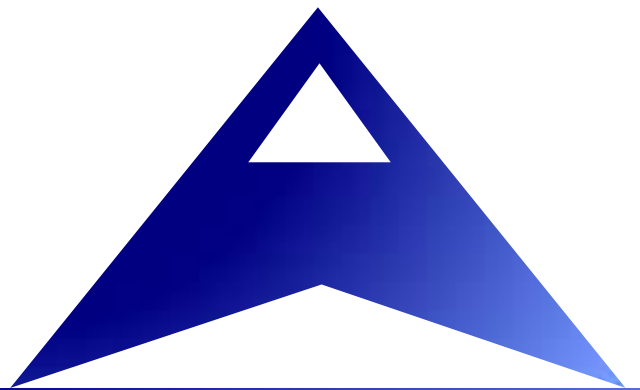




MAXAM TRAINING LTD

Trainer Development



**Level 5 Diploma in Teaching in the
Lifelong Learning Sector (DTLLS)**

QCF Qualification Number (QN) 600/5136/X

Top-up programme from CTLLS

Student Handbook

Revised January 2013

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Mission Statement

Maxam Training Ltd will provide-

High quality, innovative trainer development programmes, designed and delivered with a constant focus on the following principles:

- Delivery of a customer focussed learning experience.
- Robust policies that ensure fairness in both programme access and assessment procedures.
- Maintenance of a high quality product, both organisationally and in practise.

Qualification Details

Edexcel Level 5 Diploma in Teaching in the Teach in the Lifelong Learning Sector.

Maxam Training Ltd. is an approved centre of the delivery of BTEC qualifications by Edexcel Ltd.

(Centre No. 47974)

Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

Programme Introduction

This document contains an introduction to the Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector as well as an overview of the programme of learning provided by Maxam Training Ltd. Key centre policies are also included relating to the programme delivery and assessment process. You should read these before commencing the programme.

Background

In March 2006, a new set of professional standards was produced for teaching in the post-16 sector of education. These standards were the first step in what has become a major development in teacher training within the 'Lifelong Learning Sector' and a significant move towards the targets set by the Government report *Equipping our Teachers for the Future (DfES, 2004)*.

The full standards encompass six domains:

- A** Professional Values and Practice
- B** Learning and Teaching
- C** Specialist Learning and Teaching
- D** Planning for Learning
- E** Assessment for Learning
- F** Access and Progression

The full standards can be viewed and downloaded at:

<http://www.tda.gov.uk/teacher/developing-career/professional-standards-guidance.aspx>

The Lifelong Learning Sector, also often referred to as the Further Education (FE) and Skills Sector, is the immensely broad area of education and training that encompasses such areas as:

- Further Education (FE) colleges
- Local Authority/community adult education provision
- Voluntary and private training providers
- Offender learning
- Work-based learning (WBL)

WBL in itself is a vast area of education which includes such organisations as the armed services, prison authority and all of the emergency services.

The DTLLS Qualification

The Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is designed, on completion, to enable a learner to apply for Qualified Teacher Learning and Skills status or QTLS. QTLS is often referred to as a 'full' teacher licence for practicing within any area of the FE and Skills Sector.

Following the far reaching recommendation of the Wolf Report (2011), QTLS is now also regarded as the equivalent of QTS, which in effect means that a DTLLS qualification will provide access to employment as a teacher within the school environment as well as FE colleges etc. This is a significant development for the QTS status which, prior to Professor Alison Wolfs review, was only achievable after the attainment of at least a full honours degree (three years study) followed by a further one year Post Graduate Certificate in Education (PGCE) course.

This handbook has been revised in-line with the restructuring of the DTLLS qualification as came into effect for first teaching in August 2012

Programme Specifications:

- Qualification Level 5
- Credit value- 120
- Teaching practice requirement- 100 hours
- Number of required teaching observations- 8 (5 if CTLLS has already been achieved)
- Programme length- approximately eight months depending on study rate of the learner

DTLLS is designed to provide:

- Training for those hoping to enter, or already within the education sector of lifelong learning.
- Opportunities for teachers in the field of education to achieve the nationally recognised, QTLS status.
- Opportunities for learners to focus on the development of essential skills within the context of teaching.
- Opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in the provision of education.

The Standards Framework

The 'new' standards in teaching allow for recognition of the different training roles within the Sector, as well as providing a framework of units and qualifications that sit within the newly constructed Qualification and Credit Framework (QCF). By 'building up' units, the trainee teacher is able to gain a 'license to practice' as a teacher within the sector. This license is achieved by initially gaining an Award (PTLLS), followed by a Certificate (CTLLS) and/or a Diploma (DTLLS). The level of achievement will be commensurate with the role that the trainee teacher intends to fulfil.

Role	Qualification
New to Teaching	Preparing to Teach in the Lifelong Learning Sector (PTLLS)
Associate or Part time teacher	Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
Full-time teacher	Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

Rules of Combination

You must meet the following requirements before the awarding organisation can award the qualification.

Minimum number of credits that must be achieved	120
Minimum number of credits that must be achieved at Level 5 or above	63
Maximum number of credits that can be achieved at Level 3	12
Number of mandatory credits that must be achieved	84
Number of optional credits that must be achieved	36
Teaching practice hours	100

DTLLS Mandatory Units:

	Levels	Credits	Unit Titles
	3 or 4	12	Preparing to teach in the lifelong learning sector (PTLLS)
	3 or 4	12	Mandatory Units from the Certificate in teaching in the lifelong learning sector (CTLLS)
<i>Up to 24 of credits may be carried over from previously completed PTLLS and CTLLS qualifications providing the above Rules of Combination are adhered to.</i>			
	4 or 5	12	Enabling learning through assessment
	4 or 5	12	Applying theories and principles for planning and enabling inclusive learning and teaching
	5	12	Continuing personal and professional development
	5	12	Curriculum development for inclusive practice
	5	12	Wider professional practice

DTLLS Option Units: You must choose and complete at least **36** credits from these units:

Level	Credits	Unit Titles
5	15	Action Research
4	6	Delivering Employability Skills
4 or 5	15	Developing, Using and Organising Resources within the Lifelong Learning Sector
3 or 4	6	Equality and Diversity
4	3	Evaluating Learning Programmes
4 or 5	15	Inclusive Practice
4 or 5	15	The Lifelong Learning Sector.
4	9	Specialist Delivery Techniques and Activities
4	15	Teaching in a Specialist Area
4 or 5	6	(The) Coaching and Mentoring Roles
4	15	Working with Individual Learners

During the Induction Phase of the programme you will be asked to nominate which optional units you wish to take to achieve the required credit count.

In order to assist your decision making, the learning outcomes for each of the optional units are detailed below:

Action Research

1. Understand the purpose and nature of action research
2. Be able to initiate action research
3. Understand ways of carrying out action research
4. Be able to carry out action research
5. Be able to present the outcomes of action research
6. Be able to evaluate own practice in relation to action research.

Delivering Employability Skills

1. Understand the difference between employability skills and employment skills
2. Understand personal qualities, skills and techniques needed for the delivery of employability skills
3. Understand how the learning environment and personal presentation influence the success of the delivery of employability skills
4. Be able to deliver employability skills sessions to meet the needs of learners
5. Be able to use techniques and practices which reflect the workplace.

Developing, Using and Organising Resources within the Lifelong Learning Sector

1. Understand the purpose and use of resources
2. Be able to develop and use inclusive resources
3. Understand how to organise and enable access to resources
4. Understand legal requirements and responsibilities relating to the development and use of resources
5. Understand how to evaluate own practice in relation to development and use of resources

Equality and Diversity

1. Understand the key features of a culture which promotes equality and values diversity
2. Understand the importance of the promoting equality and valuing diversity in lifelong learning
3. Be able to promote of equality and value diversity

4. Understand how to help others in the promotion of equality and valuing of diversity
5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning.

Specialist Delivery Techniques and Activities

1. Understand the role of specialist delivery techniques in a specific area
2. Be able to develop specialist delivery techniques and learning activities in own specific area
3. Be able to use specialist delivery techniques and learning activities
4. Be able to evaluate own practise in relation to specialist delivery techniques.

Evaluating Learning Programmes

1. Understand the principles of evaluating learning programmes
2. Understand and use evaluation methods
3. Understand how to collect and analyse data for the purpose of evaluating learning programmes
4. Understand how evaluation results can be used to improve learning programmes

Inclusive Practice

1. Understand factors which influence learning
2. Understand the impact of policy and regulatory frameworks on inclusive practice
3. Understand roles and responsibilities relating to inclusive practice
4. Understand how to create and maintain an inclusive learning environment
5. Understand how to evaluate own inclusive practice

Teaching in a Specialist Area

1. Understand the aims and philosophy of education and training in own specialist area
2. Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area
3. Understand principles of inclusive learning and teaching and key curriculum issues in a specialist area
4. Understand how to use resources for inclusive learning and teaching in a specialist area
5. Be able to work with others within a specialist area to develop own practise
6. Be able to evaluate, improve and update own knowledge and skills in a specialist area.

(The) Coaching and Mentoring Roles.

1. Understand the role and responsibilities of the coach and the mentor
2. Understand techniques for a coaching and mentoring relationship
3. Understand the stages of progression through a coaching and mentoring relationship
4. Be able to create an environment in which coaching and mentoring can take place
5. Understand how to review the learner's progress and achievements.

The Lifelong Learning Sector.

1. Understand the scope and nature of the lifelong learning sector
2. Understand the impact of the policy context within which the lifelong learning sector operates
3. Understand the roles, purposes and impact of regulators and funding bodies for the lifelong learning sector
4. Understand the roles, purposes and impact of agencies involved in the quality and quality improvement of practice in the lifelong learning sector.

Working with Individual Learners.

1. Understand the roles and responsibilities of a coach, mentor and teacher in relation to working with individual learners
2. Understand how to select strategies to meet the needs of individual learners
3. Understand the multi-agency approach to the development of individual learners
4. Understand the contribution of one-to-one coaching, mentoring and teaching to the development of individual learners
5. Be able to evaluate own practice in relation to one-to-one teaching and learning solutions

Timetable

The Maxam Training, distance learning delivery of the CTLLS to DTLLS 'Top Up' course is undertaken over a period of approximately 8 months, however this period has flexibility to recognise different individual study pace.

The programme is divided into two elements:

1. Completion of all Mandatory Units
2. Completion of chosen Optional Units

Each element will be divided up into a number of unit periods. During these unit periods there will be a number of communications by email providing study material and tasks. Submission periods will be detailed in each communication. Flexibility on submission periods is allowed providing that this requirement is communicated to your tutor.

Submission of Written Work

All written tasks and assignment work should be IT produced. There are a small number of stipulations associated with this:

1. Please use a clear font of at least point 12. Times New Roman should be avoided, however Arial and Calibri are ideal.
2. An Assignment Report Template (ART) will be provided, please ensure your name and Registration Number (to be supplied) are included as footers on each page.
3. An indicative word count requirement will be included with each task. Where possible, this should be adhered to.
4. Please ensure written tasks and assignments are produced within the provided submission period. If you anticipate being unable to meet this timeline, you must communicate the matter to your tutor.
5. An academic writing style is required for all written submissions, unless it is stated otherwise. A guide on this style of writing will be provided.

Reflective Practice Journal (RPJ)

It is a requirement of the DTLLS programme that in addition to other written tasks, you must keep a record that demonstrates reflective practice. A RPJ template will be provided for you to use and suggested areas for comment will be given during the course. Ultimately, how you write your reflections is an individual matter. However, try to get into the habit of identifying points associated with your own teaching, and the observations of others that allows you to record how you can develop your practice.

Your RPJ entries will be discussed during tutorials. The journal will also form part of your programme evidence portfolio. An example entry is also provided.

Teaching Practice Requirements

The DTLLS programme requires that you keep a record of at least 100 hours teaching practice, however 30 hours of this may be brought forward from your CTLLS course. In this context 'teaching' refers to any activities where you are involved in the development of other, such as:

- Classroom Teaching
- Exercise Instruction
- Workshop Management
- Feedback Delivery
- Formal/Informal Presentations

Teaching Observations

You will be observed delivering a teaching/training/instructional session on at least five occasions during the course. At least two of these observations will be by a suitably qualified/experienced teacher/trainer from your own area of subject specialism.

A guide to the teaching observation process and associated written tasks will be supplied at the start of the programme.

Jargon Buster

Qualification and Credit Framework (QCF)- The national framework for education qualification for England and Wales which replaced the previous National Qualification Framework in 2010. It is a flexible system that allows learners to gain qualifications at their own pace along routes that suit them best. It does this by awarding credit for qualifications and units (small steps of learning).

Professional Formation- a post-qualification process by which a teacher demonstrates through professional practice:

1. the ability to use effectively the skills and knowledge acquired whilst training to be a teacher; and
2. the capacity to meet the occupational standards required of a teacher

Credit- a notional measure of the learning time required to complete a Unit. This is not an exact measure but rather a 'best estimate' and includes both classroom time and self-study/preparation time. One Credit represents approximately 10 hours of learning time, therefore the 6-credit rating of the PTLLS Unit indicates that a learner will need to dedicate 60 hours of learning time to complete the programme.

Levels of Education- an indication of the level of academic difficulty that will be encountered in achieving a QCF qualification. Examples are:

Level 3- Equivalent to A/AS level qualifications

Level 4- Equivalent to Higher Certificates in Education

Level 5- Equivalent to Higher National Diplomas, Foundation Degrees

Teacher- in the context of this subject matter, 'teacher' refers to anyone involved in the role of a teacher, trainer, instructor or tutor.

Registration and Certification

Students will be registered with Edexcel as having commenced the programme as soon as the individual details are confirmed as accurate and payment has been received.

On completion of the programme, supplied evidence of achievement will be internally verified, and if complete and valid will result in notification to Edexcel for certification to take place.

Learners may withdraw from the course at any time with the option to re-commence the programme at a later date. However, if withdrawal does take place, no reimbursement of fees will be offered.

Learner Support

Any learner requiring specialist learning support should contact Maxam Training prior to the course commencement.

Centre Policies

The following centre policies are should be read before commencing the course.

Should any more information be required, please contact Maxam Training using the supplied details.

Appeals Policy

Aim:

- To enable the learner to enquire about, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

This policy will set out the actions to be taken by Maxam Training Ltd. to ensure adherence to Edexcel requirements relating to learner appeals.

Definitions:

An **Appeal** is a request from a learner to revisit an assessment decision which they consider to disadvantage them.

The **Appeals Procedure** is a standard, time limited, sequenced and documented process for the Centre and learner to follow when an appeal is made.

Responsibilities:

The **Learner** is responsible for initiating the appeals procedure, in the required format, within a defined timeframe, when they have reason to question an assessment decision.

The **Assessor** is responsible for providing clear achievement feedback to the learners. If assessment decisions are questioned, the Assessor is responsible for processing the learners appeal within the agreed timescale.

The **Lead Internal Verifier** is responsible for judging whether assessment decisions are valid, fair and unbiased.

The **Head of Centre** or their **Deputy** is responsible for submitting an appeal in writing, to Edexcel if the learner remains dissatisfied with the outcome of the centres'

internal appeals procedures. The Head of Centre will also monitor the appeals process in order to inform development and quality improvement as appropriate.

All learners will be given full information on the Centres' Appeals policy and procedures during the Induction Phase of the programme. This notification will also be supplied in writing and included within the pre-course communications.

The Centres' assessment process and procedures will always be based on impartial, reliable and valid judgements. Nevertheless, there may be incidents when the Centres' decisions are questioned. To allow a candidate to enquire about, question or appeal an assessment decision, Maxam Training will provide clear procedures for the appellant to follow. These procedures will follow a staged format and will focus on determining whether the Assessor:

- Used procedures that are consistent with Edexcel requirements.
- Applied the procedures properly and fairly when arriving at judgements.
- Made a correct judgement about the learners work.

All appeals will follow the following staged process:

Stage 1 - Informal

The learner should communicate their enquiry/appeal directly with the Assessor within seven days of receiving the relevant assessment decision. The Assessor will then then contact the learner within seven days to discuss the matter and attempt to resolve the issue informally. If the matter remains unresolved, the issue will be documented by the Assessor with copies of this report being passed to both the learner and the Lead Internal Verifier. The process will then move onto Stage 2.

Stage 2 – Review

The Lead Internal Verifier will review the disputed assessment decision referencing the Assessors report and any other assessment materials. The learner will be notified in writing of the outcome of this review within seven days of the Lead Internal Verifier receiving the Assessors report. The learner then agrees or disagrees in writing with the review findings. This communication will take place within 7 days of the learner receiving the review outcome. If the communication is not received within the stated timeframe, the appeal will be deemed to have been resolved. If the learner communicates that they are still dissatisfied, the appeal will move onto Stage 3.

Stage 3 – Appeal Hearing

The Head of Centre, or that persons Deputy will invite the learner and Assessor to a hearing so that the issue can be formally reviewed. This will be the final stage by the Centre and will take place within 28 days of the Head of Centre being notified that Stage 2 of the process has been unsuccessful. If the matter still remains unresolved, the appeal will move onto Stage 4.

Stage 4 – External Appeal Process

In the event of Stage 4 being invoked, the Head of Centre/Deputy will submit to Edexcel the grounds for the appeal together with all supporting documentation within

14 days of completion of Stage 3. A fee will be levied payable by the appellant.

Full details of the Edexcel Policy on Appeals Concerning BTEC and Edexcel NVQ Qualifications can be found on the Edexcel website. The Stage 4 process will only be invoked once the Centres appeal process has been exhausted.

Each stage of the appeals process will be fully documented and dated. All relevant documents will be retained by the Centre for a period of not less than 18 months from completion of the process.

Assessment Malpractice and Plagiarism Policy

Aim:

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice.
- To ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of Maxam Training Ltd. and BTEC qualifications.

This policy will set out the actions to be taken by Maxam Training Ltd. to ensure adherence to Edexcel requirements relating to assessment procedures.

Definitions:

Learner malpractice is any action by the learner which has the potential to undermine the integrity and validity of the assessment of the learners' work (plagiarism, collusion, cheating, etc.).

Assessor malpractice is any deliberate action by an Assessor which has the potential to undermine the integrity of Maxam Training Ltd. and BTEC qualifications.

Plagiarism refers to taking and using another's' thoughts, writings, inventions, etc. as ones' own.

For the purposes of this policy, the term malpractice will be determined to be any act taken or attempted by a learner or Assessor with the intention of undermining the integrity and validity of the assessment of the learners work.

The Centre will at all times seek proactive ways to promote a culture that encourages learners to take individual responsibility for their learning and respect the work of others and therefore create positive and honest study practices.

Assessors with responsibility for designing assessment procedures will ensure that there are limited opportunities for malpractice and that processes are in place for checking the validity of the learners' work.

The following actions will be adopted to discourage any potential for malpractice:

- During the induction period, the student handbook will be used to inform learners of the centres' policy on malpractice as well as the penalties for attempted and actual incidents of malpractice.
- Learners will be informed of the appropriate formats to record cited texts and other materials or information sources.
- Learners will be required to declare that all work is their own.
- Learners will be required to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- All assessors will be informed of the malpractice policy during their induction and made aware of the possible penalties for such acts.
- There will be a robust internal verification process and audited record keeping.
- There will be a clear audit of learner records, assessment tracking records and certification claims.

Dealing with Learner Malpractice

The Lead Internal Verifier will have particular responsibility for malpractice checks when verifying work.

In the event of any acts of malpractice by learners being suspected, the Head of Centre will be informed who will then ensure that an investigation into the matter is conducted in a fair and equitable manner. The following procedures will take place as a matter of course:

- The individual will be informed of the issues and of the possible consequences.
- The individual will be informed of the process and right of appeal.
- The individual will be given the opportunity to respond.
- The matter will be fully documented regardless of outcome.

The Quality Nominee will inform Edexcel of any malpractice or attempted acts of malpractice. In circumstances where the assessment process has been compromised, Edexcel will advise on the action required.

For circumstances where any malpractice or attempted acts of malpractice are proven, the Head of Centre will decide on the action required and ensure that any penalties are appropriate to the nature of the malpractice under review.

As a general guide, minor acts of learner malpractice may be handled by the relevant Assessor. For example, failure to submit work as required without reasonable excuse could result in the learner being warned of the malpractice policy and required to submit the work without further delay.

For more serious acts such as extensive copying/plagiarism or repeated warnings regarding more minor acts, the Head of Centre will determine the appropriate sanction. Penalties could vary from formal warnings to being removed from the programme without refund.

Health and Safety Policy

Aim:

- To ensure that health and safety is given adequate consideration during all activities.
- To ensure that staff, learners, visitors, contractors and other employees understand that they have a legal obligation to themselves and each other, regarding health and safety.

In order to do this, the following rules and procedures must be followed at all times by all persons taking part in any training programme delivered by Maxam Training Ltd:

- Any requirement served in writing by Maxam Training Ltd. in connection with Health and Safety regulations or procedures must be followed immediately.
- Persons must not compromise the safety or welfare of others whilst taking part in any training programme delivered by Maxam Training Ltd:
- If the fire alarm sounds, persons must immediately evacuate all buildings, unless previously warned of a test.
- Persons must not tamper or interfere with any fire detection or fire fighting equipment, or do anything else which may prejudice the validity of the delivery centres fire insurance policies.
- Persons are advised that it is against the law to smoke anywhere on the delivery centres premises.

Maxam Training Ltd. is committed to providing a safe and pleasant working environment and will ensure the health and safety of all persons who may be affected by our activities by:

- Monitoring the safety performance of contractors who work for us.
- Conducting annual audits to ensure health and safety control measures and emergency procedures are in place and are effective, properly used, monitored and maintained.
- Conducting annual risk assessments in order to identify and minimise the effect of potential hazards.
- Ensuring that any premises provided by the customer for the delivery of training by Maxam Training Ltd. have been adequately risk assessed for that purpose.
- Providing information, instruction, training and supervision to ensure that all persons are informed of any associated risks and are competent to supervise or undertake activities required.
- Providing adequate and appropriate buildings, equipment and facilities to comply with legislation to ensure welfare at work, and any additional requirements of Edexcel.
- Keeping all buildings, equipment and facilities provided or owned by Maxam Training Ltd. maintained in good working order to meet or exceed any relevant regulatory standards.
- Consulting with staff and learners in matters that effect their health and safety.
- Implementing systems of work that are safe and where there are risks to health these are controlled.
- Keeping up to date with best practice in relation to health and safety and complying with all relevant legislation and authoritative guidance.

Graham LANCASTER

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