

IDLTM Syllabus and Assessment Guidelines 2020



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Introduction

International Diploma in Language Teaching Management (IDLTM)

The International Diploma in Language Teaching Management (IDLTM) is awarded by the Institute of Continuing and TESOL Education, The University of Queensland (ICTE) Administrative support for IDLTM courses is provided by ICTE:

Institute of Continuing & TESOL Education
Level 4, Sir Llew Edwards Building
The University of Queensland
St Lucia Brisbane Queensland 4072 Australia

Tel: + 61 7 334 66770

Fax: + 61 7 334 66771

Email: idltn@icte.uq.edu.au

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 Course and Entry Requirements

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	
Candidates will need a language teaching institutional base or access to a Language Teaching Organisation for observation, information gathering, research, and application of course concepts.	Yes	

In order to ensure that all candidates have an appropriate background and competence to follow the course in line with regulations and requirements, applicants must complete a pre-course screening task.

Overview of Syllabus

Course length

The International Diploma course has 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.

Candidates are required to attend the 5 day face-to-face component on site and in full at the commencement of the course.

During the course both in the group work and for assignments, candidates will be expected to reflect on their specific organisation and their roles in relation to it from the fresh perspectives provided by the course and the background reading.

Candidates should be actively involved in the online component. Networking, mutual support and sharing of expertise are an expected part of the modus operandi of the course.

Course 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 ICTE 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:** Analytical and Evaluative Report
- **Assignment two:** Costed Proposal
- **Assignment three:** Case Study
- **Assignment four:** Marketing Plan
- **Assignment five:** Action plan
- **Assignment six:** Commentary on a simulation

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

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

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 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 on a case-by-case basis.
- **Word Limit:** 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 at risk of being awarded a fail grade 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 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. A draft needs to be submitted at least 7 days prior to the assignment submission due date.
2. Trainer provides feedback and returns to candidate normally within 2 days of the draft submission.
3. Candidate revises if necessary and submits assignment for assessment by the assignment due date.
4. The 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.
9. Candidates may resubmit no more than four of the assignments during the course.

Syllabus Introductory Unit: Management and Managing

Introductory Unit: 5 hours (5 hours contact)

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	Conflict	Learning outcomes: <i>Successful candidates can...</i>
Strategic Management	<ul style="list-style-type: none"> • Language Teaching Organisations (LTOs) as service providers • Leadership and strategy • Corporate governance • Policy development and implementation • Organisational planning 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Allocating and coordinating organisational functions • Levels and scope of authority and decision making • Management systems 	<ul style="list-style-type: none"> • relate corporate governance to formulating and applying decisions and policies • apply management functions and roles to the work of managers in LTOs
Operational Management	<ul style="list-style-type: none"> • Converting policy and planning into operational routines 	<ul style="list-style-type: none"> • relate management systems to LTO management
Inter-cultural/ National Issues	<ul style="list-style-type: none"> • Global reach of ELT • Changing role of English as an International Language • Diversity of staff, clientele and inter-cultural communication 	<ul style="list-style-type: none"> • relate developments in the role and functions of LTOs to global trends • situate LTOs in an intercultural context
Duty of Care	<ul style="list-style-type: none"> • Professional and ethical responsibilities • Corporate governance • Fair dealing with all stakeholders 	<ul style="list-style-type: none"> • relate ethical responsibilities to fair dealing with clients, staff, and other stakeholders
Information & Communication Technology (ICT)	<ul style="list-style-type: none"> • ICT as resource both for managing information and for teaching and learning 	<ul style="list-style-type: none"> • 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	Conflict	Learning outcomes: <i>Successful candidates can...</i>
Strategic Management	<ul style="list-style-type: none"> • Organisational structure and process • Organisational contexts (e.g. chains, affiliates, networks) • Mission, goals and strategy • Change • Organigrams 	<ul style="list-style-type: none"> • Use STEP analysis to identify environmental forces affecting the LTO • review and analyse the development of an LTO • apply principles of a learning organisation to the development of an LTO • use SWOT analysis to identify internal and external influences on an LTO
Tactical Management	<ul style="list-style-type: none"> • Managing the fit between the skills of people and the requirements of organisational maintenance and development 	<ul style="list-style-type: none"> • develop and use a mission statement as a basis for strategic planning • apply strategic planning to organisational development and change
Operational Management	<ul style="list-style-type: none"> • Decision-making and communication and their effects on relationships among people in an organisation 	<ul style="list-style-type: none"> • analyse the decision-making processes of their LTO • apply a set of categories to the description and comparison of LTO
Inter-cultural/ National Issues	<ul style="list-style-type: none"> • The organisation as culture and organisational norms • Organisational behaviour in a multi- and intercultural environment • Differences between academic, managerial, and administrative “cultures” 	<ul style="list-style-type: none"> • describe organisational types, structures and processes in terms of appropriate theories of organisations • describe the organisational culture of their own institution as revealed by its beliefs, attitudes, values and its relationship to the wider national culture
Duty of Care	<ul style="list-style-type: none"> • Mutual rights and responsibilities of institution and members • Risk analysis 	<ul style="list-style-type: none"> • identify the rights, duties and responsibilities of management and staff • detail the duties & responsibilities of the organisation to its stakeholders and clientele • identify risks and ways of managing risk
ICT	<ul style="list-style-type: none"> • Impact of electronic communication on organisational processes, relationships and culture 	<ul style="list-style-type: none"> • analyse the interaction between electronic communication and working relationships and organisational culture

Coursework Unit 1: Organisational Management

Assignment: Analytical and Evaluative Report

Format & Scope	<p>Word Length: 2,250 – 2,700</p> <p>Audience: A description and analysis, applying relevant organisational concepts, of the writer's own language teaching organisation (LTO) for the course tutor and external reader.</p> <p>Scope: Drawing on relevant organisational models, and including an organigram, describe, analyse, and evaluate the structure and culture of your organisation. Comment on the usefulness of such models in carrying out an organisational analysis.</p> <p>Syllabus Focus: Unit 1, Organisational Management</p>
Assessment Criteria	<p>At PASS level, successful candidates can:</p> <ul style="list-style-type: none"> • 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 making assumptions about shared knowledge or incorporating irrelevant detail • provide evidence of the ability to identify 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 word-processed 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, including on-line sources, conforming to international conventions. <p>As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:</p> <ul style="list-style-type: none"> • provide evidence of relevant background reading beyond the main course book • relate theory of organisational management to their own experience or practice • use categories relevant to the analysis of their own organisation while demonstrating an awareness of their limitations • use these categories to provide comprehensible and well justified organisational analysis • demonstrate the capacity to exercise good judgement in proposing organisational changes • provide clear and coherent links between the analysis, evaluation, and proposal sections of the paper • avoid unsupported opinion and judgement • operate within the constraints of confidentiality. <p>At DISTINCTION level, candidates will, in addition:</p> <ul style="list-style-type: none"> • provide penetrating insight into the structure and culture of the organisation • Demonstrate a clear and insightful ability to analyse and evaluate their organisation with discernment, while perceptively incorporating various models and principles from the literature • Show that they have understood, internalized, evaluated and combined ideas so as to apply principles and procedures thoughtfully and with judgement • Produce a paper which combines understanding, discernment and sound application with clarity, coherence and relevance for the intended readership

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: <i>Successful candidates can...</i>
Strategic management	<ul style="list-style-type: none"> • Use of financial data as tool to inform strategic decision making • Long term business planning • Objectives & performance indicators 	<ul style="list-style-type: none"> • use trend indicators to define plans and evaluate past and future performance • integrate basic financial awareness with organisational goals and strategy
Tactical management	<ul style="list-style-type: none"> • Use of financial data as tool to inform tactical decision making • Annual plans & reports • Balance sheets, profit & loss accounts • Fixed & variable costs & break even • Cash flow • Budgets • Costed proposal 	<ul style="list-style-type: none"> • calculate costs, including fixed and variable costs and breakeven • understand the value of and terms involved in a cash flow forecast • be aware of elements of balance sheets and profit and loss accounts • interpret financial information in order to monitor performance • plan adjustments to take account of feedback
Operational management	<ul style="list-style-type: none"> • Routine financial administration 	<ul style="list-style-type: none"> • monitor the functioning of day to day financial activities
Inter-cultural/ National Issues	<ul style="list-style-type: none"> • Features of national financial systems • Attitudes towards use of and access to financial information • Manager as bridge/link between academic and financial “cultures” of the LTO 	<ul style="list-style-type: none"> • 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 • articulate needs of academic side of LTO to financial personnel, and vice versa
Duty of Care	<ul style="list-style-type: none"> • Financial duty of care to stakeholders • Risk analysis 	<ul style="list-style-type: none"> • exercise good practice in dealing with financial management issues, including financial risk, in line with ethical and local legal requirements
ICT	<ul style="list-style-type: none"> • Spreadsheet software • Use of systems to record & analyse financial & statistical information 	<ul style="list-style-type: none"> • 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: Costed Proposal for Senior Management

Format & Scope	<p>Word Length: 1,000 – 1,500</p> <p>Audience: A costed proposal for senior management</p> <p>Scope: Prepare a formal proposal written for senior management, which should consist of:</p> <ul style="list-style-type: none"> i) a financial plan and ii) a budget narrative. <p>Reference may be made to Assignment 1 (the description and analysis of own LTO), to provide organisational context.</p> <p>Syllabus Focus: Unit 2, Managing Financial Resources</p>
Assessment Criteria	<p>At PASS level, successful candidates can:</p> <ul style="list-style-type: none"> • 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 word processed 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 including on-line sources conforming to international conventions. <p>As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:</p> <ul style="list-style-type: none"> • 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. <p>At DISTINCTION level, candidates will, in addition:</p> <ul style="list-style-type: none"> • present an extensively developed and supported proposal • coherently and insightfully link the financial data and analysis to managerial decisions • 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
- Communicating effectively
- Motivating and developing staff
- HRM as part of organisational systems

Themes	Content	Learning outcomes: Successful candidates can...
Strategic Management	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Planning seasonal staffing recruiting goals • Managing staff appraisal • Grievance and disciplinary procedures • Industrial relations • Teambuilding and maintenance • Delegating and monitoring • Managing change • Compensation 	<ul style="list-style-type: none"> • 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 • analyse performance management systems and adjust according to the LTO's need
Operational Management	<ul style="list-style-type: none"> • Managing recruitment process including orientation/induction • Preparing person and job descriptions • Day-to-day decisions re: staff assignments, rewards, conflict management • Communication • Giving and receiving ongoing feedback 	<ul style="list-style-type: none"> • prepare a job description • identify, explain and justify the steps involved in the job recruitment process • successfully delegate tasks

Themes	Content	Learning outcomes: Successful candidates can...
Inter-cultural/ National Issues	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Legal and moral issues re: teachers' duty of care to students • Employer's duty of care to staff • Staff responsibilities to students 	<ul style="list-style-type: none"> • deal with staff in an ethical manner • be aware of how to access nationally specific legal information or advice regarding HR issues, such as operational health and safety requirements
ICT	<ul style="list-style-type: none"> • Staff records • Training program database • CPD records • Communicating between branches 	<ul style="list-style-type: none"> • make use of an electronic staff record system (including CPD records) • ensure good communication strategies are used within the context of electronic communication

Coursework Unit 3: Human Resource Management and Communication

Assignment: Case Study

<p>Format & Scope</p>	<p>Word Length: 2,000 – 2,500</p> <p>Audience: A case study of an HRM aspect of the writer's own LTO, written for the course tutor and external moderator.</p> <p>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.</p> <p>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.</p> <p>Syllabus Focus: Unit 3, Human Resource Management and Communication.</p>
<p>Assessment Criteria</p>	<p>At PASS level, successful candidates can:</p> <ul style="list-style-type: none"> • 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 word processed 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 including on-line sources conforming to international conventions. <p>As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:</p> <ul style="list-style-type: none"> • 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. <p>At DISTINCTION level, candidates will, in addition:</p> <ul style="list-style-type: none"> • Show that they have understood, internalized, evaluated and combined ideas so as to apply principles and procedures thoughtfully and with judgement • Describe a problem with acuity and propose a judicious course of action, while incorporating a clear set of undertakings to monitor and evaluate that solution • Insightfully incorporate concepts and procedures into the analysis of the case and its resolution

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: <i>Successful candidates can...</i>
Strategic Management	<ul style="list-style-type: none"> Applying marketing theory to development of marketing analysis, strategy and plan The nature of services The market & market circles Strategic planning The macro & micro market environment The business portfolio The marketing mix (pricing, place, promotion, product, people) The marketing plan Marketing communications process Product life cycles Price & pricing 	<ul style="list-style-type: none"> Develop a marketing strategy as part of organisational strategy Carry out a situation analysis ascertain future client needs evaluate an organisation's product/service mix use STEP & SWOT analyses to do macro and micro analyses use tools like the Porter Five Forces model, GE Planning grid, BCG growth chart & Ansoff matrix to analyse SWOT data conduct market research, including competitor analysis recognise potential alliances link market strategy to product life cycle develop a market plan as part of strategic planning manage a business portfolio set price levels in line with market trends
Tactical Management	<ul style="list-style-type: none"> The macro & micro market environment Psychological influences on buying Relationship marketing Client relationship building: strategic alliances, partnerships, joint ventures Marketing communications & the AIDA model Ethical & legal considerations in marketing communications Recruiting marketing & sales staff 	<ul style="list-style-type: none"> use STEP & SWOT analyses to do macro and micro analyses use tools like the Porter Five Forces model, GE Planning grid, BCG growth chart & Ansoff matrix to analyse SWOT data develop relationship marketing through networking & strategic alliances evaluate and respond to competitor activity plan, conduct and evaluate an integrated marketing communications campaign develop marketing communications which are ethical & legal identify sales & marketing requirements recruit and manage marketing & sales staff
Operational Management	<ul style="list-style-type: none"> Putting marketing plan into operation Managing preparation and delivery of marketing communications material 	<ul style="list-style-type: none"> demonstrate an entrepreneurial approach by identifying market opportunities, responding to identified opportunities and optimising the return from available resources work effectively with suppliers & agents

Theme	Content	Learning outcomes: <i>Successful candidates can...</i>
Inter-cultural/ National Issues	<ul style="list-style-type: none"> • Effects of globalization • Targeting products in culturally appropriate ways • Dealing with clients in culturally appropriate ways 	<ul style="list-style-type: none"> • Incorporate developments resulting from globalization • target sales & promotion in culturally appropriate ways • communicate effectively/appropriately with suppliers & clients
Duty of Care	<ul style="list-style-type: none"> • Conformity to codes of practice in target markets • Fair dealing with agents and customers 	<ul style="list-style-type: none"> • use knowledge of relevant codes of practice to evaluate and apply them in marketing • establish & maintain mutually profitable relations with suppliers and customers
ICT	<ul style="list-style-type: none"> • Internet as a marketing tool • Knowledge of websites for gaining market intelligence and demographic information • Marketing software & databases 	<ul style="list-style-type: none"> • use the Internet as a marketing & sales tool • evaluate relevance and usefulness of databases • use data (e.g. customer evaluations of service, demographic information) for planning

Coursework Unit 4: Marketing

Assignment: Marketing Plan

Format & Scope	<p>Word Length: 2,000 – 2,500</p> <p>Audience: A marketing plan for presentation to senior management</p> <p>Scope: Prepare a marketing plan for your own LTO, to include PowerPoint (or similar) slides, and back-up data in the appendix.</p> <p>Syllabus Focus: Unit 4, Marketing.</p>
Assessment Criteria	<p>At PASS level, successful candidates can:</p> <ul style="list-style-type: none"> • 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 • 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 word-processed 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 on-line and print sources and references and provides a fully referenced bibliography conforming to international conventions. <p>As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:</p> <ul style="list-style-type: none"> • 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. <p>At DISTINCTION level, candidates will, in addition:</p> <ul style="list-style-type: none"> • Show that they have understood, internalized, evaluated and combined ideas so as to apply principles and procedures thoughtfully and with judgement • demonstrate an insightful and creative approach to the proposed marketing plan • integrate medium and message in an original and creative way. • Produce a paper which combines understanding, good judgement and sound application with clarity, coherence and relevance for the intended readership

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:

- Customer Service Management (CSM) and Quality Assurance (QA)

Theme	Content	Learning outcomes: <i>Successful candidates can...</i>
Strategic Management	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> manage service provision in the LTO implement and maintain CCS and QA procedures, including program 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	<ul style="list-style-type: none"> Performance/Importance surveys Short-term response to feedback 	<ul style="list-style-type: none"> measure customer expectations and service performance interpret and use surveys to make relevant adjustments and changes
Inter-cultural/ National Issues	<ul style="list-style-type: none"> Culturally-linked expectations and norms re CCS and QA, student welfare and pastoral care and counselling 	<ul style="list-style-type: none"> relate teaching, welfare, social and other services to the client's requirements and expectations
Duty of Care	<ul style="list-style-type: none"> Conformity to health and safety regulations Pastoral care, counselling and welfare of students Accommodation/homestay 	<ul style="list-style-type: none"> display a knowledge of relevant health and safety regulations interpret and apply these appropriately
ICT	<ul style="list-style-type: none"> On-line provision and processing of customer surveys Storage, sorting and use of survey data 	<ul style="list-style-type: none"> develop, use and process on-line surveys store, sort and use survey data

Coursework Unit 5: Client and Customer Service

Assignment: Action Plan

Format & Scope	<p>Word Length: 2,000 –2,500</p> <p>Audience: An action plan for school staff.</p> <p>Scope: Prepare an action plan, addressed to your school staff and based on customer satisfaction information from your own LTO. The plan will include contextual information, including the LTO's strategic plan, and a rationale for the proposed actions. The action plan will indicate a timeline, deadlines, responsibilities, outcomes and performance indicators, and will be augmented by a Gantt chart and a flow chart or blueprint depicting Customer Service Management system. Relevant data will be included in an appendix.</p> <p>Reference may be made to Assignment 1 (the description and analysis of own LTO), to provide organisational context.</p> <p>Syllabus Focus: Unit 5, Client and Customer Service</p>
Assessment Criteria	<p>At PASS level, successful candidates can:</p> <ul style="list-style-type: none"> • produce an assignment which conforms to the task specifications set and draws on and applies work covered in the course • provide clear, coherent and relevant description and analysis for the specified audience • 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 • draw on change management to inform the proposed course of action • 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 word-processed 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 both print and on-line sources and references and provides a fully referenced bibliography conforming to international conventions. <p>As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:</p> <ul style="list-style-type: none"> • 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 theories and principles covered in the module and relate them to this practical application • demonstrate a logical response to customer survey material, including an appropriate use of such tools as the action plan, Gantt chart and customer service blueprint. • show how the proposed actions fit within the strategic plans of the LTO • present their plan in an appropriate format. <p>At DISTINCTION level, candidates will, in addition:</p> <ul style="list-style-type: none"> • demonstrate an ability to maintain a dual focus on the specific and general • demonstrate initiative in going beyond routine practices • produce a paper which combines understanding, good judgement and sound application with clarity, coherence and relevance for the intended readership

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: <i>Successful candidates can...</i>
Strategic Management	<ul style="list-style-type: none"> Organisational mission, philosophy & academic provision Strategic planning Academic and market trends Academic and professional leadership and direction Institutional capability Academic and organisational systems and processes (marketing and promotion, finance, HR, Customer Service and QA) 	<ul style="list-style-type: none"> contribute to LTO strategic planning provide academic and professional leadership align program/product provision with curriculum and market trends align academic systems and processes with other organisational systems and processes use strategies to manage change and innovation align changing professional skills to HR policies, staff recruitment and development maintain effective organisational communication
Tactical Management	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> evaluate current approaches to curriculum and assessment in the light of market needs and professional developments 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 and self-access materials and hardware using academic, budgetary and staff criteria delegate professional and academic management
Operational Management	<ul style="list-style-type: none"> Staff recruitment, induction and placement Training & development needs of staff Academic resources Placement, progress & end-of-course assessment Course planning, preparation, provision & follow-up (including evaluation/feedback) cycle 	<ul style="list-style-type: none"> match staffing with operational needs organise a Professional Development program to match organisational and staff needs plan, develop & launch new courses maintain academic and materials resources manage assessment of student placement, progress and achievement use course evaluation and customer satisfaction procedures

Theme	Content	Learning outcomes: <i>Successful candidates can...</i>
Inter-cultural/ National Issues	<ul style="list-style-type: none"> • match staffing with operational needs • organise a Professional Development program to match organisational and staff needs • plan, develop & launch new courses • maintain academic and materials resources • manage assessment of student placement, progress and achievement • use course evaluation and customer satisfaction procedures 	<ul style="list-style-type: none"> • analyse inter-cultural student/client group dynamics and take account of these in student placement and course planning • incorporate developments in global English in curriculum • match student learning styles to methodology
Duty of Care	<ul style="list-style-type: none"> • Staff safety, training and development • Safety and support of learners 	<ul style="list-style-type: none"> • establish appropriate professional development programs for individual staff members (HRM) • provide a safe and effective learning environment
ICT	<ul style="list-style-type: none"> • The role of digital media in new course development and provision • Distance learning • Budgeting for hard and soft ware purchases 	<ul style="list-style-type: none"> • select and use appropriate hardware & software for course management and provision • evaluate and select course software in relation to its educational value and financial viability • manage ICT budgets • make informed decisions about educational technology based on market need, pedagogic value, and financial considerations

Coursework Unit 6: Academic Management

Capstone Assignment: Commentary on a Simulation

Format & Scope	<p>Word Length: 3,000 – 3,500</p> <p>Audience: A commentary for the course tutor and the external moderator on an academic management simulation and on the course as a whole.</p> <p>Scope: Write a commentary under defined headings on an academic management simulation in which you have participated, to include:</p> <ul style="list-style-type: none"> • 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. <p>In addition, the paper will include a review of personal applications of management principles and procedures derived from IDLTM course and their application in your future management practice. Relevant data to be included in an appendix.</p> <p>Syllabus Focus: Unit 6, Academic Management</p>
Assessment Criteria	<p>At PASS level, successful candidates can:</p> <ul style="list-style-type: none"> • 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 word-processed 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. <p>As well as meeting the general assessment criteria outlined above for assignments, successful candidates can:</p> <ul style="list-style-type: none"> • 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. • relate their own future management practice to the development of their thinking as influenced by the course as a whole. <p>At DISTINCTION level, candidates will, in addition:</p> <ul style="list-style-type: none"> • demonstrate a coherent and imaginative insight into issues and problems arising in the simulation • make discerning 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 • Produce a paper which combines understanding, good judgement and sound application with clarity, coherence and relevance for the intended readership



Contact details

Mr Patrick Donoghue
Academic Manager

T +61 7 **3346 6734**

M +61 422 002 754

E p.donoghue@icte.uq.edu.au

W icte.uq.edu.au

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