



Work Placement Policy (Awarding Body – City and Guilds)

Version 2.0

Approved by the Board of Governors

Last Amendment: September 2025

The following procedures set out to ensure that all work placements on the Diploma in Education and Training (DET) are managed appropriately. Learners must undertake practical teaching placements as a mandatory part of their course. This policy outlines the requirements, responsibilities, and processes involved in managing and monitoring work placements to ensure consistency, quality assurance, and alignment with awarding body standards.



Document Information

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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. Policy Statement and Scope

- 1.1. The following policy sets out procedure for work placements on the Diploma in Education and Training (DET). This policy applies to all LSST learners enrolled on the Level 5 DET programme, their placement providers, and academic staff involved in supporting, supervising, and assessing placement practice.
- 1.2. The Diploma in Education and Training is an 'in-service' teacher training programme, meaning that, in addition to written assignments, learners must fulfil specific teaching practice requirements.

2. Placement Requirements and Options

- 2.1. Learners must complete a minimum of 100 hours of teaching practice. Activities can include classroom teaching, conducting assessments, lesson planning, and resource development.
- 2.2. Teaching hours must be accurately recorded in the Trainee Teacher Work Placement Log, verified by the placement supervisor, and reviewed by LSST faculty.
- 2.3. LSST provides both external and internal work placements. Internal placements are arranged within LSST campuses and follow the same procedures and observation standards as external placements.
- 2.4. All placement types are subject to approval, supervision, and formal observation by qualified academic staff.

3. Teaching Observations

- 3.1. Learners must be observed teaching on at least eight occasions by their assigned tutor or DET academic staff.
- 3.2. Observations are assessed using Ofsted's Education Inspection Framework and the City & Guilds requirements.

4. Conduct Expectations

- 4.1. Learners must arrive at their placement at least 15 minutes before their scheduled session.

5. Procedure: External Work Placement Teaching Observations

5.1. Initial Preparation

- i. Identification of Trainees and Observers
 - The Course Leader assigns academic staff for external observations.
 - A list of eligible trainees and assigned observers is shared with Career Officers and DET tutors.

5.2. Contact with Employers

- i. Career Officers in campuses liaise with placement employers to coordinate observation dates.
- ii. A minimum of 10 learners must be present in each session observed.
- iii. Each observation must be at least 1 hour in duration.

5.3. Travel Arrangements

- i. Academic staff are responsible for their own travel; Career Officers provide logistical support.

5.4. Pre-Observation

- i. Briefing the Trainee
 - The observing DET tutor confirms observation date/time and outlines expectations.
 - Trainees must submit their lesson plan and required documents at least 2 days before observation.
- ii. Documentation
 - Tutors use:
 - Observation pro forma
 - Ofsted Grading Criteria
 - Lesson Plan Template

5.5. During the Observation

- i. Arrival
 - The observing lecturer arrives 15 minutes early to meet the trainee and employer contact.
- ii. Observation
 - Observations assess:
 - Subject knowledge
 - Learner engagement
 - Behaviour management
 - Use of resources

5.6. Post-Observation

- i. Immediate Feedback
- ii. Verbal feedback is provided directly after the session (where possible), focusing on strengths and areas for improvement.
- iii. Written Feedback
- iv. A detailed observation report is submitted within 7 working days to:
 - Internal Quality Assurer (IQA)
 - Course Leader
 - Learner

5.7. Follow-Up Actions

- i. Follow-up Meetings
 - Tutors schedule a follow-up with trainees to address feedback and action points.

5.8. Employer Feedback

- i. Career Officers gather feedback from the employer/mentor regarding:
- ii. The trainee's performance
- iii. Placement support
- iv. Observation process

6. Roles and Responsibilities

Role	Responsibility
Learner	Record 100 hours; attend placement; prepare documentation; complete portfolio
DET Tutor	Conduct observations; provide feedback; submit reports
Course Leader	Assign observers; oversee observation planning
Career Officers	Coordinate with employers; support planning and documentation
Employer/Mentor	Verify attendance; support learner's development; provide feedback

7. Quality Assurance and Compliance



- 7.1. All records (logs, feedback, reports) are maintained securely and reviewed during Internal Quality Assurance and External Quality Assurance (EQA) visits.

8. Placement Health and Safety Requirements

- 8.1. All work placements - internal or external - must comply with health and safety legislation.
- 8.2. Prior to starting the placement, LSST will:
- i. Conduct a health and safety risk assessment.
 - ii. Ensure the employer or department provides a safe teaching and learning environment.
 - iii. Maintain records of risk assessments and workplace safety checks.

9. Review and Update of this Policy

- 9.1. This Policy will be periodically reviewed by the Head of Registry to ensure it remains fit for purpose and consistent with all awarding body and external regulatory requirements. Changes to this policy will be reviewed by the Executive Committee and ratified by the School's Board of Governors.

Appendix 1 - Observation grading characteristics

Outstanding (grade 1)	Good (grade 2)	Requires improvement (grade 3)	Inadequate (grade 4)
<ul style="list-style-type: none"> • Very good and sustained progress is consistently made by a large majority of learners. • Consistently high expectations and challenging tasks are set. • Excellent subject knowledge and/or industry experience is evident. • Imaginative teaching strategies develop exceptional learner skills and understanding. • Teaching and learning develops high levels of resilience, confidence, and independent learning. • Crucial skills for example literacy, numeracy and ICT are successfully developed at every opportunity. • High quality learning 	<ul style="list-style-type: none"> • Most learners make good and sustained progress. • High expectations and challenging tasks are set. • Good subject knowledge and/or industry experience is evident. • Varied teaching strategies develop good learner skills and understanding. • Teaching and learning develops resilience, confidence, and independent learning. • Teaching develops skills in literacy, numeracy, and ICT. • Good use of learning materials and resources and the use of technologies. • Well-developed motivational skills and enthusiasm demonstrated. • Regular and accurate identification of learner progress and constructive and 	<ul style="list-style-type: none"> • Most learners make progress; however, there is weakness in some areas of delivery. • Expectations enable most learners to achieve satisfactorily and make progress. • Adaptations are made to plans and tasks, however occasionally these are not timely or relevant. • Some good teaching, learning and assessment develop learner skills and knowledge satisfactorily. • Initial and on-going assessment of learners' progress lacks rigor and tasks are not always challenging. • Teaching strategies usually meet individual learners' needs. • Learner progress is encouraged through assessment and dialogue which is usually timely. • Teaching of English, Mathematics and Functional Skills is satisfactory • Promotion of equality and support for diversity in teaching and learning are satisfactory. 	<ul style="list-style-type: none"> • Teaching, learning, and assessment are weak and learners make inadequate progress and do not attain their learning goals. • Expectations are not high and teaching that is not inclusive fails to excite, enthuse, engage, or motivate learners. • Lack of expertise and ability to promote learning. • Learning activities and resources are not sufficiently well matched to inclusive learning. • Teaching of English, Mathematics and Functional Skills is inadequate and learners do not receive appropriate support to address their needs. • Insufficient understanding of equality and diversity.

<p>materials, resources and technologies are used.</p> <ul style="list-style-type: none"> • Strong motivational skills and enthusiasm demonstrated. • Feedback is consistently constructive, developmental and of a high quality. • Equality and diversity are fully integrated into the learning experience. 	<p>developmental feedback given.</p> <ul style="list-style-type: none"> • Equality and diversity partially integrated into the learning experience. 		
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Appendix 2 - Level 5 Diploma in Education and Training Learning and Teaching Observation Template

Please complete one form for each teaching or learning session observed.
Form must be accompanied by the scheme of work and the lesson plan.

School:	Campus:	
Staff:	Students On register:	In attendance:
Subject:	Course:	Face-to-face or online:
Module/Unit title:	Level:	Type of activity, e.g. lecture, tutorial, practical:
Topic:	Mode, e.g. FT/PT/Sandwich:	Composition of the student group: M/F
Length of session:	Length of observation:	Observer 1: Observer 2: Date:
Learning Objectives <i>How are the students intended to benefit from this session? That is, what are the overall learning objectives planned for this session (for example knowledge and understanding, key skills, cognitive skills, and subject-specific, including practical/professional, skills)?</i>		

Summary of evaluation

Please summarise the effectiveness of this session in relation to curriculum and course aims.

Observation No:		
Practice Area	Strengths	Areas for improvement

Clarity of purpose, aim and learning objectives		
Planning and organization		
Suitability of teaching styles and methods used Delivery (breadth, depth, pace, challenge)		
Presentation of the lesson		
Content (subject matter, currency, accuracy, relevance, use of examples, level, match to student needs, use of staff research/scholarship/professional activity)		
Effectiveness of engagement with and participation by students Assessment – how learning will be recognised Differentiation (addressing all learner needs and diversity, ethnic origin, disability)		
Quality and use of teaching materials to support learning Use of accommodation and other learning resources		
Practice Area	Strengths	Areas for improvement
Management of the learning experience		
Teacher/student evaluation of the lesson		

Intellectually stimulating, inspirational and passionate teaching		
Online delivery		

Core Units

Unit 426: Teaching, learning and assessment in education and training	Seen Yes /No	Comments
Confirm how the candidate has designed teaching and learning plans which respond to the individual goals and needs of all learner and curriculum requirements (ref. 3.2)		
Confirm how the candidate has established and sustained a safe inclusive learning environment (ref. 4.3)		
Confirm how the candidate has used inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners (ref. 5.4)		
Confirm how the candidate has demonstrated ways to promote equality and value diversity in own teaching (ref. 5.5)		

Confirm how the candidate has communicated with learners and learning professionals to meet individual learning needs (ref. 5.7)		
Unit 426: Teaching, learning and assessment in education and training	Seen Yes /No	Comments
<p>Confirm how the candidate has used types and methods of assessment including peer and self-assessment to:</p> <ul style="list-style-type: none"> involve learners in assessment meet the individual needs of learners enable learners to produce assessment evidence that is reliable, sufficient, authentic, and current meet internal and external assessment requirements (ref. 6.3) 		
Confirm how the candidate has applied minimum core elements in planning, delivering, and assessing inclusive teaching and learning (ref. 7.2)		
Any other Assessment Criteria's Observed Unit 426		

Unit 501: Developing teaching, learning and assessment in education and training	Seen Yes /No	Comments
Confirm how the candidate has designed teaching and learning plans which respond to the individual goals, needs and learning preferences of all learner and curriculum requirements (ref. 2.3)		
Confirm how the candidate has established and sustained a safe inclusive learning environment (ref. 3.2)		
Confirm how the candidate has designed resources that actively promote equality and value diversity and meet the identified needs of specific learners (ref. 4.1)		
Confirm how the candidate has demonstrated flexibility and adaptability in the use in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners (ref.4.2)		
Confirm how the candidate has demonstrated ways to		

promote equality and value diversity in own teaching (ref. 4.3)		
Unit 501: Developing teaching, learning and assessment in education and training	Seen Yes /No	Comments
Confirm how the candidate has communicated with learners, learning professionals and others to meet individual learning needs and encourage progression (ref. 4.4)		
Confirm how the candidate has demonstrated flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements (ref.5.2)		
Any other Assessment Criteria's Observed Unit 501		

Other Units Observed

Unit No	Seen Yes	Comments
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	/No	
Unit 417: Inclusive Practice		
Unit 423: Teaching in Specialist Areas		
Unit 503: Wider Professional practice and development in education and training		
Unit 506: Developing, using, and organizing resources in a specialist area		

Grade 1 Outstanding	Grade 2 Good	Grade 3 Requires Improvement	Grade 4 Unsatisfactory
Summary of Observation			
Any further overall comments, suggestions			



Agreed Action Plan					
Action /s				Completion Date	
Trainee Name		Trainee Signature		Date	
Observer Name		Observer Signature		Date	

Appendix 3 - Diploma in Education and Training Placement Health and Safety Check

Organization Name		Organization Address			
Name of Appointed Health and Safety Representative/s		No Of Employees		Organization	

				Type/Sector	
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Area	Answer Yes/ No	Organization Evidence	LSST Representative Comment/s	Requirements Met (Yes/No)
Employers Liability Insurance Certificate: Does your organization hold a current certificate?		Start Date: Expiry Date: Name of Insurer: (Please provide Copy of Certificate)		
Health and Safety Policies and Procedures: Does your organization have a Health and Safety Policy?				
Area	Answer Yes/ No	Organization Evidence	LSST Representative Comment/s	Requirements Met (Yes/No)
Health and Safety Law Poster: Does your organization have a Health and Safety Law Poster displayed?				
Fire: Do you have the following in your organization? Fire Exits Signage Details of Fire Assembly Points List of Appointed Fire Wardens Fire Extinguishers (what types do you currently have)				
First Aid: Do you have the following in your organization?				

List of Appointed First Aiders				
First Aid Kit				
Area	Answer Yes/No	Organization Evidence	LSST Representative Comment/s	Requirements Met (Yes/No)
Reporting Procedures: Do you have the following in your organization? Accident Reporting Procedure Accident Reporting Form				
Health and Safety Arrangements: What other arrangements do you have in place to manage Health and Safety in the Workplace? This can include details of any Personal Protective Equipment (PPE) – (what equipment do you provide). Health and Safety Training (what training is provided and how often) Portable Appliance Testing (How often is this completed)				



Outcome of Visit: (To Be Completed by LSTT Representative)

Area		Action/s If Requirements Not Met			
Have all requirements been met? (YES/NO)					
If (No) why have the requirements not been met?					
What action/s do the organization need to put in place to meet the relevant requirements? (LSST representative to inform organization of outcome)					
Target Date/s for Completion of Action/s					
Review of action/s completed by organization and evidence provided to confirm requirement (LSST representative check and confirm outcome to organization)					
LSST Representative Name		LSST Representative Signature		Date	
Organization Representative Name		Organisation Representative Name		Date	



Version History

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