DELTM
Diploma in English
Language Teaching
Management

DELTM: General course information

ENGLISH UK

englishuk.com/deltm

Section 1
Introduction to DELTM

1.1. Course owner and manager

The course is owned and managed by English UK. Eleanor Thomas is your first point of contact for enquiries. If Eleanor is unavailable, please contact either Siobhan Baccas or Huan Japes at English UK.

Eleanor Thomas, eleanor.thomas@englishuk.com
Siobhan Baccas, siobhan.baccas@englishuk.com
Huan Japes, huan.japes@englishuk.com

1.2. Academic course director

The academic course director is George Pickering. He is responsible for ensuring the quality of the training sessions and of the course resources and will be happy to discuss with you any academic aspects of the course.

1.3. Course team

George Pickering is an educational coach, trainer and consultant who has worked in over 60 countries. In addition to being the academic course director on the English UK DELTM course, George is also a tutor on the International Diploma in Language Teaching Management (IDLTM).

He is a senior inspector for the Accreditation UK Scheme and was the first director of Bell's Teacher Campus at Homerton College, Cambridge. For many years George was a trustee of IATEFL and the co-ordinator of the Leadership and Management SIG. He holds a PGCE, an MA in Second Language Learning and Teaching and diplomas in management, coaching and counselling. Email: george@georgepickeringconsultancy.com

Terry Phillips has worked in ELT for more than 40 years as a teacher, teaching supervisor, manager, language school owner and consultant. As a consultant, he has worked in more than 25 countries in all parts of the world, advising state and private language institutions on all aspects of academic and financial management. For the last 15 years, he has been a full-time freelance writer with his wife Anna, producing more than 200 published books in all areas of ELT. Email: terry@phillipselt.com

Ann Hawkings, with over 20 years' experience of sales and marketing in the language travel industry, has been involved in product development and marketing strategy for both chain and independent schools. Since starting her own consultancy company based in an East London design studio in 2016, Ann works with creative brand and design teams to help Language Travel Organisations achieve their business development goals and produce effective marketing materials that inspire student journeys. Email: ann@annhawkings.com

Fiona Dunlop has over 30 years worldwide experience in the field of English language training, including such areas as Teacher Training, Business and Soft Skills Training and Academic and School Management. She holds an MA in Psychology and the English UK DELTM.

She currently provides training on many aspects of ELT management such as internal customer care, manager CPD and wellbeing, effective project management and motivating and developing well established teaching teams. She has written articles for ELT publications and most recently consolidated her years of experience in the form of a language school management book published in June 2019. Email: fiona@wimbledon-school.ac.uk

1.4. What you can expect from us

We make every effort to ensure that the service we provide:

- Gives you a high-quality course encompassing practical and theoretical aspects of ELT management
- Enables you to pass the course successfully
- Helps you to improve the quality of your working life
- Helps you to improve the services provided by your organisation.

In terms of the product, we will provide you with:

- Self-study materials – the ten modules provide the essential 'building blocks' of the course.
- Intensive training sessions – not only do they provide you with an opportunity to discuss the various concepts and ideas, but they are also very important in enabling you to establish a network of peers with whom you can exchange views, difficulties and suggestions. It is crucial that you attend the intensive sessions for successful completion of the course.
- Ongoing support – we are available to help you with your studies. If you should feel 'stuck' or have difficulty in preparing an assignment, contact us.
- Online or telephone tutorial about your Project Assignment – the academic course director will discuss your progress with you and offer any advice that might be useful.

1.5. What we expect of you

While we can provide you with support, it is your responsibility to:

- Read the study materials, completing the exercises and tasks as you go
- Attend all the training sessions
- Read the reference texts as well as any others that you may come across
- Complete your assignments on time
- Communicate, not just with us, but with other members of the course. Networking is often key to success, especially in management roles
- Participate; management is not an exact science, and your views are just as valid as anybody else's, so do question and be constructively critical of what you read and hear. Your contributions will always be very welcome.

1.6. Complaints procedure

English UK is committed to providing you with an outstanding educational experience and we take your welfare and satisfaction very seriously. If you have any problems, the primary contacts are the academic course director for academic matters and English UK for everything else.

If course team are unable to assist you, or you don't want to involve them in your complaint, then contact English UK directly.

Section 2
Course validation

2.1. Introduction

The DELTM is validated by LanguageCert. LanguageCert's support means we can offer a high-quality course with external validation.

2.2. Benefits of validation

Course candidates will benefit from the course being externally validated in a number of ways.

Firstly, the course is formally recognised by Accreditation UK, which will further improve the standing of the qualification and the employment prospects of successful course participants.

Secondly, course participants will benefit from the additional layer of quality assurance and expertise that LanguageCert provides. Our course has been developed to meet the specific needs of our candidates and has been validated by LanguageCert demonstrating its quality and rigour.

2.3. How will the external validation process affect me?

A course moderator appointed and trained by LanguageCert will sample the course assignments and will double-mark the project. The recommendations of the course tutors will be considered at an end of course moderation meeting and only then will outcomes be formally ratified.

If the participant successfully completes the course they will be awarded with the English UK Diploma in English Language Teaching Management which is produced on an official LanguageCert certificate.

2.4. About LanguageCert

LanguageCert is an awarding organisation dedicated to language skills assessment and certification. It is a member of PeopleCert, a global leader in the certification industry that delivers millions of exams in over 200 countries.

LanguageCert is recognised and regulated by:

*   OFQUAL (Office of Qualifications and Examinations Regulation).
*   Qualifications Wales

In addition to the above, LanguageCert is also recognised by multiple Ministries of Education and other government institutions worldwide, which can be viewed here.

LanguageCert is dedicated to language skills assessment design, delivery and certification and its qualifications and examinations are delivered by approved training providers/test centres globally. LanguageCert develops its own language qualifications and partners with renowned organisations worldwide to offer high-quality language skills assessment and certification to the global learners' community. Its flagship qualification offering includes its suite of regulated International English for Speakers of Other Languages (ESOL) qualifications, covering all four skills of Listening, Reading, Writing and Speaking, spanning from CEFR levels A1 to C2. For the delivery of its own qualifications, as well as for examinations delivered in collaboration with its partners, LanguageCert deploys state-of-the-art, innovative and flexible exam administration technologies and systems developed by PeopleCert, which are tailor-made to each exam's specific requirements.

www.languagecert.org

Section 3
Course details

3.1. Overview of course structure

The course spans approximately ten months from and includes 10 synchronous sessions. Face-to-face sessions last a full day and typically run from 10:30 to 17:00 and online sessions from 09:30 – 15:30, with a break.

To obtain the DELTM you need to:

- Attend the training sessions
- Successfully complete five assignments
- Successfully complete the project assignment.

Please note that there is no final examination.

The course is comprised of the following:

- 40 hours over 10 training sessions
- 80 hours of self-study including completion of the mini-tasks
- 240 hours of work on assignments and the project
- Total of 360 hours.

3.2. Levels of management

The course will focus on three levels of managerial work:

1. The routine level. The day-to-day skills and issues with a short planning horizon. This level will focus on how you operate within your team, your peer group and within the organisation.

2. The tactical level. The theory that underpins the above skills and the issues to be addressed within a one/ two-year timeframe.

3. The strategic level. This entails the fundamental questioning of what the organisation is doing and considers issues with a three/ five-year timeframe.

3.3. The module handbooks

Overview

The module handbooks will provide you with the necessary 'building blocks' and closely follow the syllabus. We shall try to mention all the key concepts, but it is unlikely that we will cover all of them.

We will provide a reading and resources list. As this is a post-graduate course, you will be expected to conduct your own authentic research and to provide evidence of having done so in your assignments and your project.

Function of the handbooks

These will:

- provide a structure and schedule for the learning process, based on the syllabus
- direct you in your reading of both core and supplementary texts
- provide preparation for and follow-up after the taught elements
- provide research activities related to your own and each others' institutions
- guide you in conducting tasks to broaden your managerial skills
- provide a means for dissemination of information related to the course.

They are therefore very much an integral part of the course. The handbooks will be distributed progressively, rather than all at once, so that they can reflect the needs and requirements of the group. They will be distributed a few weeks' prior to the training sessions.

3.4. The training sessions

The training sessions cover a lot of different ground. This will reflect the topic: human resource management, for example, is such a huge area it would be impossible to cover it all in one day, so we will therefore choose what we consider to be the most relevant and important aspects for you. We will consider how each session progresses what needs to be covered in more detail and handle any concerns.

In terms of the total number of course hours, the training sessions are relatively short, and we will have to maximise the use of the time available. The training sessions are designed to have their own internal structure which will generally relate to the sequencing of course topics.

3.5. Attendance at training sessions

You must attend a minimum of 9 of the 10 sessions in order to successfully complete the course. The following guidelines apply:

- attend every session
- be punctual - time is very limited, and we need to maximise our use of it
- switch off mobile phones in sessions
- participate as fully as you can
- be sensitive to turn-taking.

The majority of the training sessions will take place online. It can be tempting to check work emails and do other non-course related tasks in an online setting. We urge you to focus on the training and to do whatever is necessary to avoid distractions.

If you are unable to attend any of the sessions, please inform English UK as soon as possible. If you are concerned about not managing to meet the attendance criteria, please contact English UK to discuss the situation.

3.6. Online delivery

Some training sessions will be delivered online using Zoom. It is your responsibility to ensure you have access to a computer/ tablet for each session. We suggest you avoid using a mobile phone if possible.

If you are unable to access the training session, English UK will endeavour to provide a solution where English UK, or the tutor, has direct control over the system, software or settings involved. If the issue lies with your hardware, systems, software, connectivity, settings, etc., English UK may provide assistance to help you resolve the issue but cannot guarantee that any assistance will be successful.

You also accept that English UK cannot be held responsible for any delay or disruption to your access to the online training as a result of the following:

- the operation of the internet and/or your connection to it

- any firewall restrictions on your network or the computer you are using to access the training

- failures of telecommunications links and equipment any similar issues.

English UK is not liable to offer a replacement training session for those who miss the session.

3.7. Course timetable

Face-to-face sessions last a full day and typically run from 10:30 to 17:00 and online sessions from 09:30 – 15:30, with a break.

Date	Venue	Module
Friday 6 October 2023	TBC, London	Module 1: organisational behaviour with George Pickering
Friday 3 November 2023	Online	Module 2: the modern manager with George Pickering
Friday 1 December 2023	Online	Module 3: human resource management – managing your team with Terry Phillips
Friday 8 December 2023	Online	Module 4: human resource management – recruitment and beyond with Terry Phillips
Thursday 11 January 2024	Online	Module 5: making a profit with Terry Phillips
Friday 12 January 2024	Online	Module 6: marketing and sales with Ann Hawkings
Thursday 8 February 2024	Online	Module 7: academic management with Fiona Dunlop
Friday 9 February 2024	Online	Module 8: the customer journey with George Pickering
Friday 15 March 2024	Online	Module 9: the principled manager with George Pickering
Friday 22 March 2024	TBC, London	Module 10: managing change with George Pickering

Section 4
Assignments and project

4.1. Overview

1. You will receive further details of each assignment and marking criteria as the course progresses. In essence, there will be an assignment set for each module except modules 5 and 10.

2. The course consists of 10 modules. Modules 1 and 2 have compulsory assignments. Modules 6 and 7 have a combined assignment. The remaining two assignments can be chosen from a selection of topics.

3. The first phase of the DELTM will require the successful completion of five assignments of approximately 3,500 words each (plus or minus 10%). This is a heavy workload and one that you should not underestimate. There is no final examination.

4. The second phase of the DELTM will require the successful completion of a project. The project assignment will be 5,000 words (plus or minus 10%).

5. All of the assignments are of a practical nature, however, there must be a theoretical underpinning evident in your responses to each assignment. The assignments have been designed to put into practice the theory contained in the training sessions and the module handbooks. The end result of the Diploma should therefore be a bank of assignments and a project covering practical aspects of your job.

Assignment deadlines

Assignment	Module	Module date	Assignment due
Assignment 1	Module 1: organisational behaviour	Friday 6 October 2023	Monday 6 November 2023
Assignment 2	Module 2: the modern manager	Friday 3 November 2023	Monday 11 December 2023
Assignment 3	Module 3: human resource management – managing your team or Module 4: human resource management – recruitment and beyond	Friday 1 December 2023 Friday 8 December 2023	Monday 15 January 2024
Assignment 4	Module 5: making a profit Module 6: marketing and sales	Thursday 11 January 2024 Friday 12 January 2024	Monday 12 February 2024
Assignment 5	Module 7: academic management or Module 8: the customer journey	Thursday 8 February 2024 Friday 9 February 2024	Monday 11 March 2024
No assignment	Module 9: the principled manager	Friday 15 March 2024	
Project	Module 10: managing change / Course project	Friday 22 March 2024	Monday 3 June 2024

4.2. Submitting an assignment

Unless indicated otherwise, all candidates will be expected to follow the assignment layout below. A sample of the assignments will be moderated.

You will submit your assignment using the course Moodle VLE (virtual learning environment). Full instructions on using the Moodle platform will be given on the first day of the course.

- The marker will be the tutor who delivered the relevant course module
- All assignments must be typed and converted to PDF
- The subject of the assignment file must be ‹surname› ‹DELTM Assignment X›; e.g. 'Smith DELTM assignment 3a'
- Assignments should be submitted with a cover page which includes:

a. Your name

b. The title of the course

c. The full assignment title and question

d. The designated tutor

e. The date of submission

f. The word count.

- Assignments should be in the form of **one** document and should also include a contents page, a references section and any appendices.
- The cover page, contents page, appendices and references do not count towards the final word count but should be restricted to only the most essential of documents.
- If you know that you will have problems submitting an assignment on or before the relevant deadline you must contact English UK and the academic director to alert them and request an extension. Failure to do this puts completion of the assignment, and therefore the DELTM, at risk.
- All assignments sent by the required completion date will normally be marked within three weeks.
- It is very important not to fall behind with assignment completion as it will become very difficult to catch up.

4.3. Assignment layout

Most of your assignments will require you to use a management report layout. Any exceptions to this format will be highlighted in the assignment information. A standard management report structure is as follows:

1. Title page, including topic/title; assessor's name, your name; date and word count

2. A contents list of each section, including appendices and bibliography

3. A short 'Executive summary', written in the present tense and third person, e.g.: "this report presents the conclusions arising from the research into customer satisfaction in the name of school and proposes the changes to be made...." The executive summary should include reference to your major findings and/or recommendations.

4. Introduction, stating the aims, the context and the sources accessed (especially people)

5. The main body of the report, using headings and sub-headings written in bold. Statements should be based on fact/evidence/other writers rather than on your own unsupported opinions. Statements beginning with words such as 'I feel...'; 'I believe...' etc. are discouraged, unless you can provide evidence upon which to base your feelings and beliefs. Use diagrams, charts etc. and ensure you actively apply course concepts in the description / analysis / presentation of the report.

6. Conclusion/recommendations. A conclusion is where you tie together (and possibly summarise) the main

points arising, whereas recommendations are the actions you believe should be taken (based on the theory or evidence). If making recommendations, be sure to prioritise, establish the constraints/costs, and highlight the benefits to the organisation.

7. References, in the format described below.

8. Appendices. These are not included within the word count of the assignment, and can be very useful for additional information and/or diagrams, charts etc.

4.4. Writing guidelines

In this course, there are no 'right' or 'wrong' answers to assignments. Management is about decision-making based on a number of varying factors, so it would be impossible for there to be just one correct answer. However there are certain conventions, which you should be aware of:

1. For references within the text give the author's name and date of publication, and where possible, the number of the page e.g.:

'On the other hand Stern (1983: 135) argues that....' or

'Competitive strategy is the key to success (Porter 1989: 32) ...'

If you wish to quote from the self-study Module itself, use the format (Mod 6: 12).

2. Add a references section at the end of the assignment. Arrange the references in alphabetical order by author, in the following sequence:

Author (Date) *Title*. Place: Publisher. e.g.:

Handy, C. (1999) *Understanding Organizations*. London: Penguin.

3. For journals and other papers, the title of the article has inverted commas, and the title of the journal itself is italicised, e.g.:

Jones, K. (1984) 'Aspects of Learner Strategies', *TESOL Review* 12/2

For the self-study written modules, use the format:

English UK Dip. ELT Management: unpublished: Module 5.

4. Don't copy out long sections of text or plagiarise.

5. Divide your work into sections using paragraph numbering. Continuous prose is suitable for stories and academic writing, however management reports need to be structured differently. It makes everything a lot easier if you divide and sub-divide, and it also helps you organise your thinking.

6. Prepare an outline of what you want to say before starting your work - if necessary, you can always change it again, but starting with an outline helps you to organise your thoughts and will save you a lot of time in the long run.

4.5. The mini-tasks

In each module there will be a series of reflective tasks or mini-tasks which will help you to gain a deeper understanding of the topics. You will be expected to carry out each task and some of them may be discussed at the next training session as a springboard for discussion of certain issues or problems. Completion of these tasks is strongly recommended, although they are not assessed.

Section 5
Assessment

5.1. Basic assessment criteria

Here is a summary of the assessment criteria applied to each body of work submitted.

1. Submit the assignment by the agreed date and provide a full response to the assignment topic within the specified word limit

2. Demonstrate the mastery and application of wider management theory and skills and evidence knowledge and understanding of course aims, objectives and syllabus

3. Present clear, coherent and relevant arguments and identify key issues. Demonstrate the ability to prioritise ideas in order of significance and communicate results and findings effectively

4. Select, design, evaluate and apply an appropriate range of tools, material, and research methodologies and illustrate them appropriately

5. Use appropriate mode of presentation, layout, style, grammar and lexis; accurate spelling and punctuation; organise into a coherent piece of text; use key terminology appropriately and accurately; reference sources appropriately

5.2. Detailed Assessment Criteria

In addition to the above criteria, specific assessment criteria are contained in Section 7. For the best possible mark, it is important you note these and evidence them in your assignments.

5.3. Marking system

Assignments and projects will be awarded a 'pass', 'distinction' or 'fail'. To get a distinction overall, four of your six assignments (module assignments and project assignment) must be at distinction level.

5.4. Re-submissions policy

If a candidate does not obtain a pass for an assignment, then he/she will be required to re-work the assignment and make a re-submission. There may be a small additional charge for any assignment that is re-submitted, and it must be submitted within a period of thirty of days on receipt of the marked assignment.

The maximum grade that can be awarded for a re-submission is 'pass'. A candidate will be granted the opportunity to re-submit a maximum of two assignments only. If the assignment still does not meet the assessment criteria the candidate will have failed the course.

5.5. Late submission of assignments

The submission of assignments after the deadline must be agreed in advance with the English UK management team and must be requested in writing to the academic course director and the course administrator.

Extensions will be granted only exceptionally and on a case-by-case basis. In cases where an assignment is submitted on or over one week after the deadline, the assignment can only receive a maximum of a pass grade.

A candidate can defer assignments and project to the following year only in truly exceptional circumstances. This is only possible for the written tasks – deferral of attendance to the following year's sessions is not possible. If deferred, submission, marking and moderation will take place to the timescale of the cohort currently attending face-to-face sessions.

Section 6
Study advice and learning resources

6.1. Overview

Managers typically lead busy lives with large workloads and varied responsibilities, as well as family and social commitments. By taking on this course, you are making a commitment to spending some of your valuable time in reading, researching, discussing and writing about management issues over the next 15 months. We estimate that you will need to spend about 8 hours a week (on average) on the self-study parts of the course. Where will you find that time? How will you balance this new commitment with work, family and social commitments?

Every individual must work out for themselves their own approach to part-time study. We encourage you to think and plan ahead so your time is well spent, so you avoid undue stress resulting from conflicting responsibilities, and so you do not fall so far behind that catching up looks like an impossible task.

6.2. Plan your time

We recommend that you set aside regular time slots - probably the same time(s) each week, so that you, your colleagues, family and friends expect you to be unavailable for other activities. This expectation will help you maintain the momentum of regular weekly study.

The other dimension to consider when planning time is to ensure that you spend the right amount of time on the different parts of the course. This will vary from individual to individual. For example, you may find that you need to spend more time understanding finance than understanding people management. But don't imagine that because you have been managing people for years that you don't need to study it!

There will be times when - for very good reasons - you cannot stick to your study plan. Nevertheless, having a plan in the first place, and keeping a record of what you have done will help to keep you on top of where you are in the course and where you should be. It will also help you plan how to catch up if you fall behind.

6.3. Plan the place

It is equally essential you think about where you will study. This may be at home, after hours in your office or in the local library (if circumstances allow). When at home try to ensure that you have a quiet working area with minimal disturbances.

Ensure you have good lighting, adequate heating or air-conditioning, comfortable seating and whatever else you need to study productively.

6.4. Plan the resources

Apart from space and time, you will need to plan some other resources. Module handbooks for each part of the course will be sent to you as the course progresses and you may want to invest in additional academic textbooks, including general ELT management coursebooks. Whether you prefer to collate your notes online or on paper, plan your system in advance and obtain whatever materials are required prior to the start of the course.

6.5. Specific study skills

Integrated learning

If you want to maximise your learning on the course, we suggest that you:

- start all study periods by asking what you already know about a topic and what you want to learn further (see next sub-section);
- make sure you have read the relevant background literature before you attend the synchronous sessions;
- participate fully in the synchronous sessions asking questions as well as sharing your own experience;
- reflect on what you have learnt at the end of learning periods;
- consolidate your learning through completing the assignments AND applying any relevant ideas and models in your daily management practice.

Setting objectives and specific targets

Each time you settle down to study, be clear about what you want to achieve (rather than what you want to do) by the end of that period. You will learn on the course that objectives should be SMART:

Specific
Measurable
Agreed
Realistic and relevant
Time bound

Typical achievement targets for a two-hour study period might be:

Complete the guided reading for Module X or complete the tasks for Section Y or produce a plan (or outline of your answer) for Assignment Z.

The Pareto effect

The Pareto effect has useful lessons for any number of situations and studying is one of them. You will achieve about 80% of your results (i.e. most of your learning and your assignment or exam marks) from about 20% of your efforts and conversely spend the other 80% of your efforts on achieving the remaining 20% of your marks.

The problem is - which 20% of effort is most worthwhile? Which 80% is least worthwhile? Through experience, and through discussion with your trainers, you will learn to recognise how to achieve the greatest effect from efficient and effective study skills.

6.6. Learning with and from others

We will be providing you with other hints and tips during the course, but the best resource you have is your fellow students:

- How do others manage their studies?
- What can you learn from their good habits that will help you to be more effective and efficient?
- Is there someone on the course who could be your study buddy?

6. 7 General learning resources

There are three ELT management books that provide an integrated approach to ELT management and cover topics that are relevant to a number of different course modules.

1. White, R et al. (2008) *From Teacher to Manager.* Cambridge University Press.

This book includes useful models and information about management structure, organisational behaviour, HR, marketing and sales, customer service, academic management, financial management, managing change, and project management.

2. Rossner, R (2017) *Language Course Management.* Oxford University Press.

This covers recruitment and induction, academic management including course design and observations, CPD, performance management, quality assurance, and self-assessment.

3. Dunlop, F et al. (2019) *ETpedia Management.* Pavilion Publishing and Media Ltd.

This has useful sections on HR, marketing and finance, quality assurance, academic management, and professional development.

ELT management articles

There are a large number of useful articles sourced from the IATEFL Leadership & Management (formerly ELT Management) SIG newsletters. Some of these will be provided by the course tutors, and others are purchasable from IATEFL, or can be found on the SIG website: https://lamsig.iatefl.org/news-and-events/archived-articles

Useful websites and communities

www.acas.org.uk: Advisory, Conciliation and Arbitration Service. Very good range of articles and factsheets on a wide number of HRM topics.

www.businessballs.com: Free career help, business training, organisational development - inspirational, innovative ideas, materials, exercises, tools, templates.

www.cipd.co.uk: This is the website of the Chartered Institute of Personnel and Development. It has lots of useful articles and templates about HR and professional development.

www.12manage.com/management_dictionary.html: 12Manage covers a wide range of management topics.

www.britishcouncil.org/accreditation.htm: For information about the Accreditation UK Scheme.

www.iatefl.org: includes information about conferences, Special Interest Group events, and monthly webinars.

lamsig.iatefl.org: IATEFL's Special Interest Group for leaders and managers. In addition to containing management articles from back issues of the Newsletter, the site includes information about ELT management events, including webinars and conferences.

www.teachingenglish.org.uk: Lots of interesting articles, including CPD frameworks.

www.heathbrothers.com: Excellent set of resources connected to their books, such as *Switch* and the *Power of Moments.*

www.englishuk.com: The association's website includes a wide range of resources for its members and non-members, including information about conferences and training events.

Journals, magazines for ELT managers

The PIE News – news and business analysis for professionals in international education. Available free online at: https://thepienews.com

EL Gazette – the international newspaper for the ELT community. Available free online at: www.elgazette.com

MET – articles about a range of ELT topics, including management ones. Available at: www.modernenglishteacher.com

Section 7
Detailed assessment criteria

DELTM Scoring Matrix	Fail	Pass	Distinction
Submit the assignment by the agreed date and provide a full response to the assignment topic within the specified word limit	• the assignment is not submitted by the agreed deadline • the assignment task or tasks has only partially or has not been addressed	• the deadline is met (NB. deadlines will only be extended in exceptional circumstances and if extended by more than seven days the maximum score will be a pass.) • the specified word limit must be met (+/- 10%). Any words in excess of the limit will not be considered. • a full response is attempted to the assignment topic	• the deadline and word limit requirements are fully met • a full and thorough response is attempted • all of the specific criteria outlined for inclusion in each assignment are covered in detail
Demonstrate the mastery and application of wider management theory and skills and evidence knowledge and understanding of course aims, objectives and syllabus	• inadequate coverage of key aspects of management theory and skills in focus • inadequate application of wider management theory and skills to own context • inadequate critique of relevant literature • only a superficial grasp of the key issues	• demonstrates familiarity with the range of management theory and skills in focus • demonstrates the ability to apply wider management theory and skills to own context • content of assignment shows familiarity with course aims, objectives and syllabus • a rudimentary range of relevant literature (citing a minimum of five different sources)	• demonstrates mastery of the management theory and skills in focus • demonstrates an excellent critique of the relevant literature • expansive manipulation of relevant theory and skills to own context • demonstrates ability to link new theory and skills to previous learning experiences on the course

DELTM Scoring Matrix	Fail	Pass	Distinction
Present clear, coherent and relevant arguments and identify key issues. Demonstrate the ability to prioritise ideas in order of significance and communicate results and findings effectively	• arguments unsupported and findings unsubstantiated • unable to organise ideas in a cogent and logical manner • lack of critical awareness • unable to formulate or communicate results or findings effectively	• clear, coherent and relevant arguments supported by evidence where necessary • displays a critical awareness of the key issues • ability to prioritise ideas in order of significance • able to formulate and communicate tangible results, findings and action points	• convincing, well structured, grounded and cogent arguments and conclusions • displays advanced critical analysis of key issues • significant and original ideas and/or theories • the work would be of a sufficient standard to be published (with a degree of modification)
Select, design, evaluate and apply an appropriate range of tools, material, and research methodologies and illustrate them appropriately	• inappropriate selection and design of research methodologies • lack of reflection or evaluation of usefulness of such methodologies • failure to critically evaluate range of tools available	• appropriate consideration of relevant issues concerning selection and design of research methodologies • reflection and evaluation of merits of certain methodologies • appropriate employment of methodological tools • illustrates ideas using appropriate tools (e.g. graphs)	• research tools are well designed and appropriate • detailed consideration of the implications of choice of research methodologies • originates and conducts primary research (i.e. survey, interview, etc.) where appropriate • demonstrates an excellent command in employing methodological tools
Use appropriate mode of presentation, layout, style, grammar and lexis; accurate spelling and punctuation; organise into a coherent piece of text; use key terminology appropriately and accurately; reference sources appropriately	• inappropriate mode of presentation, style and lexis for type of exercise • frequent spelling and punctuation inaccuracies • failure to master or exploit key terminology and reference systems • poorly organised and difficult to follow	• employs appropriate mode of presentation, style, grammar and lexis • accurate spelling and punctuation • appropriate usage of key terminology and reference sources • well organised and easy to follow	• displays a mastery of grammatical systems and lexis • extensive and accurate usage of specific terminology • familiarity with a range of suitable and relevant presentation formats