



Assessment Policy (Awarding Body – City and Guilds)

Version 1.0

Approved by the Board of Governors

Last Amendment: June 2025

The following guidelines outline the principles and procedures governing assessment for learners undertaking the Level 5 Diploma in Education and Training (DET) (6502). It applies to all learners and staff involved in the delivery, assessment, and quality assurance of the qualification.

This guidance has been aligned with the following legislation and/or external quality assurance frameworks:

- i.* City & Guilds Qualification and Assessment Principles
- ii.* The policy is consistent with the guidance provided in the City & Guilds Level 5 Diploma in Education and Training (6502) Assessment Pack, which outlines expectations for assessment readiness, feedback, resubmissions, and academic integrity

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*The document owner is responsible for maintaining and updating the content of this document and ensuring that it reflects current practice at the School.

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1. Introduction

- 1.1. This policy has two main aims, namely;
 - i. To reflect on the School's vision and mission statements in relation to widening participation.
 - ii. To provide guidance based on the content of the DET Assessment Pack and standard practice in further education.
- 1.2. Additionally, the School will be bound by any regulations published by the awarding body for the qualifications it offers.

2. Assessment Principles

- 2.1. Assessments are designed to ensure that learners demonstrate achievement of the required knowledge, skills, and understanding in accordance with the qualification specification. All assessments must be:
 - Valid, reliable, and fair.
 - Inclusive and accessible.
 - Conducted in accordance with City & Guilds and LSST-specific quality assurance procedures.

3. Formative and Summative Assessment

3.1. Formative Assessment

- 3.1.1. Formative assessment is used throughout the programme to monitor learner progress, identify areas for development, and inform teaching. It may include:
 - Informal questioning and discussion.
 - Draft submissions or planning documents.
 - Peer and self-assessment activities.
 - Tutor feedback on non-assessed tasks – not graded.
- 3.1.2. Formative assessment does not contribute to final grading but is essential in preparing learners for summative assessment;

3.2. Summative Assessment

3.2.1. Summative assessment is used to formally evaluate whether learners have met the learning outcomes and assessment criteria for each unit. It includes:

- Written assignments.
- Observations of teaching practice.
- Portfolios of evidence.
- Professional discussions.

4. Assessment Readiness and Timing

4.1. Assessments will be issued when the tutor or assessor deems the learner to be sufficiently prepared. Learners must not undertake summative assessment until they have completed the relevant teaching and learning activities.

5. Submission of Work

- Learners will be provided with clear deadlines for each assessment task.
- All submissions must be the learner's own work and comply with academic integrity standards.
- Learners are expected to meet agreed deadlines. Where a learner is unable to do so, they must notify their tutor in advance.

6. Extensions and Late Submissions

- Extensions may be granted at the discretion of the LSST where there is a valid reason (e.g., illness, personal circumstances).
- Requests for extensions must be made in advance of the deadline and supported by appropriate evidence where required.
- Late submissions are not permitted for the DET (Diploma in Education and Training) course.
- All assessments must be submitted on or before the published deadline.

7. Resubmission and Further Attempts

- Learners who do not meet the required standard including non-submission on first submission may be permitted to resubmit their work.
- The opportunity to resubmit is at the discretion of the LSST and subject to the learner demonstrating readiness to do so.
- The number of permitted assessment resubmissions is not fixed and may vary depending on individual student circumstances and academic requirements. Students must complete and submit all outstanding assessments, including any resubmissions, within two years from the date of their initial course enrolment or first recorded engagement, whichever is earlier.

7.1. This policy ensures sufficient opportunity for academic progression while maintaining appropriate timeframes for completion.

8. Feedback and Support

- Constructive and Developmental written feedback will be provided for all assessed work.
- Feedback will identify strengths, areas for improvement, and actions required for resubmission where applicable.
- Learners are encouraged to engage with feedback to support their development and progression.

9. Academic Integrity

- All learners must adhere to the LSST's and City and Guilds Malpractice policy.
- Plagiarism, collusion, or any form of academic misconduct will be investigated and addressed in accordance with the LSST's and City and Guilds Malpractice Policy.

10. Special Considerations and Mitigation

- Learners experiencing unforeseen circumstances that impact their ability to complete assessments may apply for special consideration.

- Applications must be submitted in a timely manner and supported by appropriate evidence.
- Outcomes may include extensions, deferrals, or alternative assessment arrangements, as deemed appropriate.

11. Quality Assurance

- All assessment decisions are subject to internal quality assurance and may be externally verified by City & Guilds.
- The LSST will retain assessment records and learner evidence in accordance with regulatory requirements.

12. Review and Update of This Policy

- 12.1. This policy will be reviewed and updated periodically by the Executive Committee in consultation with key stakeholders; proposed changes to it will be reviewed and ratified by the School's Board of Governors.

Version History

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