



CIMA Global Learning

January 2016

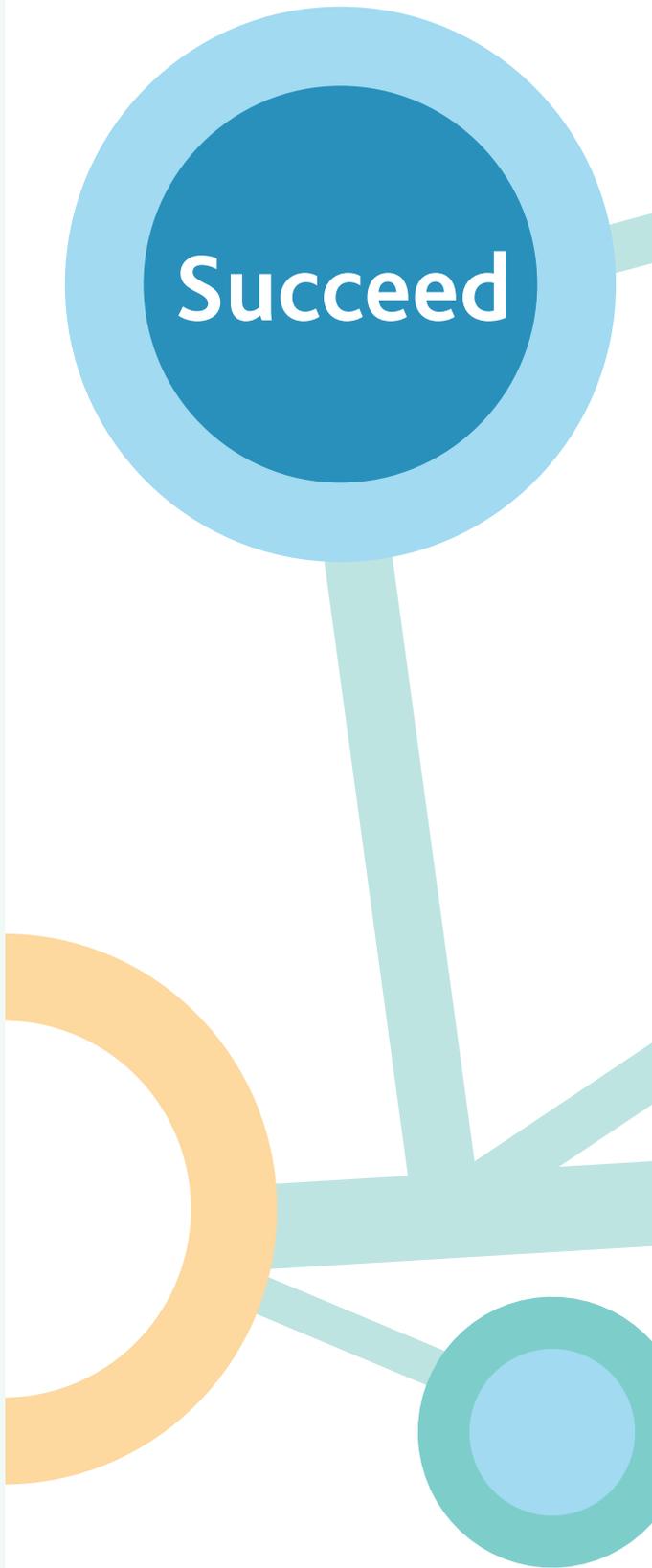
INTRODUCTION

The CIMA Global Learning matrix has been designed to assist CIMA course providers benchmark their provision against a set of global standards for quality tuition. The standards are built around 5 Steps to Success which mirror the process a successful course provider would follow when setting up and delivering courses. Within the matrix there are three levels, each with its own designation, logo and benefits. The levels are both stand alone awards and part of a progressive scheme which sets out a clear pathway to accreditation at the next level. All course providers who are accredited under the scheme are Partners and will benefit from a close collaborative relationship with CIMA. The three designated levels are:

- CIMA Global Learning Partner
- CIMA Global Learning Advanced Partner
- CIMA Global Learning Premium Partner

To benchmark your tuition and identify the correct designation for your college, work through the matrix from left to right, top to bottom, ticking each standard that can be met. Examples of evidence, documents and records to support each standard, are listed in the insert “Examples of evidence” provided within this pack. CIMA reserve the right to ask to see evidence to support any standard either at initial assessment, at or before monitoring visits and/or on request. All standards at each level, beginning with CIMA Global Learning Partner must be met in order to achieve that designation and all standards at each of the proceeding levels must be met in order to move up to the next level. Ultimately, CIMA will award the designation based on the site visit and supporting evidence.

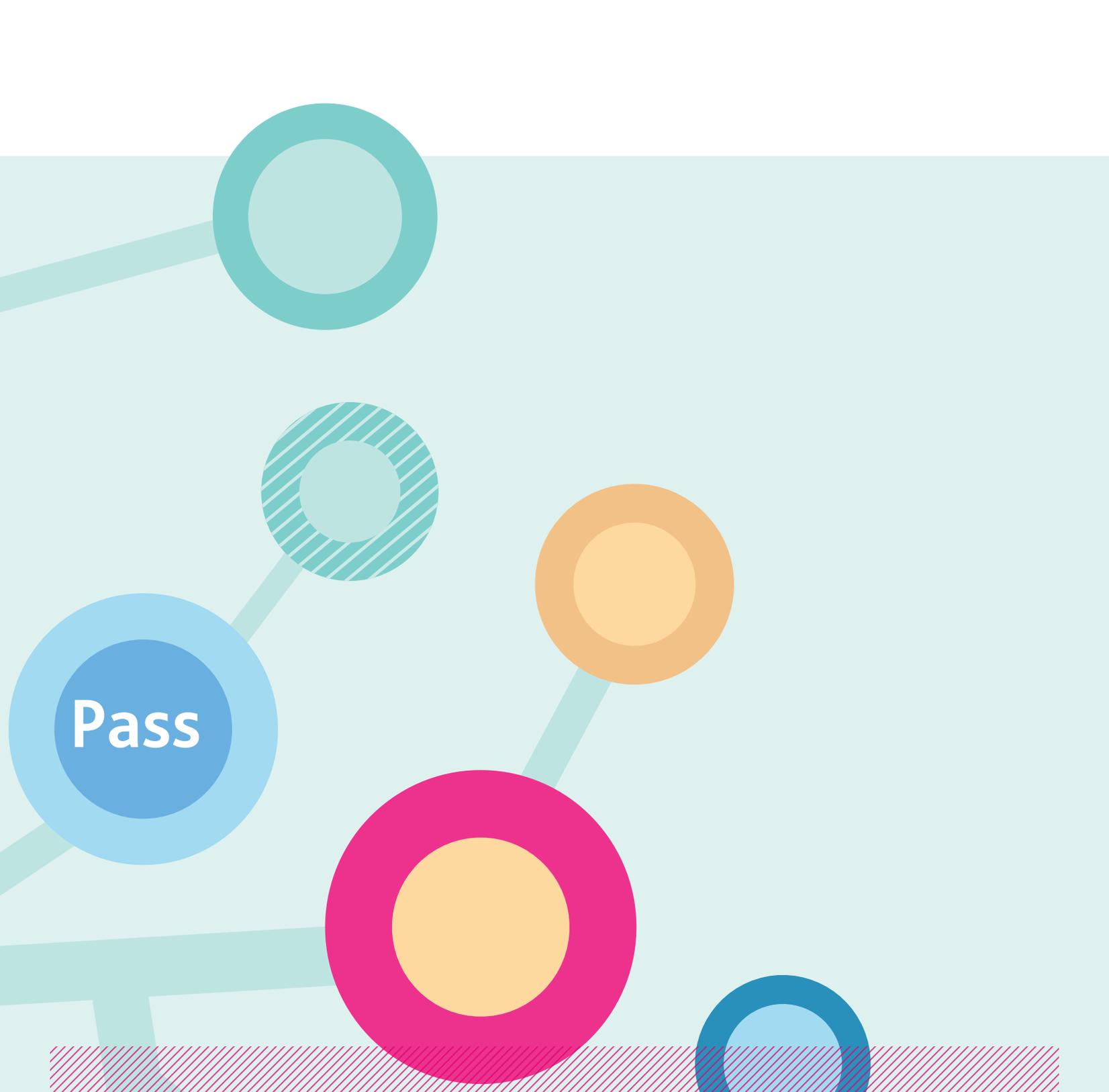
Once you have benchmarked your provision, visit www.cimaglobal.com/cimagloballearning to begin your application and become part of a CIMA supported learning community. We actively promote the CIMA Global Learning scheme and its Partners to students and their employers so you will benefit from profile-raising activities as well as support for your tutors and teaching.



Succeed

ACCREDITATION LEVEL	CIMA Global Learning Partner	CIMA Global Learning Advanced Partner	CIMA Global Learning Premium Partner
STEPS TO SUCCESS	Indicative Performance Requirements		
<p>STEP 1 – know your market</p> <p>Undertake research into what is available locally. Identify which course patterns/delivery options are most in demand. Identify target market and promote courses actively.</p>	<p>1a) Complete market research to identify local needs e.g. evening or weekend classes, revision, online.</p> <p>1b) Produce and implement marketing and communications plans and review effectiveness/ revise as required.</p>	<p>1c) Offer provision which reflects feedback from market research and local demand.</p> <p>1d) Put students and their employers at the centre of the teaching process.</p>	<p>1e) Undertake annual research with employers and students to ensure courses continue to meet market needs.</p>
<p>STEP 2 – appoint your course leader and find your teaching team</p> <p>Put together a team of skilled and enthusiastic staff who are committed to their own development as well as that of CIMA students.</p>	<p>2a) Prepare recruitment plans, job descriptions and person specifications.</p> <p>2b) Employ staff that are suitably qualified and ideally have additional teaching experience and/or qualifications.</p>	<p>2c) Appoint a dedicated course leader who has the knowledge, skills and enthusiasm to support and monitor CIMA courses.</p> <p>2d) Employ staff who 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. Ensure teaching staff are fully familiar with Cert BA and Prof Qual 2015 syllabus and assessment methods.</p> <p>2e) Monitor staff performance and support staff in delivering quality teaching; a formal review should take place at least once per annum.</p> <p>2f) Hold and document meetings between staff, including part-timers, to discuss CIMA courses, identifying any issues and plans for improvement. Meetings should occur at least once per annum.</p>	<p>2g) Communicate expectations with regard to professional development to staff to ensure that they are up to date with technical and syllabus changes whilst continuing to refine their teaching and coaching skills.</p> <p>2h) Facilitate staff development by, where appropriate, providing funding or paid time off to full time staff to attend relevant courses.</p>
<p>STEP 3 – deliver courses which produce results.</p> <p>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.</p>	<p>3a) Produce draft course plans, outline schemes of work and provisional timetables.</p> <p>3b) Include tuition for the CIMA syllabus and exam coaching for both Objective Tests (OTs) and Case Study exams.</p> <p>3c) Provide up to date course materials which are appropriate for topics taught eg CIMA official study texts or providers' own materials of same quality.</p> <p>3d) Provide CIMA with complete records for all students (on request and in format required by CIMA).</p> <p>3e) Provide students with details of the college complaints policy (including staff absenteeism and class cancellations) and timescales for responding to complaints.</p> <p>3f) Have courses up and running within 6 months in order to retain accreditation.</p>	<p>3g) Produce full course and teaching plans, and timetables.</p> <p>3h) Offer a varied and appropriate range of teaching, learning and assessment methods; these should reflect the needs of individual subjects/learners.</p> <p>3i) For face to face classes, provide equipment so that students can practice completing tests on PC and under exam conditions.</p> <p>3j) Offer induction sessions for new students.</p> <p>3k) Track attendance, performance (eg homework/mock exams), exam entry and results for each student and report on these to CIMA as required.</p> <p>3l) Take action where attendance is unsatisfactory and inform employers paying course fees of any attendance issues.</p> <p>3m) Collect student feedback on all areas of course delivery and staff performance at least once during each course. Take any necessary actions suggested via this feedback; a proforma is available from CIMA or own documentation can be used.</p> <p>3n) Pass rate performance will be monitored by CIMA and, where necessary, improvement plans generated in partnership with CIMA.</p>	<p>3o) Deliver consistently high pass rates compared against the published CIMA global pass rates.</p> <p>3p) Strive to achieve retention level of 80% through each course taught.</p> <p>3q) Investigate the reasons for all student losses. Review achievement against target and plan any necessary remedial actions.</p> <p>3r) Provide evidence of innovation in course delivery and student support e.g. offering different tuition approaches to reflect the differing learning outcomes at operational, management and strategic levels and for both Objective Tests and Case Studies.</p> <p>3s) Demonstrate a culture of 'continuous improvement' in course design and delivery, incorporating innovative approaches to meeting customer needs.</p>

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STEPS TO SUCCESS	Indicative Performance Requirements		
<p>STEP 4 – support your students</p> <p>Offer suitable resources, facilities, exam and revision practice, mentoring, counselling as appropriate.</p>	<p>4a) Ensure facilities (taught courses only) are suitable and under review to ensure they meet student requirements, e.g. in terms of access, security, administrative support and comfort levels.</p> <p>4b) For online courses, consider how to facilitate student engagement and enhanced support e.g. via online tutorials, mentoring etc.</p> <p>4c) Plans are in place to ensure business continuity in the event of, for example, system downtime, power outages, issues with connectivity or other untoward events.</p>	<p>4d) Offer students pre-enrolment advice on entry points to CIMA, paper choices, exemption decisions and advise on best study methods and packages to meet their needs.</p> <p>4e) Provide clear answers to the following questions for students via course documentation/promotional materials:</p> <ul style="list-style-type: none"> • Is this course alone sufficient for me to pass the exam – assuming I complete all reading, assignments, practice questions? If not, what else do I need to do/and/or pay for e.g. more materials, revision course etc? • How much additional self study time will I need to devote per subject? • If successful in this subject/at this level, can I carry on my studies or do I need to find another provider? (i.e. what subjects/levels are offered; is this dependant on minimum numbers)? • What support will I get if I am struggling? • If I fail, do you offer re-sit preparation and help to work out where I went wrong? 	<p>4f) Set assignments based around both OTs and Case Study content and also the Case Study approach. Mark and provide feedback, including immediate feedback to students practicing OTs on PC.</p> <p>4g) Provide students with the opportunity to sit a minimum of one full mock exam (OTs and Case Study) under controlled conditions.</p> <p>4h) Offer ongoing progress reviews and, where required, post-examination support and advice to students.</p> <p>4i) Provide, on request, feedback on students' progress to employers who are paying course fees.</p>
<p>STEP 5 – review performance</p> <p>Review course performance, including assessments of staff performance and examination results, identify any problem subjects/ areas. Develop and implement action plans to ensure enhanced performance in future.</p>	<p>5a) Review plans and progress to ensure targets of having courses up and running within 6 months/ move up to Advanced Partner within 2 years are actively pursued. Reviews should be quarterly until courses up and running and annually thereafter.</p>	<p>5b) Review courses and results on a per course or annual basis (as appropriate) to ensure quality is maintained and to assess potential for moving up to Premium Partner.</p> <p>5c) Where appropriate, develop plans, with timescales, for achieving a move up to Premium Partner.</p> <p>5d) Review student feedback:</p> <ul style="list-style-type: none"> • Achieve a target return rate of 80% of student feedback forms for each subject taught; and • Identify any issues and produce plans, with timescales to address these. 	<p>5e) Undertake a detailed annual course review (where appropriate, 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.</p> <p>5f) Achieve high levels of student satisfaction with staff performance. If poor staff performance is identified, put remedial action plans in place and follow up.</p> <p>5g) Investigate failure to meet targets and develop, implement and monitor remedial action plans as necessary. Note: meeting or exceeding national pass rates is essential at this level (see Step 3o).</p> <p>5h) Review retention targets (see Step 3p). Investigate any shortcomings and take appropriate remedial action. Report any issues, planned actions and subsequent outcomes to CIMA.</p> <p>5i) Consider short, medium and long term aims and options during course reviews to facilitate strategic planning for future course delivery.</p>

An abstract graphic featuring several overlapping circles in various colors (teal, blue, orange, pink, dark blue) and light teal lines connecting them, set against a light teal background. One circle is filled with a diagonal hatching pattern. The word 'Pass' is written in white inside a blue circle.

Pass

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