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English Teaching

DELTA

Diploma in Teaching English to Speakers of Other Languages

Syllabus specifications

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DELTA (Diploma in Teaching English to Speakers of Other Languages) is regulated by Ofqual (the regulator of qualifications, examinations and assessments in England) at level 7 on the Regulated Qualifications Framework.

DELTA Module 1

Focus and aims

The module focuses on the background to teaching and learning of English for Speakers of Other Languages (ESOL) in a range of contexts.

Title of module	Understanding language, methodology and resources for teaching
Aims	1. To develop candidates' knowledge of historical and current theories of first and second language acquisition 2. To increase candidates' critical awareness of approaches and methodologies and the principles underpinning these used in a range of ELT contexts 3. To extend candidates' knowledge of language systems and skills in their contexts of use 4. To increase candidates' knowledge of learners' problems in developing language and skills proficiency 5. To enable candidates to critically evaluate teaching and reference materials and resources in a range of ELT contexts 6. To increase candidates' knowledge of the role and methods of assessment
Level	Postgraduate
Credit value	20

Content and learning outcomes

Content	Learning outcomes Successful candidates can:	Indicative content
1. Theoretical perspectives on language acquisition and language teaching	1.1 identify, explain, compare and evaluate theories of First and Second Language Acquisition (FLA/SLA) 1.2 relate the influence of such theories to specified approaches and methodologies.	• Historical and current hypotheses and theories of language and FLA (e.g. imitation, innateness, cognitive-developmental) • Key concepts related to these (e.g. language acquisition device, critical period, etc.) • Historical and current hypotheses and theories of SLA (e.g. behaviourist, cognitive) • Key concepts related to these (e.g. interlanguage, natural order hypothesis, monitor model, etc.) • Similarities and differences between FLA and SLA
2. Different approaches and methodologies including current developments	2.1 identify and compare different methodological perspectives and approaches 2.2 describe current developments in ELT 2.3 critically assess and evaluate the practical effectiveness of various approaches, methodologies and techniques in different contexts and learning environments.	• Historical and current approaches and methods including both mainstream (e.g. grammar-translation, direct method, audio-lingual method, situational language teaching, communicative and task-based learning approaches) and experimental or non-mainstream (e.g. delayed oral practice, Natural Approach, TPR, Silent Way) • Learning environments (e.g. the classroom, resource centres, VLEs, experiential learning outside the classroom – the workplace, project work, etc.) • Contemporary issues and talking points as found in recent publications, conference presentations, online discussion groups, etc.

Content	Learning outcomes Successful candidates can:	Indicative content
3. Language systems and learners' linguistic problems	3.1 analyse the relationship between language and society 3.2 analyse the relationship between genres and context 3.3 identify and analyse lexical, grammatical, functional, phonological and discoursal features of language in use 3.4 identify linguistic problems experienced by learners with regard to specific lexical, grammatical, functional, phonological and discoursal features 3.5 relate methodological choices in language systems teaching to learners' characteristics and context.	• How language is used to form, maintain and transform identity (e.g. cultural, social, political or religious) and power relations • Differences in English in different world contexts (e.g. English as a global language; World Englishes, English as a lingua franca, etc.) and in different interactional and textual contexts (e.g. register, genre, etc.); related decisions about which varieties to teach • Features of language systems (e.g. in terms of meaning, form, pronunciation and use) and associated terminology, appropriate to teaching purposes/lesson planning • Common or typical errors related to L1 or other contextual features • Error analysis • Reference sources (e.g. grammars, corpus data, recordings, etc.) to assist and inform analysis • Phonemic script and transcription conventions
4. Language skills and learners' problems	4.1 identify, analyse and compare the language skills, sub-skills and strategies needed by learners to develop their competence in: • speaking • listening • reading • writing 4.2 identify problems experienced by learners with regard to developing specific language skills, subskills and strategies 4.3 relate methodological choices in language skills teaching to learners' characteristics and context.	• Features of language skills (e.g. in terms of subskills, strategies) and associated texts (e.g. in terms of genre, complexity, intended audience) and terminology; application of analysis to teaching purposes • Problems learners face in achieving success in skills work • Literacy in different ELT contexts • Reference sources for skills analysis
5. Knowledge of resources, materials and reference sources for language learning	5.1 critically evaluate a range of traditional materials and e-resources and materials for use by language learners 5.2 identify and evaluate appropriate practical uses of traditional materials and e-resources and materials for application in a range of teaching contexts.	• Resources and materials to include: historical and contemporary coursebooks and other learner materials, reference sources; ICT, including multimedia, computer-based and online materials; authentic materials; activities, tasks and exercises designed for use in and out of the classroom
6. Key concepts and terminology related to assessment	6.1 classify the purposes of assessment 6.2 relate key principles of assessment to classroom assessment 6.3 critically evaluate widely used types of assessment.	• Diagnostic, formative, summative assessment • Concepts of validity, reliability, impact and practicality • Widely available tests and purposes for which they are used

DELTA Module 2

Focus and aims

The module focuses on developing the candidates' awareness and expertise in relation to the principles and professional practice of teaching ESOL in a range of contexts.

Title of module	Developing professional practice
Aims	1. To develop candidates' awareness of the effects of different contexts on the learning and teaching of English and factors affecting individuals' learning in a range of ELT contexts 2. To develop candidates' critical awareness of the different roles of teachers, and the principles underpinning these, as performed in a range of ELT contexts 3. To develop candidates' expertise in the planning of inclusive lessons at different levels 4. To extend candidates' effective use and critical evaluation of a range of appropriate approaches, methodologies and techniques to support learning in a range of contexts 5. To apply candidates' knowledge of language and skills to lesson planning and teaching 6. To extend candidates' use and critical evaluation of a wide range of appropriate materials and resources for teaching and their own professional development 7. To develop candidates' ability to reflect critically on their own beliefs about teaching and learning, and to evaluate their practice in order to prepare and teach more successfully in future 8. To develop candidates' ability to observe and reflect on teaching and provide constructive feedback to other teachers 9. To broaden candidates' understanding of the standards of professional practice 10. To increase candidates' expertise in spoken and written communication in their own professional roles
Level	Postgraduate
Credit value	20

Content and learning outcomes

Content	Learning outcomes Successful candidates can:	Indicative content
1. The language learner and the language learning context	1.1 relate the role of English as a global language to developments in learning and teaching in a range of international contexts 1.2 compare differences among learners linked to social, cultural and educational background, the immediate local context, different motivations, attitudes, aspirations and purposes for learning and different learner preferences and strategies 1.3 accommodate learners according to their different abilities, motivations and learning preferences 1.4 take into account the potential of ICT in the learning context concerned (e.g. classroom, workplace, VLE, etc.) 1.5 relate/apply age-related theories of learning to planning to teach learners of different ages.	• The historical and current social, political and cultural position of English as a global language; attitudes, expectations and values associated with this evolving role; the impact and ramifications of studying or using English in local contexts; perceptions of the relative status of varieties of English; relationship between language and social processes • Theories of motivation and their application to individual learners and to classroom contexts; ways of ascertaining types and levels of motivation • Learner differences in abilities, preferences and learning strategies; evaluating and adjusting to these differences • Impact and potential of learning context for language learning • ICT and its impact and potential for language learning • Theory and practice of teaching younger learners, teenagers and adults, and how these affect planning to teach such learners

Content	Learning outcomes Successful candidates can:	Indicative content
2. Preparation for teaching English language learners	2.1 identify needs, expectations and linguistic and learning problems of specific groups of learners 2.2 identify and analyse: • lexical • grammatical • functional • phonological • discoursal features of language in use as required by learners 2.3 analyse and compare the language skills, subskills and strategies needed by learners to develop their competence in: • speaking • listening • reading • writing 2.4 apply their knowledge of language systems and skills in planning lessons 2.5 prepare lessons which take into account a variety of factors related to differentiation among individual learners in specific teaching contexts 2.6 prepare lessons that will actively and inclusively engage learners and support their development and progress 2.7 choose methods and approaches that are appropriate for the content and aims of the lesson 2.8 evaluate the role of ICT in lesson preparation, delivery and follow-up 2.9 justify their own decisions in lesson planning with reference to underpinning theories and principles.	• The impact of decisions about type of syllabus (e.g. grammatical, lexical, skills-based, task, process, genre, etc.) on method • Lesson planning with reference to information about learners and the learning context, including institutional constraints • Pre-teaching preparation: ◦ Relevant reference sources (e.g. grammars, dictionaries, etc.) ◦ Aims and objectives (i.e. expected, predicted or possible outcomes for the learners) ◦ Solutions to anticipated problems for specific learners and groups ◦ Justification for choice of: lesson content; teaching methodology; approaches and techniques; materials selected to develop learners': - knowledge of and control of language systems - fluency and confidence in using the language appropriately - reading, writing, listening and speaking skills, subskills and strategies - range of effective learning strategies - other skills related to ELT or to a particular course of study (e.g. exam skills) • Sequencing of stages and estimation of timings whilst allowing for flexibility in response to the evolving classroom situation • Contextually aware encouragement of learner autonomy • Organisation of the physical space to match planned interaction patterns in the lesson • Relevance and potential of ICT for the lesson and functional skills development • Monitoring and evaluating learning outcomes • Appropriate conventions of format, style and content in the pre-lesson analysis and lesson plan

Content	Learning outcomes Successful candidates can:	Indicative content
3. Evaluating, selecting and using resources and materials for teaching purposes	3.1 develop principled criteria to inform the choice and use of materials and resources 3.2 apply principled criteria to select and make effective use of a range of appropriate traditional materials and e-resources and materials, for specified teaching and learning contexts 3.3 adapt, develop and create teaching/learning materials/resources, including ICT, for specified teaching and learning contexts 3.4 critically assess the effectiveness of materials and resources as used in specified teaching/learning contexts.	• Influence of ELT research, market research, and expectations of learners, teachers, institutions and government, including the following: ◦ curriculum requirements ◦ language proficiency level ◦ motives for learning ◦ cognitive level ◦ affective factors ◦ topic and content (including cultural, linguistic appropriateness) ◦ text types ◦ criteria for judging the suitability of different types of materials and resources for specified teaching and learning contexts • Materials: ◦ prescribed materials ◦ appropriateness of materials to language item(s) and skills taught ◦ layout and design ◦ market orientation: local and international • Resources: ◦ coursebooks ◦ course materials ◦ supplementary materials and resources (e.g. online support materials, graded readers, grammar references for students and teachers) ◦ published materials not originally designed for use in the classroom (e.g. online news, journals, reports, articles, printed newspapers, magazines) ◦ ICT, including electronic resources for classroom use and individual study

Content	Learning outcomes Successful candidates can:	Indicative content
4. Managing and supporting learning	4.1 critically evaluate a range of approaches and techniques for a variety of learners 4.2 differentiate among the roles a teacher can assume in relation to a variety of teaching contexts and learners 4.3 create conditions that help establish a safe learning environment; maintain a good rapport with and between learners and foster a constructive learning atmosphere 4.4 demonstrate ability to communicate with learners and to facilitate communication among learners 4.5 manage and support learning with individuals and groups to maximise learning 4.6 give feedback on progress/achievement for all learners 4.7 demonstrate, without stereotyping, an understanding of the learners' cultural background(s)/context(s) and implications for teaching and learning 4.8 demonstrate flexible and appropriate use of a range of practical classroom actions, techniques, traditional and e-materials and resources to help achieve specific goals.	• Approaches and criteria for application to specific contexts • Theoretical descriptions and analysis of the range and boundaries of possible classroom roles for a teacher (e.g. facilitator, manager, coach, information-giver etc.) • Teaching manner, qualities and personal style (e.g. authenticity, empathy etc.), the quality of relationship and interaction in the classroom (e.g. respect, rapport, affective issues etc.) • Flexibility of the teacher's role with different learners and in different teaching contexts • Diversity of learners' backgrounds, views and language abilities • Principle of equality, inclusiveness and respect for all learners at all times • Organisation of the physical space and utilisation of classroom resources, taking account of the learners, type of lesson and safety regulations • Classroom presence: ability to gain and hold attention, to give clear unambiguous messages, to listen to, interpret and respond to what learners say, to show support, understanding and empathy where appropriate • Appropriate graded language to ask relevant and effective questions, and to give clear instructions, explanations, demonstrations, feedback and guidance as needed • Task setting and managing a variety of working arrangements as appropriate • Monitoring activities and learners • Strategies to deal with problems and misunderstandings • Accurate information on language systems and language skills • Ways of checking learners' understanding of the meaning, form and use of specific language items • Types and effects of verbal and written feedback to learners • Recognition of successful learner language use • Recognition of problems, mistakes and errors and their possible causes • Intervention to help learners with these problems, mistakes and errors • Flexible decision-making about the timing and pacing of work in response to the evolving classroom situation • Effective and appropriate classroom use of a varied range of currently available resources and materials • Checking learning and progress

Content	Learning outcomes Successful candidates can:	Indicative content
5. Evaluation of lesson preparation and teaching	5.1 critically select and develop criteria for judging the effectiveness of their preparation and teaching 5.2 critically evaluate a range of techniques and approaches for teaching language systems 5.3 critically evaluate a range of techniques and approaches for developing learners' language skills, subskills and strategies 5.4 use evaluation and development processes to improve the preparation, management and support of learning for all learners 5.5 use critical reflection skills to extend their own development and growth as a teacher.	• Evaluation of lesson preparation before teaching through critical thinking with regard to assumptions made, problems anticipated, decisions taken, and the selection and use of materials and resources • Evaluation of lesson preparation and execution through recall, reflection and critical thinking • Critical reflection on the relationship between the candidate's own beliefs and their lesson preparation and teaching • Taking account of these evaluations in planning future study, research for teaching, lesson preparation and teaching • Use of e-portfolio to log reflections and action plans • Online self-assessment
6. Observation/ Evaluation of other teachers' lessons	6.1 describe and analyse lessons given by colleagues, peers or teachers at the training centre 6.2 use an observation instrument to analyse the lessons 6.3 use critical reflection skills to inform observation, analysis and feedback 6.4 provide supportive and constructive feedback, where appropriate, to teachers whose lessons have been observed.	• Observation instruments • Function and forms of observation feedback • Role of observation in quality assurance and professional development • Clear narrative and commentary on observation • Use of e-portfolio to record observations
7. Professionalism and opportunities for professional development	7.1 review and develop their own practice in the light of data from their own and others' experience and from specific theories of language, language learning and learning theory 7.2 reflect critically on their own beliefs about learning and teaching and how these influence their approach to teaching 7.3 reflect on feedback received from learners, colleagues, tutors, and managers, and how this is used for their own development as a teacher 7.4 relate key issues linked to professional conduct and accountability to their own work and behaviour 7.5 recognise and demonstrate standards of professional practice linked to organisational requirements with regard to manner, attitude, working relationships, personal appearance, and timekeeping 7.6 identify, evaluate and discuss possible future specialisms or career paths within the language teaching profession or in related fields.	• Reflexivity: learning from oneself; reflection on practice; awareness and analysis of personal qualities, values, attitudes and beliefs and their influence on class relationships, lessons, activities, techniques, actions, decisions and language used; application of what is learned to future preparation and teaching • Learning from others: reflection on feedback and information (e.g. from peers, trainers, colleagues, educational managers, etc.); reflection on things observed or studied (e.g. books read, lessons watched, seminars attended, etc.); critically using this to improve own teaching • Continuing reflection of candidates' teaching in light of theories of learning, language, SLA, etc., and of their own beliefs • Norms and codes of professional practice within the profession as a whole and within specific local contexts; manner, behaviour, attitudes, relationships and self-presentation inside and outside the classroom, staff-room and school environment; roles of a teacher within classroom and institution • The teacher's role within professional and institutional codes of practice; underlying values and norms, practical implications and potential outcomes of each • Awareness of career paths and development of own career trajectory (plan) taking account of opportunities and constraints

DELTA Module 3

There are two options for DELTA Module 3:

1. Extending Practice and ELT Specialism
2. English Language Teaching Management (ELTM).

Candidates must follow one option.

Option 1
Extending Practice and ELT Specialism

Focus and aims

The module focuses on broadening the candidates' knowledge of a chosen specialism and developing their understanding of syllabus design, testing and assessment.

Title of module	Developing professional practice
Aims	1. To enable candidates to develop their knowledge in relation to a selected ELT specialism 2. To develop candidates' knowledge of ELT curriculum and syllabus design principles and apply this knowledge to a context and an actual learner or group of learners to whom they have access 3. To develop candidates' critical awareness of syllabuses and courses, and implications for the selected specialism 4. To develop candidates' skills in the design and implementation of syllabuses and courses in relation to the selected specialism 5. To develop candidates' critical awareness of types and methods of assessment in relation to the selected specialism 6. To apply candidates' knowledge and understanding of assessment to the production of a form of assessment for the selected specialism 7. To enable candidates to synthesise all of the above and present a coherent account of the project to a third-party readership
Level	Postgraduate
Credit value	20

Content and learning outcomes

Content	Learning outcomes Successful candidates can:	Indicative content
1. Research into specialist areas	1.1 present an informed discussion of the context and needs of learners in their selected specialism 1.2 summarise the principles and theories of teaching which are specific to the selected specialism 1.3 apply knowledge and understanding of the selected specialist area to plan for and assess learners in the chosen specialism.	• Research, skills • Resources • Assignment planning • Context: national, educational and institutional features • Needs analysis • Criteria for selecting relevant approach to teaching • Principles underlying planning and assessment in the selected specialist context

Content	Learning outcomes Successful candidates can:	Indicative content
2. Syllabus design: principles, influences on, methodological effects of, and major syllabus types as applied to the specific learning context	2.1 critically evaluate approaches to syllabus design, including their theoretical base, in relation to the broader curriculum and to the specific learning/teaching context selected by the candidate 2.2 evaluate and critically assess the influence of major theories of second language acquisition on the design of major types of syllabus in ELT and their influence on course provision 2.3 select and develop criteria for judging the suitability of different types of syllabus for stated teaching and the specific learning context 2.4 describe the influence of syllabus design on ELT methodology.	• Prevalent types of syllabus design with reference to a range of different contexts • Major theories of SLA and their effects on the design of major types of syllabus (e.g. lexical, functional, task-based and process-based) • Influence of educational, cultural, social, economic and political factors on syllabus design • Effect(s) that syllabus design (in the context(s) with which candidates are familiar) have on the choice of methodology • Rationale informing the selection of language items and skills, and the ordering and sequencing of these in a range of different contexts
3. Designing syllabus and teaching programmes to meet the needs of learners in the specific context of their selected specialism	3.1 design and plan the implementation of syllabuses and courses for a stated teaching context and group of learners 3.2 critically evaluate, adapt, design and conduct a variety of needs analyses to inform syllabus and teaching programmes.	• Major syllabus types: ◦ lexical ◦ formal ◦ functional ◦ task-based ◦ process-based ◦ topic-based • Prevalent syllabus types in the specific context of their selected specialism • Methods of assessing the suitability of syllabus types in the specific context of their selected specialism, e.g. identification of learner outcomes, institutional needs analysis, learner needs analysis, local cultural expectations • Relationship of syllabus type to needs and expectations of learners/institution/local culture • Types of needs analyses: ◦ pre-course and during-course ◦ formal and informal ◦ spoken and written tests (accuracy and communicative fluency) ◦ discrete item tests ◦ interviews ◦ questionnaires • Methods for conducting needs analyses (English language and language skills) with reference to the specific context of their selected specialism
4. Course design and development in the specific context of their selected specialism	4.1 Apply their knowledge of needs analysis and syllabus design to designing a course for their selected group of learners 4.2 Prepare a scheme of work based on the course outlined 4.3 Select or outline appropriate materials for the course.	• Principles of course design: sequencing, staging, recycling • Aligning the course with time and scheduling constraints • Scheme of work linked to the above, covering topics, key tasks, outcomes and resources

Content	Learning outcomes Successful candidates can:	Indicative content
5. The principles and practice of testing and assessment, and application to the candidate's specialist area	5.1 describe and explain major principles involved in testing, test design, and different types of assessment	• Reliability • Validity • Range • Mode etc.
	5.2 apply these principles to the planning and/or design and use of assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for specific learners, using ICT where appropriate	• Diagnostic testing • Progress testing • Placement tests • 'Live' monitoring • Analysis of learners' written text • Analysis of learners' spoken text • Use of electronic and online assessment
	5.3 select, adapt and create valid classroom tests and other forms of informal assessment appropriately	• Major tests relevant to the context(s) with which candidates are familiar (e.g. IELTS, local state and government recognised tests) • Impact that tests have on teaching methodologies and syllabus content
	5.4 evaluate and interpret the results of classroom tests appropriately.	• See indicative syllabus content for 5.2 above • Live and recorded observation • Design of feedback questionnaires • Feedback interviews (e.g. for learners, teachers, institutions)
6. Monitoring and evaluating the effectiveness and quality of courses and programmes of study	6.1 select, adapt and create appropriate assessment tools (including formal tests and exams) and methods in order to monitor and evaluate the effectiveness and quality of courses and programmes of study.	• Evidence of effectiveness: teachers' reports, test and examination results, on-the-job success • Evidence of quality: satisfaction surveys, teachers' reports, repeat enrolments, etc. • Formal institutional, NGO, and governmental inspection and evaluation

Option 2
English Language Teaching Management (ELTM)

Focus and aims

Module 3, ELTM, focuses on broadening candidates' knowledge and developing their understanding of management in one of the following four specialisms: academic management, marketing, customer service or human resources management (HRM). Candidates are required to apply knowledge of managing change and project management to a proposal in their chosen specialism related to a specified language teaching operation (LTO).

Title of module	Management in ELT
Aims	1. To enable candidates to develop their knowledge in relation to a chosen management specialism 2. To develop candidates' knowledge and critical awareness of management principles and procedures 3. To develop candidates' skills in the application of management knowledge and procedures in the context concerned 4. To develop candidates' awareness of the interdependence of management areas 5. To enable candidates to apply knowledge and understanding of management to a proposal for implementing a change in the chosen management specialism 6. To enable candidates to synthesise all of the above and present a coherent account of the project to a third-party readership
Level	Postgraduate
Credit value	20

Content and learning outcomes

Content	Learning outcomes Successful candidates can:	Indicative content
1. Research into specialist areas	1.1 summarise the principles and theories of management which are relevant to the selected specialism 1.2 apply knowledge and understanding of the selected specialism to plan for implementing an initiative in the candidate's language teaching operation (LTO) 1.3 present an informed discussion of the context and institutional needs in their selected specialism.	• Research skills: online and library-based • Key concepts and processes in specialism • Resources: material and virtual • Assignment planning: outlining and organising • Context: national, educational and institutional features • Criteria for selecting the specialism
2. Management: principles and applications	2.1 summarise the main approaches to management 2.2 distinguish between leadership and management 2.3 evaluate approaches to decision-making 2.4 review and evaluate motivational theories 2.5 review elements of organisational structure 2.6 identify factors which influence organisational culture 2.7 critically evaluate alignment of professional and commercial interests in the candidate's LTO	• Rational and non-rational approaches to management • Transactional and transformative leadership • Leadership characteristics • Strategic, tactical and operational management • Decision-making, prioritising and problem-solving • Power and influence, authority and accountability • Fiduciary duties of management • Defining and managing roles within an organisation

Content	Learning outcomes Successful candidates can:	Indicative content
	2.8 relate professional concerns to the LTO's duty of care to stakeholders 2.9 apply management concepts to characterisation of management in the candidate's LTO.	• Teams and team building • Theories of motivation: content and process theories • Developing motivational strategies • Organisational structure and culture • Organisational development • Stakeholders: identity and influence • Comparison between educational and commercial management
3. Principles and procedures of the specialism and their application in the LTO	3.1 describe the principles underlying the selected specialism 3.2 describe the key procedures used in the selected specialism 3.3 evaluate the application of these procedures in the candidate's LTO 3.4 use research or survey data to identify needed improvement in the selected specialism.	• Vision, mission and values in LTO • Frameworks and guidelines for management in selected specialism • Products and services offered by LTO • Management roles: internal and external, professional and commercial, entrepreneurial and organisational • Decision-making: allocating time, selecting and allocating staff, allocating physical and financial resources • Delegating • Prioritising and problem-solving • Controlling, monitoring, reviewing and revising: ◦ macro levels: overall educational and commercial objectives, time, budget, quality ◦ micro levels: tracking individual tasks from initiation to completion ◦ data from surveys (e.g. marketing, customer satisfaction) and performance (staff turnover, test results) • Techniques and procedures for planning, decision-making and monitoring in selected specialism: SWOT, STEP, action plans, Gantt charts, fishbone diagrams, surveys (marketing, satisfaction), etc. • Communication: internal (staff, students), external (stakeholders) • Quality assurance, codes of practice and compliance • Professional development • New product development • Managing implementation of change • Project management in selected specialism • Team building and team management in selected specialism

Content	Learning outcomes Successful candidates can:	Indicative content
4. Designing management initiative to meet the requirements of the specific context	4.1 apply knowledge of context and organisational structure to complete a situation analysis 4.2 apply knowledge of management principles and processes to identify a gap in the practices in the selected specialism in the LTO 4.3 define the goals of an initiative to fill the gap.	• Situation analysis: LTO's services, stakeholders, clientele, competitors, SWOT analysis • Analysis of practices in selected specialism in the LTO • Climate or context: PEST analysis • Organisational structure of LTO: decision-making authority and accountability • LTO's history of implementing change in services and processes • Identification of requirements for change and improvement in selected specialism • Setting of goals for an initiative to meet requirements identified in analysis of current practices
5. Implementing the initiative in the LTO	5.1 apply knowledge of change management principles to planning the initiative 5.2 use project management as a basis for planning implementation 5.3 apply relevant procedures from selected specialism in the proposed initiative.	• Models of change management (centre-periphery, social interaction, linear, iterative, etc.) • Factors supporting and inhibiting change implementation • Implementation issues • Institutional issues • Stakeholder analysis: primary, secondary and key • Project management framework: scoping, planning, organising, securing and managing resources and people, delegating, monitoring and controlling, evaluating outcomes • Selection and application of such procedures as introducing new techniques or methods in academic management, developing a CPD programme in HRM, carrying out a survey in marketing, responding to customer feedback in service management or developing a new product in response to a market survey
6. Monitoring and evaluating the implementation of the initiative	6.1 check progress in implementing the project 6.2 evaluate outcomes.	• Progress checking of implementation activities • Monitoring variables (scope, cost, etc.) against plan • Taking corrective actions to align progress with plan • Analysing performance indicators • Measuring outcomes against performance indicators

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