

**MAXAM Training**  
**Level 5 Diploma in**  
**Teaching in the Lifelong**  
**Learning Sector (DTLLS)**  
**Level 5, 120 Credits**

**QAN 600/5136/X**



**Student Handbook**

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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 Pearson*

*(Centre No. 47974)*

## Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

### Programme Introduction

This document contains an introduction to the Edexcel Pearson Level 5 Diploma in Teaching in the Lifelong Learning Sector (top-up programme from CTLLS) 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 is now more commonly referred to as the Further Education and Skills Sector and includes those who are aged 14 and upwards who are in such areas as:

- Adult education
- Schools and academies
- Further Education (FE) colleges
- Sixth form colleges
- Local Authority/community adult education provision
- Voluntary and private training providers
- Offender learning
- Probation services
- Armed, emergency and uniform services
- Work-based learning (WBL)

## Teaching Qualifications for the Further Education and Skills Sector

The professional standards in teaching allow for the recognition of the different training roles within the Further Education and Skills Sector as well as providing a framework of qualifications which sit within the Qualification and Credit Framework (QCF). The current teaching qualifications available for those who operate within the Sector are as follows:

- Level 3 (12 credits) Award in Education and Training (formerly PTLLS)
- Level 3/4 (36 credits) Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Level 5 (120 credits) Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

### Which qualification is most appropriate for which role?

Role	Qualification (QCF)
New to teaching and training	Level 3 Award in Education and Training
Part-time teacher/trainer	Level 3/4 Certificate in Education and Training
Full-time teacher	Level 5 Diploma in Education and Training

In the context of these qualifications 'teacher' refers to anyone involved in the role of a teacher, trainer, instructor, facilitator or tutor.

### What are QCF Qualifications?

There are three sizes of qualification on the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification on the QCF has a credit value. The credit value indicates how much work is required to attain the qualification. One credit relates to approximately 10 hours of learning time.

'Learning time' is defined as the time taken by learner, on average, to complete the learning outcomes to the standard determined by the assessment criteria. In the case of these qualifications learning time includes time taken in delivery by the tutor, time taken researching as directed by the tutor and the learning experience occurring when undertaking practical teaching activities.

Every unit and qualification on the QCF also has a 'level'. There are eight levels; a rough comparison to other qualifications is as follows:

1. GCSEs (grades D-G)
2. GCSEs (grades A\*-C)
3. A Level, Advanced Apprenticeship
4. Vocational Qualification Level 4, Higher Apprenticeship
5. Vocational Qualification Level 5, Foundation Degree
6. Bachelors Degree
7. Masters Degree, Postgraduate Certificate and Diploma
8. Doctor of Philosophy (DPhil or PhD)

### Progression through the Qualifications

After completing the Level 3 Award in Education and Training it is possible to progress to the Level 4 Certificate in Teaching in the Lifelong Learning Sector or the Level 5 Diploma in Teaching in the Lifelong Learning Sector. It is possible to progress directly from the Award to the Diploma should you feel you have the skills and abilities to do so. This is an issue you may wish to discuss with your tutor.

### Industry Recognition

All teaching qualifications for the Further Education and Skills Sector are constructed from units developed by the Learning and Skills Improvement Service (LSIS).

In September 2012, amended workforce regulations were introduced that removed the requirement for teachers to join the Institute for Learning (IfL) who is the current professional body for teachers in the Further Education and Skills Sector. However, voluntary membership of the IfL still provides useful access to a wide range of information, resources and activities.

As a result of this government deregulation, employers are now required to have internal policies in place to specify the qualifications that they require their teaching staff to hold.

Further guidance on the qualifications can be attained from the following bodies:

- Association of Colleges (AoC)
- Association of Employment and Learning Providers (AELP)
- Association of Teachers and Lecturers (ATL)
- Education and Training Foundation (ETF)
- Institute for Learning (IfL)
- University and College Union (UCU)

## Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

The Edexcel Pearson 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.

### 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 8 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.

### 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

### Mandatory Units:

	Levels	Credits	Unit Titles
Section A	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>		
Section B	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
3 or 4	6	(The) Coaching and Mentoring Roles
4	15	Working with Individual Learners
4	6	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment

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 aims of each of the optional units are detailed below:

### Action Research

This unit aims to enable learners to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research.

### Delivering Employability Skills

This unit provides the opportunity to analyse and define employability skills and to explore ways of engaging and developing learners' personal attributes and effectiveness in relation to the world of work.

## **Developing, Using and Organising Resources within the Lifelong Learning Sector**

This unit provides the opportunity to focus on the management and development of the range and variety of resources suitable for a specialist area of teaching. Also, the way in which the resources meet the differing needs of the learners in different contexts. This should highlight the importance of developing resources that enhance effective teaching practice and increase the learning opportunities for individual learners. The unit requires a description and analysis of the processes of developing and using supporting resources with reference to underlying theory.

## **Equality and Diversity**

The aim of this unit is to enable learners to understand how to promote equality and value diversity. They will also learn how to work with others to do this and review the contribution of their own practice.

## **Specialist Delivery Techniques and Activities**

This unit focuses on the practical aspects of planning and delivering learning using specialist techniques. Evidence should be drawn from a specific teaching situation and reflect the special nature of both the delivery and the relevant advanced learning activities. The outcomes of this unit are intended to provide an opportunity to evaluate the delivery techniques and activities that are required to enable learning, in an inclusive way that addresses learners' needs and meets the learning objectives in a specialist area.

## **Evaluating Learning Programmes**

The aim of this unit is to enable learners to understand the principles of evaluating learning programmes and use evaluation methods and data to understand how these can be used to improve learning programmes.

## **Inclusive Practice**

The aim of this unit is to develop learners' understanding of inclusive practice. It includes factors influencing learning and legislation relating to inclusive practice. It also includes roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and evaluating own inclusive practice.

## **Teaching in a Specialist Area**

The aim of this unit is to develop learners' knowledge and skills in relation to teaching in a specialist area. It includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key qualifications and learning programme qualifications available. It also includes curriculum issues, inclusive learning and teaching, and evaluating and improving own practice in a specialist area.

### **(The) Coaching and Mentoring Roles.**

The aim of this unit is to provide the learner with an understanding of the role and responsibilities of the mentor and the coach, including the values, attitudes, beliefs and skills required. The unit covers the legislative and institutional frameworks within which coaches and mentors work, and their impact on the coaching and mentoring process. The learner will apply key techniques, such as creating an effective learning environment and gain an understanding of the coaching and mentoring relationship from beginning to closure, including strategies for motivating and achieving goals. In addition, the learner will evaluate the effectiveness of their own practice, use feedback from others and identify areas for development.

### **The Lifelong Learning Sector.**

The aim of this unit is to provide learners with a good understanding of how the lifelong learning sector operates. It includes the nature and scope of the learning sector and the policy context. It also includes the roles, purposes and impact on practice in the sector of regulators, funding bodies and agencies involved in quality and quality improvement.

### **Working with Individual Learners.**

The aim of this unit is to explore the role of mentoring, coaching and tutoring in supporting the individual, analysing the skills required for these roles. The learner is expected to reflect on their own skills for undertaking these roles.

### **Understanding the Principles and Practices of Internally Assuring the Quality of Assessment.**

This unit is suitable for anyone wishing to gain knowledge about internal quality assurance. For example, teachers, tutors, trainers, programme managers, course leaders or staff working in quality departments both in private training organisations and colleges of further education. The unit provides direct progression to the full TAQA Award in the Internal Quality Assurance of Assessment Processes and Practice qualification.

### **Timetable**

The Maxam Training, distance learning delivery of the DTLLS programme is undertaken over a period of approximately 8 months; however this period has flexibility to recognise different individual study pace. Indicative submission periods will be detailed in each element of the course. Flexibility on submission periods is allowed providing that this requirement is communicated to your tutor.

The programme is divided into three elements:

1. Completion of all Mandatory Units
2. Completion of chosen Optional Units (in any order)

### 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. 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 eight occasions during the course. At least four 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.

### Registration and Certification

Students will be registered with Edexcel Pearson as having commenced the programme as soon as the delivery model has been agreed and individual details are confirmed as accurate.

On completion of the programme, supplied evidence of achievement will be internally quality assured, 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.

## 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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