

Issue	Feedback
1. Praise for Integrated Case Study sessions and request for more case studies	1. It was noted that over 30 case studies were available during the year and that the number will be increased for the coming year so there will be over 40 case studies available.
2. Time constraints	2. While time constraints were raised as an issue this year, CASSI and CAI are encouraged by the fact that this was less of an issue than had been the case in previous years.
3. Accessibility of information on the website	3. Changes have been made to the website to make materials more accessible for students. CAI will discuss these changes with CASSI before this is made available to all students.
4. Layout of Core Comprehensive paper	4. CAI acknowledges that the layout of the paper was unpopular. Each year a number of formats are tested before the paper is finalised. Going forward, an independent party will be included in this process.
5. Inclusion of Customer Profitability Analysis in Performance Measurement a surprise Also uncertainty as to whether to comment or perform calculations	5. Unclear as to why students felt caught out by this as this had appeared on the mock paper. In these situations, students are required to use judgement to determine the appropriate level of comment or calculation required, based on the scenario presented.
6. General issue with business leadership and the weighting it receives at FAE level	6. CAI reminds students that an ACA qualification requires students to show that they are a competent business professional. The CAI would also like to remind students that Business Leadership is a vital component of the FAE . It's emphasis and prevalence should not be a surprise. However, changes are being made to how the course is taught. More exam focussed contact sessions will be introduced in addition to a case study workshop.
7. General concern about indicators being vague and there being an overlap between different "super six" topics	7. Not all issues will fit into the "super six" category. Students are advised to deal with the issue as it is presented. In doing so, and by using a reasonable, justified approach, they should hit on the relevant indicator. The mentality should not be to be aiming to hit a certain minimum of indicators

<p>8. Issue of s626B in simulation 2 on day 2</p> <p>9. Comparison with feedback received for the 2011 exams</p>	<p>Also, where there is seen to be an overlap between different topics, there may be an overlap. The examiners will take into consideration different answers, provided a justified and reasonable answer has been put forward. Students are also reminded that the "super six" will not be examined evenly over days 1 and 2.</p> <p>8. This has been brought to the attention of the examiner</p> <p>9. It is encouraging to see that some issues raised by students in the 2011 report were not raised as issues this year. In particular there was a common feeling amongst students in 2011 that they ended up writing too much due to a fear of missing a single element leading to their answer reaching a standard of "reaching competent" rather than "competent." While some students raised this as a concern in certain parts of certain papers, this was not a comment that was received as feedback from all students.</p> <p>Again CAI would like to reiterate that, in most cases, there will be a range of permissible answers and the examiner will take into consideration reasonable, justified approaches.</p>
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