As I write, we have had over 20,000 exams taken under the 2015 syllabus and are about to go into the second window of case studies. As ever, I would like to thank you for the efforts you’ve made in preparing courses and supporting our students through the transition and early months of the exams.

In the early days, while the figures are statistically insignificant, it would be misleading to talk about pass rates and we will not be publishing any OT pass rates until the middle of the year. By way of illustration, we saw quite a difference between OT exam results in the second six weeks (once courses had started producing properly prepared candidates) to what we saw in the first six weeks when a lot of the candidates were re-taking having failed in November 2014.

While there are many positive comments from students on social media in relation to the exams, there are a few concerns raised (and rumours on the grapevine) where I hope, as learning partners, you will be able to share a clear message.

Case Study Examinations – Scoring

CIMA’s Director of Examinations, Steve Flatman, has written an article for this newsletter explaining why the case study results are communicated as “scaled scores”. This does not reflect a change in the level of competence we’re asking candidates to demonstrate. If we had one single exam attempted by all candidates, we’d be able to continue with the familiar percentage result but due to the test variants of each exam, this isn’t possible.

A word on competency thresholds

We heard from a few students who had been unaware that passing the case study required meeting a minimum threshold in each competency area (and overall integration). This approach is consistent with the aims stated at our syllabus launch, to produce business-ready candidates in the mould of the characters described in the syllabus document.

We cannot fulfil that if the assessment allows a result where a candidate passes with great scores on, say, Technical, Business and Leadership skills but demonstrates little or no People Skills in the exam.

Although it leads to a small number of cases where candidates fail despite having a scaled score above 80, implementing the competency threshold is the only way that we can ensure that passing candidates reflect the competency pie chart for their level.

Analysis of OT exam performance

Working with Pearson VUE gives us access to a wealth of exam performance data, including question-by-question actual performance against expected performance. CIMA’s Exams and Assessment team are analysing that closely, especially in the early stages. It is an ongoing process, across all subjects, which helps us to deliver fair and consistent exams to all students. We’ve heard concerns from a number of learning partners about P3 and F3, so we are giving those two subjects priority in the analysis process.

If the analysis reveals syllabus areas where students appear to be underprepared, we will work with you, through your CIMA Learning Business Partner, to help strengthen their preparation.*

And finally…

You may recall that we launched a revised CIMA Global Learning accreditation scheme at the beginning of 2015, and I’d like to offer my sincere congratulations to five colleges in particular who have demonstrated a strength in performance and have been awarded our “new” award of Advanced partner; ISC – Indian School of Commerce (Kochi), Robert Gordon University – Aberdeen Business School (UK); Wise Owl Training (UK), Newcastle under Lyme College (UK) and The Richard Clarke Academy – Belfast (UK).

* See the Noticeboard on p4 for a stop-press update.
From the simplest spelling test through to postgraduate qualifications, the issuing of exam results is far more complex than at first glance. Without additional contextual information, ‘raw scores’ on their own cannot help us to understand exam performance. ‘Scaled scores’ provide this context in an easy to use way, giving a highly effective approach for resolving the issues of comparability.

A ‘raw score’ is a simple measure of how many correct answers a student achieved on an exam. For a simple spelling test containing ten words, a raw score would be given in marks out of ten.

However, if different groups of children are taking spelling tests using different lists of words, the usefulness of using a raw score to compare their performance is limited. One test could be slightly more difficult than another, meaning than a score of five in one test could equal a seven in the next.

To combat this problem, results must be standardised and the raw score converted into another measure. For example, with A-Level results, raw scores are converted into letter grades. Every candidate who scores an A is considered to have achieved the same performance regardless of which exam board provided the exam.

CIMA does the same for its professional-level exams. As there are five forms of each case study in each exam window, there will be some slight variations in difficulty between exam forms. Instead of letters to describe the result, the raw score is transformed into a ‘scaled score’. The scale is from 0 to 150, with a score of 80 representing the minimum level of competence required to pass the exam. All students with the same scaled score are considered to have performed equally well in the exam.

In addition to achieving the scaled score of 80 or above, candidates must also reach a minimum threshold score for each competency (approximately one third of the total marks available for each competency) in order to pass the exam. This is so that successful candidates can demonstrate they have a good balance of ability across the competencies, and thus are business-ready.

There are a few exceptions to this. Where only a small number of marks exist for a particular competency, it would not be meaningful to specify a minimum threshold. This will be the case with Leadership skills at the Operational level, which only accounts for 6% of the total credit available, and also for Integration at the Operational level.

Students will receive a range of information in their case study exam result: a pass/fail grade, a scaled score and competency performance rating (Strong, Moderate or Fail).

Strong: The candidate performed strongly demonstrating a high level of competency, well above that of a minimally competent candidate.

Moderate: The candidate achieved a performance between the minimum threshold and just above the performance of a minimally competent candidate for the specific competency. While the candidate will have demonstrated areas of competency, some areas would benefit from further development prior to sitting future exams.

Fail: The candidate did not achieve the minimum threshold required for this competency. Candidates failing to meet the minimum threshold score for any one competency will not have successfully achieved all the criteria required to pass the overall exam. Their grade will report a fail.

Meanwhile, CIMA’s objective tests are slightly different, with many versions of each subject’s exam. This ensures a candidate re-taking an exam does not see the same questions repeated. For each exam version, a panel of experts determined the minimum level of competence required to pass the exam, thus establishing the ‘cut score’ or pass mark which may vary slightly from test to test.

The benefit of this approach was that CIMA could issue pass or fail decisions to candidates within two days after taking the exam, from the very first day under the 2015 syllabus. However, the limitation of using this methodology, known as the Angoff method, was that the expert panel could only determine the minimum level of competence but not other gradations of competence above or below that minimum. Therefore CIMA cannot currently issue a score that is meaningful to the student. Issuing a raw score will neither inform students of how their performance compared to other candidates nor how close they were to the pass mark.

CIMA will release scaled scores for the objective tests in future but can only do this after having built up the necessary statistics for fair comparison. This will be possible once a sufficient volume of test results has been reached.
In our previous issue we introduced the global team of regional Learning Business Partners and interviewed two new members of the team. In this issue we asked Celine Yi, the Learning Business Partner – North Asia, and Sonia Weston, the Learning Business Partner – Africa, to share their previous experience, and explain how they help to support tuition providers. We also asked what they think the key qualities are that help tuition providers stand out in their market.

Sonia Weston  
Learning Business Partner – Africa

I have over 15 years international lecturing experience on CIMA and other professional programs. I used to work at BPP in the UK where I was a tutor on various programs for over five years. Then, 11 years ago, I moved to South Africa where I have continued to be involved in CIMA tuition, and have been involved in establishing tuition providers which have gone on to receive Quality Partner accreditation on the CIMA Learning Scheme.

This has given me firsthand experience of the challenges faced by colleges new to the CIMA program and has given me a better understanding of the support required in order to be established as an accredited tuition provider and commence the provision of tuition.

Through my interactions with students over the years, I have come to realise the many sacrifices they make in order to pursue the qualification and therefore the importance of them having access to the quality tuition that they deserve.

Celine Yi  
Learning Business Partner – North Asia

I have eight years working experience as a Management Accounting professional trainer. During that time I specialised in different international accounting certificates and in-house training. I have got a good understanding not only of what students need, but also how to improve the course quality. I strongly believe that the strategic cooperation between CIMA and tuition providers can improve the progression of students and benefit each other.

I work with prospective, new and established tuition providers throughout the African continent. Maintaining frequent communication is very important, to ensure they are kept up to date on the latest developments relating to the CIMA qualification and in particular, issues relating to the 2015 syllabus.

For tuition providers that have been providing tuition for a number of years, they require ongoing support as they continue to improve the tuition and services they offer their CIMA students.

Establishing relationships with those new to CIMA tuition is key, as is providing advice and guidance as to how they can become part of our CIMA Learning scheme. Having previously been in their position, I am able to share my experiences and provide practical guidance to the many challenges they face.

Without a doubt, the most important quality that will make a tuition provider stand out is its pass rates. High pass rates indicate quality of tuition which indicates the commitment of tutors to helping students succeed. The reputation of a tuition provider is everything as this is what will attract new students and help students achieve their goals.

Aside from the actual tuition, the level of customer services provided is also important to students. Providing a prompt and comprehensive service can make all the difference to those commencing their CIMA journey.

In North Asia, we have a shortage of professional management accounting tutors. Therefore, I am providing tutor training including tailored Train-the-Trainer workshops, and developing the teaching resources to tutors to help them to set up CIMA courses. In my role I am also supporting the TOPCFO and Academic T4 programme, student recruitment, student progression and local events, such as the CGMA annual reward and employer events.

As far as the key qualities in tuition providers are concerned, the quality of teaching and high pass rates helps them standout. It is very important that tuition providers take the responsibility for the student learning experience and results. Students love the tutors who can lead them to success.
NEW STUDY RESOURCE

Aneeb Farrukh ACMA CGMA
Learning Support Manager

Keeping up with our mission at CIMA “Helping people and businesses to succeed” we have produced various useful resources to help our students to prepare for the 2015 syllabus and assessments. You can find these published resources along with many others within our fast growing online community “CIMA Connect”. CIMA tutors can also access all the resources that have been listed below in their Tutors MyCIMA account.

Let’s have a quick look at some of the resources

• Kick Start case study exams

Three separate guides have been produced for those of you who are teaching the case study exams at different levels. The aim of these guides is to help you identify the knowledge gaps, rules around the case study exams, understanding the task requirements and writing a good answer. As a result of the syllabus update there has been content movement between subjects and also the introduction of new syllabus areas. So any student who has sat and passed subjects under the 2010 syllabus but now needs to sit a case study exam will need to make sure they cover the new syllabus areas.

These guides can be found at
KICK START OCS
KICK START MCS
KICK START SCS

• How to use pre-seen material

The article is aimed at providing students with guidance around the pre-seen material, its purpose and usefulness in relation to the exams. It’s in a ‘Do’s and Don’ts’ format and is a ‘must-read’ for all those teaching the case study exams at any level.

• Supplementary Resources for the case study exams

The new format of the exams asked for a general guidance around the format of the tasks such as report writing, drafting a memo and email etiquette etc. Answers to these are contained in two very well written comprehensive articles:
  • Writing reports in the case study exams
  • Writing an email in the case study exams

• Time Management in OT exams

Students have always loved and cherished the exam techniques whether they are for an essay type question or an OT exam. With 90 minutes allowed to answer 60 OT questions there is a definite need for good time management technique. Best use of time in objective test exams does the job. You take this as a starting point and add to it from your experience to best tailor your advice for your students.

March 2015 case study exam resources

• March 2015 case study exams questions, answers, marking guides and Examiners’ Reports – which have replaced the Post-Exam Guides – are available in Tutors’ My CIMA under ‘2015 syllabus and assessment resources’.

• March 2015 case study press release can be found here.
How will students receive their exam results?

Students will be given a provisional pass or fail decision when leaving the test centre. Confirmed results plus performance against syllabus section will be published to MY CIMA accounts within 48 hours of sitting the exam.

Objective Tests

Why don’t students get a score as a percentage, indicating their performance?

Each exam taken is different, drawing on questions from a central question bank. This means that exams differ slightly in challenge and style of questioning, making it impossible to compare exam to exam and therefore issue a percentage score.

A raw score is produced for each exam based on the questions used; however, when we apply the principles above, this means that two students who both have a raw score of (for example) 75 may have in fact performed differently.

To determine whether a student has passed or failed, an industry standard psychometric method called Angoff has been used to identify the minimum boundary required by a student to demonstrate competence in each question and syllabus topic area.

We have applied this industry standard to guarantee quality and ensure fairness in the delivery of CIMA exams and assessment.

Will CIMA be issuing scores in the future?

CIMA absolutely understands the desire from students to receive a score. The ability to do so is dependent upon a sufficient number of exams being sat. As soon as we have sufficient numbers, work will commence to allow the issuing of scores.

What does Proficient/Not Proficient mean?

The grade Proficient means that students have scored above the boundary required to demonstrate competence against a particular syllabus topic area.

The grade Not Proficient means that students have scored below the boundary required to demonstrate competence against a particular syllabus topic area.

A student’s overall grade (pass or fail) is based on overall performance in the exam.

How do students use their exam feedback?

A student’s grade (Pass/Fail) is an aggregation of performance across all topic areas and component learning outcomes in the syllabus. Against each syllabus topic area they will also receive a grade of either Proficient or Not Proficient. This provides you with a very clear indication of the areas of the syllabus in which they have demonstrated competence and which areas they need to improve on.

If a student passed their exam but received ‘Not Proficient’ on one or more syllabus topic areas, they should revisit study resources relating to these topics when preparing to sit their Case Study exam.

Likewise, if a student failed their exam they should revisit the study resources related to the syllabus topic areas in which they received a ‘Not Proficient’ grade.

For more information on how students can use the feedback provided to guide their re-sit preparation, view this video explanation from Peter Stewart and Steve Flatman.

Will pass rates be issued?

We will releasing exam pass rate information very shortly.

P3 / F3 update

We have recently conducted a review of exam results for F3 and P3 with a view to awarding a Pass to some students who have received a Fail. Students who are taking these exams for the first time should schedule and sit their exams as normal. Students who need to schedule a re-take should check their email to find out whether they have, in fact, passed. If they still need to re-sit an exam, they should review any new sectional feedback to help their revision.
NOTICEBOARD

HOW TO UNDERSTAND CASE STUDY EXAM RESULTS

There’s been some confusion around what the case study results mean. This brief review guides on how you can use them to prepare students for a re-sit or future studies. Information on "scaled scores" is covered in a previous article in this newsletter, so is not covered again here.

First of all, let’s look at what students receive and what they need to do to achieve a pass.

How will results be presented?
Students results will be published on MY CIMA approximately five weeks after the last day of the exam window. Case Study exam results are made up of three elements:
1. An overall grade which specifies a pass or fail;
2. A scaled score between 0-150; and
3. An indication of performance against each of the competencies (strong, moderate, fail).

Competency grades
For each of the competencies and integration, students will be graded as either strong, moderate or a fail.

Strong means they performed well in integrating across subjects and competencies and have demonstrated business competence in this area.

Moderate means they have exceeded the minimum competency threshold for this area but have not demonstrated strong performance as above. They should consider reviewing their performance in these competencies before moving on to their next exam.

Fail means that they didn’t achieve the minimum competency mark of approximately 30% of the marks available for this competency.

What do students need to achieve a pass?
To achieve a pass, students need:
1. A scaled score of 80 or above, PLUS
2. Strong or moderate grades in each of the competencies and integration.

Students will fail if they:
1. Score less than 80 on the scaled scores OR
2. Fail to meet the minimum threshold in one or more competencies; the minimum threshold represents approximately one third of the total marks available for that competency.*

How can students use their Case Study performance report to support future studies?

Overall grade = Pass
If the overall grade achieved is a "pass", a student will have demonstrated their competence by performing well across all the elements in the case study and integrating across subjects and competencies. They should review the grades given for each of the competencies to see whether there are areas they could improve on in the future. For example, if they got "strong" in technical and business skills but “moderate” in people and leadership skills, they might want to look at the examiner’s suggested answers for the variant sat to see where they might have performed better. There’s a detailed description of what each of the competency grades means below.

Overall grade = Fail
If the overall grade is a “fail”, a student needs to review where they went wrong.

If they failed because they didn’t achieve 80 on the scaled score but did achieve strong or moderate grades on all the competencies and integration, they have performed well and have demonstrated their ability to apply knowledge gained in the OT exams to a business scenario. However, it’s likely that their answers lacked the depth and breadth necessary to fully answer the requirements in the context of the scenario. The best way to ensure a pass is to fully answer all parts of the requirement in as much depth as time allows, looking at issues from a business perspective to make the most of any opportunities to demonstrate your business, people and leadership skills.

To prepare for next time, students should review the suggested answers for the variant sat together with the examiner’s report and marking guide to see where marks might have been lost. We have put together a really useful pack for each of the February/March case study variants at each level. These contain the variant requirements, suggested answers, examiner’s report and marking guide. You can find them in Tutors’ My CIMA account.

If a student failed because they failed on one or more of the competencies and integration but scored above 80 on the scaled scores, they have performed well but not well enough to assure the examiner they are fully competent across all areas. They need to review which competencies were failed, using the suggested answers for the variant sat together with the examiner’s report and marking guide to see how they might have demonstrated their skills more fully.

If a student failed because they scored less than 80 on the scaled scores and failed on one or more of the competencies, they need to spend more time on their preparation for their next attempt. There are lots of study resources on CIMAconnect to help them, including a series of blogs to take them through from the pre-seen to writing their answer in the exam and demonstrating integration.

* For Operational level only, there is no minimum threshold for Leadership and Integration
Exam related issues – how to advise students to log issues with Pearson VUE

1. Students who feel that they are experiencing any type of disruption during an exam should in the first instance get the attention of the exam supervisor by raising their hand so that the supervisor can approach them.

2. The supervisor will then make a note of the concern, address it if possible and then an incident will be raised to reflect it.

3. After the exam the student can then send their concern/complaint directly to Pearson VUE – cimacustomerservice@pearson.com. They must ensure that they provide a full account of the disturbance and as much information as possible i.e. Contact ID, name etc. They should also mention the fact that they raised their concern at the time with the supervisor.

4. Once the email has been received the student will then receive an incident number and if they wish to they can then contact CIMA on exams.consideration@cimaglobal.com five days after the incident has been logged and quote their incident number to ask for an update.

The Pearson VUE team will not be able to send feedback to anyone other than the student when a concern/complaint has been made directly to them, therefore it is essential that the above process is followed. It will ensure that there is no delay with Pearson VUE looking into the situation and finding a solution in a timely manner.

Increase in prize winner awards

CIMA have increased the number of prize winner award opportunities from two to four times a year. This increases the annual number of students receiving a financial prize for their achievements from 30 to 60.

CIMA awards five prize winners and five commendations for each case study sitting. The five highest achieving students in Operational, Management and Strategic level case study exams are awarded with cash prizes. Gateway and Management case study exams have one prize for both exams. Prize includes a payment, certificate, book voucher and letter of confirmation.

By awarding prizes to case study students the rewards are linked to achievement of competence and completion of a level that indicates students’ ability to perform a role. No prizes are available for OT exams.

CIMA Lecturers’ Conference 2015

The conference will include:

• The revised CIMA Certificate in Business Accounting
• Review of the 2015 Professional Qualification
• Workshops on each level of the Professional Qualification

An invitation and further information, including the agenda, will be available in due course. In the meantime, please save the date in your calendar.

To obtain the CIMA delegate rate for accommodation at the Montcalm Hotel and its sister hotel the Marble Arch Montcalm, please quote CIMA081015. Please note there is limited availability, so we would advise booking as soon as you are able.
## NOTICEBOARD

### DATES FOR YOUR CALENDAR

#### May 2015

<table>
<thead>
<tr>
<th></th>
<th>Operational</th>
<th>Management/Gateway</th>
<th>Strategic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td>Thursday 18 June</td>
<td>Thursday 25 June</td>
<td>Thursday 2 July</td>
</tr>
</tbody>
</table>

#### August 2015

<table>
<thead>
<tr>
<th></th>
<th>Operational</th>
<th>Management/Gateway</th>
<th>Strategic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam entry opening</td>
<td>Tuesday 10 February</td>
<td>Tuesday 17 February</td>
<td>Tuesday 24 February</td>
</tr>
<tr>
<td>Exam entry closing</td>
<td>5pm (UK time) Monday 27 July</td>
<td>5pm (UK time) Tuesday 4 August</td>
<td>5pm (UK time) Monday 10 August</td>
</tr>
<tr>
<td>Pre seen material available: for students</td>
<td>Monday 22 June</td>
<td>Monday 29 June</td>
<td>Monday 6 July</td>
</tr>
<tr>
<td>Exam dates</td>
<td>Tuesday 11 August to Saturday 15 August</td>
<td>Tuesday 18 August to Saturday 22 August</td>
<td>Tuesday 25 August to Saturday 29 August</td>
</tr>
<tr>
<td>Results</td>
<td>Thursday 17 September</td>
<td>Thursday 24 September</td>
<td>Thursday 1 October</td>
</tr>
</tbody>
</table>

#### November 2015

<table>
<thead>
<tr>
<th></th>
<th>Operational</th>
<th>Management/Gateway</th>
<th>Strategic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam entry opening</td>
<td>Tuesday 28 April</td>
<td>Wednesday 6 May</td>
<td>Tuesday 12 May</td>
</tr>
<tr>
<td>Exam entry closing</td>
<td>5pm (UK time) Monday 26 October</td>
<td>5pm (UK time) Tuesday 3 November</td>
<td>5pm (UK time) Monday 9 November</td>
</tr>
<tr>
<td>Pre seen material available: for students</td>
<td>Monday 21 September</td>
<td>Monday 28 September</td>
<td>Monday 5 October</td>
</tr>
<tr>
<td>Exam dates</td>
<td>Tuesday 10 November to Saturday 14 November</td>
<td>Tuesday 17 November to Saturday 21 November</td>
<td>Tuesday 24 November to Saturday 28 November</td>
</tr>
<tr>
<td>Results</td>
<td>Thursday 17 December</td>
<td>Monday 4 January 2016</td>
<td>Monday 4 January 2016</td>
</tr>
</tbody>
</table>
CIMA NEWS

CIMA – LEADING THE WAY IN THOUGHT LEADERSHIP

As the global leader in management accounting, CIMA is committed to producing relevant, rigorous and applied research.

Recent thought leadership reports produced by our research and development team cover a vast range of topics of relevance to management accountants and the wider business community. Here are some of the most recent, which you can think about incorporating into your teaching or signpost as extra-curricular reading for your students.

How to meet the challenge of the open workforce

Organisations are increasingly finding themselves managing an open workforce, one in which talent and resources are spread across a complex mix of in-house teams, freelancers, contractors and external business partners. For more than a quarter of organisations, external talent now makes up over 50% of the workforce. And this shift is set to accelerate over the next five years.

This more flexible approach enables companies to be more agile, react more quickly and drive competitive advantage. But it also creates new challenges in every area of business.

For the seven steps you can take to better manage an open workforce download the CGMA New Ways of Working report.

The skills you need to make the most of Big Data

Leading organisations have harnessed Big Data to improve performance and boost competitiveness, but nearly 9 in 10 are struggling to get valuable insights from data, according to a CGMA survey.

Organisations need to have the right data, the ability to analyse it, a culture where the use of data is expected and the skills to ensure that insights are applied to create value.

A new CGMA briefing lays out the competencies organisations need, and the practical steps finance professionals must take to capitalise on the opportunities offered by developments in data analytics.

How management accountants drive sustainable corporate strategies

Sustainability issues affect all organisations regardless of size, presenting significant new risks as well as potential opportunities. The challenge for organisations is how to adapt their strategies, business models and practices to respond to social and environmental challenges while creating financial success and value for shareholders.

The CGMA report, ‘Redressing the balance’ outlines four key ways that CGMAs can use their unique skillset and oversight across the business to influence sustainable decisions.

Where can I find CIMA thought leadership reports?

To see more thought leadership reports visit:
- The Resources section of cgma.org
- The Thought Leadership Reports section of www.cimaglobal.com
- The Academic Research Reports section of www.cimaglobal.com
CIMA NEWS

MAKING ETHICS TRAINING ENTERTAINING

Ethics is seen by some as a dry topic to teach, but there are plenty of ways of making your ethics training engaging. Needless to say ethical dilemmas stir emotions. The Occupy Movement is one of the more extreme examples of where unethical business practices has driven thousands of people out on the streets to protest. So instead of only prompting students to the right section in their learning materials, why not have them explore some real life ethical dilemma case studies?

In early 2015 Professor Paul Fiorelli of Xavier University in Ohio presented about engaging ethics training at the Institute of Business Ethics in London.

The event started off with a ‘Business Ethics Jeopardy’, which included questions around business ethics scandals and corruption. Fiorelli then shared his thinking around replacing the university’s traditional ethics exam with a group presentation of an ethical case study.

SOCIAL UPDATE

Two very successful Exam Techniques (ETS) and Train-the-Trainer (TtT) sessions were held in Sri Lanka on the 1st of April. CIMA’s Study Support & Learning Manager, Christian Gagiano conducted two sessions with 110 students attending the ETS session and 15 tutors attending the TtT session. A leading Educational TV channel in Sri Lanka “Learn TV” streamed the sessions live across the MESANA region.

The ETS session covered providing a detailed understanding on the 2015 syllabus and assessment technique changes. The benefits and use of CIMAConnect was introduced to students with a live demonstration of the webpages.

Tutors from all main Tuition Providers in Sri Lanka attended the TtT session. The main emphasis of the session was on case study exams. The session was fully interactive and fruitful. The feedback on the session was very positive and ideas were collected on the topics that the tutors would like to cover in future sessions.

Celine Ji, Regional Learning Business Partner for North Asia organized a five-day tutor training workshop for the university lecturers who teach CIMA in China. The first two days focused on the Operational Level case study exam. The rest of the workshop was designed by way of ‘shadow teaching’ to cover OT exams for Operational Level subjects. It was held in the Xiamen National Accounting Institute and attended by 26 university lecturers who rated it as an excellent event.

In the end of term, each group now has to create and present an ethical dilemma, including explaining the ethical aspects of the case, and a suggested course of action. The case study is then the basis of a wider discussion in the class.

Having your students explore a real life dilemma and consider the potential consequences and outcomes is a great way to make them engaged. Allowing students to make up their own case to present will make it even more interesting, however if you are short of time CIMA offers a wide range of case studies to download here.
CIMA HAS MOVED!
CIMA is excited to announce that it has moved its corporate centre to the City of London.

This is part of a customer driven strategy to help us improve our service and also reflects our growth as the leading professional body for management accountants as well as placing us in a key hub for world finance and business.

You can now find us at:
The Helicon
One South Place
London
EC2M 2RB

Our main switchboard telephone number +44(0)20 7663 5441 and our Contact Centre (020 8849 2251) telephone number are unchanged. Individual Direct Dial numbers have changed, with the 020 8849 prefix replaced by 0203 814. Extension numbers stay the same, eg 020 8849 1001 will now be 020 3814 1000.