

**Cambridge English**

**Delta**

Diploma in Teaching English to Speakers of Other Languages

**Module 3**

(Adapted from *Handbook for tutors and candidates*)

# Module Three

There are two options for candidates taking *Delta* Module Three. Candidates may choose an ELT Specialism or an ELT Management Specialism.

## Introduction to Module Three Extended Assignment Option 1: Extending Practice and ELT Specialism

Module Three aims to develop candidates' knowledge of and competence in:

- a chosen specialism
- approaches to needs analysis
- curriculum and syllabus design principles
- different types of syllabus
- course design and evaluation
- assessment of learners.

To achieve these aims, candidates need to:

- research a chosen specialism
- understand and use appropriate methods of needs analysis/diagnostic assessment for a specific group of learners
- understand and apply key principles underpinning syllabus design and course planning
- consider learner assessment and course evaluation
- synthesise all their learning into a project which can be coherently presented to a third party.

**The full syllabus can be downloaded at**  
[www.cambridgeenglish.org/delta/prepare](http://www.cambridgeenglish.org/delta/prepare)

The module is assessed by means of a 4,000–4,500 word Extended Assignment in which candidates carry out an independent investigation leading to the design of a course programme related to their chosen specialist area.

Candidates must select one of the following specialisms:

- Business English (BE)
- Teaching young learners/young adults (specified age group required within a 5-year range e.g. 8–13, 14–19) (YL)
- English for Specific Purposes (ESP)
- English for Academic Purposes (EAP)
- Teaching examination classes (EX)
- Teaching one-to-one (1to1)
- ESOL learners with literacy needs (ESOLLIT)
- CLIL/Embedded ESOL (teaching English through subject/work-based learning) (CLIL)
- Teaching monolingual classes (MON)
- Teaching multilingual classes (MUL)
- Teaching in an English-speaking environment (ESE)
- Teaching in a non-English-speaking environment (NESE)
- Teaching learners online/through distance/blended learning (DL)

- Teaching English to learners with special requirements, e.g. visual/hearing impairment, dyslexia, ASD (SR)
- Language development for teachers (LDT)
- Language support (e.g. on mainstream teaching programmes, specialist skills support, such as supporting writing needs) (LS).

Candidates may choose to narrow down the selected specialism in order to research a specific aspect in appropriate depth, e.g. 'ESP' may be narrowed down to *Teaching communication skills to doctors working in a general hospital*; Teaching young learners can be narrowed down to *Designing course programmes for 11–12 year old learners in Hong Kong*; Teaching monolingual learners can be linked to a specific context, e.g. *Teaching monolingual learners in Saudi Arabia*; Teaching FCE may be the focus of the specialism or may be narrowed down to *Preparing learners for FCE listening skills tests*. However, candidates should not narrow the focus to a discrete sub-skill such as reading for gist or a discrete area of grammar such as teaching future tenses.

# Assessment

The Module Three Extended Assignment (Extending Practice and ELT Specialism) is assessed with reference to a detailed mark scheme which allocates marks for each of five assessment categories, each of which is divided into three sub-categories. The total number of marks available is 140.

## Grasp of topic – maximum 35 marks

- Review of the relevant literature in the topic area
- Understanding of key issues in the topic area
- Application of knowledge to practice and identification of key issues

## Needs analysis and commentary – maximum 28 marks

- Key principles of needs analysis and diagnostic testing
- Analysis of the diagnostic test and identification of learner needs
- Discussion and justification of priorities supported by the needs analysis

## Course proposal – maximum 35 marks

- Key principles of syllabus and course design
- Justification of learning aims, teaching approach and the course in terms of learner needs
- Design of the course

## Assessment – maximum 28 marks

- Key principles of different types of assessment
- Justification of assessment procedures in terms of course design and learner needs
- Application of assessment procedures

## Presentation and organisation – maximum 14 marks

- Academic writing, language and referencing
- Presentation, coherence and organisation
- Clarity of argument and quality of ideas

# Marking

A Principal Examiner guides and monitors the marking process. The process begins with co-ordination procedures whereby the Principal Examiner and a team of examiners establish a common standard of assessment through the selection and marking of sample assignments. These are chosen to represent a range of performance across different specialisms. During marking, each examiner is apportioned randomly chosen assignments. A rigorous process of co-ordination and checking is carried out before, during and after the marking process.

# Grading

Extended Assignment results are recorded as three passing grades (Pass with Distinction, Pass with Merit, Pass) and one failing grade (Fail).

The marks required to obtain each grade are:

- Pass.....approximately 80 marks
- Pass with Merit..... approximately 100 marks
- Pass with Distinction.....approximately 120 marks

At the end of the marking process, there is a grading meeting to check scores around the grade boundaries. The grade boundaries are set in a way that ensures that the level of knowledge required to obtain the three passing grades:

- is consistent with the grade descriptions on page 70 of this handbook
- is the same from one session to the next.

The following information is used in the grading:

- comparison with statistics from previous years' examination performance and candidature
- recommendations of examiners, based on the performance of candidates.

## Grade descriptions

Grade	Description
<b>Pass with Distinction</b>	<p>Excellent piece of work which shows a very high level of understanding, analysis and application, and which displays originality and critical insight. Very high standard in <i>all</i> of the following areas:</p> <ul style="list-style-type: none"> <li>• Understanding of: the topic area; principles of needs analysis and diagnostic testing; principles of syllabus and course design; principles of assessment</li> <li>• Analysis of key issues in the topic area and learner needs; justification of learning aims, teaching approach, course content and assessment procedures</li> <li>• Identification of key issues and learning priorities; design of course and assessment</li> <li>• Academic writing, presentation and organisation, clarity of argument and quality of ideas.</li> </ul>
<b>Pass with Merit</b>	<p>Very good piece of work which shows a high level of understanding, analysis and application, and which displays some originality and critical insight. High standard in <i>most</i> of the following areas, but with some room for improvement:</p> <ul style="list-style-type: none"> <li>• Understanding of: the topic area; principles of needs analysis and diagnostic testing; principles of syllabus and course design; principles of assessment</li> <li>• Analysis of key issues in the topic area and learner needs; justification of learning aims, teaching approach, course content and assessment procedures</li> <li>• Identification of key issues and learning priorities; design of course and assessment</li> <li>• Academic writing, presentation and organisation, clarity of argument and quality of ideas.</li> </ul>
<b>Pass</b>	<p>Satisfactory piece of work which shows an acceptable level of understanding, analysis and application, and which meets the requirements of the assignment. Good standard in <i>some</i> areas, but some room for improvement in most of the following areas:</p> <ul style="list-style-type: none"> <li>• Understanding of: the topic area; principles of needs analysis and diagnostic testing; principles of syllabus and course design; principles of assessment</li> <li>• Analysis of key issues in the topic area and learner needs; justification of learning aims, teaching approach, course content and assessment procedures</li> <li>• Identification of key issues and learning priorities; design of course and assessment</li> <li>• Academic writing, presentation and organisation, clarity of argument and quality of ideas.</li> </ul>
<b>Fail</b>	<p>Inadequate piece of work which fails to show an acceptable level of understanding, analysis and application. Substantial room for improvement in some or all of the following areas:</p> <ul style="list-style-type: none"> <li>• Understanding of: the topic area; principles of needs analysis and diagnostic testing; principles of syllabus and course design; principles of assessment</li> <li>• Analysis of key issues in the topic area and learner needs; justification of learning aims, teaching approach, course content and assessment procedures</li> <li>• Identification of key issues and learning priorities; design of course and assessment</li> <li>• Academic writing, presentation and organisation, clarity of argument and quality of ideas.</li> </ul>

# Extended Assignment – Extending Practice and ELT Specialism

## General description

<b>ASSESSMENT FORMAT</b>	An Extended Assignment 4,000–4,500 words (excluding appendices)
<b>TIMING</b>	There is no set time limit for completion of the assignment but the assignment has to be submitted through an approved Cambridge English examination centre in time for the centre to submit it to Cambridge English Language Assessment by the set submission date in either June or December.
<b>ANSWER FORMAT</b>	The assignment is submitted electronically to the centre.
<b>MARKS</b>	The assignment is marked with reference to a mark scheme. See page 69 for details of assessment categories and sub-categories and page 70 for grade descriptions.

## Specifications

Candidates choose a specialism for the Extended Assignment which is relevant to their current or intended teaching context and ensure, if they require support, that the centre at which they are enrolled is prepared to supervise it.

The assignment consists of five parts: (1) Specialist topic area, (2) Needs analysis, (3) Course proposal, (4) Assessment, (5) Conclusion. To complete the assignment, candidates need to:

- review the relevant literature of their chosen topic area and identify key issues
- explain how they identified the needs of a chosen group of learners, and how they used diagnostic tests to establish learning priorities
- design a course of at least 20 hours, providing a rationale for its design, goals and teaching approach
- explain how the course will be assessed and evaluated
- outline how the proposed course design relates to the issues identified in the introduction.

In doing so, candidates are expected to demonstrate an informed understanding of: their chosen topic area; key principles of needs analysis and diagnostic testing; key principles of and types of course and syllabus design; key principles and roles of assessment.

The proportion of words in each part may be approximately as indicated below (plus or minus 10%) but **the total length must not exceed 4,500 words.**

Part	Length
Part 1 Introduction: Review and key issues	1,100
Part 2 Needs analysis and commentary	900
Part 3 Course proposal	1,100
Part 4 Assessment proposal	1,000
Part 5 Conclusion	400
	<b>4,500</b>

## Assignment outline and guidance for candidates

The following outline and guidance notes refer to a group of learners. However, an individual learner may be chosen as a specialist subject for this assignment where this represents the candidate's teaching context. (See list of specialisms on page 68.)

## Part 1 Introduction

Length: 1,100 words (plus or minus 10%)

A brief rationale for choice of specialism and review of the key issues. This will include a discriminating review of relevant literature and a consideration of the implication of key issues for the proposed specialism.

### Guiding questions

- Why did you choose this specialism?
- What theories and principles in the academic and professional literature have you found relevant, useful or challenging?
- What ideas from observation and experience have you drawn on?
- What have you found out from your research which is important for the design of your course?

### Advice to candidates

- Candidates should choose a specialism where they already have experience or which they would like to explore for future employment.
- The needs, backgrounds, goals, etc. of the specific group are *not* discussed in Part 1. Rather, in Part 1 the candidate should research and discuss general issues to be considered when designing a course for a group of this type, e.g. if the selected specialism is *Teaching IELTS Writing*, then Part 1 should focus on principles and implications to be considered when teaching IELTS writing classes, not the needs of a specific class. The profile of a specific class and investigation of their needs belongs to Part 2.
- Candidates are expected to show understanding of the key issues related to their specialism using relevant terminology.
- Key issues should be critically discussed and supported with reference to reading and knowledge and experience gained from teaching/observation of relevant classes.
- It is recommended that candidates research their chosen specialism by doing relevant reading *before* planning/finalising the second stage of the assignment.
- The review of the literature should go beyond simply finding one or two sources which describe the specialism, and should show that the candidate has read and synthesised a number of key sources, typically at least five to six in Part 1. Where the literature is less extensive (for example *Teaching one-to-one*) fewer sources will be used, but it is still important for candidates to demonstrate their familiarity with the key sources in their specialism.

- Where two specialisms overlap, it is important that one specialism has the priority. So, for example, a candidate may choose *Business English* as a specialism and then design a course for a one-to-one context, in which case *Business English* would be the specialism, and this would be discussed in Part 1. Similarly, a candidate may wish to design a course with an academic focus in preparation for *IELTS*, in which case they would need to choose whether to make *Teaching examination classes* the specialism, or *EAP*. Part 1 would then focus on the chosen specialism as appropriate.
- Candidates focusing on *Teaching examination classes* should not simply describe a particular exam, such as *IELTS*, in detail. They need to focus their discussion in Part 1 on specific issues related to teaching such classes and how this differs from other forms of teaching/other types of exam.

## Part 2 Needs analysis and commentary

Length: 900 words (plus or minus 10%)

An explanation of how the needs, motivations and learning styles of the specialist learner group were identified, and how diagnostic tests were selected and used to establish priorities.

### Guiding questions

- Who is your specialist group? What are their main characteristics? (e.g. age, educational and language level, nationality, learning style(s), preferences, motivations, job)
- How did you identify the needs of your specialist group? For example: Did you use a questionnaire, interviews, examination results? Why did you select these methods?
- What form of diagnostic testing did you use and why?
- What were the results of the diagnostic test(s)? How did you use these in clarifying the learners' needs and identifying language areas requiring attention? What aspects did you focus on and why?
- What priorities have you identified from the above?

### Advice to candidates

- Candidates should provide a reason for choosing this particular group of learners and give some information on their own experience of teaching them if appropriate. The minimum group size (apart from one-to-one) is three learners.
- A portrait of the group of learners is needed with emphasis on language learning background, motivation, learning styles, preferences, learning needs and level.
- Questionnaires and/or interviews may be used here. In order to adhere to the word count, candidates need to provide brief, relevant information.
- Candidates are expected to show awareness of principles of needs analysis and diagnostic testing. Terminology should be used and referenced to its sources. Understanding of principles of needs analysis and diagnostic testing does not mean purely stating lists of factors. Candidates need to show how awareness of these principles has influenced their choice of diagnostic assessment procedures.
- Candidates are expected to choose an appropriate diagnostic test or tests to diagnose the group's strengths and weaknesses. Simply using off-the-shelf placement tests is unlikely to be sufficient. The diagnostic test(s) should address language and skills areas (e.g. grammar, lexis, discourse, phonology, reading,

listening, writing and speaking) as appropriate to the learners' needs and goals and the nature of the course they are attending.

- It is important to show which diagnostic tests have been used and why, and to clearly demonstrate how analysis of these tests has been conducted.
- Analysis of the tools used should be detailed and clearly indicate how learning priorities have been arrived at. A clear summary of the analysis, possibly in chart format in the appendix, should be provided, so as to show how the results have been synthesised.
- The results of the analysis need to be highlighted here in brief and then used to identify key objectives which feed into the design of the course proposal in Part 3.
- It is important for candidates to provide a completed sample of all diagnostic tests given in the appendix document. Where many different diagnostic tests have been used, it is important to provide a summary of these in the appendix to the main body of the assignment, preferably in a chart format for readers' ease of access. (See note under Appendices on page 74.)

## Part 3 Course proposal

Length: 1,100 words (plus or minus 10%)

Discussion of the content and structure of the course (minimum 20 hours) in relation to the key issues and principles discussed and the learning goals identified. (This should not simply be a duplication or summary of coursebook content.) The course programme should be attached to the main body of assignment as an appendix. (See notes under Appendices on page 74.)

### Guiding questions

- In what ways is your proposed course based on or influenced by ideas and information from Parts 1 and 2 and your reading of relevant literature?
- What are the learning aims and objectives you hope to achieve?
- What is the content of the proposed course?
- How is content organised?
- What approach to teaching will be used?
- What materials will be used? If you propose using published materials, how do these match the aims of the course?
- What institutional requirements or other constraints have you taken into account, e.g. availability of teachers with the relevant skills and experience, availability of materials and resources, timetabling?

### Advice to candidates

- Candidates are expected to show awareness of principles of course and syllabus design. Terminology should be used and referenced to its sources. Understanding of principles of syllabus and course design does not mean purely stating lists of factors. Candidates need to show how awareness of these principles has influenced the design of the course.
- It is essential that the proposed course is clearly influenced by the needs analysis and analysis of the diagnostic test(s) from the previous stage of the assignment.
- The course proposal needs to clearly state the learning aims and objectives, approach to teaching, course content and teaching materials which will be used.
- The course proposal needs to be realistic and should acknowledge relevant institutional constraints where appropriate.
- Candidates are expected to design a course for at least 20 hours of teaching. While it is acceptable to design a longer course,

candidates should bear in mind that sufficient detail in terms of course content is required. Therefore, designing a longer course proposal will inevitably require more time and effort on the part of candidates. However, where candidates have designed, for example, a course of 80 hours, they can provide detailed information for 20 hours of the course.

- It is important to outline how the different strands of the course and different lessons relate to one another. Simply allocating different lessons and lesson aims to slots in a 20-hour timetable without justification is not sufficient.
- In cases where candidates are conducting a needs analysis for a group which they are already teaching and for which a real course may already have been planned or imposed by the candidate's institution, it is important that the course designed and presented in Part 3 of the assignment reflects the results of the needs analysis even if this means it differing from the actual course being taught.
- While tables or charts may be used to summarise the course proposal, sufficient prose is required to expand details and provide explanations.
- Candidates may (but are not required to) present samples of teaching materials to be used, in which case they should be included in the appendices and clearly referenced.
- Published materials from coursebooks may be used, but candidates still need to justify their use in relation to the aims of the course and learners' needs.

## Part 4 Assessment

Length: 1,000 words (plus or minus 10%)

An explanation of the role of different types of assessment in the proposed course and how formative and summative assessment will be used to monitor progress and assess learning outcomes of the proposed course.

An explanation of how the course will be evaluated.

A sample of the assessments which will be used should be provided in the appendices.

### Guiding questions

- How will you monitor learning progress?
- How will you assess learning outcomes?
- What are the assessment principles outlined in the testing literature which will be applied to the assessments?
- How have these principles influenced your choice of assessments?
- In what ways, if any, are your choices of assessments constrained?
- How fit for purpose are the assessments in relation to your learner group and the proposed course?
- What constraints and opportunities affect the proposed assessment procedures?
- How will the course be evaluated for future use?

### Advice to candidates

- Candidates are expected to show awareness of principles of assessment (e.g. validity, reliability, practicality and impact). Terminology should be used and referenced to its sources. Understanding of assessment principles does not mean purely stating lists of factors. Candidates need to relate these factors

to their choice of assessment and show how awareness of these principles has influenced their choice of assessment procedures.

- Candidates may choose already published tests from examining bodies or coursebooks. This is appropriate as long as they are relevant to the assessment of the course and the learners.
- Candidates choosing the specialism *Teaching exam classes*, who use exam practice tests, should not simply justify their assessment procedures by stating that Examination Board tests for the exam are valid and reliable. Further depth of justification is required.
- Candidates must provide a clear rationale for the assessment types chosen. This must include both formative assessment to monitor learners' progress during the course, and summative assessment to assess learning outcomes at the end of the course.
- The link between the course and the assessment is paramount. The rationale for the assessment must show awareness of the group's perceived language learning priorities as well as the course content and suggested teaching methodology.
- The assessment needs to be realistic and should acknowledge relevant institutional constraints where appropriate.
- Candidates should clearly show how they intend to make use of formative assessment during their course to monitor learners' progress, and how the results of this formative assessment might be used to adapt the course content and/or approach.
- It is important that candidates clearly indicate what will be tested and when during their course, and that they show how each individual test relates to an overall framework. Sample tests should be included in the appendix.
- Candidates are also expected to indicate briefly, with reference to the literature, how they intend to evaluate their course formatively and summatively. Reference should be made to any questionnaires or other activities used.

## Part 5 Conclusion

Length: 400 words (plus or minus 10%)

Consideration of how the proposed course design is linked to the key issues outlined in the introduction.

### Guiding questions

- How has your course proposal applied the principles you discussed in Part 1?
- What do you expect to be the benefits for the learners of your course proposal?
- What do you consider to be some of the limitations of your proposal?

### Advice to candidates

- In this section, candidates should summarise how the course proposal and accompanying assessment procedures will achieve the learning objectives identified for the specific group of learners chosen.
- This should not simply be a reiteration of everything that has been said in the assignment. Some indication should be given of the expected benefits of the course proposal to the group of learners and some of its limitations.
- It is important that all the parts of the assignment are linked and build on one another. Reference to the points made in the introduction are appropriate in this concluding section.

## Appendices

The following appendices should be attached to the main body of the assignment:

- course plan
- collated needs analysis and diagnostic test results.

The following appendices should be attached as a separate document:

- a completed sample of all analyses/tests used
- course evaluation materials and/or outline of procedure
- sample materials or summary of materials
- sample draft assessments.

### Advice to candidates

- The course plan and summaries of needs analysis and diagnostic test results should be attached as appendices to the main body of the assignment (and labelled Appendix 1: Course Plan, Appendix 2: Needs Analysis and Test Results).
- All other appendices, e.g. samples of needs analysis instruments and samples of completed diagnostic tests, copies of resources, materials and samples of assessments and evaluation tools should be attached as a separate document.
- Appendices should be numbered and included in the contents pages. They should also state what they contain, e.g. Appendix 3: Needs Analysis Instruments, Appendix 4: Completed Diagnostics.
- Candidates are not required to include copies of all questionnaires and diagnostic tests from all learners, but they should include single completed samples given to learners. Similarly, candidates are expected to include samples of assessments (and possibly also samples of materials) to be used in their course.

## Guidance for tutors and candidates

### General advice

Candidates are not required to follow a course to prepare for the *Delta* Module Three Extended Assignment. However, candidates who do receive support from their centres will benefit from having a structured approach to their preparation for the assignment. Such support may be in the form of a course, individual or group tutorials, or online packages, and may be provided in parallel with, or separately from, *Delta* Modules One and Two.

Where the assignment is supervised as part of a course, each centre is advised to develop and make explicit their approach to the module. It may be that a whole group chooses the same specialist area, e.g. ESP or young learners, in which case the same input can be provided for all candidates. If a range of specialist areas is chosen, then input may be given by tutors with some expertise in the specialist area. Candidates could advise centres of their specialist area, and receive advice, guidance and support in the form of individual or group tutorials or online packages. If candidates wish to receive individual support, they will need to ensure that the centre where they are registered is able to provide this for their chosen specialism and check the centre's arrangements for this provision.

Candidates need to have a breadth and depth of knowledge and awareness of issues related to their chosen specialism. For this reason it is important that candidates read widely before starting the assignment. Candidates should also read and be familiar with the key principles and issues in the following areas:

- needs analysis and diagnostic testing
- course and syllabus design
- assessment.

### Choice of topic for the assignment

The focus of the assignment will be on a specialism chosen by the candidate in consultation with the centre. It is the prerogative of the centre to decide if they are able/willing to supervise a particular specialism, which could be one where the candidate already has experience or one which they would like to explore for future employment. Having chosen their specialism and written Part 1, the candidate will eventually need to have access to the type of learners chosen as a focus for the assignment so that Parts 2–4 of the assignment can focus on a representative group.

The topic area *Teaching young learners*, for example, includes a wide range of ages. There would need to be a focus on a particular age range for the research and discussion of theories and principles, and a specified class within the age range would be needed for the course design and assessment elements of the research project.

Candidates must choose a specialism from the list provided. If a candidate wishes to focus on a specialist area not included in the list, the centre may contact the Cambridge English Helpdesk for advice: [www.cambridgeenglish.org/help](http://www.cambridgeenglish.org/help)



## Staging and planning

It is recommended that candidates be advised to address the various stages of the assignment separately, and that a study plan be drawn up so that candidates clearly carry out the necessary background work for each stage before moving on to the subsequent stage.

Tutorials may be built into this planning to provide more structured guidance.

## Presentation of the assignment

### Advice to candidates

- The assignment is to be submitted electronically as two (and no more than two) separate documents in either Microsoft Word or Adobe PDF format with 2.5 cm margins.
- The main body of the assignment must be submitted as a Word document (.doc or .docx) and entitled as follows:  
centre number\_candidate number\_surname\_Delta3\_specialism\_month year.doc  
e.g. 11111\_001\_smith\_Delta3\_BE\_0615.doc
  - The abbreviation for the specialism should follow that on page 69 of this handbook (BE, YL, ESP, EAP, EX, 1to1, ESOL, CLIL, MON, MUL, ESE, NESE, DL, SR, LDT, LS).
  - The collation and analysis of diagnostic assessment results and the course programme should be included as appendices in this document. This is to help markers locate essential information and to ensure that all original work is included in any plagiarism check.
- The document containing the remaining appendices should be entitled as follows:  
centre number\_candidate number\_surname\_Delta3\_appendices\_month year.doc  
e.g. 11111\_001\_smith\_Delta3\_appendices\_0615.doc
  - Samples of needs analyses, tests, assessments, evaluations and materials should be scanned electronically and included in this document.

Candidates should ensure that the file size does not exceed 10 MB.

It is especially important that the file containing appendices is not too large as this may cause problems for online uploading and downloading of assignments.

- Candidates are expected to proof their assignments for presentation and language errors.
- The title page should contain details of centre and candidate number, specialism chosen and the word count.
- A contents page, listing headings/sub-headings and including page numbers should be provided immediately after the cover page.
- Pages should be numbered by using the 'insert page number' function in Word.
- A running footer should be inserted with candidate name and assignment title.
- Headings should be used for sections in the body of the assignment. Sub-headings should be used where appropriate for sub-sections.
- The word count is very important as it provides a form of standardisation for the assignment. Candidates must plan their assignment to cover the criteria within the word limit. Assignments which exceed the word limit will be penalised during marking. Assignments more than 100 words under- or

over-length will be returned to candidates unmarked. Suggested word limits for each section will help candidates organise themselves accordingly. The word limit includes **all** content between the end of the contents pages and the start of the bibliography section. Candidates should ensure that **all** content is counted (including content within tables and pictures) even if it is not counted by the automatic word count facility in MS Word. Candidates are advised to note that examiners will check all word counts before marking. (The version of *Word* used to check the word count should be indicated with the word count on the front cover of the assignment as different versions of *Word* count words differently.) Incomplete assignments will not be marked.

- Footnotes should not be used at all for this assignment. All references and terminology are to be included in the text and count towards the overall number of words.
- Summaries of key data (e.g. charts which summarise learners' needs, course objectives) may be included in the text itself for readers' ease of reference, but further detail (e.g. needs analysis questionnaires, diagnostic tests, analysis of tests, lesson materials, tests, evaluation questionnaires) should be put into the appendix document.

## Reading, bibliography and referencing

### Advice to candidates

- Candidates should show an extensive range of reading resources. There should be explicit evidence of background reading in all of the first four sections of the assignment. This will typically include four to six sources for each section. Some sources may be referred to in more than one section of the assignment but overall reference should be made to 8-10 sources.
- Candidates are expected to do appropriate research into their specialism, needs analysis, course design and assessment. Appropriate terminology should be used and sources referred to where necessary. These should be clearly referenced in the text, e.g. Richards (2001). If specific quotes are used, they should be referenced using author(s)' surname(s), year of publication and page numbers quoted, e.g. (Richards 2001:98). Page numbers are not required if direct quotes are not used.
- The bibliography needs to be presented appropriately in alphabetical order of author's surname. Year of publication, city and publisher should be included. This should be presented after the assignment and before the appendices, and should only include publications referred to in the text itself.
- Referencing should follow a recognised format throughout the assignment. It is recommended that this be done according to the APA Publication Manual, (6th ed., 2009); for more information see [www.apastyle.org](http://www.apastyle.org). Examples of several references are given below.

#### Single author book:

Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: CUP.

#### Journal article:

Chapelle, C. (1999). Validity in language assessment. *Annual Review of Applied Linguistics* 19, 254-272.

#### Edited book:

Graves, K. (Ed.) (1996). *Teachers as course developers*. Cambridge: CUP.

#### Section of edited book:

Messick, S. (1989). Validity. In R. Linn (Ed.), *Educational measurement* (pp. 13-103). New York: Macmillan.

#### Electronic source:

British Educational Research Association. (1992). *Ethical guidelines*. Retrieved 22 May, 2004, from: <http://www.bera.ac.uk/guidelines.html>

#### Associations and corporate authors:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

#### Note on plagiarism

Plagiarised work will not be accepted. Candidates should be advised on what constitutes plagiarism and how to avoid it. Centres should advise candidates that assignments are checked electronically for plagiarism and that plagiarism will be penalised. Plagiarism checks include checks against previously submitted assignments as well as assignments or parts of assignments which include passages copied from online resources or books. Plagiarism includes:

- copying another's language or ideas as if they were your own
- unauthorised collusion
- quoting directly without making it clear by standard referencing and the use of quotation marks and/or layout (indented paragraphs, for example) that you are doing so
- using text downloaded from the internet without referencing the source conventionally
- closely paraphrasing a text
- submitting work which has been undertaken wholly or in part by someone else.

**Centres should inform candidates that submission of assignments which have been plagiarised will lead to the candidate's disqualification and may result in a ban on re-entry for up to three years.**

## Introduction to Delta Module Three Extended Assignment Option 2: English Language Teaching Management (ELTM)

Module Three (ELTM) is an alternative to the standard *Delta* Module Three. It specifically aims to develop candidates' knowledge of, and competence in:

- a chosen ELT management specialism
- methods of situation analysis
- design of change proposals
- implementation of change proposals.

To achieve these aims, candidates need to:

- research a chosen ELT Management specialism
- understand and use appropriate methods of situation analysis for the chosen specialism in a specified language teaching operation (LTO)
- design a change proposal to overcome issues identified in the analysis
- design an implementation plan for their change proposal
- synthesise all their learning into a project which can be coherently presented to a third party.

#### The syllabus can be downloaded at

[www.cambridgeenglish.org/images/22094-delta-module-three-management-syllabus.pdf](http://www.cambridgeenglish.org/images/22094-delta-module-three-management-syllabus.pdf)

Module Three (ELTM) is assessed via an Extended Assignment.

Candidates must select one of the following specialisms:

- Academic management
- Human resource management (HRM)
- Customer service
- Marketing.

Candidates who select ELTM as their specialism for *Delta* Module Three need to have access to a language teaching operation (LTO), e.g. a language school or institution. They also need to consider how they will have access to the data/information they will need in order to proceed with their proposal. For instance, if they are dealing with 'Customer Service Management', they will probably need to have access to customer feedback data, material which may be regarded as commercially sensitive. Candidates may wish to anonymise the name of the selected language teaching operation in order to preserve confidentiality.

Candidates are advised to narrow down their selected ELTM specialism in order to research a specific aspect in appropriate depth, e.g. *Staff development* within HRM, or *Introducing a new course* within academic management.

#### Overview of requirements

Candidates' work should demonstrate a sound grasp of *general* ELT management principles and how these relate to the work of an LTO, and *specific* principles related to their chosen ELT management specialism, as well as key principles of strategic management, organisational improvement and change management.

Having considered the general principles and implications of the ELTM specialism and chosen topic area, candidates should carry out an independent situation analysis of the chosen specialism leading to the design of a change proposal relating to the area. Candidates should show how their proposal reflects the findings of the situation analysis and should consider how they would subsequently implement the proposed change bearing in mind the principles of change management.

The project will be reported in the form of an Extended Assignment (4,000–4,500 words, excluding appendices) and includes five parts:

Part	Length
Part 1 Introduction: Review and key issues	1,200
Part 2 Situation analysis and commentary	1,000
Part 3 Proposal and justification	1,200
Part 4 Implementation	900
Part 5 Conclusion	200
	<b>4,500</b>

The proportion of words in each part may be approximately as indicated above (plus or minus 10%) but **the total length must not exceed 4,500 words**.

## Assignment outline and guidance for candidates

### Part 1 Introduction

Length: 1,200 words (plus or minus 10%)

A brief rationale for choice of the ELTM specialism and review of the key issues. This will include a discriminating review of relevant literature and a consideration of *general* ELT management principles and how these relate to the work of an LTO, as well as *specific* principles related to their chosen ELT management specialism: Academic management, Human resource management, Customer services or Marketing.

#### Guiding questions

- Why did you choose the ELTM option? Why did you choose this particular specialism?
- What theories and principles in the academic and professional ELT management literature have you found relevant, useful or challenging?
- What ideas from observation and experience of LTOs have you drawn on?

#### Advice to candidates

- Candidates who choose this ELTM option should ideally have experience of working as an academic manager (such as programme manager, DoS/ADoS) or in a similar managerial role within an LTO.
- The context, background, problems, etc. of the specific LTO should **not** be discussed in Part 1.
- Candidates are expected to show understanding of the key issues related to ELTM and their chosen specialism using relevant terminology.
- Key issues should be critically discussed and supported with reference to reading and knowledge/experience gained from working in an LTO.

- It is recommended that candidates research their chosen specialism by doing relevant reading before planning/finalising Part 2 of the assignment.
- The review of the literature should go beyond simply finding one or two sources which describe the specialism, and should show that the candidate has read and synthesised a number of different key sources, typically at least five to six in Part 1.
- Where two specialisms overlap, it is important that one specialism has the priority. So, for example, a candidate may choose *Customer Service* as a specialism and then design a proposal which includes some ideas related to *Marketing*. In this case *Customer Service* would be the specialism and this would be discussed in Part 1.
- See note on page 76 re advisability of narrowing down the selected ELTM specialism in order to research a specific aspect in appropriate depth.

### Part 2 Situation analysis and commentary

Length: 1,000 words (plus or minus 10%)

An explanation of how an aspect of the language teaching operation (LTO) was analysed, and how the results of this analysis were used to clarify the areas requiring attention in order to improve the current situation within the LTO.

#### Guiding questions

- What is your educational context? What are the main characteristics of the LTO, e.g. type of language teaching operation, size, purpose, local/national context?
- How was the current situation analysed? What is the source of information? (e.g. were data collected by the LTO management or by yourself as part of your job?) Why were these methods selected? (e.g. as part of institutional management routines, for compliance with accreditation requirements or as part of your own research?)
- Who are the key stakeholders and what influence do they have?
- What were the results of the analysis of data? How did you use these results to clarify the focus of your proposal?

#### Advice to candidates

- Candidates should briefly provide a reason for choosing this particular LTO, and give some brief information on their own role within it, if appropriate.
- Candidates need to provide a *brief* overview of the LTO but should avoid being overly descriptive. The purpose of Part 2 of the assignment is to analyse, not simply describe.
- It is important that the analysis focuses in detail on a *specific* aspect of the working of the LTO in relation to the selected specialism rather than being a *general* analysis of the context.
- Candidates are expected to show awareness of principles of management data analysis (e.g. customer/stakeholder analysis). Terminology should be used and referenced to its sources. Understanding of these principles does not mean purely stating lists of factors. Candidates need to show how awareness of these principles has influenced their choice of situation analysis procedures.
- Candidates are expected to choose appropriate tools/instruments to conduct their analysis. It is important to show which instruments have been used and why, and to provide examples of all instruments used in the appendix. Where many

different instruments have been used, it is important to provide a summary of these in the appendix, preferably in a chart format for readers' ease of access.

- It is also important to demonstrate clearly how analysis of these instruments has been conducted. Analysis of the tools used should be detailed and clearly indicate how priorities for improvement have been arrived at. A clear summary of the analysis, possibly in chart format in the appendix, should be provided, so as to show how the results have been synthesised.
- Candidates may make use of data which have already been gathered by others (within the LTO for example), but they would need to analyse or, if already analysed, critique these data themselves.
- The results of the analysis need to be highlighted here in Part 2 in brief, and then used to identify key priorities for improvement which feed into designing the change proposal in Part 3.

### Part 3 Proposal and justification

Length 1,200 words (plus or minus 10%)

Discussion of the content and structure of the proposed changes in relation to the key issues and principles discussed in Part 1 and the priorities for improvement identified in the analysis in Part 2.

#### Guiding questions

- What priorities have you identified from the above situation analysis for improving the current situation in your educational context (LTO)?
- In what ways is your proposed change based on, or influenced by, your reading of relevant literature related to strategic management and organisational improvement?
- What are the institutional and educational aims and objectives you hope to achieve? How will the proposal improve the current situation in your LTO?
- What is the content of the proposed change? What are the expected outcomes? How will the proposal work in practice?
- What institutional requirements or other constraints have you taken into account?

#### Advice to candidates

- It is essential that the change proposal is clearly influenced by the situation analysis from Part 2 of the assignment.
- Candidates are expected to show awareness of principles of strategic management and organisational improvement. Terminology should be used and referenced to its sources. Understanding of these principles does not mean purely stating lists of factors. Candidates need to show how awareness of these principles has influenced the design of the change proposal.
- The change proposal needs to clearly state the problems which are to be addressed and the aims and objectives of each component of the proposal. It should involve one specific focus rather than a range of smaller initiatives.
- The change proposal needs to be realistic and should acknowledge relevant institutional constraints, where appropriate.
- While tables or charts may be used to summarise the change proposal, sufficient prose is required to expand details and provide explanations.
- It is important for candidates to discuss their proposal from a management perspective and to avoid being too descriptive

about the details of the proposed change (i.e. if the topic is *Introducing a new course*, the focus should be on how this contributes strategically to the LTO rather than on curriculum theory).

### Part 4 Implementation

Length: 900 words (plus or minus 10%)

An explanation of how the proposed change will be implemented and why (with reference to the relevant literature) accompanied by a detailed action plan/operational plan, showing how the change will be put into practice.

#### Guiding questions

- What approach to implementation will be used and why? How has your reading of change management, decision-making and/or project management influenced your choice of approach?
- What will be the impact of the proposed change on different stakeholders, internal and external?
- How exactly do you propose to implement your proposed change?
- How will people and resources be managed during the change process?
- In what ways, if any, are your choices of implementation constrained institutionally and contextually?
- How will you evaluate the outcomes of the implementation?

#### Advice to candidates

- Candidates are expected to show awareness of principles of change management, decision-making and/or project management. Terminology should be used and referenced to its sources. Understanding of these principles does not mean purely stating lists of factors. Candidates need to relate these factors to their choice of implementation approach.
- The main emphasis in Part 4 of this assignment should be on outlining what will be done to implement the change proposal and how this will achieve the intended outcome. Change management principles should be used to justify the choices made rather than discussing these per se.
- It is important that candidates show, through use of a detailed operational/action plan, what actions need to be undertaken when, how and by whom in order to implement the proposed change, and that it is clear how each action leads to an intended outcome.
- Candidates must provide a clear rationale for their implementation plan in terms of intended outcomes and change management principles rather than simply describing the process. The link between the implementation plan and the change proposal is paramount.
- The implementation plan needs to be realistic and should acknowledge relevant institutional constraints where appropriate.
- It is important that candidates include some indication of how they intend to evaluate the outcomes of their implementation plan.

## Part 5 Conclusion

Length: 200 words maximum

Consideration of how the proposal is linked to the key issues outlined in the introduction.

### Guiding questions

- How has your proposal applied the principles you discussed in Part 1?
- What do you expect to be the benefits of your proposal for the LTO?
- What do you consider to be some of the limitations of your proposal?

### Advice to candidates

- In this section, candidates should summarise how the proposal and accompanying implementation plan will achieve the objectives identified for the LTO.
- This should not simply be a reiteration of everything that has been said in the assignment. Some indication should be given of the expected benefits of the proposal to the LTO and some of its limitations.
- It is important that all the parts of the assignment are linked and build on one another. Reference to the points made in the introduction are appropriate in this concluding section.
- Failure to include a conclusion will lead to the candidate losing marks for presentation and organisation.

## Appendices

The purpose of appendices is to provide both supporting evidence and explanatory materials to help the reader make sense of the assignment.

### Appendices to be attached to main body of assignment

- Situation analysis results
- Implementation plan

### Appendices to be attached as a separate document

- A completed sample of all analyses used

### Advice to candidates

- The summaries of the situation analysis results and the implementation plan should be attached as appendices to the main body of the assignment (and labelled Appendix 1: Situation Analysis Results; Appendix 2 Implementation Plan).
- All other appendices, e.g. samples of analysis instruments and other relevant documentation should be submitted as a separate document.
- Appendices should be numbered and included in the contents pages. They should also state what they contain, e.g. Appendix 3: Situation Analysis Instruments; Appendix 4: Suggested Marketing Brochure.
- Candidates are not required to include copies of *all* completed instruments from all participants in the data analysis, but they should include single completed samples. Similarly, candidates are expected to include samples of any relevant documents which support the change proposal.

## Guidance for tutors and candidates

### General advice

Candidates are not required to follow a course to prepare for the Delta Module Three ELTM Extended Assignment. However, candidates who do receive support from their centres will benefit from having a structured approach to their preparation for this assignment. Such support may be in the form of a course, individual/group tutorials, or online packages, and may be provided in parallel with, or separately from, Delta Modules One and Two.

Where the ELTM Extended Assignment is supervised as part of a course, each centre is advised to develop and make explicit their approach to the module. It may be that a whole group chooses the same specialism, e.g. *Human Resource Management*, in which case the same input can be provided for all candidates. If a range of specialisms is chosen, then input may be given by tutors with some expertise in the topic area.

Candidates may wish to register at a centre and receive individual advice and support. In this case, they should advise the centre of their specialism, ensure that the centre where they are registered is able to provide this for the ELTM option and check the centre's arrangements for this provision.

For the ELTM Extended Assignment, candidates need to have a breadth and depth of knowledge and awareness of issues related to ELT Management. For this reason, it is important that candidates read widely before starting the assignment. Candidates should also read and be familiar with the key principles and issues in the following areas:

- management data analysis
- strategic management and organisational improvement
- change management
- project management.

### Choice of topic for the assignment

The focus of the assignment will be on ELT Management. It is the prerogative of the centre to decide if they are able/willing to supervise this ELTM option.

Candidates will also need to have access to an LTO and data relating to the area chosen as a focus for the assignment so that Parts 2-4 of the assignment can be completed. They will need to consider their own role within the LTO carefully before choosing this ELTM option and before deciding on the specific focus of their specialism. Candidates' status within an LTO determines their access to information and, for candidates already in a management role, the scope of their responsibilities and limits to their authority. For instance, even someone at middle management level, such as an academic manager, (e.g. Director of Studies (DoS)), may have little or no influence over organisational structure or HRM policies, while the language teaching operation (LTO) itself may be constrained by compliance with accreditation or legislative requirements.

Candidates *must* choose from the list of four specialisms provided. If a candidate wishes to focus on a specialist area not included in the list, the centre may contact the Cambridge English Helpdesk for advice: [www.cambridgeenglish.org/help](http://www.cambridgeenglish.org/help)

## Staging and planning

It is recommended that candidates be advised to address the various stages of the assignment separately, and that a study plan be drawn up so that candidates clearly carry out the necessary background work for each stage before moving on to the subsequent stage. Tutorials may be built into this planning to provide more structured guidance.

## Presentation of the assignment

### Advice to candidates

- The assignment is to be submitted electronically as two (and no more than two) documents with 2.5 cm margins.
- The main body of the assignment must be submitted as a Word document (.doc or .docx) and entitled as follows: centre number\_candidate number\_surname\_Delta3\_ELTM\_ month year.doc  
e.g. 1111\_001\_smith\_Delta3\_ELTM\_1215.doc
  - The collation of situation analysis results and the implementation plan should be included as appendices in this document. This is to help markers locate essential information and to ensure that all original work is included in any plagiarism check.
- The document containing the remaining appendices should be entitled as follows: centre number\_candidate number\_surname\_Delta3\_appendices\_ month year.doc or .pdf  
e.g. 1111\_001\_smith\_Delta3\_appendices\_1215.doc (.pdf)
  - Samples of customer/stakeholder analysis instruments should be scanned electronically and included in the second document.

Candidates should ensure that the file size does not exceed 10 MB. It is especially important that the file containing appendices is not too large as this may cause problems for online uploading and downloading of assignments.

- Candidates are expected to proof their assignments for presentation and language errors.
- The title page should contain details of centre and candidate number, ELTM specialism and topic chosen and the word count.
- A contents page listing headings/sub-headings and including page numbers should be provided immediately after the cover page.
- Pages should be numbered by using the 'insert page number' function in Word.
- A running footer should be inserted with candidate name and assignment title.
- Headings should be used for sections in the body of the assignment. Sub-headings should be used where appropriate for sub-sections.
- The word limit is very important as it provides a form of standardisation for the assignment. Candidates must therefore plan their assignment to cover the criteria within the word limit. Assignments which exceed the word limit will be penalised during marking. Assignments more than 100 words over- or under-length will be returned to candidates unmarked. The suggested word limits for each section will help candidates organise themselves accordingly. The word limit includes **all** content between the end of the contents pages and the start of the bibliography section. Candidates should ensure that **all**

content is counted (including content within tables and pictures) even if it is not counted by the automatic word count facility in MS Word. Candidates are advised to note that examiners will check all word counts before marking. (The version of Word used to check the word count should be indicated with the word count on the front cover of the assignment as different versions of Word count words differently.) Incomplete assignments will not be marked.

- Footnotes should not be used at all for this assignment. All references and terminology are to be included in the text, and count towards the overall number of words.
- Summaries of key data, (e.g. charts which summarise the situation analysis results, overview of the implementation plan) may be included in the text itself for readers' ease of reference, but further detail, (e.g. questionnaires, analysis of specific instruments used) should be put into the appendix document.

## Reading, bibliography and referencing

### Advice to candidates

- Candidates should refer to an extensive range of reading resources. There should be explicit evidence of background reading in all of the first four sections of the assignment. This will typically include four to six different sources for each section. Some sources may be referred to in more than one section of the assignment but overall reference should be made to at least 8-10 different sources.
- Candidates are expected to do appropriate research into: ELT Management and their chosen specialism; management data analysis, (e.g. customer/stakeholder analysis); strategic management; organisational improvement; change management and decision-making. Appropriate terminology should be used and sources referred to where necessary. These should be clearly referenced in the text, (e.g. White et al. 1991). If specific quotes are used, they should be referenced using author(s)' surname(s), year of publication and page numbers quoted (e.g. Fullan 2001:98). Page numbers are not required if direct quotes are not used.
- The bibliography needs to be presented appropriately in alphabetical order of author's surname (see examples below). Year of publication, city and publisher should be included. This should be presented after the body of the assignment and before the appendices, and should only include publications referred to in the text itself.
- Referencing should follow a recognised format throughout the assignment. It is recommended that this be done according to the APA Publication Manual, (6th ed., 2009); for more information see [www.apastyle.org](http://www.apastyle.org). Examples of several references are given below.

#### Single author book:

Mintzberg, H. (2001). *Strategic Safari*. Eaglewood Cliffs: Prentice-Hall.

#### Journal article:

Srikathan, G. & Dalrymple, J. (2003). Developing alternative perspectives for quality in higher education. *International Journal of Educational Management* 17(3), 126-136.

#### Edited book:

Bush, T. & Bell, L. (Eds.) (2002). *Educational Management: Principles and Practice*. London: Paul Chapman.

### Section of edited book:

Stoll, L. (2003). School culture and improvement. In M. Preedy, R. Glatter & C. Wise (Eds.) *Strategic Leadership and Educational Improvement* (pp 92-108). London: Paul Chapman.

### Electronic source:

British Educational Research Association. (1992). *Ethical Guidelines*. Retrieved 19 July, 2011, from: <http://www.bera.ac.uk/guidelines.html>

### Associations and corporate authors:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

### Note on plagiarism

Plagiarised work will not be accepted. Candidates should be advised on what constitutes plagiarism and how to avoid it. Centres should advise candidates that assignments are checked electronically for plagiarism and that plagiarism will be penalised. Plagiarism checks include checks against all previously submitted assignments as well as assignments or parts of assignments which include passages copied from online resources or books. Plagiarism includes:

- copying another's language or ideas as if they were your own
- unauthorised collusion
- quoting directly without making it clear by standard referencing and the use of quotation marks and/or layout, (e.g. indented paragraphs) that you are doing so
- using text downloaded from the internet without referencing the source conventionally
- closely paraphrasing a text
- submitting work which has been undertaken wholly or in part by someone else.

**Centres should inform candidates that submission of assignments which have been plagiarised will lead to the candidate's disqualification and may result in a ban on re-entry of up to three years.**

## Assessment

The Module Three ELTM Extended Assignment is assessed with reference to a detailed mark scheme which allocates marks for the five assessment categories, each of which is divided into three sub-categories. The total number of marks available is 140, divided as follows:

### Grasp of relevant issues for ELTM – maximum 35 marks

- Review of the relevant general and ELT management literature
- Understanding of key issues in the chosen specialism
- Application of relevant management knowledge to practice and identification of key issues

### Situation analysis and commentary – maximum 28 marks

- Understanding and application of key principles of management data analysis
- Analysis of the instruments used and identification of areas for improvement
- Discussion and justification of prioritised areas for improvement in the LTO supported by the analysis

### Proposal and justification – maximum 35 marks

- Understanding and application of key principles of strategic management and organisational improvement
- Justification of the change proposal in terms of ELTM and identified requirements
- Specification of the change and its intended effects, and of managing institutional constraints

### Implementation – maximum 28 marks

- Understanding and application of key principles of change management and decision-making
- Justification of implementation procedures in terms of ELTM and identified needs
- Designing an implementation plan and thinking through its impact on stakeholders

### Presentation and organisation – maximum 14 marks

- Academic writing, language and referencing
- Presentation, coherence and organisation
- Clarity of argument and quality of ideas

## Marking

A Principal Examiner guides and monitors the marking process. The process begins with co-ordination procedures, whereby the Principal Examiner and a team of examiners establish a common standard of assessment through the selection and marking of sample assignments. These are chosen to represent a range of performance across the different ELTM specialisms selected for this assignment. During marking, each examiner is apportioned randomly chosen assignments. A rigorous process of co-ordination and checking is carried out before, during and after the marking process.

## Grading

Results are recorded as three passing grades (Pass with Distinction, Pass with Merit, Pass) and one failing grade (Fail). The marks required to obtain each grade are:

Pass..... approximately 80 marks  
Pass with Merit ..... approximately 100 marks  
Pass with Distinction..... approximately 120 marks

At the end of the marking process, there is a grading meeting to check scores around the grade boundaries. The grade boundaries are set in a way that ensures that the level of knowledge required to obtain the three passing grades:

- is consistent with the grade descriptions below
- is the same from one session to the next.

The following information is used in the grading:

- comparison with statistics from previous years' examination performance and candidature
- recommendations of examiners, based on the performance of candidates.

## Grade descriptions

### Pass with Distinction

Excellent piece of work which shows a very high level of understanding, analysis and application, and which displays originality and critical insight. Very high standard in *all* of the following areas:

- Understanding of: the selected specialism; principles of situation analysis; principles of change management; principles of decision-making
- Analysis of key issues in the topic area and the LTO; justification of the change proposal and implementation plan
- Identification of key priorities for change; design of implementation plan
- Academic writing, presentation and organisation, clarity of argument and quality of ideas.

### Pass with Merit

Very good piece of work which shows a high level of understanding, analysis and application, and which displays some originality and critical insight. High standard in *most* of the following areas, but with some room for improvement:

- Understanding of: the selected specialism; principles of situation analysis; principles of change management; principles of decision-making
- Analysis of key issues in the topic area and the LTO; justification of the change proposal and implementation plan
- Identification of key priorities for change; design of implementation plan
- Academic writing, presentation and organisation, clarity of argument and quality of ideas.

### Pass

Satisfactory piece of work which shows an acceptable level of understanding, analysis and application, and which meets the requirements of the assignment. Good standard in *some* areas, but some room for improvement in most of the following areas:

- Understanding of: the selected specialism; principles of situation analysis; principles of change management; principles of decision-making
- Analysis of key issues in the topic area and the LTO; justification of the change proposal and implementation plan
- Identification of key priorities for change; design of implementation plan
- Academic writing, presentation and organisation, clarity of argument and quality of ideas.

### Fail

Inadequate piece of work which fails to show an acceptable level of understanding, analysis and application. Substantial room for improvement in *some* or *all* of the following areas:

- Understanding of: the selected specialism; principles of situation analysis; principles of change management; principles of decision-making
- Analysis of key issues in the topic area and the LTO; justification of the change proposal and implementation plan
- Identification of key priorities for change; design of implementation plan
- Academic writing, presentation and organisation, clarity of argument and quality of ideas.