

**The London Institute of Banking & Finance Code of Practice for Quality Assurance
(Higher Education)**

Chapter 11: Student Engagement

11.1 Introduction

11.1.1 The London Institute of Banking & Finance aims to involve its students in the formative development of the learning, teaching and assessment strategy and overall learning experience as a key component of quality assurance. The organisation encourages its students to take individual and collective responsibility for their learning and to participate actively in their studies and the wider opportunities available to them e.g. mentor schemes, employability initiatives and student / class representative roles. The London Institute of Banking & Finance seeks to facilitate constructive engagement in the interests of mutual understanding, problem solving and the continuous enhancement of the learning experience.

11.1.2 This chapter applies to all taught programmes offered by The London Institute of Banking & Finance at both undergraduate and postgraduate levels and has been aligned to the Quality Assurance Agency (QAA) UK Quality code for Higher Education, Chapter B5: Student Engagement. The Quality Code sets out the following expectation about student engagement, which higher education institutions are required to meet:

Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.

The QAA UK website has a brief guide explaining quality codes which can be found at www.qaa.ac.uk

Definitions

11.1.3 The QAA defines the concept of student engagement as involving and empowering students in the process of shaping the student learning experience. In the context of Chapter B5, the term covers the following two domains:

- improving the motivation of students to engage in learning and to learn independently (further covered in Chapter B3 of the QAA UK Quality Code: Learning and teaching)
- the participation of students in quality enhancement and quality assurance processes, resulting in the improvement of their educational experience

QAA Chapter B5 can be accessed at: [Chapter B5](#)

11.1.4 The London Institute of Banking & Finance, in alignment with the QAA's definition, outlines student engagement in this Chapter as ***the participation of students in its quality processes and systems, resulting in the improvement of the educational experience for all current and future students.***

11.2 Principles

11.2.1 The wider student body is kept informed of the matters discussed at the Board of Governors and HE deliberative committees through a quarterly update published via the HE eNewsletter, which is sent

via email to all students. This information is also posted on each student's virtual learning environment.

- 11.2.2** The London Institute of Banking & Finance provides a range of both formal and informal processes to facilitate student engagement in the learning and teaching experience and educational developments at the HE level.
- 11.2.3** As a general principle, The London Institute of Banking & Finance ensures there are sufficient opportunities for all students to engage in constructive dialogue with staff managing and teaching the academic programmes.
- 11.2.4** The London Institute of Banking & Finance provides, through student representation and feedback initiatives, an opportunity for students to express views on educational issues affecting their studies at both module and programme levels, as well as comment on their overall learning experience. All students are encouraged to utilise their Student Representatives, Mentors and Ambassadors as a means of channelling feedback to the administration. Students are also emboldened to take part in a number of mixed methods feedback approaches, which are actively promoted as part of the registration and induction processes with prominent reminders posted on the virtual learning environment. Through a combination of quantitative and qualitative feedback methods, The London Institute of Banking & Finance is able to gather a range of information relating to the overall student experience.
- 11.2.5** In addition, each dispersed campus is required to make separate arrangements to facilitate student representation and feedback on a regular basis, with such provision monitored by The London Institute of Banking & Finance as part of the annual reporting process.
- 11.2.6** Reviews of the overall arrangements for student engagement and representation are conducted to ensure that good practice is being followed and that no single group is disadvantaged. The annual monitoring process enables The London Institute of Banking & Finance to consider and reflect on developments over the monitoring period in learning, teaching and student support as well as provide a chance to highlight areas of good practice.
- 11.2.7** The London Institute of Banking & Finance recognises the challenges faced in engaging hard to reach target audiences, such as part-time and distance learners. The organisation takes steps to include all students, regardless of study mode, in the planning and implementation of new initiatives, as appropriate.

11.3 Student Engagement Opportunities

11.3.1 Introduction

The London Institute of Banking & Finance places a great deal of importance on developing a learning partnership between the institution and its student body, from application through to graduation and beyond. At the university level, students must be prepared to take responsibility for their learning and actively participate in the academic and professional development opportunities made available to them. The [Student Charter](#) sets the expectations for the partnership between the student body and The London Institute of Banking & Finance. The types of engagement services offered range from the "Future Self" Professional and Peer Mentor Schemes, to Student and Class Representatives, as well as chances to serve as Student Ambassadors.

The London Institute of Banking & Finance takes a proactive approach toward promoting these engagement initiatives amongst the student body and encouraging students to get involved in educational enhancement and quality assurance. Throughout the academic year, the Student Engagement Manager organises mentor / mentee meet and greets, conducts email / text message campaigns and facilitates informational drop-in sessions. The Student Representatives sit on

deliberative committees which allows for student input in terms of educational issues, the overall management of courses of study, as well as wider student affairs. Full-time students receive a programme handbook and part-time students receive a student handbook, both of which provide detailed information about student engagement opportunities.

11.3.2 The 'Future Self' Mentor Scheme

"Future Self" Mentors are a significant element of The London Institute of Banking & Finance support services, enabling students to manage the transition from higher education to the professional workplace, thereby helping to give them a competitive advantage in their future careers. The London Institute of Banking & Finance works with a group of professional members of the banking and financial services sector, who are available to support students with issues they may encounter by imparting advice from their personal experience. Their role is to serve as a critical ally to both full- and part-time students in helping them to manage a time of significant personal and academic transition. Further information can be accessed via the [Student Mentor Scheme](#) page on The London Institute of Banking & Finance website.

11.3.3 Peer Mentor Scheme

Peer Mentors are full-time students from second and third year higher education programmes, who serve as a mentor to fellow full-time students. Peer Mentors are also in place on the PGCHE programme. Similar to "Future Self" Professional Mentors, Peer Mentors serve as a crucial point of contact for their mentees, to assist them in their transition to university studies, and to stay motivated throughout their studies. Peer Mentors inform mentees about ways to engage in academic, personal and professional development initiatives.

11.3.4 Student Representatives

Student representation is considered the foundation of student engagement activity. Student representatives are appointed to all The London Institute of Banking & Finance Higher Education (HE) deliberative committees, including the Board of Governors. The appointment of student representatives to these committees lasts for one year and enables student views on the academic delivery of The London Institute of Banking & Finance programmes to be represented at module, programme and strategic level within the HE governance structure. Additionally, representation on the Board of Governors allows for student input in terms of the overall management of the finances, property and business affairs, as well as the educational and other strategies of The London Institute of Banking & Finance. Additionally Student Representatives will participate in programme validation and review events, and programme development focus groups. Students are able to contact their Student Representatives at any time via the Student Representative forum, which is available in the virtual learning environment, known as myLIBF. Student representation creates a collective voice amongst part- and full-time students alike.

11.3.5 Full-Time Class Representatives

Full-time Class Representatives play a similar role to Student Representatives in that they help to bring the student voice to light. Class Representatives are selected by their fellow students. The aim is for each programme and year of study to be represented. Class Representatives meet a minimum of three times throughout the academic year to discuss the ideas, issues, and concerns of the student body.

11.3.6 Outreach and Graduate Ambassadors

The London Institute of Banking & Finance Ambassadors are appointed from the student cohort and recent graduates, and play a vital role in shaping the future of The London Institute of Banking & Finance by representing the organisation to new and prospective students, providing a dynamic link

between The London Institute of Banking & Finance and the industry, all the while acting as a channel for gathering feedback on The London Institute of Banking & Finance's educational and professional development programmes. Further information on The London Institute of Banking & Finance Ambassadors can be accessed via the [Ambassador](#) and [Alumni Ambassador](#) pages of The London Institute of Banking & Finance website.

11.3.7 Students who undertake any of the Student Representation roles are able to hold more than one engagement focused appointment per academic year, barring a second Student Representative position. The London Institute of Banking & Finance encourages interaction between the Student Representative groups.

11.3.8 Student Societies

The London Institute of Banking & Finance defines a Student Society as a group consisting of at least five current higher education students who wish to form an organisation to participate in a particular activity or for a specific purpose. Clubs and Societies play an integral role in the personal and social development of students studying higher education qualifications. Societies are a means by which students can develop transferable skills, explore interests, expand their social networks and generally contribute to a vibrant university community. The [Student Societies Policy](#) provides further information.

11.4 Role and Responsibilities

11.4.1 Policy states that Student Representatives, Mentors and Ambassadors are expected to make themselves known to the student body they are representing and to take the opportunity to report / respond / make views known in their appointed forums.

11.4.2 "Future Self" and Peer Mentors main responsibilities are:

- To act as a critical friend to their mentee;
- To be available to listen and respond to students concerns and academic / professional issues - signposting where necessary to relevant staff;
- To liaise with fellow "Future Self" and Peer mentors as well as staff at The London Institute of Banking & Finance.

11.4.3 Student Representatives main responsibilities are:

- To help proactively shape institutional policy and decision making in relation to The London Institute of Banking & Finance's HE programmes;
- To participate in deliberative committee meetings, validation and review events and programme level focus groups at both national and academic centre levels;
- To be available to listen and respond to fellow students' views, concerns and academic issues and report these back to The London Institute of Banking & Finance;
- To feedback relevant information to fellow students either directly or through the student representative forum on myLIBF;
- To liaise with other Student Representatives and staff at The London Institute of Banking & Finance;
- To be an active participant in the quality assurance and enhancement of learning and teaching at The London Institute of Banking & Finance;
- Representation at external events (e.g. annual QAA seminar);
- Build a network of contacts / stakeholders within The London Institute of Banking & Finance committees.

11.4.4 Full-Time Class Representatives

- To attend regularly scheduled programme meetings throughout the academic year to discuss matters relevant to the overall student experience;
- To contact their appropriate Student Representative regarding issues the full-time cohorts feel need to be addressed by the deliberative committees;
- To participate in various student engagement focused initiatives aimed at gathering feedback and generating a greater comradery amongst the full-time student body.

11.4.5 Outreach and Graduate Ambassadors

The key role of Ambassadors is to demonstrate, and be an advocate for, the value of professional education in financial services, particularly with The London Institute of Banking & Finance.

Outreach Ambassadors are made up of current full-time students who represent The London Institute of Banking & Finance at UCAS fairs, open days and at new student inductions.

Graduate Ambassadors are alumni who are eager to share their leaning and experience at The London Institute of Banking & Finance with others on a voluntary basis. These individuals participate in information sessions and open days, write testimonials, and attend school visits on the behalf of The London Institute of Banking & Finance.

- assisting with induction programmes
- participating in online talks or discussions via social media
- blogging about the student experience
- becoming a buddy or student mentor
- appearing in promotional material
- speaking at events
- assisting with finding work experience placements and internships
- responding to specific student queries

11.5 Training and Development

11.5.1 Each Student and Class Representative is expected to perform their duties responsibly. Representatives are expected to attend a training and development workshop following their appointment at which point they are, amongst other things, provided with guidance on the requirements and expectations of the role. The training and development workshop is held annually for both current and new Representatives. The workshop also includes training as members of validation and review panels.

11.5.2 Student Representatives who are enrolled as part-time distance learners, as well as those students studying at Dispersed Campuses, receive an initial briefing either by telephone / email or through their Dispersed Campus. There are opportunities to follow up with The London Institute of Banking & Finance staff via annual monitoring and validation visits.

11.5.3 Ahead of attendance at their first deliberative committee meeting, Student Representatives are provided with an extensive briefing pack and attend an induction meeting with the committee secretary.

11.5.4 Student Representatives are invited to attend various other developmental events as identified throughout their period of appointment as identified by the Quality, Policy and Regulation team.

11.5.5 Student and full-time Class Representatives are encouraged to undertake the Student Representative and Advocacy Module during their one year term of office. The module is a 15 notional credit module

at Level 4 within the Framework for Higher Education Qualifications (FHEQ), although the credits will not form part of the current The London Institute of Banking & Finance degree programmes. The module has been designed to recognise a student's achievements as a representative of their peers and to provide them with the ability to reflect on and assess the skills gained during their appointment and how to articulate these to future employers.

11.5.6 Prospective members of the "Future Self" E-mentoring scheme are invited to utilise the online mentor platform, its guidelines and resources to perform their duties responsibly. "Future Self" and Peer Mentors are expected to keep regular contact with The London Institute of Banking & Finance and attend mentor and mentee networking events, which feature a short training / support session beforehand. Mentors are required to maintain regular contact with each mentee, and liaise with the Student Engagement Manager upon completion of the mentorship.

11.5.7 New Student Ambassadors are given an informal introduction to the role and what is expected of them. Ambassadors are provided with support from The London Institute of Banking & Finance for the duration of their appointment. Information and updates are sent via email.

11.6 Student Feedback

11.6.1 The nature of The London Institute of Banking & Finance programmes, and the different modes of study, present a challenge in devising the most appropriate channels for effective student feedback.

11.6.2 The London Institute of Banking & Finance ensures that feedback mechanisms are transparent and foster active student participation in its quality systems. Such opportunities are represented by a combination of individualized and collective methods of data collection via:

- Module and programme questionnaires about the learning, teaching and assessment experience;
- Participation in the National Student Survey (NSS)
- Participation in the Destination of Leavers from Higher Education (DLHE) Survey
- Face to face meetings;
- Informative Drop-In Sessions;
- Focus Groups aimed at information gathering;
- Workshop evaluation questionnaires;
- Programme level focus groups;
- Student mentors;
- Ambassadors;
- Participation in the online forums; and
- Through attendance of student representatives at deliberative committees.

11.6.3 Student feedback is an integral part of the annual monitoring process and, as such, is analysed by the Learning and Teaching Committee. Summaries and commentary on the outcomes are made available for all students to access via the website and the HE eNewsletter. However; students may approach their representative at any time for advice or to escalate an enquiry.

11.6.4 The London Institute of Banking & Finance keeps students informed of actions taken as a result of feedback gathered from students. This is in the form of a summary document published via the HE eNewsletter. The summary also provides an explanation to students if no action is taken as a result of feedback.

11.7 Student Engagement in Quality Assurance

11.7.1 The London Institute of Banking & Finance aims to involve students in its quality systems with the purpose of improving the student educational experience both for current and future cohorts.

- 11.7.2** Student engagement in quality assurance is underpinned through the involvement of students and student representatives at validation and review events. Students are invited to attend sessions as part of programme review; Student Representatives as part of the validation and review panel.
- 11.7.3** To support the process, student feedback plays an important role in the annual monitoring process. Feedback is provided to students, which they are encouraged to read and challenge back on.
- 11.7.4** The London Institute of Banking & Finance reviews its student engagement processes on a regular basis in order to ensure the continued high standard of delivery of programmes across the board.

11.8 Appointment of Student Representation

11.8.1 Student Representatives

- i. Towards the end of the year-long period of appointment of Student Representatives, students will be invited to apply for the role of Student Representative, this may be through an advert or by other means, for vacancies on the Board of Governors and / or HE deliberative committees. Invitations will be via the Student Representative online forum and by email to the student body. There are normally two Student Representatives on each committee, where possible drawn from the different levels of study represented by The London Institute of Banking & Finance programmes. Further details on the current / new Student Representatives can be found on myLIBF.
- ii. Students are invited to apply by submitting a current CV and supporting statement to the Student Engagement Manager, outlining what they will bring to the role. Those students who do not have a CV are advised to contact the Student Engagement Manager.
- iii. Once all applications have been received, they are reviewed by the selection panel which comprises the Associate Dean, Quality, Policy & Regulation; the Manager, Quality, Audit and Review, an independent representative and a student representative (either past or current). Input is sought from the Chairs of both the Academic Standards and Quality Committee and the Learning and Teaching Committee. In the case of applications for the role of Student Representative on the Board of Governors, all applications will be considered by the Remuneration and Nominations Committee, who will make a recommendation for appointment to members of the Board of Governors for approval. This involves a formal interview.
- iv. Student representatives are appointed for a minimum period of one year, from 1 September to 31 August of the following year. To fulfil the statutory requirements, and provide consistency of representation, appointment as a Trustee on the Board of Governors is for an initial 3-year term, which may extend post-qualification.

11.8.2 'Future Self' Mentors

- i. Mentors are invited from the part-time student cohort and LIBF membership community to volunteer to serve as '*Future Self*' Professional Mentors.
- ii. Mentors can hold the role for as long as they desire (pending they abide by the mentor guidelines).
- iii. Prospective mentors are required to create a profile in the E-mentoring online platform.
- iv. Mentors are encouraged to help support the recruitment of new mentors into the '*Future Self*' scheme.

11.8.3 Peer Mentors

- i. Peer Mentors are invited from the full-time student cohorts, and PGCHE programme, to serve as mentors to their fellow students.
- ii. All Peer Mentors complete a compulsory induction and orientation prior to being assigned a mentee.

11.8.4 Student and Graduate Ambassadors

The London Institute of Banking & Finance invites its most promising students and active alumni to join the scheme. Ambassadors need to have good communication and networking skills. The scheme provides Ambassadors with an opportunity to develop these skills further.