Contents

Introduction

International Diploma in Language Teaching Management (IDLTM)

The International Diploma in Language Teaching Management (IDLTM) is awarded jointly by the University of Cambridge ESOL Examinations, UK; the School for International Training (SIT), USA; and the Institute of Continuing and TESOL Education, The University of Queensland (ICTE-UQ), Australia. Administrative support for IDLTM courses is provided by the IDLTM Secretariat at:

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This award is intended for experienced professionals in a language teaching context who are working in positions where their role includes operational management responsibilities for the institution and/or its staff and students.

It is an award which is intended to shift the focus away from the practicalities of the classroom to other more specialised areas where teachers, directors of studies or school managers might want to undertake certificated professional development.

Aims of the IDLTM course

The aim of the International Diploma in Language Teaching Management is to enable experienced professionals in a language teaching context to apply insights and skills derived from management theory and practice to their work as managers.

Specifically, the International Diploma is designed to enable them to:

- extend their knowledge and awareness of relevant management principles and practices

- develop their management skills through the application of this knowledge and awareness to a language teaching context

- demonstrate these skills in effective practice as managers in a language teaching context.

Entry requirements for IDLTM courses

	Essential	Desirable
Degree or equivalent (including Accreditation of Prior Learning)	Yes	
At least 3 years' language teaching experience (full time in state or private sector, internationally or in one country) OR 5 years' experience working in a language teaching context in other capacities, e.g. administrative officer	Yes	
ELT qualification		Yes
Eight years' full-time work experience		Yes
Co-ordinating or management experience in education or business		Yes
Competence in English (both written and spoken) that enables candidates to follow the course and complete all the assessed elements successfully	Yes	

It is the responsibility of centres to satisfy themselves that all candidates have an appropriate background and competence to follow the course in line with regulations and requirements. An interview is recommended, together with the completion of a pre-course screening task, (see page 5 *Administration Handbook*).

Course length

International Diploma courses have the following minimum length:

- 110 contact hours between candidates and course tutors (face-to-face/distance)
- 215 independent study hours (including assignments)

This is for general guidance only and indicates acceptable minima. As postgraduates, candidates are expected to take responsibility for the quantity and quality of their own learning.

Overview of syllabus

The syllabus is divided into eight units, as below:

Unit	Topics	Contact hours	Independent study hours (including assignments)
0	Management and Managing	5	0
1	Organisational Management	10	25
2	Managing Financial Resources	20	30
3	Human Resource Management and Communication	15	40
4	Marketing	15	30
5	Client and Customer Service	10	20
6	Academic Management	15	30
7 & 8	Two electives (10 hours each)	20	40
	Total	110	215
	Total Hours	**325**	

A detailed breakdown of the syllabus follows. Please note that units 7 and 8 will be chosen by the centre to be relevant to the candidates. By way of example, an elective might cover Change Management, Industrial Relations, or Project Management.

Overview of Coursework and Course Requirements

Coursework

All work submitted must meet the required standards as detailed in the general assessment criteria. Specific criteria are also given for each piece of work, (see assignment details). Coursework is internally assessed on a continuous basis with a sample externally moderated.

The assignments should not be perceived as independent events and each assignment should build on the awareness gained in previous assignments as well as during the course itself.

The coursework includes the following six assessed assignments:

- Assignment one: Academic Essay

- Assignment two: Costed Proposal

- Assignment three: Case Study

- Assignment four: Materials for a presentation

- Assignment five: Action plan

- Assignment six: Commentary on a simulation

In addition, there is one assignment for each of the two electives.

Centres are responsible for designing the coursework using the specifications on pages 8 to 20.

Course requirements

Candidates are required to attend the whole course and complete and submit all assignments in line with requirements.

Candidates must pass all of the assessment items.

Candidates may resubmit **four** of the assessment items on one occasion only.

Components of Assessment

Components of assessment

Topics	Word length	Task type	Assignment
Management and Managing	No assignment	No assignment	No assignment
1. Organisational Management	2,250-2,700	Description & analysis, applying relevant concepts & procedures	Description and analysis of own Language Teaching Organisation (LTO), to include organigram.
2. Managing Financial Resources	1,000 – 1,500	A financial plan using data from own LTO	A costed proposal based on data from own LTO, consisting of a narrative together with spreadsheet(s).
3. Human Resource Management (HRM) & Communication	2,000 – 2,500	Essay and appendix based on a case study	A case study on an aspect of HRM in candidate's own LTO.
4. Marketing	2,000 – 2,500	A marketing plan and presentation	A marketing plan for the candidate's own LTO, with materials for a presentation to senior management, back up data in an appendix.
5. Client and Customer Service	2,000 - 2,500	Interpreting & using a survey	An action plan, addressed to LTO staff, and based on a survey of customer satisfaction within candidate's own LTO. Data to be included in appendix.
6. Academic Management	3,000 – 3,500	A report on a simulation involving the preparation of a plan, in response to given data on an LTO, with a rationale for proposals, a process review and consideration of the writer's approach to LTO management.	Capstone assignment: account of the simulation, an evaluation of the process and outcomes, and an outline of own future application of management concepts and procedures derived from the IDLTM course, together with relevant information in appendix.
7 8 7. & 8. Electives	2,500 each	Designed by centres	

- All assignments are equally weighted.

- Late submissions are exceptional and are allowed only by agreement, in advance, with both the course tutor and course co-ordinator. Late submissions will be treated exceptionally on a case-by-case basis.

- Course participants should aim to write succinctly and within the limit prescribed. A maximum 10% leeway above and below the prescribed word length range is allowed. Assignments which are shorter than this are in danger of failure as they may not be fully developed, and are unlikely to be at Distinction level. Assignments which exceed the word limit range by more than 10% will need to be resubmitted, and will not, however good, be eligible for a Distinction. The appendices and bibliography do not contribute towards the word count of an assignment, but any footnotes do count. Course participants are advised to make judicious use of appendices. This policy is to ensure that all candidates are treated equally and fairly, and that all are fully aware of the upper and lower limits of acceptability.

Grades of Award

Pass, Distinction, Fail

Candidates who meet the course requirements and who demonstrate that they have met the pass standard for all assessed components will be awarded a *Pass*.

A *Pass with Distinction* will be awarded to candidates who meet the course requirements and who demonstrate that they have met the distinction standard in four of the six core modules. Candidates who resubmit one or more pieces of work are not eligible for a distinction. If a pass has been achieved, an assignment cannot be resubmitted in order to gain a distinction.

Candidates who fail to meet pass standard in one or more of the assessed components will be awarded a *Fail*.

Submission guidelines

1. Candidates may request the module trainer for feedback on a draft.
2. Trainer provides feedback and returns to candidate for revision.
3. Candidate revises and submits assignment for assessment.
4. Assignment is assessed, and awarded: Distinction, Pass, or Resubmit.

Resubmission guidelines

5. If the assignment is to be resubmitted, the candidate may do so within a maximum of four weeks from receipt of the work.
6. On resubmission, the assignment is marked by the original marker and a second marker who is external to the providing institution.
7. The external marker liaises with the course co-ordinator, who will then, in consultation with the course tutor, finalise the grade of the candidate. This decision is reached within four weeks of receipt of the resubmission.
8. If the work is still not of a pass standard, the candidate has failed the course.

Syllabus Introductory Unit: Management and Managing

Introductory Unit: 5 hours

Title: Management and Managing

Purpose: To define concepts and establish a conceptual framework for the rest of the course

Specific Topics/Focus:

 ➢   Language Teaching Management: differences and similarities with other types of management

(NB. It is expected that the areas listed under *Content* will be referred to, but not dealt with in depth, as they will recur throughout the course.)

Theme	Content	Learning outcomes: *Successful candidates can…*
Strategic Management	• Language Teaching Organisations (LTOs) as service providers • Leadership and strategy • Policy development and implementation • Organisational planning	➢ distinguish between strategic, tactical and operational management in the context of LTOs ➢ articulate organisational goals and direction ➢ distinguish between educational and service functions of an LTO
Tactical Management	• Allocating and coordinating organisational functions • Levels and scope of authority and decision making • Management systems	➢ apply management functions and roles to the work of managers in LTOs ➢ relate management systems to LTO management
Operational Management	• Converting policy and planning into operational routines	
Inter-cultural/ National Issues	• Global reach of ELT • Changing role of English as an International Language • Diversity of staff, clientele and inter-cultural communication	➢ relate developments in the role and functions of LTOs to global trends ➢ situate LTOs in an intercultural context
Duty of Care	• Professional and ethical responsibilities • Fair dealing with all stakeholders	➢ relate ethical responsibilities to fair dealing with clients, staff, and other stakeholders
Information & Communication Technology (ICT)	• IT as resource both for managing organisational data and for teaching and learning	➢ explain how ICT contributes to LTO management and service provision

Syllabus Unit 1: Organisational Management

Unit 1: 35 hours (10 hours contact/25 hours non-contact)

Title: Organisational Management

Purpose: To provide a foundation in the theory and practice of organisational behaviour and management

Specific Topics/Focus:
- ➢ Organisational models, types and cultures
- ➢ Organisational structures and processes

Theme	Content	Learning outcomes: *Successful candidates can…*
Strategic Management	• Organisational structure and process • Organisational contexts (e.g., chains, affiliates, networks) • Mission, goals and strategy • Managing risk • Change	➢ identify environmental forces impacting on LTO (STEP analysis) ➢ review and analyse the development of an LTO ➢ apply principles of a learning organisation to the development of an LTO ➢ identify internal and external influences on an LTO (SWOT analysis) ➢ evaluate mission statements and their use as a basis for policy and decision-making ➢ apply strategic planning to organisational development and change ➢ analyse the decision-making processes of their LTO ➢ describe and compare LTOs
Tactical Management	• Managing the fit between human and other resources and the requirements of organisational maintenance and development	
Operational Management	• Micro-level management concerned with decision-making and communication and the nature of relationships among personnel	
Inter-cultural/ National Issues	• The organisation as culture and organisational norms • Organisational behaviour in a multi- and inter-cultural environment	➢ describe organisational types, structures and processes in terms of appropriate theories of organisations ➢ describe the organisational culture of their own institution in terms of beliefs, attitudes, values and relationships to the wider national culture
Duty of Care	• Mutual rights and responsibilities of institution and members • Risk analysis	➢ identify the rights, duties and responsibilities of management and staff ➢ draw an organigram of their own organisation ➢ identify risks and ways of managing risk
ICT	• Impact of electronic communication on organisational processes, relationships and culture	➢ analyse the effects and potential effects of electronic communication on working relationships and organisational culture

Coursework Unit 1: Organisational Management

Assignment: An Academic Essay

FORMAT & SCOPE	ASSESSMENT CRITERIA

Word Length: 2,250 – 2,700

Audience:

A description and analysis, applying relevant organisational concepts, of the writer's own language teaching organisation (LTO) for the course tutor and external moderator.

Scope:

Drawing on relevant organisational models, and including an organigram, describe and analyse the structure and culture of your organisation. Comment on the usefulness of such models in carrying out an organisational analysis.

Syllabus Focus:

Unit 1, Organisational Management

At **PASS** level, successful candidates can:

• produce an assignment which conforms to the task specifications set, and draws on and applies work covered in the course
• provide clear, coherent and focused description and analysis for the specified audience without assumed shared knowledge or irrelevant detail
• provide evidence of the ability to identify the key points and present these effectively
• where appropriate, make explicit the order of priority and significance of points
• where appropriate, make explicit chronological and logical relationships
• use paragraphing, headings and subheadings etc. to match the organisation and development of ideas and use graphics, tabulation, bullet points and listing where these are relevant and helpful
• present their assignment in language which is appropriate to the task in terms of style and clarity, and demonstrates a consistently high level of accuracy in grammar, vocabulary, spelling and punctuation
• produce an assignment which conforms to the required length, is legibly type-written or wordprocessed and includes a cover sheet with the centre name, candidate's name, assignment title and word count
• produce work which is free of plagiarism, specifies sources and references and provides a fully referenced bibliography conforming to international conventions.

As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:

• provide evidence of relevant background reading
• relate theory of management to their own experience or practice
• provide reasoned critique and argument
• select categories relevant to the analysis of their own organisation but with awareness of their limitations
• use these categories to provide comprehensible organisational analysis
• avoid unsupported opinion and judgement
• operate within the constraints of confidentiality.

At **DISTINCTION** level, candidates will, in addition:

• demonstrate an ability to use concepts with understanding and discrimination
• demonstrate an illuminating synthesis of theories and principles in the area concerned
• demonstrate an exceptional insight into the relationship between relevant theories and aspects of management practice.

Syllabus Unit 2: Managing Financial Resources

Unit 2: 50 hours (20 hours contact/30 hours non-contact)

Title: Managing Financial Resources

Purpose: To develop skills in using and interpreting financial procedures and systems

Specific Topics/Focus:

- ➢ Planning and monitoring
- ➢ Costing
- ➢ Management accounts

Themes	Content	Learning outcomes: *Successful candidates can…*
Strategic management	• Long term business planning • Objectives & performance indicators	➢ use trend indicators to define plans and evaluate past and future performance ➢ integrate financial planning with organizational goals and strategy
Tactical management	• Annual plans & reports • Balance sheets, profit & loss accounts • Fixed & variable costs & break even • Cash flow • Budgets • Costed proposal	➢ prepare a financial plan, including income and expenditure budgets ➢ calculate costs, including fixed and variable costs and breakeven ➢ prepare a cash flow forecast ➢ interpret balance sheets and profit and loss accounts ➢ interpret financial information in order to monitor performance ➢ plan adjustments to take account of feedback
Operational management	• Routine financial administration	➢ oversee the functioning of day to day financial activities
Inter-cultural/ National Issues	• Features of national financial systems • Attitudes towards use of and access to financial information	➢ adjust financial principles and practices to national norms ➢ relate access to financial information to local cultural norms ➢ work within constraints of local norms regarding access to and use of financial information
Duty of Care	• Financial duty of care to stakeholders • Risk analysis	➢ exercise good practice in the management of financial resources, including financial risk, in line with ethical and local legal requirements
ICT	• Spread sheet software • Use of systems to record & analyse financial & statistical information	➢ select appropriate software for use in given context ➢ use proprietary software to perform financial tasks at strategic, tactical and operational levels

Coursework Unit 2: Managing Financial Resources

Assignment: A Costed Proposal for Senior Management

FORMAT & SCOPE	ASSESSMENT CRITERIA

Word Length: 1,000 – 1,500

Audience:

A costed proposal for senior management

Scope:

Prepare a formal proposal written for senior management, which should consist of:

i)   a financial plan and
ii)   a budget narrative.

Reference may be made to Assignment 1 (the description and analysis of own LTO), to provide organisational context.

Syllabus Focus:

Unit 2, Managing Financial Resources

At **PASS** level, successful candidates can:

• produce an assignment which conforms to the task specifications set and draws on and applies work covered in the course

• provide clear, coherent and focused description and analysis for the specified audience without assumed shared knowledge or irrelevant detail

• provide evidence of the ability to identify the key points and present these effectively

• where appropriate, make explicit the order of priority and significance of points

• where appropriate, make explicit chronological and logical relationships

• use paragraphing, headings and subheadings etc. to match the organisation and development of ideas and use graphics, tabulation, bullet points and listing where these are relevant and helpful

• present their assignment in language which is appropriate to the task in terms of style and clarity, and demonstrates a consistently high level of accuracy in grammar, vocabulary, spelling and punctuation

• produce an assignment which conforms to the required length, is legibly type-written or wordprocessed and includes a cover sheet with the centre name, candidate's name, assignment title and word count

• produce work which is free of plagiarism, specifies sources and references and provides a fully referenced bibliography conforming to international conventions.

As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:

• present accurate and realistic financial information

• present the plan in an appropriate format

• justify and promote the actions proposed in terms relevant to the audience

• identify appropriate means of measuring/evaluating outcomes.

At **DISTINCTION** level, candidates will, in addition:

• present an extensively developed and supported proposal

• demonstrate a facility in the handling of financial concepts and procedures.

Syllabus Unit 3: Human Resource Management and Communication

Unit 3: 55 hours (15 hours contact/40 hours non-contact)

Title: Human Resource Management and Communication

Purpose: To enable candidates to match human resources to organisational needs within local legal requirements and ethical considerations.

Specific Topics/Focus:

> ➢ Recruiting and inducting staff
> ➢ Motivating and developing staff

> ➢ Communicating effectively
> ➢ HRM as part of organisational systems

Themes	Content	Learning outcomes: *Successful candidates can…*
Strategic Management	• Matching staff skills and qualifications to medium and long term trends • Public vs. private sector differences • Performance management appraisal, staff training and continuing professional development (CPD) as part of long-term planning • Industrial relations • Managing change	➢ relate personnel recruitment plans and procedures to strategic and tactical planning requirements of a Language Teaching Organisation (LTO) ➢ identify staff training needs through appraisal and other monitoring procedures
Tactical Management	• Planning seasonal staffing recruiting goals • Managing staff appraisal • Grievance and disciplinary procedures • Industrial relations • Teambuilding and maintenance • Delegating and monitoring • Managing change • Compensation	➢ apply an understanding of the theory and principles of team management and motivation to the effective management of staff ➢ relate job descriptions and professional development goals to effective delegating
Operational Management	• Managing recruitment process • Preparing person and job descriptions • Defining Terms & Conditions of Service (TACOS) • Day-to-day decisions re: staff assignments, rewards, conflict management • Communication	➢ prepare a job description ➢ identify, explain and justify the steps involved in the job recruitment process
Inter-cultural/ National Issues	• Employment legislation and good practice • Managing a diverse workforce • Culturally related differences in power distance, individualism, quantity/quality of life issues, uncertainty avoidance • Communication styles and influences • Data protection legislation	➢ employ methods, styles, and means of communication (including ICT) appropriate to culture and situation ➢ relate personnel management requirements and procedures to the specific context of an organisation, with particular regard to local legal requirements and ethical issues ➢ manage meetings and written communication effectively in ways appropriate to culture and situation ➢ apply a knowledge of cultural difference to communication, team building
Duty of care	• Legal and moral issues re: teachers' duty of care to students • Employer's duty of care to staff • Staff responsibilities to students	➢ deal with staff in an ethical manner ➢ ensure that staff deal with students in an ethical manner
ICT	• Staff records • Training programme database • CPD records • Communicating between branches	➢ create a staff record system (including CPD records) using an established software package (such as Filemaker Pro, Access, etc.)

Coursework Unit 3: Human Resource Management and Communication

Assignment: A Case Study

FORMAT & SCOPE	ASSESSMENT CRITERIA

Word Length: 2,000 – 2,500

Audience:

A case study of an HRM aspect of the writer's own LTO, written for the course tutor and external moderator.

Scope:

Produce a case study of an HRM aspect of your own LTO, in which you describe the situation, identify a problem and propose and evaluate a solution.

Reference may be made to Assignment 1 (the description and analysis of own LTO, parts of which could be included in an appendix), to provide organisational context.

Syllabus Focus:

Unit 3, Human Resource Management and Communication.

At **PASS** level, successful candidates can:

- produce an assignment which conforms to the task specifications set and draws on and applies work covered in the course

- provide clear, coherent and focused description and analysis for the specified audience without assumed shared knowledge or irrelevant detail

- provide evidence of the ability to identify the key points and present these effectively

- where appropriate, make explicit the order of priority and significance of points

- where appropriate, make explicit chronological and logical relationships

- use paragraphing, headings and subheadings etc. to match the organisation and development of ideas and use graphics, tabulation, bullet points and listing where these are relevant and helpful

- present their assignment in language which is appropriate to the task in terms of style and clarity, and demonstrates a consistently high level of accuracy in grammar, vocabulary, spelling and punctuation

- produce an assignment which conforms to the required length, is legibly type-written or wordprocessed and includes a cover sheet with the centre name, candidate's name, assignment title and word count

- produce work which is free of plagiarism, specifies sources and references and provides a fully referenced bibliography conforming to international conventions.

As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:

- demonstrate a knowledge of HRM principles and practices as exemplified on the course and in the literature

- apply these principles and practices to the analysis of a specific case

- identify and account for a specific issue or problem in the case concerned

- propose a course of action in which the application of sound HRM practice should lead to a successful outcome, such as an improvement in the situation described

- provide a reasoned critique of the solution proposed.

At **DISTINCTION** level, candidates will, in addition:

- demonstrate an ability to use concepts with understanding and discrimination

- provide an illuminating synthesis of theories and principles in the area concerned

- reveal an exceptional insight into the relationship between relevant theories and aspects of management practice.

Syllabus Unit 4: Marketing

Unit 4: 45 hours (15 hours contact/30 hours non-contact)

Title: Marketing

Purpose: To enable candidates to apply marketing theory to practice

Specific Topics/Focus:

➢ Marketing and promotion

Theme	Content	Learning outcomes: *Successful candidates can…*
Strategic Management	• Applying marketing theory to development of marketing analysis, strategy and plan • The marketing mix (pricing, place, promotion, product, people) • Marketing strategy • Marketing budget	➢ measure client satisfaction and ascertain future client needs ➢ evaluate an organisation's product/service mix ➢ perform a SWOT analysis ➢ conduct market research ➢ recognise potential alliances
Tactical Management	• Marketing personnel: staff skills for effective marketing • Client relationship building: strategic alliances, partnerships, joint ventures • Promotional materials • Programme evaluation	➢ determine personnel needs ➢ distinguish between marketing and promotion ➢ respond to competitor activity ➢ plan, conduct and evaluate a promotional campaign, and present the findings
Operational Management	• Putting marketing plan into operation • Managing preparation and delivery of promotional material • Public relations	➢ demonstrate an entrepreneurial approach by identifying market opportunities, responding to identified opportunities and optimising the return from available resources ➢ work effectively with agents
Inter-cultural/ National Issues	• Targeting products in culturally appropriate ways • Dealing with clients in culturally appropriate ways	➢ target products in a culturally appropriate way ➢ communicate effectively/appropriately with clients
Duty of Care	• Conformity to codes of practice in target markets • Fair dealing with agents and customers	➢ use knowledge of relevant codes of practice to evaluate and apply them in marketing
ICT	• Internet as a marketing tool • Knowledge of websites for gaining market intelligence and demographic information • Databases	➢ use the Internet as a marketing tool ➢ evaluate databases ➢ use data (e.g. customer evaluations of service, demographic information) for planning

Coursework Unit 4: Marketing

Assignment: Materials for a Presentation

FORMAT & SCOPE	ASSESSMENT CRITERIA

FORMAT & SCOPE

Word Length: 2,000 – 2,500

Audience:

Materials for a presentation for senior management.

Scope:

Prepare a marketing plan for your own LTO, to include PowerPoint (or similar) slides, and back-up data in the appendix.

Syllabus Focus:

Unit 4, Marketing.

ASSESSMENT CRITERIA

At **PASS** level, successful candidates can:

- produce an assignment which conforms to the task specifications set and draws on and applies work covered in the course
- provide clear, coherent and focused description and analysis for the specified audience without assumed shared knowledge or irrelevant detail
- provide evidence of the ability to identify the key points and present these effectively
- where appropriate, make explicit the order of priority and significance of points
- where appropriate, make explicit chronological and logical relationships
- use paragraphing, headings and subheadings etc. to match the organisation and development of ideas and use graphics, tabulation, bullet points and listing where these are relevant and helpful
- present their assignment in language which is appropriate to the task in terms of style and clarity, and demonstrates a consistently high level of accuracy in grammar, vocabulary, spelling and punctuation
- produce an assignment which conforms to the required length, is legibly type-written or wordprocessed and includes a cover sheet with the centre name, candidate's name, assignment title and word count
- produce work which is free of plagiarism, specifies sources and references and provides a fully referenced bibliography conforming to international conventions.

As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:

- use ICT appropriately and effectively
- identify and interpret data relevant to marketing
- identify a need for action
- consider, evaluate and prioritise alternative responses to the need
- provide relevant back-up data
- make discriminating use of the data in their presentation.

At **DISTINCTION** level, candidates will, in addition:

- demonstrate a creative approach to the proposed marketing plan
- integrate medium and message in an original and creative way.

Syllabus Unit 5: Client and Customer Service

Unit 5: 30 hours (10 contact/20 hours non-contact**)**

Title: Client and Customer Service

Purpose: To enable candidates to integrate client and customer service and quality assurance practices into their work as a manager

Specific Topics/Focus:

> Client and Customer Service (CCS) and Quality Assurance (QA)

Theme	Content	Learning outcomes: *Successful candidates can…*
Strategic Management	• CCS and QA in context of LTO as a service provider • CCS and QA and organisational mission • Service strategies and benchmarking • CCS and marketing strategy • Managing change in CCS and QA practices	➤ match CCS and QA to their own organisational mission ➤ develop a service strategy for their LTO ➤ introduce changes in CCS and QA practices in an appropriate way
Tactical Management	• Managing the range of services offered by the LTO (teaching, accommodation, social etc) • CCS and QA procedures and instruments • Interpreting feedback from customers and agents • Blueprinting service provision and evaluation	➤ manage service provision in the LTO ➤ implement and maintain CCS and QA procedures, including programme evaluation and customer satisfaction surveys ➤ interpret and make use of in-course and post-course evaluation ➤ produce an action plan based on a customer satisfaction survey
Operational Management	• Performance/Importance surveys • Short-term response to feedback	➤ measure customer expectations and service performance ➤ interpret and use surveys to make relevant adjustments and changes
Inter-cultural/ National Issues	• Culturally-linked expectations and norms re CCS and QA, student welfare and pastoral care and counselling	➤ relate teaching, welfare, social and other services to the client's requirements and expectations
Duty of Care	• Conformity to health and safety regulations • Pastoral care, counselling and welfare of students • Accommodation/homestay	➤ display a knowledge of relevant health and safety regulations ➤ interpret and apply these appropriately
ICT	• Storage, sorting and use of survey data	➤ store, sort and use survey data

Coursework Unit 5: Client and Customer Service

Assignment: An Action Plan

FORMAT & SCOPE	ASSESSMENT CRITERIA

FORMAT & SCOPE

Word Length: 2,000 –2,500

Audience:

An action plan for school staff.

Scope:

Prepare an action plan, addressed to your school staff and based on a survey of customer satisfaction within your own LTO which you have already completed. The plan will include contextual information, including the LTO's strategic plan, and a rationale. The action plan will indicate a timeline, waystages, deadlines and a critical path, responsibilities, outcomes and performance indicators, feedback loops, critical stages, deadlines, outcomes and performance indicators. Data will be included in an appendix.

Reference may be made to Assignment 1 (the description and analysis of own LTO), to provide organisational context.

Syllabus Focus:

Unit 5, Client and Customer Service

ASSESSMENT CRITERIA

At **PASS** level, successful candidates can:

- produce an assignment which conforms to the task specifications set and draws on and applies work covered in the course
- provide clear, coherent and focused description and analysis for the specified audience without assumed shared knowledge or irrelevant detail
- provide evidence of the ability to identify the key points and present these effectively
- where appropriate, make explicit the order of priority and significance of points
- where appropriate, make explicit chronological and logical relationships
- use paragraphing, headings and subheadings etc. to match the organisation and development of ideas and use graphics, tabulation, bullet points and listing where these are relevant and helpful
- present their assignment in language which is appropriate to the task in terms of style and clarity, and demonstrates a consistently high level of accuracy in grammar, vocabulary, spelling and punctuation
- produce an assignment which conforms to the required length, is legibly type-written or wordprocessed and includes a cover sheet with the centre name, candidate's name, assignment title and word count
- produce work which is free of plagiarism, specifies sources and references and provides a fully referenced bibliography conforming to international conventions.

As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:

- state actions to be taken in relation to issues and problems identified, in terms relevant to the audience
- select and use appropriate procedures to analyse the situation and identify issues or problems that require solutions
- draw on management theories and principles covered on the course and then relate them to this practical application
- demonstrate a logical response to the survey, including an appropriate use of feedback loops, critical stages, deadlines, outcomes and allocation of responsibilities
- show how the proposed actions fit within the strategic plans of the LTO
- apply customer care principles
- present their plan in an appropriate format.

At **DISTINCTION** level, candidates will, in addition:

- demonstrate a coherent and imaginative insight into issues and problems
- present the information with exceptional clarity.

Syllabus Unit 6: Academic Management

Unit 6: 45 hours (15 hours contact/30 hours non-contact)

Title: Academic Management

Purpose: To integrate the use and management of resources across the LTO to achieve organisational and academic goals

Specific Topics/Focus:

➢ Developing, delivering and monitoring courses, including curriculum design and innovation

Theme	Content	Learning outcomes: *Successful candidates can…*
Strategic Management	• Organisational mission and academic provision • Strategic planning • Academic and market trends • Academic and professional leadership and direction • Academic and organisational systems and processes (marketing and promotion, finance, HR, Customer Service and QA)	➢ contribute to LTO strategic planning ➢ provide academic and professional leadership ➢ align academic systems and processes with other organisational systems and processes ➢ align programme/product provision with curriculum and market trends ➢ put in place strategies to manage change and innovation ➢ align changing professional skills to HR policies, staff recruitment and development ➢ maintain effective organisational communication
Tactical Management	• Curriculum change & product development • In-service training and CPD • Course & examination cycles • New product development and in-service training • Academic and administrative systems and processes	➢ evaluate current approaches to curriculum and assessment in the light of market needs ➢ analyse and meet staff recruitment and training needs in relation to academic requirements ➢ set up and run a system for planning, developing and running courses ➢ plan, resource and administer student assessment ➢ use course evaluation for QA and development ➢ prepare action plans for routine and new academic developments ➢ select teaching, self-access and hardware materials using academic, budgetary and staff criteria ➢ delegate professional and academic management
Operational Management	• Staff recruitment and placement – (teaching and development needs) • Academic resources • Placement, progress & end-of-course assessment • School examination programme • Course planning, preparation, provision & follow-up (including evaluation/feedback) cycle	➢ match staffing with operational needs ➢ organise a Professional Development programme to match organisational and staff needs ➢ plan and develop new courses ➢ maintain academic and materials resources ➢ manage assessment of student placement, progress and achievement ➢ manage course evaluation and customer satisfaction procedures
Inter-cultural/ National Issues	• New trends within existing organisational and classroom culture • Methodology and learning styles • Culturally linked requirements and expectations of individual and corporate customers	➢ analyse inter-cultural student/client group dynamics and take account of these in student placement and course planning ➢ match student learning styles to methodology
Duty of Care	• Staff safety, training and development • Safety and support of learners	➢ establish appropriate professional development programmes for individual staff members (HRM) ➢ provide a safe and effective learning environment
ICT	• The role of digital media in new course development and provision • Distance learning • Budgeting for hard and soft ware purchases	➢ select and use appropriate computer software/networking systems for course management ➢ evaluate and select course software in relation to its educational value and financial viability ➢ manage ICT budgets

Coursework Unit 6: Academic Management

Capstone Assignment: A Commentary on a Simulation

FORMAT & SCOPE	ASSESSMENT CRITERIA

FORMAT & SCOPE

Word Length: 3,000 – 3,500

Audience:

A commentary for the course tutor and the external moderator on an academic management simulation.

Scope:

Write a commentary under defined headings on an academic management simulation in which you have participated, to include:

- what the simulation was about
- how the group carried out the task
- how the group worked as a social and task unit
- the tools and techniques used
- the outcomes for the writer personally in relation to both the content matter and the process.
- personal applications of management principles and procedures derived from IDLTM course

Relevant data to be included in an appendix.

Syllabus Focus:

Unit 6, Academic Management

ASSESSMENT CRITERIA

At **PASS** level, successful candidates can:

- produce an assignment which conforms to the task specifications set and draws on and applies work covered in the course
- provide clear, coherent and focused description and analysis for the specified audience without assumed shared knowledge or irrelevant detail
- provide evidence of the ability to identify the key points and present these effectively
- where appropriate, make explicit the order of priority and significance of points
- where appropriate, make explicit chronological and logical relationships
- use paragraphing, headings and subheadings etc. to match the organisation and development of ideas and use graphics, tabulation, bullet points and listing where these are relevant and helpful
- present their assignment in language which is appropriate to the task in terms of style and clarity, and demonstrates a consistently high level of accuracy in grammar, vocabulary, spelling and punctuation
- produce an assignment which conforms to the required length, is legibly type-written or wordprocessed and includes a cover sheet with the centre name, candidate's name, assignment title and word count
- produce work which is free of plagiarism, specifies sources and references and provides a fully referenced bibliography conforming to international conventions.

As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:

- provide evidence of their ability to identify the key points and to summarise these effectively
- provide evidence of having reflected on what happened in the simulation and how they have learned from it
- demonstrate sensitivity to the interplay of structure, roles and personalities
- draw conclusions from the analysis of the simulation
- relate the outcomes to management theory and future practice.

At **DISTINCTION** level, candidates will, in addition:

- demonstrate a coherent and imaginative insight into issues and problems arising in the simulation
- make excellent use of critical incidents and form logical links to management principles raised on the course as a whole
- demonstrate imaginative, informed, competent and constructive discussion and conclusions, balancing principles and practice.