SECTION ONE: PREAMBLE TO CASE STUDY

**REVIEW QUESTION:**

What is Case Study, features and procedures for Case analysis and resolutions.

**SOLUTION**

- Give one or two from the various definition of case study.

- Enumerate the features of case study

- List the procedures for case analysis and resolutions.
SECTION TWO: THE 25 COMPETENCES EXPECTED

REVIEW QUESTION

List the expected 25 Competences.

SOLUTION:

- Demonstrate understanding of a scenario
- Demonstrate understanding of data
- Demonstrate understanding of information
- Make sense of data as information
- Select and use a tool appropriately
- Identify and state opportunities, risks, problems and issues.

............................................. Continues.
SECTION THREE: THE 13 SCENARIOS

REVIEW QUESTION:

List the 13 scenarios that could be tested.

SOLUTION:

The 13 Scenarios that could be tested in any given case are:

1. Informed business judgment
2. Managerial judgment
3. Professional skepticism
4. Professional ethics
5. Business ethics
6. Risk assessment

........................................... Continues.
SECTION FOUR: THE 11 TASKS

REVIEW QUESTION:

List the 11 tasks that could be expected from students.

SOLUTION:

The 11 Tasks that could be expected from students are:

1. Financial Analysis
2. Financial Data Analysis
3. Setting a price for a product
4. Valuing a business
5. Analysing costs
6. Break-even analysis
7. Cash flow analysis
8. Setting key performance indicators (KPI)
9. Sensitivity analysis
10. Strategic analysis
11. Efficiency, Economy and effectiveness analysis
SECTION FIVE:

REVIEW QUESTION:

Enumerate the 5 Case Study Tools available for use in examinations

SOLUTION:

The 5 Case Study Tools available for use in examinations are:

(i) Tool to analyse a basic set of financial statements consisting of statement of comprehensive income, statement of financial position, cash flow statement and supporting notes

(ii) Tool that can be used with management information such as Budgets and forecasts

(iii) Strategic tools such as PESTEL, Five Force analysis or SWOT analysis

(iv) Financial engineering assessment tools

(v) Business valuation tools
SECTION SIX: THE SPECIAL ROLE OF ETHICS COMPONENT

REVIEW QUESTION:

Briefly explain the relevance of ethics component in a case study.

SOLUTION:

Ethical issues may relate to individual professional or their employers position and may be within the client they are advising. The ethical issues may include not only professional issues but also matters of how business is conducted, social impact, environmental impact and sustainability.

Ethics may be seen in the context of regulations, regulatory oversight, professional duties, public interest and reputation.
SECTION SEVEN: WRITING REPORT AS AN INTERNAL PROFESSIONAL

REVIEW QUESTION:
What are the peculiar features of a specimen report as an Internal Professional.

SOLUTION:
- Internal Memorandum as Heading
- To: Chairman, Board of Directors
- From: Chief Accountant
- Subject: Review and Appraisal of Operations
- Reference: CA/BOD/REP./10/002
- Date: 25th September 2014
- Body of the Report
- Closing Complements not necessary
SECTION EIGHT: WRITING REPORT AS AN EXTERNAL PROFESSIONAL

REVIEW QUESTION:

What are the peculiar features of a specimen report as an External Professional.

SOLUTION:

- A letterhead
- Address: 20, Billingsway, Oregun, Ikeja, Lagos.
- E-mail: resoluteconsulting@gmail.com
- Telephone: 01-4778242, 08029994678
- Date: 20ᵗʰ October 2014
- The recipient address by the margin of the left-hand side
- The Body of the Letter
- Closing compliments is compulsory
SECTION NINE: THE PECULIARITY OF STUDENTS ASSESSMENT IN A CASE STUDY EXAMINATION

REVIEW QUESTION:

How are students assessed in a Case study examination.

SOLUTION:

- Use of Competence based assessment

- A typical allocation of grade boxes is therefore as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Boxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement 1</td>
<td>8</td>
</tr>
<tr>
<td>Requirement 2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>Overall Paper - Report</td>
<td>2</td>
</tr>
<tr>
<td>Overall Paper - Appendices</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

- Grades Structure

| SA  | Superior achievement | At least 4 | 5 |

STARRY GOLD ACADEMY
<table>
<thead>
<tr>
<th>CA</th>
<th>Competent Achievement</th>
<th>At least 3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>Below Competent</td>
<td>2 or less</td>
<td>2</td>
</tr>
<tr>
<td>NC</td>
<td>Not Competent</td>
<td>Only 1</td>
<td>1</td>
</tr>
<tr>
<td>V</td>
<td>Void</td>
<td>Nothing</td>
<td>0</td>
</tr>
</tbody>
</table>

- Assessment of Professional Skills
- Assessment of Communication Skills
SECTION TEN: EXAMINATION TECHNIQUES

Writing the exam

Don’t start writing straight away! If you are given time before the exam to read through the paper, make sure you use this effectively. If you are not allowed this extra time, you still need to spend a few minutes carefully checking:

- the instructions. How many questions do you have to answer? (There’s always someone who tries to answer too many!) Is mark weighting indicated? Where should the answers be written?

- the questions. Scan them for ones you feel more confident with. Maybe jot down a few initial thoughts to help you make the final decision on which ones to answer. Don’t just focus on the main topic.

Analyse the questions carefully. You must answer the actual question set. It’s a very common mistake to zoom in on the general topic and start writing everything you know about it or to start answering another related question which may have been included in a past paper. Spend time looking very closely at the question:
- **what’s the instruction?** (discuss? evaluate? compare? outline?)

- **what aspects of the topic are you being asked to consider?** (dates? places? people? other key words?)

- **how many sections are there in the question?** A ‘question’ may often in fact be two or three questions. If so, the ‘discussion/analysis’ parts will be more important than the ‘description’ parts, so make sure you spend more time on these.

  **Work out the structure of your answer.** Spend time working on a fairly detailed plan. Don’t panic if you see everyone around you writing away: a good plan will make writing your answer much easier; a well structured answer will usually get higher marks, and if you are unable to finish an answer, but your plan indicates clearly what you were intending to write, you may in some circumstances get credit for this. Remember the basic structure: introduction; clear paragraphs or sections, each devoted to one new idea; conclusion or summary. And when you’re writing your answer, keep referring back to your plan, and keep asking yourself if you’re answering the question. Your answer must be 100% relevant to the question –
exam answers are short, and there is absolutely no room for waffle or inconsequential information.

See our other guides on writing essays and essay structure.

**If English is not your first language don’t worry.** Your tutors realise this and will make concessions, although they do of course need to understand what you’ve written, and some courses do also have higher standards of the English they expect. It’s the ideas that are the most important thing.

**Don’t worry about making references.** A exam answer is different to a coursework answer, and you are usually not expected to try and learn lots of reference details, especially dates and page numbers. Some references to authors may be necessary however. Similarly, it may not be necessary to try and learn lots of detailed information such as exact dates and figures. A university level exam is not simply a memory test.

**Timing is important.** If you have three questions to answer in three hours, don’t spend an hour and a half on the first question. Divide up your time equally, allowing for question analysis and planning, and also for checking what you’ve written when you’ve finished for relevance, structure, cohesion, accuracy etc. You may want to answer the question you’re most comfortable with first,
partly maybe to help settle your nerves, but don’t get carried away with it – keep your eye on the clock.

**What will please the examiner:**

- the fact that you have **answered the question**

- evidence that you have **applied what you have learnt** during the module

- you have **answered all the questions**

- a **well-structured, coherent** piece of writing, not in note-form

- **legible handwriting.** If your handwriting is really terrible, get some help and practice.

**After the exam**

No post-mortems. You’re more likely to depress yourself than anything else. There’s nothing you can do about it now. Go and relax and then prepare for your next exam if you have one.
If you have to resit try to find out as much as possible from your tutors why you did badly, and concentrate on improving that area. Was it because of misunderstanding of the questions? Irrelevant or short answers? Problems with English? Most tutors will be happy to help you remember, they want you to do well!