

MAXAM Training Ltd

**Pearson BTEC Level 5
Diploma in Education and
Training (QCF)**

QAN 601/1228/1

Student Handbook

PEARSON

MAXAM
TRAINING LTD

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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

Pearson BTEC Level 5 Diploma in Education and Training (QCF)

Qualification Number (QN) 601/1228/1

Maxam Training Ltd. is an approved centre of the delivery of BTEC qualifications by Pearson (formerly Edexcel)

(Centre No. 47974)

Diploma in Education and Training

Programme Introduction

This document contains an introduction to the Pearson BTEC Level 5 Diploma in Education and Training (QCF) 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

The Diploma in Education and Training or DET was introduced in 2014 to replace the former Diploma in Teaching in the Lifelong Learning Sector or DTLLS qualification. The DET is designed to meet the needs of a range of trainee teachers and trainers including:

- Individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements of the qualification
- Individuals who are currently teaching and training, including those who have just begun teaching and training and who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification
- Individuals currently working as assessors who wish to achieve a teaching qualification and who can meet the practice requirements, including the observed and assessed practice, of the qualification.

The Lifelong Learning Sector is now more commonly referred to as the Further Education (FE) and Skills Sector or Post-Compulsory Education and Training and includes the following areas of provision:

- Further Education (FE) colleges
- Local Authority/community adult education provision
- Armed, emergency and uniform services
- Sixth form colleges

- Voluntary sector learning
- Schools and academies
- Offender learning
- Probation services
- Immigration and detention centres
- Private sector learning
- Work-based learning (WBL)

Teaching qualifications for the FE and Skills Sector

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 4 (36 credits) Certificate in Education and Training (formerly CTLLS)
- Level 5 (120 credits) Diploma in Education and Training (formerly DTLLS)

Which qualification is most appropriate for which teaching role?

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

In the context of these qualifications the term ‘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 Qualification and Credit Framework or 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 are 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 FE and Skills teaching qualifications

This Diploma qualification in the QCF is recognised as equivalent to the Certificate of Education qualifications in the Framework for Higher Education Qualifications (FHEQ).

Learners who achieve the Pearson BTEC Level 5 Diploma in Education and Training (QCF) and who are progressing to higher education accredited qualifications at Level 6 or above can have their Level 5 credit recognised in line with the higher education institution's arrangements for the recognition of prior learning.

Prior achievement of a Certificate in Teaching in the Lifelong Learning Sector or Certificate in Education and Training is not a requirement to enrol onto the DET course. However, learners who have already achieved these qualifications may use 20 hours of teaching practice and two hours of observed teaching towards the DET requirements.

In addition, learners who have already achieved a Level 4 Certificate in Teaching in the Lifelong Learning Sector or a Level 4 Certificate in Education and Training, may apply RPL (Recognised Prior Learning) between the mandatory credit from those qualifications to cover the Level 4 unit *Teaching, Learning and Assessment in Education and Training* from the DET programme (see Unit details).

Course Structure and Delivery

The Diploma in Education and Training programme is delivered by distance/online learning with all course material being accessed on our own Moodle hosted e-learning platform. Assessment of learning is achieved by way of written assignments, teaching observations and evidence of teaching practice. All Maxam Training tutors have many years experience in the delivery of initial teacher training and will guide and support you throughout the programme.

Whilst working towards your qualification, it would be extremely beneficial for you to have a mentor, someone who can help and support you with your teaching and skills as well as your course studies. If this person holds a

teaching qualification similar to the DET, they could also carry out some of your teaching observations.

The DET qualification has a credit value of 120. 75 of these credits are attained through the completion of a number of mandatory units, the remaining 45 credits are achieved through the completion of a number of optional units. You may choose which optional units to take from the list below based on your own area of teaching practice and personal interest, however your choices must meet the requirements of the programmes '*rules of combination*'.

Rules of Combination

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

Minimum number of credits that must be achieved	120
Number of mandatory credits that must be achieved	75
Minimum number of optional credits that must be achieved	45
Minimum number of credits that must be achieved at Level 5 or above	61

Teaching Practice

The Diploma in Education and Training is an 'in-service' teacher training programme. This means that in addition to your written assignment work, you will also be required to meet the following teaching practice requirements:

1. During the programme you will be observed delivering teaching sessions on a minimum of eight occasions. These observations will be conducted by your tutor and/or suitably qualified teachers/trainers from your own area of practice. Observations by video link/recording is possible as long as certain quality assurance requirements are met, you should discuss these options directly with your tutor.

2. In addition to the teaching observations, you will also be required to evidence a minimum of 100 hours of teaching practice over the course period. This record of teaching practice should reflect the type of development activities associated with your specialist area. Typical types of delivery are classroom teaching, exercise instruction, workshop management, feedback Delivery and formal/informal presentations.

Unit details

The following programme units are underpinned by the 2014 professional standards for teachers and trainers in England. If you wish to find out more about these standards, you can access them at <http://www.et-foundation.co.uk/supporting/programmes/professional-standards-review/>

Mandatory Units: You must complete all these units

Level	Credit value	Unit title and reference number
4	20	Teaching, Learning and Assessment in Education and Training H/505/0912
5	20	Theories, Principles and Models in Education and Training A/505/0818
5	20	Developing Teaching, Learning and Assessment in Education and Training R/505/0923
5	15	Wider Professional Practice and Development in Education and Training J/505/0837

Optional Units:

The optional units element of the course allows your studies to become more focussed on your own specialist area of teaching and/or any areas of teaching and assessing that you have a particular interest in.

You may choose to take any of the below units as long as these are in accordance with the qualification 'Rules of Combination'. These 'Rules' were explained earlier in this handbook, however in short they require:

- At least 45 credits must be attained from this element of the course.
- At least 6 credits attained during the optional units element must be at Level 5.

Please note that the units listed under the 'With Competence Units' title are specialist units which usually involve workplace activities. If you wish to take any of these units, you should discuss the matter with your tutor to establish whether you would be able to meet the unit requirements.

You may make your decisions about which of the optional units to take at any time during the course.

Level	Credit value	Unit title and reference number
4	6	Delivering Employability Skills M/505/1089
5	15	Developing, Using and Organising Resources within a Specialist Area H/505/1090
4	6	Equality and Diversity Y/503/5789
4	3	Evaluating Learning Programmes Y/503/5789
4	15	Inclusive Practice L/503/5384
4	3	Preparing for the Mentoring Role L/505/0188

4	3	Preparing for the Personal Tutoring Role T/505/0188
4	9	Specialist Delivery Techniques and Activities R/504/0229
4	15	Teaching in a Specialist Area J/505/1096
5	6	Understanding and Managing Behaviours in a Learning Environment Y/505/1099

With Competence Units

4	6	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment T/601/5320
4	6	Internally Assure the Quality of Assessment A/601/5321

In order to assist your decision making, the aims of each of the optional units are provided below. More detailed information is available with the course material.

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 a Specialist Area

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.

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.

Preparing for the Mentoring Role

The aim of this unit is to prepare the learner for the mentoring role by analysing the role of the mentor and the use of mentoring in a specific context.

Preparing for the Personal Tutoring Role

The aim of this unit is to prepare the learner for the role of personal tutor by analysing the role of the personal tutor, factors affecting learners' attitudes to learning, the use of personal tutoring in a specific context and target setting.

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.

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.

Understanding and Managing Behaviours in a Learning Environment

The unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.

The **'with competence'** units are taken from TAQA suite of assessor and verifier related qualifications.

Understanding the Principles and Practice of Internally Assuring the Quality of Assessment

A theory based unit relating to the internal assurance of the quality of assessment processes and practice.

Internally Assure the Quality of Assessment

A mainly practical unit covering the application of the internal quality assurance of assessment processes and practice.

Timetable

The DET course is undertaken over a period of approximately 12 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 of the course will include an indicative submission period for written work. Flexibility on submission periods is allowed providing that this requirement is communicated to your tutor.

Teaching observations will take place throughout the course programme. Some units may only be completed in conjunction with an observation of teaching practice. These requirements are identified in the course material.

Reflective Practice Journal (RPJ)

It is a requirement of the DET programme that in addition to other written tasks, you should keep a record that demonstrates on-going reflective practice. A Reflective Practice Journal (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 may develop your practice.

Your RPJ entries will be discussed during tutorials. The journal will also form part of your programme evidence portfolio.

Registration and Certification

Students will be registered with 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 Pearson 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 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 Assessor's 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 Assessor's report. The learner then agrees or disagrees in writing with the review findings. This communication will take place within seven 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 person's 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 one's 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 learner's 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 learner's 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 centre's 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.