

The CIMA Learning matrix – examples of good practice

Step 1 – know your market	<ul style="list-style-type: none"> • ‘A product champion is appointed for CIMA courses. • ‘No pass no fee’ initiative in place. • A database of student employers is maintained for marketing purposes. • Feeder colleges are visited for marketing purposes. • Links are forged with similar course providers to share good practice.
Step 2 – find your teaching team	<ul style="list-style-type: none"> • Staff are actively encouraged to develop their teaching skills and their technical knowledge. Records are kept and reviewed of involvement in staff development activities. • Staff attend a CIMA specific away day. Funding is available to ensure that part-time members of staff can also attend. • Staff continuity is a priority. • New members of staff are given a full induction and are guided by an experienced mentor. • Each paper taught has a champion charged with monitoring, analysing and communicating subject changes. • Staff are required to attend a presentation skills workshop.
Step 3 – deliver courses which produce results	<ul style="list-style-type: none"> • Schemes of work and course materials are standardised. • All course notes are held on file in case of staff absence. • Experts from industry are invited to speak to students to specifically link syllabus content to the work place.
Step 4 – support your students	<ul style="list-style-type: none"> • Staff interview each new student to discuss enrolment and registration procedures, subject selection and the demands of the CIMA qualification. • Students receive a full induction into the CIMA programmes which includes their input into the learning process. • Study support sessions are available to students covering key themes e.g. report writing, memory skills and mind mapping, exam nerves etc.

	<ul style="list-style-type: none"> • Students are encouraged to form self-directed study groups to provide peer support outside the classroom. • Students can access course notes and support materials via the internet/intranet. • A tutorial programme is available to students. Each student should receive a minimum of one tutorial per semester to discuss progress. • Timing of assessed work is co-ordinated across all subjects taught. • A standard feedback form is completed for all assessed work. • A central coursework log is maintained, updated and reviewed regularly. Action is taken to follow up poor performance or non-submission. • An exam surgery is held for students who are unsuccessful.
Step 5 –review performance	<ul style="list-style-type: none"> • Pass rates and student feedback feed directly into the staff appraisal process. • As part of a wider appraisal process staffs are subject to at least one classroom observation each year. • A trend analysis for pass rates is produced and reviewed following each exam sitting. • Staff/student consultative groups meet regularly to discuss issues relevant to the course. • Student groups are given feedback written or verbal on issues raised via consultative groups/questionnaires and informed of any action taken. • Questionnaires issued to students include discursive questions in order to obtain qualitative as well as quantitative feedback. • Student feedback questionnaires are kept for a number of years to facilitate tracking of student satisfaction levels. • Annual course review process includes part-time and non-accounting staff and possibly an independent external consultant. • Students are given details of the standards adhered to by the college.
Step 6 – demonstrate innovation and improvement	<ul style="list-style-type: none"> • A business plan is developed to provide direction for the course and to set key performance indicators.