

CIMA

Chartered Institute of
Management Accountants

CIMA Learning Matrix



The CIMA Learning matrix

If you feel your organisation has what it takes to become a CIMA Learning Quality Partner, you will need to provide evidence that our KPIs are being met. However, we want our programme to be as flexible and innovative as yours, so there are no hard and fast bureaucratic rules around our assessment process. You show us that you can meet or exceed our requirements (using the evidence you feel best reflects your performance) and we will reward you with a partnership which will take us all forward.

Note – whilst an indication of evidence available for all KPIs is required, those designated as Key Performance Targets (KPTs – shown within the matrix **highlighted in orange text**) must be fully evidenced annually and at any other time requested by CIMA.

STEP 1

Know your market

Undertake research into what is available locally. Identify which course patterns/delivery options are most in demand. Identify target market and promote courses actively.

KPI/s

- 1a) Provision offered reflects feedback from market research and local demand.
- 1b) Students and their employers are at the centre of the teaching process.

Examples of evidence might include:

- Feedback from market research with employers and students.
- Feedback from networking (formal or informal) with employers and students.
- Research into competition/discussions with other regional providers regarding collaborations.
- Evidence of discussions with students.

STEP 2

Find your teaching team

Put together a team of skilled and enthusiastic staff who are committed to their own development as well as that of CIMA students.

KPI/s

- 2a) Staff are suitably qualified to teach subjects offered. They should possess a high level of knowledge and experience of the specialist subjects taught, supported by appropriate training and development in teaching and/or mentoring skills.
- 2b) Staff meet together as a team and discuss course issues, e.g. delivery, assessment and review.
- 2c) Staff performance is monitored and staff are supported in delivering quality teaching.
- 2d) Staff undertake regular structured continuing professional development (CPD) to maintain and further develop both technical and teaching skills.

Examples of evidence might include:

- Staff CVs.
- Minutes/action points from staff/team/course meetings.
- Staff appraisal forms and/or records of individual staff members' exam pass statistics.
- Staff development plans.
- CPD records.

STEP 3

Deliver courses which produce results

Offer a range of flexible, innovative courses which are in line with market needs and which deliver market leading results for students and their employers.

KPI/s

- 3a) A varied and appropriate range of teaching, learning and assessment methods, including the use of technology are offered; these reflect the needs of individual papers/students.
- 3b) Courses include tuition and revision components covering both the CIMA syllabus and exam preparation.
- 3c) **Attendance records are kept (KPT)**. Action is taken where attendance is unsatisfactory.
- 3d) **Targets for retention levels during the course are set in accordance with parameters defined by CIMA (KPT)**. For example, students who leave during the first weeks of the course can be excluded from data on which performance targets are measured, but the reasons for all student losses should be investigated. Internal targets are met/exceeded during year 1 and stretch targets (agreed with CIMA) are set for subsequent years. Please note, allowances will be made for courses where registration takes place before results for the previous exam diet are available.

Examples of evidence might include:

- Course handbooks.
- Course review documentation, staff development plans, stakeholder feedback, or other documentation which evidences that consideration has been given to the most effective methods of delivery.
- Student feedback forms.
- Schemes of work indicating a range of delivery/teaching methods and resources are in use, e.g. e-learning, combined schemes, seminar groups, case studies.
- Collection and tracking of CIMA contact IDs (which can then be used to request pass rate statistics from CIMA).
- Attendance registers – this data will be used to identify which students should be included in pass rate calculations.
- Records of actions taken in cases of poor attendance.
- Data on retention rates.

STEP 4

Support your students

Offer suitable resources, facilities, exam and revision practice, mentoring and/or counselling.

KPI/s

- 4a) Students are offered advice on course requirements, paper choices, exemption decisions, study options.
- 4b) **Assignments, e.g. past exam questions, are set for each subject taught, marked and returned with feedback within a specified period (KPT)**.
- 4c) **Full mock exams are set and facilities made available to students to enable them to sit the mock exam and/or students are provided with timed exam practice under controlled conditions (KPT)**.
- 4d) Ongoing progress reviews with students are in place and, where practical, post examination counselling is provided to students who fail.
- 4e) Progress reports on students (up to one per subject per term) will be provided to employers/students on request.
- 4f) Facilities (taught courses only) are suitable and under review to ensure they meet student requirements, e.g. in terms of access, security and comfort levels.

Examples of evidence might include:

- Course documentation/handbooks.
- Schemes of work.
- Information on any tutorial support provided and the frequency with which it is used by students. Any specific actions taken, either for groups or individuals to tackle problem areas/increase support to students.
- Course/homework/exam practice logging and tracking sheets (should show evidence of individual tracking).
- Individual progress reviews /checks for students and any action plans arising.
- Course review documentation.

STEP 5

Review performance

Review course performance, including assessments of staff performance and examination results, identify any problem papers/areas, develop and implement action plans to ensure enhanced performance in future.

KPI/s

- 5a) There is a detailed annual course review (including input from employers/consideration of how employer participation in the education process can be increased) covering all aspects of course design, delivery, outputs and review.
- 5b) **Students are asked to log into their My CIMA accounts to complete the student feedback form at least once during each course (KPT).** This form includes specific questions regarding staff attendance, knowledge, ability to answer questions, exam focussed planning, setting and marking of work, enthusiasm. An example of a student evaluation form for internal use can be found in the CIMA Learning handbook.
- 5c) **A target return rate of 80% (for each paper taught) of student feedback forms is achieved (KPT).**
- 5d) Student feedback questionnaires indicate satisfaction with staff performance and/or poor staff performance is identified and followed up with appropriate action plans.
- 5e) **Pass rate statistics are produced for each paper and success rates MUST achieve or exceed the national average for each paper in the first year. Targets for future years will be determined in conjunction with CIMA but will always be above national averages (KPT).** Failure to meet targets is investigated and action plans developed, implemented and monitored.
- 5f) Retention targets (see 3c) are reviewed. Failure to meet retention targets is investigated and action taken.
- 5g) Future course planning is based upon the outcomes from the annual course review process plus ongoing market awareness/research.

Examples of evidence might include:

- Course review documentation.
- Plans for increasing employer participation/raising level of survey returns.
- Analysis of feedback from satisfaction questionnaires.
- Action plans derived from analysis of student feedback.
- Pass rate data.
- Action plans for addressing any pass rate issues.
- Analysis of retention information which includes analysis of reasons for poor retention rates.
- Action plans for improving retention levels in the future.
- Student feedback forms.

STEP 6

Demonstrate innovation and improvement

Strive for a culture of 'continuous improvement' in course design and delivery, incorporating innovative approaches to meeting customer needs via course patterns and delivery methods.

KPI/s

- 6a) CIMA course provision is considered as part of the development of a provider's long term strategic vision and plans.
- 6b) The institution continually strives for improvement and has in place processes which drive forward the quality and improvement agenda.
- 6c) The institution consults with students and employers in order to continually improve the quality and relevance of courses offered.
- 6d) There is evidence of innovation in student support, course delivery. The organisation offers/is investigating different tuition approaches to reflect the differing learning outcomes at operational, management and strategic levels.
- 6e) The organisation demonstrates a flexible approach and a swift and positive response to change.

Evidence might include:

- Providers' strategic plans, mission statement, values documentation.
- Medium and longer term course development plans/options.
- Student and employer questionnaires.
- The institution offers evidence of best practice and continuous improvement in course design and delivery, e.g. a range of teaching/assessment methods, e-learning, combined schemes, flexible revision.
- A number of approaches to course delivery; a range of student support activities, possibly including outreach work, e.g. distant support to independent students via drop in surgeries, open sessions on study/ examination techniques, provision of mock examinations with feedback service, web enabled tutor support.
- Piloting of computer based assessment options or other CIMA innovations.
- Data supporting attempts to network with other suppliers to provide a full range geographical service, e.g. via consortia arrangements.

CIMA Learning is a challenging six step programme delivering market leading education for students.

At CIMA, we want the best education for our students - flexible, innovative, high quality tuition which delivers top pass rates and rapid progression through the examination system. Only organisations offering the very best in CIMA tuition will be able to meet the challenge of our new CIMA Learning programme, but for those who can, a rewarding partnership, offering mutual benefits and high visibility in the market place, awaits.

There are six steps within our programme, each reflecting one element in the course delivery process. If you can provide evidence that your organisation can meet the key performance indicators (KPIs), we will be pleased to recognise your college as a CIMA Learning Quality Partner. To help you meet the performance standards, we have published additional best practice guidance for tuition providers. This can be found on our website site www.cimaglobal.com/cimalearning along with the Quality Partner application form.



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