limited sources (in particular in

topic 8 relying on the Annual Report) then they are unlikely to have the evidence to support their argument.

For topics with primary data, you should make reference to the data collected. If this is from interviews then quoting participants is acceptable. If you fail to include evidence of permission (or that anonymity has been granted by the Programme Lead) for primary research they will fail this criterion. There is an article, under webinar materials on the [OBU website](#), discussing the possible structure for the Research Report where primary data has been collected.

Students also fail this criterion because systematic referencing skills are not effectively demonstrated. There is an article on the OBU web pages to help students understand the reasons for, and how to, reference.

Assessment criterion seven (IT, assessed on a pass / fail basis)

The main reason student fail this criterion is that either they do not submit a spreadsheet, or the spreadsheet submitted does not show the use of formulae.

Do not use a prepared template for your spreadsheet, or copy another student's spreadsheet as this is cheating. You will be referred for academic conduct investigation.

SKILLS AND LEARNING STATEMENT

Assessment criterion eight (Self reflection, assessed on a pass / fail basis)

The main reason students fail this criterion is that the reflection is generic, and not personal.

The key to self-reflection is to ask yourself what and how you have learnt on your RAP journey, what skills have you developed, what advice would you give others, what would you do differently and why. This is assessed as pass / fail (either there is evidence of reflection or not) and so there are no "right" answers.

The third webinar ([available on demand](#)) covers reflective writing and the SLS.

This is an area which can result in referral to an academic conduct officer. This will happen if you copy or use other student's reflections or the exemplars as a basis of your work.

Assessment criterion nine (presentation, assessed on a pass / fail basis)

Students can fail this criterion for either providing insufficient relevant information, or by providing too many slides with far too much information on them to make them easily legible by an audience.

In the presentation, you are presenting the results of your research. You will focus on the analysis of the findings and the conclusions you have drawn. The presentation should summarise your research report, do not copy sections of the report onto the slide. paragraphs of writing in a small font, it is not an effective presentation and is not deliverable in 15 minutes.

If you produce slides with just graphs and no accompanying explanation, it is unlikely to be sufficient. Do include some text on the slide.

Slides describing types of data, and information gathering, and even a description of a SWOT or PESTLE are not relevant. Do not use a pre-prepared template, or another student's presentation as the basis of your presentation. This is not your own work.

Academic Conduct Issues

The work that you submit to Oxford Brookes University must be your own work. If you submit that is not your own it is academic misconduct (cheating). Examples of cheating include:

- Copying elements of the Research Report, excel spreadsheet or power point presentation from either another student, or work provided by a mentor, or from examples available on the internet
- Using a template for the Research report, presentation or excel spreadsheet
- Using a list of pre-prepared references
- Allowing someone else to complete, or finish your work, including adding in the references
- Asking someone (such as your mentor) to do the research for you
- Paying someone to write your RAP for you.
- Buying a pre-written RAP from an organisation (even if this is advertised as a guide and you edit it).

Oxford Brookes University takes academic integrity very seriously. If there are any doubts as to the authenticity of your work, the mark will be withheld and you will be asked to explain how you undertook the work for your RAP.

If a mentor offers to write your RAP as part of the service they offer, they are acting outside Oxford Brookes University guidance. If you submit a pre-written RAP, or allow someone to submit a pre-written RAP on your behalf, you are committing fraud. The penalty imposed, when proven, is expulsion from the University and ACCA is informed about your conduct.

Degree Classifications

The classification of your degree is based on a combination the average of your ACCA Applied Skills examinations, and the grade achieved in the RAP. This is explained in the Information Pack.

The table below details the classifications achieved by those who passed the RAP.

Degree Classification	FIRST		UPPER SECOND		LOWER SECOND		THIRD	
	P41	P40	P41	P40	P41	P40	P41	P40
Number	93	121	247	301	359	436	40	52
% of total	13%	13%	33%	33%	49%	48%	5%	6%