



# Management level examination blueprint

Incorporating Management Case Study  
Examination, E2, P2 and F2 Objective Tests

Objective tests from November 2019 to January 2021

Case study examinations in February, May, August,  
November 2020 and February 2021

Publication date: 31 January 2019

# Introduction

## Blueprints for the future

In a rapidly digitising ecosystem the competencies expected from finance professionals are radically different. CIMA has been at the forefront of equipping finance professionals with the aptitude and the attitude that drive businesses forward. And with the 2019 CIMA Professional Qualification, we seek to give learners the skill set and the mindset to be resilient and ready for the future.

Passing each of the three levels of the CIMA Professional Qualification is the litmus test against which employers evaluate a candidate's capabilities to drive organisational success.

For the first time, CIMA is releasing blueprints for its Professional Qualification Examination. The blueprints will demystify the examination — giving greater clarity on examinable topics; assessment approach, design and weightings; and learner expectations. The blueprints won't just aid learners taking the examination, but will also orientate learning partners and employers about the judging parameters and the capabilities of finance professionals for tomorrow.

## The purpose — setting expectations

The examination blueprints give learners the clearest expression of what is expected of them in the CIMA Professional Qualification Examinations. It tells learners what to prepare for and how to prepare for the Case Study Examinations and the Objective Tests. Working in tandem with the syllabus document, it aids the learner in anticipating the type of questions to expect in the examination.

Along with explaining the Examinations' key features, it lists the competencies, skills and knowledge necessary to pass the Case Study Examination and Objective Tests; appraises educators about the knowledge and skills needed to pass the examination; aligns employers with the capabilities of the candidates; and, above all helps us keep the examinations current, relevant and up to date with the latest standards.

As our most comprehensive statement to date on CIMA Professional Qualification Examinations, one of the core purposes of the blueprints is to assist learners in getting into the mindset the examination demands.

## Improving employability — now and in the future

The purpose behind the updated 2019 CIMA Professional Qualification is to ensure the relevance of the finance professional. In a business environment where digitisation is reshaping and reimagining more and more roles, we are looking to build capabilities, enhance competencies, drive the employability and add to the confidence of a CIMA qualified finance professional.

For learners at the Management level, the blueprint will introduce them to the skills they will need to translate long-term decisions into medium-term plans. In the same way that a finance professional working at this level, learners will be shown how to use technology and data to manage organisational and individual performance, allocate resources and prepare financial statements to show performance, among other responsibilities.

The 'I Can' statements, which reflect the competencies of a learner at the end of a Case Study Examination and the representative task statements that emerge from the successful completion of Objective Tests, correspond directly with what employers are looking for and businesses need to transform and thrive.

## Arriving at the blueprint

As automation and digital platforms take over and reshape some of the core finance functions, we wanted to understand the future of the profession. We set out on a year-long research – consulting with finance professionals across the world to learn what the future of finance looks like and, more importantly, what businesses need to thrive.

In a digitally disrupted business environment, it's even more important that finance professionals shift their focus from foundational and intermediate proficiency level, to applying a higher-level expertise. The 2019 CIMA Professional Qualification is a result of these research findings and has been designed to drive employability and continued growth.

The CIMA Professional Qualification is made up of three levels – Operational, Management and Strategic. Each level imparts the knowledge and business acumen that's expected from a finance professional working at an entry level, managerial level or at a senior leadership level.

At the end of each level, learners have to take a Case Study Examination – a business simulation of real-life job tasks that someone at that level is expected to perform. In addition, the purpose of the Case Study Examination is to assess the candidate's proficiency in those specific skills that are less likely to be automated. The Case Study Examination blueprints articulate the business simulation through the core activities and assessment outcomes. The Objective Test blueprints state the job tasks through the representative task statements. As a result, learners are clear about the basis for each type of assessment.

## Getting the skill sets and the mindset that matter

The fundamentals and the skills acquired through each subject will be tested in the Objective Tests. Questions can be asked across the whole breadth of the Syllabus and the tests are weighted based on remembering, understanding and application with some analysis and evaluation in highly structured scenarios. Learners must pass the Objective Tests to move on to the Case Study Examination.

While the Objective Tests check that learners have the best knowledge and skill set to tackle a situation, what's equally important is having the right attitude and mindset to affect and influence decisions, actions and behaviours. The Case Study Examination gives learners ample opportunities to demonstrate these traits and an awareness and understanding of their simulated organisation and the ecosystem in which it operates. To be successful in the examination – and by extension in the real world of work – a learner is also required to demonstrate qualities and competencies such as leadership, professional judgement and ethical awareness.

## The Case Study Examination – demonstrating the aptitude and the attitude

The Case Study Examination tests the knowledge, skills and techniques from the three pillars within one simulated scenario and is taken at the end of each level of the CIMA Professional Qualification. Candidates are given a fictional Case Study before the examination and are expected to give solutions to the situations and challenges presented within the examination – based on the knowledge and skills acquired from the three subjects. The Case Study mimics their role in a real-work scenario, at each level of the qualification.

The Management level Case Study Examination simulates the role of a finance manager. Learners who complete this level are awarded the Advanced Diploma in Management Accounting.

## Driving employability through simulation

Case Study materials are provided well in advance of the actual examination so that learners can immerse themselves into its context. The pre-seen materials provide an opportunity for learners to consider their previous studies in the context of the workplace and explore the links between the individual subjects as part of their research and preparation for the Case Study Examination. The Case Study Examination presents challenges and situations that a finance professional will encounter and employers have identified as critical at that level.

The Management level Case Study Examination assesses the learner on five core activities that are the most frequent, important and critical to the work of the finance manager. These include evaluating opportunities to add value, implementing senior management decisions, managing performance and costs to aid value creation, measuring performance and managing internal and external stakeholders. Successfully completing these activities is directly reflected in the 'I Can' statements that showcase the competencies acquired by a successful learner.

The CIMA Professional Qualification Examination Blueprints are pointers to the direction the future of finance will take. With the needs of the employer and of a digitising business landscape at its core, the 2019 CIMA Professional Qualification seeks to build capabilities, future-proof skills, improve employability and create finance professionals who will be navigators of disruption. It is yet another step from CIMA to help and partner you in leading the transformation – go beyond limits, beyond insights and beyond expectations.

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# Outline

This is the examination blueprint for the Management level of the CIMA Professional Qualification. It will set out in detail what is examinable in the Case Study Examination and the Objective Tests for the period stated on the cover of this document. It also provides information about the format, structure and weightings of the assessments. It complements the syllabus document and provides details specifically related to the different type of assessments and is our most comprehensive statement to date on CIMA's examinations.

The purpose of the examination blueprint is to:

- ▶ Explain the key features of the examination.
- ▶ Describe how the examination was developed in consultation with employers.
- ▶ Document the competencies, skills and knowledge necessary to pass the Case Study Examination.
- ▶ Assist learners in preparing for the examination.
- ▶ Apprise educators about the knowledge and skills learners will need to pass the examination.
- ▶ Apprise employers of what passing learners can do.
- ▶ Guide the development of examination tasks and questions.

This blueprint sets out the examinable content and assessment structure for the Management level Case Study Examination and Objective Tests for:

- ▶ E2: Managing Performance
- ▶ P2: Advanced Management Accounting
- ▶ F2: Advanced Financial Accounting

You can find the blueprints for the Operational and Management level at [cimaglobal.com/examblueprints](http://cimaglobal.com/examblueprints).

For more information on the operational and administrative aspects of the examination please refer to [cimaglobal.com](http://cimaglobal.com).

# Effective dates and examinable standards

The blueprint is based on the 2019 CIMA Professional Qualification Syllabus and will be examined for the first time in November 2019 with the Objective Tests and in February 2020 with the Case Study Examinations.

## Examination period covered

Objective tests from November 2019 to January 2021

Case study examinations in February, May, August, November 2020 and February 2021

This is the first release of the examination blueprint for the 2019 Professional Qualification Syllabus. Any updates to the blueprint document in future publications will be detailed here.

Version number	Date first published	Summary of changes
1	31 January 2019	N/A
2	30 August 2019	Page 28 – E2 deleted duplicate section 3. How to manage relationships. Page 44 – F2 corrected section 1.c to 'The International integrated reporting framework'. Page 47 – P2 delete bullet point 'Learning Curve'. Other minor weblink updates.

## International Accounting Standards and Exposure Drafts

The examination will be set in accordance with relevant International Accounting Standards and International Financial Reporting Standards. This also applies to the material relating to Financial Reporting Exposure Drafts.

As a general rule, CIMA will examine such standards from the effective date. Details of specific standards that are examinable for the period covered by this blueprint document will be clearly stated in the Objective Tests blueprints below.

For Case Study Examinations, where individual standards will not normally be directly assessed and where marking can accommodate a variety of approaches, learners may refer to new standards before the effective date where early adoption is permitted.

# Developing the exam blueprints

With new technology and digital platforms playing a greater role in the way businesses and their finance function operate, we wanted to identify the future direction of the finance function. The year-long research spanning 150 countries featuring over 5,500 finance professionals in 200 organisations opened up insights into the future of finance and more crucially an understanding of the future needs of businesses and employers globally. The 2019 CIMA Professional Qualification is rooted in this research and its findings. The updated syllabus sets out the body of knowledge, skills and techniques that employers and organisations value and need.

By collaborating with learning partners, test design experts and psychometricians, we translated the syllabus content into core activities, assessment outcomes and representative task statements. Based on this, we produced the draft blueprints that provides a clearer direction on the approach to be taken in examinations.

We discussed the draft with learning providers and key stakeholders and as a final step surveyed CIMA members worldwide to validate the draft and to inform the final decisions about the blueprints and examination design such as weightings.

These extensive discussions and multiple layers of consultations ensured that what is included and emphasised are indeed the knowledge, skills and techniques that are most in-demand with employers. At the heart of it, both the syllabus and the blueprints work together to drive employability and organisational performance.

The blueprints will be reviewed and updated on an annual basis to ensure CIMA's Examinations remain focussed on the skills that organisations most value in their finance professionals.

You can get the PDF with the full details of the research, here: [\*Accounting in extraordinary times: the future of finance\*](#)



# Management level examination — an overview

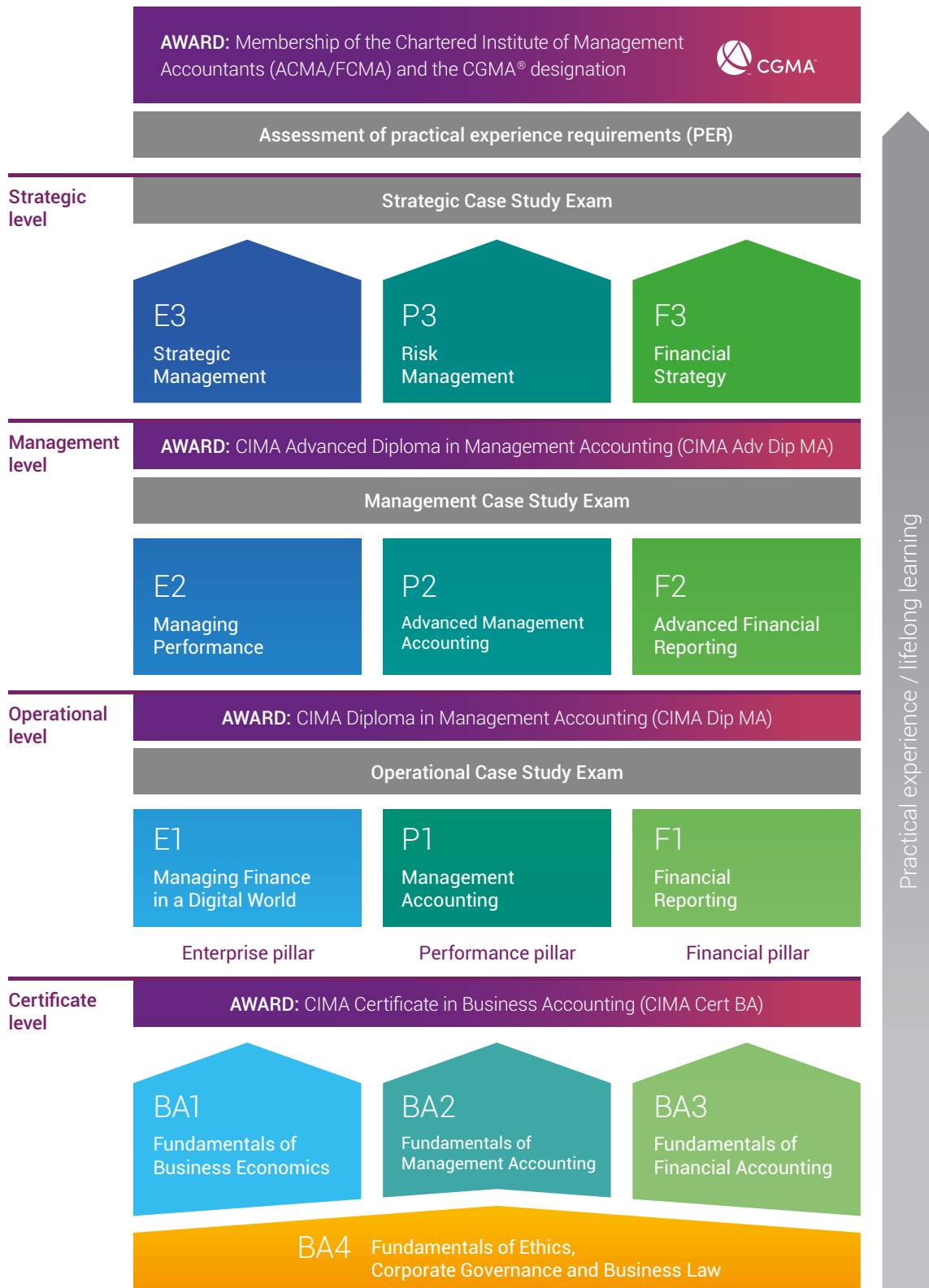
## The CIMA Professional Qualification

Our overriding objective in designing the CIMA Professional Qualification is to enhance the employability of learners and members by creating a learning system that enables them to acquire skills, competencies and the mindset that are in high demand with employers. This is more important than ever, keeping in mind the increasing pace of change and traditional roles being redefined by technology and digital advances.

The CIMA Professional Qualification is divided into three levels — Operational, Management and Strategic. Each of these levels consists of three pillars of domain knowledge — Enterprise, Performance and Financial. Passing each level of the qualification confirms a candidate's capabilities to perform the tasks at that level in the workplace to the highest standards. When combined with the required practical experience, the

CIMA Professional Qualification ensures that members are ready to support and lead their organisations, through the challenging environment of continuous change. The syllabus, assessments and practical experience requirements ensure members are not only competent in the essential accounting, finance and business-related skills, but also in the skills required to lead the finance function in a digital age.

The Management level focuses on the role of the finance manager and focuses on translating long-term decisions into medium-term plans. Candidates will be able to use data and relevant technology to manage organisational and individual performance, allocate resources to implement decisions; monitor and report implementation of decisions; as well as prepare and interpret financial statements to show performance.



## CIMA's approach to assessment

Each level of the CIMA Professional Qualification culminates in a Case Study Examination, which integrates the knowledge, skills and techniques from across the three pillars into one synoptic capstone examination. The Case Study Examination is a role simulation. It requires candidates to perform authentic work-based activities presented during the course of the examination, drawing together learning from each of the three subjects to provide solutions to the issues and challenges asked. Case Study material is provided in advance, so that learners can immerse themselves in the fictional organisation and industry for the simulation and can analyse the organisation's current position prior to the examination.

The Case Study Examination, at each level, simulates the job role linked to the level and focusses on the core activities which employers expect competent individuals in those roles to perform.

Objective Tests for each of the individual subjects ensure the acquisition of the breadth of knowledge, skills and techniques which provide the foundation for approaching the Case Study Examination.

## Management Case Study Examination

At the Management level, the role simulated is that of a finance manager. The capstone Case Study Examination provides a simulated context allowing candidates to demonstrate that they have acquired the required knowledge, skills, techniques and the mindset required for that role.

The Advanced Diploma in Management Accounting is awarded at the completion of the Management Case Study Examination.

## Management level Objective Tests

Three Objective Tests underpin the Management Case Study Examination, one for each of the professional qualification subjects. The Case Study Examination can only be attempted after all Objective Tests for the level have been completed successfully or exemptions have been given.

Within each level, learners are free to study and take Objective Tests in any order they wish. CIMA's suggested order of study is to begin with the Enterprise pillar subject, then move to the Performance pillar subject and then to the Financial pillar subject. The qualification has been designed so that, at each level, the Enterprise pillar gives the broad context in which the Performance and Finance pillars operate. The Performance pillar provides the context of what Management Accountants do within an organisation and the Finance pillar considers the reporting and the implications of this activity. It is for these reasons that this order is suggested.

For example, CIMA would recommend students studying the Management Level to start with E2, then move to P2 and then to F2 before sitting the Management Case Study examination.

# Assessing skills

CIMA has adopted a skill framework for the assessments based on the revised Bloom's Taxonomy of Education Objectives. Bloom's Taxonomy classifies a continuum of skills that learners are expected to know and demonstrate.

Footnote:

Bloom's taxonomy

Revised taxonomy see Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete Edition)*. New York: Longman. For original taxonomy see Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain*. New York: David McKay.

## Skill levels and verbs

The following table details the verbs included in the blueprints for both Objective Tests and Case Study

Examinations and maps these to the four skill levels that will be used for the purposes of assessment:

Skill level		Verbs used	Definition
<b>Level 5</b>	<b>Evaluation</b> The examination or assessment of problems and use of judgement to draw conclusions	Advise Assess Evaluate Recommend Review Select	Counsel, inform or notify Evaluate or estimate the nature, ability or quality of Appraise or assess the value of Propose a course of action Assess and evaluate in order, to change if necessary Choose an option or course of action after consideration of the alternatives
<b>Level 4</b>	<b>Analysis</b> The examination and study of the interrelationships of separate areas in order to identify causes and find evidence to support inferences	Align Analyse Communicate Compare and contrast Develop Discuss Examine Monitor Prioritise Produce	Arrange in an orderly way Examine in detail the structure of Share or exchange information Show the similarities and/or differences between  Grow and expand a concept Examine in detail by argument Inspect thoroughly Observe and check the progress of Place in order of priority or sequence for action Create or bring into existence
<b>Level 3</b>	<b>Application</b> The use or demonstration of knowledge, concepts or techniques	Apply Calculate Conduct Demonstrate Determine Perform Prepare Reconcile Record  Use	Put to practical use Ascertain or reckon mathematically Organise and carry out Prove with certainty or exhibit by practical means Ascertain or establish exactly by research or calculation Carry out, accomplish, or fulfil Make or get ready for use Make or prove consistent/compatible Keep a permanent account of facts, events or transactions Apply a technique or concept
<b>Level 1/2</b>	<b>Remembering and understanding</b> The perception and comprehension of the significance of an area using knowledge gained	Define Describe Distinguish Explain  Identify Illustrate List Recognise State Outline Understand	Give the exact meaning of Communicate the key features of Highlight the differences between Make clear or intelligible/state the meaning or purpose of Recognise, establish or select after consideration Use an example to describe or explain something Make a list of Identify/recall Express, fully or clearly, the details/facts of Give a summary of Comprehend ideas, concepts and techniques



# Simulating the role of a finance manager – the Management Case Study Examination

## Examination purpose

The CIMA Case Study Examinations are capstone examinations designed to demonstrate mastery of previously acquired knowledge, skills and techniques and the drawing together of these to provide solutions to unstructured problems. By their position and design they are synoptic.

Each synoptic assessment combines the content covered in the three pillar subjects at the level into a single assessment. Its aim is the “undoing” of the pillar and subject divisions of the syllabus and the application of knowledge, skills and techniques together with the mindset of a CIMA finance professional. It challenges learners to provide solutions to the type of problems that they would encounter in the workplace for the job role matched to the level of the professional qualification.

The examination uses a simulated Case Study to provide a rich, immersive scenario to prepare and to provide a context for the tasks in the examination.

The scenarios are developed around today’s modern business environment and the challenges that candidates will face – allowing them to demonstrate the core activities that have been identified by employers as critical.

Examination tasks will be practical and applied, not theoretical or academic. To be successful, candidates will have to perform the core activities in the same way and to the same standards that would be valid and valued in the workplace.

## The simulation

The simulation is made up of three broad parts:

- ▶ The role of finance
- ▶ The role simulated
- ▶ The job tasks simulated

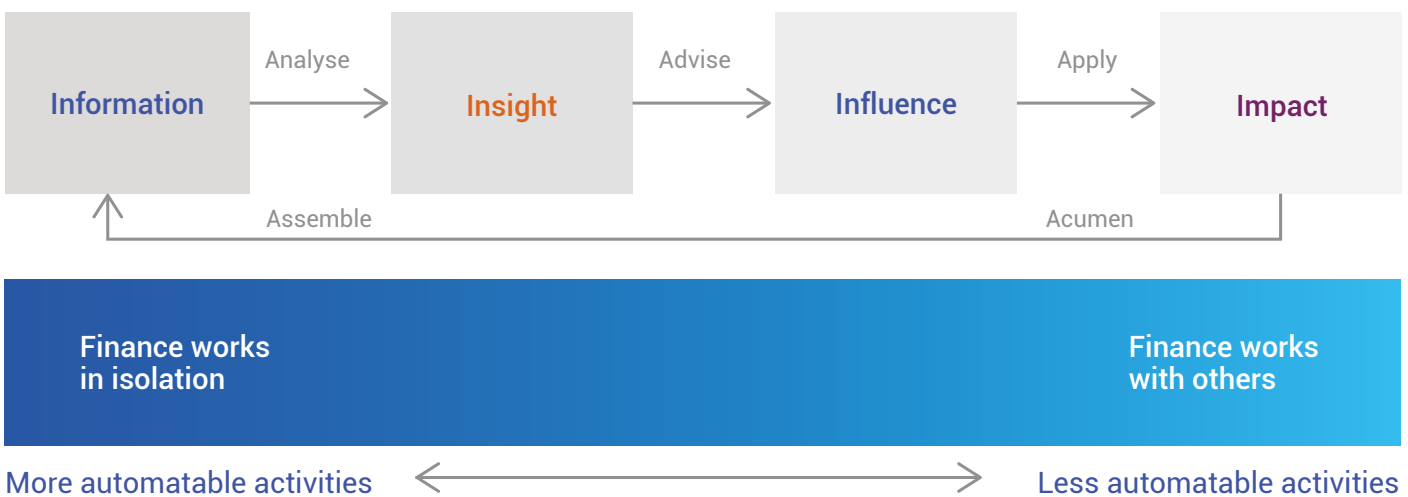
The simulation will require learners to demonstrate that they have acquired the knowledge, skills and mindset of the CIMA finance professional along with an appreciation of the impact of the features of the simulation (the context, organisational structures and environment and ecosystem within which the organisation operates).

## Simulating the role of the finance function

The finance function has a mandate to go beyond its core historical accounting role. This changing mandate doesn't discard core accounting; it's still an essential foundation of the finance function. However, enabled by new technologies, the function is now capable of assessing a broader range of information and is becoming a more influential player within an organisation.

At the heart of the finance function are basic activities – the function's DNA. Whether you are assessing finance risk, reconciling accounts or compiling management information reports, the process activities remain constant.

Figure 1: Basic finance activities from information to impact



At all levels of the CIMA qualification, learners are expected to create information, insight, influence and impact. However, the scope, reach and the nature of this activity varies by level and is defined in the role simulation and by the core activities defined for that role.



## Finance manager – simulating the role

The role simulated is that of a finance manager.



## Finance manager – simulating the job tasks

Within each Management Case Study Examination, five core activities will be assessed. These core activities represent the tasks that are most frequent, critical and important to the role of a finance manager.

The five core activities are:

- A. Evaluate opportunities to add value.
- B. Implement senior management decisions.
- C. Manage performance and costs to aid value creation.
- D. Measure performance.
- E. Manage internal and external stakeholders.

The core activities are linked to associated assessment outcomes expressed in terms of 'I Can' statements. These statements reflect the skills and competencies that drive the employability of successful candidates.

## Finance manager – mindset of the CIMA finance professional

The Case Study Examination allows the opportunity to demonstrate technical knowledge applied to a scenario. But in order to respond fully to the given scenario and problems to add value to the simulated organisation, candidates will need to ensure that they have the attitude and mindset to affect and influence their own decisions, actions and behaviours and those of others within the organisation. They must also have an awareness of the environment in which the organisation is operating and the increasingly digital ecosystem.

Enabling qualities and competencies such as communication, professional scepticism, leadership, professional judgement, ethical awareness and business acumen are critical to performing well in the examination tasks as well as the workplace.

The core activities require and draw together the knowledge, skills and techniques acquired while studying for Objective Tests and combining them with the mindset of a CIMA finance professional. The pre-seen material and information provided during the course of the Case Study Examination provides a rich simulation which enables the learner to demonstrate the acquisition of these and their overall competency in the role.

## Understanding the blueprint

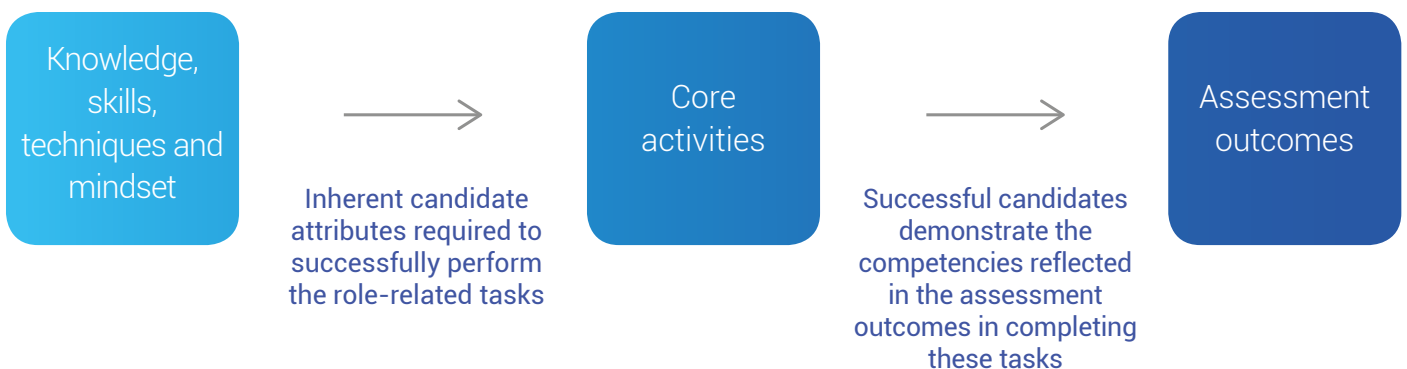
The Case Study Examination blueprint articulates the synoptic relationships across the three pillars for the level. Its core activities are integrated and multidisciplinary. By completing the core activities, successful candidates will implicitly demonstrate not just the technical abilities but all the required competencies and the mindset for that level.

As detailed above, the Case Study Examination blueprint contains the following:

- ▶ Core activities – Business-related tasks that are common to the role being simulated and valued by employers which, if performed satisfactorily, enables the demonstration of the assessment outcomes.

- ▶ Assessment outcome – A clear assertion of what a CIMA qualified finance professional can do when the Examination has been completed and what the assessment will be designed to measure. Case Study assessment outcomes will be synoptic.

A weighting range is given for each core activity. This represents the amount of time that will be allocated to each core activity in the examination.



## Management Case Study Examination blueprint

Core activity	Assessment outcome	Weighting
A. Evaluate opportunities to add value	<p>I can select appropriate capital investment appraisal techniques and apply them in order to support capital investment decisions, including product/service development, digital transformation projects and acquisitions.</p> <p>I can identify and use relevant digital data sources to assist in capital investment decisions.</p> <p>I can explain which pricing strategies are appropriate.</p> <p>I can select and implement suitable business models that will create value for stakeholders, including business models in the context of digital ecosystems.</p> <p>I can analyse the impact of disruptive and digital operating business models in the context of digital ecosystems.</p> <p>I can explain the relevance of weighted average cost of capital.</p>	15–25%
B. Implement senior management decisions	<p>I can apply appropriate project management tools and techniques to effectively manage projects at the appropriate stage in the project life cycle.</p> <p>I can identify the key project personnel, explain their responsibilities and set appropriate performance measures.</p> <p>I can select and apply suitable tools and techniques for managing risk and uncertainty in capital projects.</p> <p>I can select suitable financing sources and explain the characteristics of the different types of funding.</p> <p>I can recognise the characteristics of high performing teams.</p>	15–25%
C. Manage performance and costs to aid value creation	<p>I can advise on the measurement, analysis and reporting on the performance of responsibility centres.</p> <p>I can analyse the processes needed to ensure employee engagement, empowerment and alignment to enhance individual and team performance.</p> <p>I can compare leadership styles and identify the most appropriate style to use.</p> <p>I can use appropriate cost management and cost transformation techniques to manage costs and improve profitability.</p> <p>I can identify and apply appropriate quality management techniques to enhance value.</p> <p>I can identify and apply value management techniques to enhance value.</p> <p>I can apply the techniques that quantify and present risk to stakeholders.</p>	15–25%

Core activity	Assessment outcome	Weighting
D. Measure performance	<p>I can select and apply suitable tools and techniques for managing risk and uncertainty associated with performance related issues.</p> <p>I can select and apply suitable tools and techniques for managing risk and uncertainty in business models.</p> <p>I can use the financial statements to assess and report on financial performance and position, interpreting and reporting on a wide range of ratios.</p> <p>I can support managers by recommending actions to improve financial performance and position and assessing how suggestions impact on the wider organisational ecosystem.</p> <p>I can select appropriate accounting treatments and explain their implications for users of the financial statements.</p>	15–25%
E. Manage internal and external stakeholders	<p>I can explain the financial reporting implications of additions to the group.</p> <p>I can explain the behavioural and transfer pricing issues associated with internal trading.</p> <p>I can explain the implications of Integrated Reporting for the reporting entity and its stakeholders.</p> <p>I can advise on the communication process.</p> <p>I can advise on the negotiation process.</p> <p>I can advise on conflict management.</p>	15–25%

## Examination approach

### Structure and format

The examination is three hours long. A 15-minute tutorial is available before the start of the examination to allow candidates to familiarise themselves with the test driver.

The examination has four sections (tasks), which are each 45 minutes long. All sections are equally weighted. Candidates may finish a section early and move on to the next but cannot return to previous sections in the time remaining.

There may be more than one sub-task within each section and an indication of how long to spend on each sub-task will be given, to allow candidates to manage their time. If no weighting is given, then candidates should assume that the sub-tasks are equally weighted.

More than one core activity will normally be assessed in each section/task and the order of core activities and assessment outcomes in the blueprint does not reflect how these might be structured in the examination.

All core activities will be assessed in each form of the examination in line with the weightings. A sample of related assessment outcomes will be tested.

### Item types

The examination requires constructed, written responses from candidates in the format of a range of business communications (for example, emails, memos, reports, briefing notes).

Word processing capabilities will be provided within the test driver to allow the formatting and presentation of responses in a professional manner. From 2019, this will include the ability to use tables to put together a response. For full details of the word processing functionality and to try this in advance of the examination, visit [cimaglobal.com/Studying/study-and-resources/Resources-included-in-your-subscription/](http://cimaglobal.com/Studying/study-and-resources/Resources-included-in-your-subscription/).

Examination tasks will not be set that require specific calculations. However, candidates should, wherever possible, show how they have used and interpreted data from the pre-seen and the new information presented during the examination and/or undertook analysis or calculations to support their responses.

### Reference materials

The mathematical tables that will be included for reference in each Case Study Examination are:

- ▶ Present value table
- ▶ Cumulative present value table
- ▶ Normal distribution table

For more details visit [Cimaglobal.com/Tables](http://Cimaglobal.com/Tables)

A copy of the full set of pre-seen material will be available for reference in the test driver throughout the assessment. A calculator is included within the test driver although candidates are permitted to take their own calculators as long as it's a CIMA approved model.

A notepad and pen are provided for planning and workings along with an on-screen scratch pad.

## Marking, grading and feedback

The Case Study Examinations are human marked.

The Case Study results will contain the following information:

- ▶ Grade: Pass or fail
- ▶ Scaled score: 0 to 150 with 80 and above being a pass

There is no requirement to obtain a pass or meet a minimum threshold for each core activity.

Feedback on performance against each core activity will be provided so that learners know their areas of weakness for further study.

More information on performance descriptors is available [here](#) from September 2019.

## Candidate experience

There are four examination windows per year. For details of upcoming Case Study Examination dates, visit [cimaglobal.com](http://cimaglobal.com)

Pre-seen material will be published on the CIMA website ahead of the examination. Candidates must use the material to prepare for the examination, immersing themselves in the simulated scenario and considering the organisation's current position and future strategy.

The examination will take the form of a 'day in the life' of the role being simulated. Candidates will face a series of tasks that relate to one or more of the core activities in the blueprint.

During the course of the examination, new information will be provided at the start of each section (task). In response, candidates will have to consider the new information that's been given, as well as their previous analysis of the pre-seen material.

Results will be available in MyCIMA about six weeks after the examination.

For more information on the operational and administrative aspects of the examination please refer to [cimaglobal.com](http://cimaglobal.com).





# Acquiring the knowledge, skills and techniques required for the finance manager role – Management Level Objective Tests

## Test purpose

Objective Tests for each of the individual subjects ensure that learners have acquired the fundamental knowledge, skills and techniques for the role that will be simulated in the culminating Case Study Examination.

The Objective Tests will cover all areas of the syllabus and will ensure that learning has taken place across the breadth of the syllabus. Passing the Objective Tests is a prerequisite for progressing to the capstone Case Study Examination.

The Objective Tests are weighted towards remembering and understanding with some analysis and evaluation in highly structured scenarios.

## Understanding the blueprint

The blueprint is structured as follows:

- ▶ Exam content sections
- ▶ Lead and component outcomes
- ▶ Representative task statements

A **representative task statement** is a plain English description of what a CIMA finance professional should know and be able to do.

The content and skill level determine the language and verbs used in the representative task.

CIMA will test up to the level of the task statement in the objective test (an objective test question on a particular topic could be set at a lower level than the task statement in the blueprint).

The format of the Objective Test blueprints follows that of the published syllabus for the 2019 CIMA Professional Qualification.

Weightings for content sections are also included in the individual subject blueprints.

*Note: The task statements in the blueprint are representative and are not intended to be (nor should they be viewed as) an all-inclusive list of tasks that may be tested in the Examination. It also should be noted that the number of tasks associated with a particular content group or topic is not indicative of the extent such content group, topic or related skill level will be assessed in the test.*

## Objective Tests blueprints

### E2: Managing Performance

Mechanisms to implement decisions and manage people performance.

#### Content weighting:

Content area	Weighting
A. Business Models and Value Creation	30%
B. Managing People Performance	40%
C. Managing Projects	30%
	<b>100%</b>

E2A: Business models and value creation		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. The ecosystems of organisations	a. Markets and competition	✓				Understand why ecosystems are beginning to emerge and how they differ from traditional markets.
		✓				Understand the fundamental components of an ecosystem.
	b. Society and regulation	✓				Understand the participants in an ecosystem and their associated role within the environment.
		✓				Understand the products or services in the ecosystem and rules governing the ecosystem, the connections of elements and course of interactions.
		✓				Understand how technology is driving the emergence of ecosystems that are connected, open, simple and intelligent, and fast and scalable.
		✓				Understand the costs and risks of shifting from a traditional market to a business ecosystem.
2. The elements of business models	a. Concept of value and the business model	✓				Understand how a business model shows how an organisation defines, creates, delivers and captures value for its customers, investors, stakeholders and itself.
	b. Defining value	✓				Understand the steps in defining value: identifying stakeholders, ranking stakeholders, needs of important stakeholders and formulating value propositions for stakeholders.
	c. Creating value	✓				Understand the main features that must connect and align in order to create value.
	d. Delivering value	✓				Understand the main features of delivering value to customers.
	e. Capturing and sharing value	✓				Understand the three main features of capturing and sharing value to stakeholders: cost model, revenue model and distribution of surplus.

E2A: Business models and value creation (cont.)		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
3. New business models in digital ecosystems	a. Digital business models and their related operating models		✓			Determine the strategies businesses can use to survive digital disruption and build disruptive and resilient business models.
				✓		Analyse strategies to build disruptive business models using the build, buy, partner, invest and incubate/accelerate models.
					✓	Analyse strategies to create digital operating models.
					✓	Analyse the steps to build a digital workforce including: attract and retain talent, become an employer of choice, create a workforce with digital skills, bring leadership into the digital age, foster a digital culture, create environments where humans and robots can work together, integrate on-demand workforce.

E2B: Managing people performance		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. Different types of leadership and management styles	a. Different leadership concepts	✓				Understand fundamental and contemporary concepts in management including the concepts of power, authority, delegation and empowerment.
	b. Types of leadership	✓				Understand different approaches to leadership including personality/traits, style, contingency/situational, transactional/transformational and distributive.
	c. Leadership in different contexts	✓				Understand leadership in different contexts including leadership of virtual teams and the ethical implications of leadership.
2. Individual and team performance	a. Employee performance objective setting	✓				Understand performance management and associated frameworks.
				✓		Determine how behavioural aspects of control impact target setting and management by objectives and impacts employee alignment, empowerment and engagement.
	b. Employee appraisals	✓				Understand different approaches to employee performance appraisals.
				✓		Determine the impact rewards have on employee performance and the disciplinary and grievance procedures in resolving poor performance.
	c. Coaching and mentoring			✓		Determine the impact of coaching and mentoring on enhancing individual and organisational performance.
	d. Managing work place environment				✓	Analyse organisational culture and the relationship to employer and employee responsibilities in managing the work environment, diversity and equality practices and health and safety in the workplace.

E2B: Managing people performance (cont.)		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
3. How to manage relationships	a. Building and leading teams	✓				Understand the characteristics of high performing teams, the factors associated with effective teamwork and motivating team members.
	b. Communications	✓				Understand the importance of effective communication skills for the Chartered Global Management Accountant and the importance of non-verbal communication and feedback.
		✓				Understand the communication process, the types of communication tools and their use (including digital tools) and ways of managing communication problems.
	c. Negotiations	✓				Understand the process of negotiation and importance of developing effective skills and strategies for influence, persuasion and negotiation.
	d. Managing conflicts	✓				Understand the sources and causes of conflict in organisations and strategies for managing conflict to ensure working relationships are productive and effective.

E2C: Managing projects		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. The concepts and phases of projects	a. Project objectives	✓				Understand how the overall project objectives are measured by time, cost and quality.
	b. Key stages of the project life cycle	✓				Understand the purpose and activities associated with the key stages of the project life cycle.
2. Tools and techniques to manage projects	a. Project management tools and techniques		✓			Define workstreams for projects and use work breakdown schedule, Gantt charts, network analysis, data visualisations and PERT charts to describe and review the tasks involved in completing a project.
	b. Project risk management tools		✓			Determine the sources and types of project risks.
				✓		Determine how scenario planning can be used to mitigate or manage project risks.
				✓		Determine the contribution of project management software to the overall success of a project.
3. The concepts of project leadership	a. Project structure	✓				Understand project structures, including matrix structure and their impact on project achievement.
	b. Roles of key project personnel	✓				Understand the role and attributes of an effective project manager, the role of other key members of the project team and the life cycle of project teams.
	c. How to manage project stakeholders	✓				Understand how managing key project stakeholders and leading and motivating a project team is critical to the success of a project.

## P2: Advanced Management Accounting

Making medium-term decisions and managing costs and performance.

### Content weighting:

Content area	Weighting
A. Managing the Costs of Creating Value	20%
B. Capital Investment Decision Making	35%
C. Managing and Controlling the Performance of Organisational Units	30%
D. Risk and Control	15%
	<b>100%</b>



P2A: Managing the Costs of Creating Value		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. Cost management and cost transformation methodology to manage costs and improve profitability	a. Activity-based management (ABM) methodology	✓				Understand how activity-based management uses activity-based costing (ABC) to drive profitability and customer satisfaction.
	b. Cost transformation techniques	✓				Understand the rationale for the use of ABC as the foundation for managing costs.
				✓		Use activity-based management to improve efficiency of repetitive overhead activities.
					✓	Analyse activity-based cost methods in tracing costs to 'cost objects', such as customers or distribution channels and the comparison of such costs with appropriate revenues to establish 'tiered' contribution levels, as in the activity-based cost hierarchy.
					✓	Analyse customer profitability and channel performance using activity-based management to identify areas for improvement.
2. Quality management methodologies	a. JIT		✓			Determine the impacts of just-in-time (JIT) production, the theory of constraints and total quality management (TQM) on efficiency, inventory and cost.
	b. Quality management		✓			Determine the benefits of JIT production, total quality management and theory of constraints and the implications of these methods for decision-making.
	c. Kaizen		✓			Demonstrate the concepts of JIT, TQM and Kaizen and how they drive the continuous improvement of products and processes in an organisation.
	d. Process re-engineering		✓			Determine how business process re-engineering can identify non-value adding activities and reduce costs.

P2A: Managing the Costs of Creating Value (cont.)		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
3. Value management techniques to manage costs and improve value creation	a. Target costing		✓			Calculate target costs and target prices and identify methods to reduce any cost gaps.
	b. Value chain analysis		✓			Determine how research and development, product design, process environment, production, distribution, marketing and customer service work together to improve products and services for customers.
					✓	Analyse the value chain and management of contribution/profit generated throughout the chain.
	c. Life cycle costing	✓				Understand life cycle costing and its implications for marketing strategies.
				✓		Use life cycle costing and budgeting in costing decisions.

P2B: Capital Investment Decision Making		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. Data required for decision-making	a. Relevant cash flows		✓			Determine relevant cash flows and their timings for the entire project life cycle including consideration of tax, inflation and working capital.
				✓		Calculate relevant cash flows taking account of tax, inflation and working capital and the use of perpetuities to derive final project value.
					✓	Determine non-financial factors in medium-term decision-making.
	b. Non-financial information			✓		Determine the benefits, costs and common problems with collecting, analysing and presenting high-quality data.
					✓	Determine the role of business intelligence systems in identifying new business opportunities and reducing costs.
2. The steps and pertinent issues in the decision-making process	a. Investment decision-making process	✓				Understand the process of investment decision-making, including origination of proposals, creation of capital budgets, go/no-go decisions on individual projects (where judgements on qualitative issues interact with financial analysis).
	b. Discounting			✓		Determine the financial consequences of dealing with medium-term projects, in particular the importance of accounting for time value of money.
					✓	Use discounting, including the use of annuities in comparing projects with unequal lives.
				✓		Use profitability index in capital rationing situations.
	c. Capital investments as real options			✓		Determine capital investment real options (i.e. to make follow-on investment, abandon or wait decisions).

P2B: Capital Investment Decision-making (cont.)		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
3. Investment appraisal techniques	a. Payback		✓			Calculate Accounting rate of return (ARR), payback, Net present value (NPV), Internal rate of return (IRR), modified IRR (based on a project's terminal value).
	b. ARR			✓		Analyse the relative strengths and weaknesses of ARR, payback, NPV, IRR, modified IRR (based on a project's terminal value).
	c. IRR			✓		Use NPV, IRR and payback to analyse financial aspects of projects and prioritise accordingly.
	d. NPV			✓		Use investment appraisal techniques for prioritisation of projects that are mutually exclusive.
					✓	
4. Pricing strategies	a. Pricing decisions	✓				Understand pricing decisions.
	b. Pricing strategies			✓		Analyse pricing strategies and the financial consequences of market skimming, premium pricing, penetration pricing, loss leaders product bundling/operational extras and product differentiation to appeal to different market segments.

P2C: Managing and Controlling the Performance of Organisational Units		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. Responsibility centres reporting	a. Cost centres, revenue centres, profit centres and investment centres			✓		Analyse responsibility centres and responsibility accounting and the relationship to an organisation's strategy (e.g., cost, revenue, profit and investment centres).
					✓	Analyse how controllable and uncontrollable costs and revenues impact a manager's performance related to responsibility centres.
						✓
				✓		Use data analytics and visualisations to analyse responsibility centres to enhance management performance and accountability.
		b. Reports for decision-making		✓		Prepare the reports used for each type of responsibility centre to assist management assess performance.
	2. Approaches to the performance and control of organisations	a. Budgets and performance review		✓		
					✓	Analyse key KPIs for each type of responsibility centre.
b. Other approaches to performance review				✓		Use internal and external benchmarking as a key input in performance evaluation.
				✓		Use non-financial measures as a key input in performance evaluation.
				✓		Use a balanced scorecard approach to measure an organisation's performance from the four key perspectives.

P2C: Managing and Controlling the Performance of Organisational Units (cont.)		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
3. Behavioural and transfer pricing issues related to the management of responsibility centres	a. Behavioural issues	✓				Understand the likely behavioural consequences of performance measurement within an organisation including the behavioural consequences of performance management and control in responsibility centres and the behavioural consequences arising from divisional structures including internal competition and internal trading.
	b. Use and ethics of transfer pricing	✓				Understand the theory of transfer pricing, including perfect, imperfect and no market for the intermediate good.
				✓		Calculate negotiated, market, cost-plus and variable cost-based transfer prices.
				✓		Determine dual transfer prices and lump sum payments as means of addressing some of the issues that arise in transfer pricing decisions.
				✓		Determine how the different methods of calculating transfer prices affect manager autonomy, motivation, goal congruence and unit performance.
					✓	Analyse the effects of transfer pricing on divisional and group profitability.

P2D: Risk and Control		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. Risk and uncertainty associated with medium-term decision-making	a. Sensitivity analysis			✓		Use sensitivity analysis, expected values, standard deviations and probability tables to quantify and analyse risk.
	b. Analysis of risk		✓			Use probabilistic models and interpretations of distribution of project outcomes for risk quantification.
				✓		Use the results of digital analyses to test the impact of varying inputs on project viability.
				✓		Use decision trees for multi-stage medium-term decision problems.
			✓			Understand decision-making in conditions of uncertainty.
2. Types of risk in the medium term	a. Types of risk		✓			Determine upside and downside risks.
	b. Managing risk		✓			Use the TARA framework – transfer, avoid, reduce and accept.
				✓		Determine business risks and the ethical implications and risk to the public interest.
				✓		Determine the costs and benefits associated with investing in information systems and big data.

## F2: Advanced Financial Reporting

Analysing and communicating insights about the performance of the organisation.

### Content weighting:

Content area	Weighting
A. Financing Capital Projects	15%
B. Financial Reporting Standards	25%
C. Group Accounts	25%
D. Integrated Reporting	10%
E. Working with Financial Statements	25%
	<b>100%</b>



F2A: Financing Capital Projects		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. Types and sources of long-term funds	a-b. Long-term debt and equity finance	✓				Understand the characteristics of types of shares and long-term debt (e.g., ordinary and preference shares, bank loans and bonds).
	c. Markets for long-term funds	✓				Understand the markets and methods of raising long-term financing including the operation of the stock and bond markets, share and bond issues and role of advisors.
2. Cost of long-term funds	a. Cost of equity		✓			Calculate the cost of equity using the dividend valuation model, with and without growth in dividends.
	b. Cost of debt		✓			Calculate the post-tax cost of debt for an incorporated entity.
				✓		Calculate the yield to maturity of bonds and post-tax cost of bonds.
				✓		Calculate the post-tax cost of convertible bonds up to and including conversion.
	c. Weighted average cost of capital		✓			Calculate the weighted average cost of capital (WACC) for an incorporated entity.

F2B: Financial Reporting Standards		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. Relevant financial reporting standards for revenue, leases, financial instruments, intangible assets and provisions	a. Revenue		✓			Apply the basic principles of the five-step approach to revenue recognition and the criteria for satisfaction of performance at point in time and over time. (Including sale with right of return, warranties and principal vs. agent) (Excluding costs of obtaining and fulfilling a contract).
	b. Leases		✓			Apply the basic recognition, initial measurement and subsequent measurement principles in the financial statements of the lessor (excluding sale and leaseback and manufacturer-dealer lessors).
	c. Provisions		✓			Apply the recognition and measurement principles for provisions and determine the need for and the nature of disclosures of contingent assets and liabilities.
	d. Financial instruments		✓			Apply the basic recognition and measurement principles of financial instruments (excluding derecognition, embedded derivatives, impairment of financial assets, hedge accounting and calculations for investments in debt held at fair value through OCI).
				✓		Determine whether a financial instrument is a financial asset, liability or equity instrument.
	e. Intangible assets		✓			Apply the recognition (and derecognition), initial measurement and subsequent measurement principles in the financial statements.
	f. Income taxes		✓			Record the current tax expense and liability (including under/over provisions in respect of previous periods).
				✓		Calculate and account for deferred tax in relation to accrued expenses, accrued income, accelerated tax depreciation, revaluations and losses.
	g. Changes in foreign currency rates		✓			Determine the functional currency and presentation currency of an entity and translate foreign currency transactions and balances.

F2B: Financial Reporting Standards (cont.)		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
2. Relevant financial reporting standards for group accounts	a. Relevant IFRS for each	✓				Understand that equity, profit for the year and total comprehensive income must be allocated between the owners of the parent and the non-controlling interest.
		✓				Understand the three possible methods for measuring the investment in a subsidiary, associate, or joint venture in the separate financial statements of the parent.
				✓		Determine if an entity has significant influence or joint control over another entity.
		✓				Understand how to calculate and present goodwill (including negative goodwill) including fair value adjustments.
		✓				Understand that non-controlling interest at acquisition may be measured at fair value or at the proportionate share of net assets.
				✓		Determine whether an entity is a subsidiary by applying the three-part definition of control.
		✓				Understand the difference between a joint operation and a joint venture and their respective accounting treatment.

F2C: Group Accounts		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. Group accounts based on IFRS	a-d. Statement of financial position, statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows		✓			Prepare group accounts based on IFRS including the consolidated statement of financial position, consolidated statement of profit or loss and other comprehensive income, consolidated statement of changes in equity and consolidated statement of cash flows.
				✓		Consolidate subsidiaries including calculation of goodwill (including fair value adjustments), non-controlling interests and consolidated reserves. Eliminate intra-group transactions, balances and unrealized profit on transfer of inventory.
					✓	Apply equity accounting to associates and joint ventures in the group financial statements.
					✓	Translate and consolidate foreign subsidiaries.
					✓	Prepare extracts from the consolidated statement of cash flows under the indirect method.
2. Additional disclosure issues related to the group accounts	a. Transaction between related parties		✓			Determine the need for and the nature of disclosure of transactions between related parties.
	b. Earnings per share		✓			Calculate basic and diluted earnings per share (EPS).

F2D: Integrated Reporting		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. The integrated reporting framework	a. The role of the international integrated reporting council (IIRC)	✓				Understand the role of the international integrated reporting council (IIRC).
	b. Integrated thinking	✓				Define integrated thinking.
	c. The international integrated reporting framework	✓				Understand the objective of the international integrated reporting framework.
		✓				Understand the benefits and limitations of the international integrated reporting framework.
2. The six capitals of integrated reporting	a. The measurement and disclosure issues of financial capital, manufactured capital, intellectual capital, human capital, social and relational capital and natural capital	✓				Define the six capitals.
		✓				Understand the principles of disclosure of the capitals in the international integrated reporting framework.

F2E: Financial Statements		Skill level				Representative task statement
Lead outcome	Component outcome	Remembering and understanding	Application	Analysis	Evaluation	
1. Financial statements	a. Performance, position, adaptability and prospects		✓			Calculate ratios relevant for the assessment of an entity's financial performance, financial position and financial adaptability.
			✓			Determine the financial performance, financial position and financial adaptability of an entity based on the information contained in the financial statements.
			✓			Use the dimensions of the Gartner Data Analytics maturity model – descriptive, diagnostic, predictive and prescriptive.
2. Actions based on insights from the interpretation of financial statements	a. Recommended actions			✓		Analyse the actions that could be taken to improve an entity's financial performance and financial position, including the use of predictive and prescriptive ratios.
3. The limitations of the tools used for interpreting financial statements	a-b. Data limitations and limitations of ratio analysis	✓				Understand the limitations of ratio analysis based on the financial statements that can be caused by internal and external factors including inter-segment and international comparisons.

# Examination approach

## Structure and format

Each Objective Test is 90 minutes long. A 15-minute tutorial is available before the start of the examination to allow candidates to familiarise themselves with the test driver.

Each Objective Test comprises 60 questions drawn from across the individual subjects of the syllabus in line with the weightings for each content area as set out in the blueprint.

All questions are independent and worth equal marks. Partial marks are not available – all elements of a question must be answered correctly for it to be marked correct. Candidates may answer questions in any order and can navigate back and forth to any question to change their answer, time permitting.

## Item types

The following objective test items may be used:

- ▶ Multiple choice
- ▶ Multiple response
- ▶ Hot spot
- ▶ Fill in the blank (number entry)
- ▶ Drag and drop

## Reference materials

The mathematical tables and formulae that will be included for reference in each Objective Test as follows:

<b>E2</b>	None
<b>P2</b>	<p>Present value table, cumulative present value table, normal distribution table and the following formulae:</p> <ul style="list-style-type: none"> <li>▶ Probability <ul style="list-style-type: none"> <li>- Rules of addition</li> <li>- Rules of multiplication</li> </ul> </li> <li>▶ Descriptive statistics <ul style="list-style-type: none"> <li>- Arithmetic Mean</li> <li>- Standard deviation</li> </ul> </li> <li>▶ Index numbers <ul style="list-style-type: none"> <li>- Price</li> <li>- Quantity</li> </ul> </li> <li>▶ Time series <ul style="list-style-type: none"> <li>- Additive model</li> <li>- Multiplicative model</li> </ul> </li> <li>▶ Financial mathematics <ul style="list-style-type: none"> <li>- Compound interest (values and sums)</li> <li>- Annuity</li> <li>- Perpetuity</li> </ul> </li> <li>▶ Quadratic equations</li> <li>▶ Linear regression and correlation</li> </ul>
<b>F2</b>	<p>Present value table, cumulative present value table, normal distribution table and the following formulae:</p> <ul style="list-style-type: none"> <li>▶ DVM</li> <li>▶ IRR</li> <li>▶ Cost of Irredeemable Debt</li> <li>▶ WACC</li> </ul>

Examples of how the tables and formulae will be presented are available from [Cimaglobal.com/Tables](http://Cimaglobal.com/Tables)

A notepad and pen are provided for planning and workings along with an on-screen scratch pad.

A calculator is included within the test driver although candidates are permitted to take their own calculators into the test centre only if it's approved by CIMA.



## Marking, grading and feedback

On the successful completion of an Objective Test, the candidate will be given a provisional pass or fail grade before leaving the test centre. CIMA will confirm the final grade on MyCIMA within 48 hours of taking the assessment. For more information on how to interpret your results and feedback, guidance will be given in MyCIMA.

Feedback on performance in each content area of the examination will be given in the form of a proficient/not proficient rating. There is no requirement to achieve a grade of proficient in all content areas.

## Candidate experience

The Objective Tests are 90 minutes long, computer based and available on demand at over 5,000 Pearson VUE assessment centres worldwide. Candidates can book their tests up to 48 hours prior to the testing date, subject to centre availability.

A provisional grade (pass/fail) will be given at the test centre on completion of the test. The final grade will be confirmed on MyCIMA within 48 hours of taking the assessment.

For more information on the operational and administrative aspects of the Examination please refer to [cimaglobal.com](http://cimaglobal.com).

# Glossary

Term	Definition
Capstone examination	<p>A capstone examination is designed to demonstrate mastery of previously acquired knowledge and skills and the drawing together of these to provide solutions to unstructured problems.</p> <p>It takes place at the end of a period of study and serves as a culminating assessment experience. By its position and design it is a <b>synoptic assessment</b>.</p>
Case study	<p>A (fictional) realistic simulation of an organisation or problem that a candidate could reasonably expect to face if operating in the role being assessed.</p>
Simulation	<p>An assessment exercise that involves the achievement of a specific task or tasks which seek to reproduce real life situations.</p>
Synoptic assessment	<p>A synoptic assessment is one that combines two or more modules (subjects) of study into a single assessment.</p> <p>Its aim is the “undoing” of the modularisation (in CIMA's case, pillar and subject divisions) of the syllabus and to help students make connections between the modules and provide a more holistic approach to learning and assessment.</p> <p>It is typically delivered at the end of a course or programme to assess across all the knowledge, skills and behaviours developed within that course.</p>
Blueprint	<p>A test blueprint is a document that gives clear guidance to all stakeholders (candidates, tuition providers, examination item writers) on what is examinable for a particular test. It will also normally include details about the test such as information on the weightings for/ importance of specific elements of the test or mapping the different cognitive levels of the test content.</p>
Task statement (Objective Tests)	<p>A task statement is a plain English description of what someone should be able to <b>know and do</b>.</p> <p>For Objective Tests, task statements will form the basis of the <b>blueprint</b>.</p>
Core activities (Case Study)	<p>Business-related tasks which are common to the role being simulated and valued by employers which, if performed satisfactorily, enable the demonstration of the <b>assessment outcomes</b>.</p>
Assessment outcome (Case Study)	<p>A clear assertion of what a CIMA qualified professional can do when the examination has been completed and what the assessment will be designed to measure. Case Study assessment outcomes will be <b>synoptic</b>.</p>

# Appendix

## International accounting standards

### For all students of the F pillar and all Case Studies

The CIMA syllabus for the F pillar (and BA3) makes numerous references to the International Accounting Standards. Although students are not expected to learn the title of each one, the content and application of a number of them are an essential part of the learning outcomes and examinable in both objective tests and case study exams.

This table describes the content, briefly, of the standards that are currently in publication and the relevance to each CIMA subject. At the end of this article, we provide a summary of how the examinable date for IFRS is determined for the OT exams and offer illustrative examples.

## International financial reporting standards (IFRS)

Number	Name	Application/relevant articles	Useful to be studied in conjunction with:	Examinable subjects
IFRS 1	First-time adoption of international financial standards	Not examinable		
IFRS 2	Share-based payment	Not examinable		
IFRS 3	Business combinations	<p>For the acquirer of a target entity, it explains how to recognise and measure:</p> <ul style="list-style-type: none"> <li>▶ assets and liabilities of the acquiree;</li> <li>▶ any non-controlling interest in the acquiree; and</li> <li>▶ goodwill or a gain on a bargain purchase.</li> </ul> <p>Also explains the disclosure requirements to enable users to determine the nature and financial impact of the business combination.</p>	IAS 27, IAS 28, IFRS 10, IFRS 11	From F2
IFRS 5	Non-current assets held for sale and discontinued operations	<p>Defines a non-current asset held for sale and explains how such an asset is measured and presented in the financial statements.</p> <p>The standards also defines what is meant by a discontinued activity and explains the presentation and disclosure of such activities in the financial statements. However, this element of the standard is not examinable.</p>	IAS 16, IAS 36	From F1

Number	Name	Application/relevant articles	Useful to be studied in conjunction with:	Examinable subjects
IFRS 6	Exploration for and Evaluation of mineral assets	Not examinable		
IFRS 7	Financial instruments: disclosures	Not examinable		
IFRS 8	Operating segments	Not examinable		
IFRS 9	Financial instruments	Provides the recognition and measurement rules for financial instruments.		From F2
IFRS 10	Consolidated financial statements	For an entity that controls one or more other entities, sets out the principles for the presentation and preparation of the consolidated financial statements.	IAS 27, IAS 28, IFRS 3, IFRS 11	From F2
IFRS 11	Joint arrangements	Sets out the financial reporting principles for entities that have an interest in jointly controlled arrangements.	IAS 27, IAS 28, IFRS 3, IFRS 10	From F2
IFRS 12	Disclosure of interests in other entities	Describes the disclosure requirements for an entity that has interests in other entities to enable the users to evaluate the nature and risks of the relationships, in addition to the effects on the group financial statements.		From F2
IFRS 13	Fair value measurement	Defines fair value and describes how it is measured as well as the disclosure requirements about such measurements.		From F2

Number	Name	Application/relevant articles	Useful to be studied in conjunction with:	Examinable subjects
IFRS 14	Regulatory deferral accounts	Not examinable		
IFRS 15	Revenue from contracts with customers	Prescribes the accounting treatment for revenue.		From F2
IFRS 16	Leases	Describes the accounting treatment of leases in both the lessee's financial statements (F1) and the lessor's financial statements (F2).  Note: accounting for sale and leaseback transactions is not examinable.		From F1
IFRS 17	Insurance contracts	Not examinable		

## International accounting standards (IAS)

Number	Name	Application/relevant articles	Useful to be studied in conjunction with:	Examinable subjects
IAS 1	Presentation of financial statements	Provides guidance on the presentation of statement of financial position (SoFP), statement of profit or loss and other comprehensive income and statement of changes in equity (SOCIE).		From BA3
IAS 2	Inventories	Provides guidance on the determination of cost of inventory (raw materials, work in progress and finished goods), its valuation and any subsequent write-offs as an expense.		From BA3
IAS 7	Statement of cash flows	Provides guidance on definitions of cash and cash equivalents and how to present cash flows in a statement of cash flows.		From BA3
IAS 8	Accounting policies, changes in accounting estimates and errors	Not examinable		
IAS 10	Events after the reporting date	Describes the definition of events after the reporting period and explains how they are accounted for and any disclosures required.		From F1
IAS 12	Income taxes	Prescribes the accounting treatment of income taxes and deferred tax.		From F2
IAS 16	Property, plant and equipment	Explains the recognition and measurement of property, plant and equipment. This includes initial cost, subsequent expenditure, depreciation and revaluation of such assets.	IAS 36, IAS 38, IFRS 5	From BA3

Number	Name	Application/relevant articles	Useful to be studied in conjunction with:	Examinable subjects
IAS 19	Employee benefits	Not examinable		
IAS 20	Accounting for government grants and the disclosure of government assistance	Not examinable		
IAS 21	The effects of changes in foreign exchange rates	Considers the accounting treatment of transactions in a currency other than the entity's home currency. This includes transactions for an individual entity and how to translate a subsidiary entity in preparation for consolidation.		F2
IAS 23	Borrowing costs	Not examinable		
IAS 24	Related party disclosures	Explains the disclosure requirements that draw attention to the possibility that the statements of financial position and profit or loss may be affected by transactions and outstanding balances with parties related to the entity.		From F2
IAS 26	Accounting and reporting by Retirement Benefit Plans	Not examinable		
IAS 27	Separate financial statements	Outlines the accounting and disclosure requirements for investments in subsidiaries, joint ventures and associates when an entity prepares separate financial statements.	IFRS 3, IFRS 10, IFRS 11, IAS 28	From F2
IAS 28	Investments in associates and joint ventures	Explains how to account for investments in associates. This includes the application of the equity method used when accounting for associates and joint ventures.	IAS 27, IFRS 3, IFRS 10, IFRS 11	From F2

Number	Name	Application/relevant articles	Useful to be studied in conjunction with:	Examinable subjects
IAS 29	Financial reporting in hyperinflationary economies	Not examinable		
IAS 32	Financial instruments: presentation	Prescribes the presentation of financial instruments.	IFRS 7, IFRS 9	From F2
IAS 33	Earnings per share	Prescribes the principles for the calculation and presentation of basic and diluted earnings per share.		From F2
IAS 34	Interim financial reporting	Not examinable		
IAS 36	Impairment of assets	Explains that an asset or cash generating unit cannot be reported at a value higher than its recoverable amount and how to account for any resulting impairment.	IAS 16, IAS 38	From F1
IAS 37	Provisions, Contingent Liabilities and Contingent Assets	Prescribes the accounting and disclosure requirements for provisions, contingent liabilities and contingent assets.	IAS 10	From F2
IAS 38	Intangible assets	Prescribes the recognition and measurement of intangible assets.	IAS 36	From BA3
IAS 40	Investment property	Not examinable		
IAS 41	Agriculture	Not examinable		



## Policy regarding examinable dates for IAS/IFRS for CIMA 2019 professional qualification

The assessments will be set in accordance with relevant International Accounting Standards and International Financial Reporting Standards. This also applies to the material relating to Financial Reporting Exposure Drafts.

As a general rule, CIMA will examine such standards from the effective date (or as close as is practical). This will normally be the date that a new examination blueprint becomes effective. Details of specific standards that are examinable for the period covered by the examination blueprint will be stated in the objective test section of the blueprint.

For Case Study Examinations, where individual standards will not normally be directly assessed and where marking can accommodate a variety of approaches, candidates may refer to new standards before the effective date where early adoption is permitted.







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