

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

Chapter 5: Work-based and Placement Learning

5.1 Introduction

- 5.1.1. This chapter of The London Institute of Banking & Finance's (LIBF) Code of Practice for Quality Assurance, and its related policies and procedures, is informed by and operated in line with the guidance and indicators of sound practice published in the Quality Assurance Agency (QAA) UK Quality Code for Higher Education *Part B: Assuring and enhancing academic quality, Chapter B10: Managing higher education provision with others, December 2012* (the QAA Quality Code).
- 5.1.2. LIBF defines work-based learning as learning that involves the development and application of knowledge and skills gained through formal study within the workplace with the formal agreement and active support of the employer.
- 5.1.3. In the context of LIBF's work-based learning provision, there are two main categories of student that undertake work-based learning:
- a) full-time students who undertake internships or placements during the programme; and
 - b) employed students studying the programme on a part-time basis.
- 5.1.4. We recognise that students may acquire prior experiential and / or certificated learning by undertaking an employer-led study programme or workplace activity that can be considered to fall within a broad definition of work-based learning. Recognition by LIBF of this type of learning achievement is specifically covered in our Code of Practice Chapter 14: Collaborative Provision and Chapter 3: Accreditation of Prior Learning.
- 5.1.5. The guidelines in this chapter apply to all taught full-time and part-time programmes offered by LIBF.

5.2 Key principles

- 5.2.1. LIBF acknowledges that we are responsible for the academic standards of all programmes and awards granted in our name and for ensuring that the quality of the learning opportunities provided allows students to achieve the academic standard required. In doing this, we ensure that our work-based learning provision meets the requirements of the QAA's Quality Code, in particular the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ), contained in Chapter A1: The national level.
- 5.2.2. When designing a programme that includes work-based learning provision, LIBF recognises:
- a) that the aims and learning outcomes of the work-based learning modules should be positioned to provide academic challenge appropriate to their designated FHEQ level

descriptors and a clear sense of progression between LIBF's suite of work-based learning modules that form part of each programme level;

- b) the need for effective and appropriate integration of learning opportunities into the programme's overall aims and learning outcomes. As far as possible, the work-based learning modules are designed to integrate with the rest of the programme and not as a separate, bolt-on element. This is achieved by the inclusion of broad subject themes drawn from the formal taught modules within the work-based learning modules' learning outcomes;
- c) the professional and vocational nature of our programmes and thus the need to understand and respond to the perspectives and needs of financial services employers; and
- d) the need to ensure that all students are provided with opportunities to enhance their employability by acquiring and improving both the intellectual and practical skills that employers seek.

5.2.3. LIBF is responsible for ensuring that the rights and responsibilities of students, tutors and employers are well understood by all parties and we will endeavour to ensure that these are carried out appropriately.

5.2.4. LIBF is responsible for ensuring that any programme requirements for students to participate in work-based learning are made clear and explicit to students prior to commencement of the programme.

5.2.5. LIBF recognises that the multi-partite nature of work-based learning provision makes it essential that there is a common, shared understanding of its nature, purpose and implementation within a programme and ensures that this is achieved by maintaining effective communication between all parties and providing appropriate information prior to and throughout the period of work-based learning.

5.3 Policy

5.3.1 Rights and responsibilities

Students

5.3.1.1. LIBF recognises that students have a right to be:

- a) fully briefed on, and kept up-to-date with regard to, their rights and responsibilities;
- b) provided with clear information on learning requirements prior to the commencement of the programme, including details of the contribution of the work-based learning module components to the overall programme of study, aims, learning outcomes, assessment, and any other requirements;
- c) contacted regularly and able to access guidance and support, including pastoral care and encouragement, during their work-based learning beyond that provided in the workplace, e.g. through our tutors, Careers & Employability staff, Student Support and Work-based Learning teams;
- d) treated in a professional manner by tutors, employers and our staff;
- e) provided with template documents to record their learning activities, prepare action plans and reports on their self-reflection and achievements where a work-based learning module is being studied;
- f) supported in preparation for placements / internships through being:
 - i. made aware of suitable placement / internship opportunities that provide work experience relevant to the programme of study;

- ii. able to access advice and guidance from the Careers & Employability service, including on CV preparation, application procedures, interview skills, etc;
 - iii. advised on the procedures for securing, and the approval process for, placements / internships;
 - iv. informed about the consequences of failing to secure or complete a placement / internship; and
 - v. advised on the duration of any placement / internship period.
- g) made aware in advance, where the placement / internship is sourced by LIBF, of any financial implications, e.g. travel costs, whether the role will be remunerated, and advised of the standard procedures relating to our policies as set out in Section 5.5; and
- h) provided with opportunities to give feedback on their work-based learning experiences.

5.3.1.2. It is the responsibility of students to:

- a) familiarise themselves with the information provided in relation to work-based learning requirements, LIBF's procedures as set out in section 5.5 and their own rights and responsibilities;
- b) ensure that where they undertake placements / internships they,
 - i. participate in any induction or training sessions held by LIBF to prepare for the placement / internship process and the requirements of the work-based learning modules;
 - ii. where relevant, adhere to the procedures for applying for the opportunities included on the register of placements / internships maintained by LIBF and those advertised in the information provided regularly by its Careers service;
 - iii. use, as necessary, the support and guidance available from LIBF's Careers & Employability service in relation to CV preparation, applications, interview skills, etc.
 - iv. apply and secure for themselves suitable placement / internship opportunities and be prepared to attend interviews (face to face, by virtual means or by telephone), assessment centres or undertake appropriate tests as required by a potential employer; and
 - v. assume appropriate personal responsibility for adhering to any workplace protocols, policies and procedures, e.g. security, health and safety requirements, data protection, conduct / behaviour, timekeeping, etc.
- c) keep a record of their learning activities and, where a work-based learning module is studied, their consequent achievement of identified learning outcomes using the templates provided by LIBF in accordance with the agreed procedures and timeframes;
- d) act in an appropriate and professional manner towards their placement / internship provider, tutor and LIBF staff;
- e) communicate regularly with their tutor and placement / internship provider and at an early stage in the event of any issues or difficulties that might interfere with their ability to achieve the learning outcomes;
- f) where a work-based learning module is studied, submit their final report, templates, supporting evidence and all relevant documentation for formal assessment in accordance with the agreed personal action plan and the general requirements, procedures and timeframes notified to them by LIBF; and
- g) provide feedback to LIBF regarding their work-based learning experiences.

Tutors

5.3.1.3. LIBF recognises that our work-based learning tutors have a right to be:

- a) fully briefed on and kept up-to-date with regard to their roles and responsibilities;
- b) appropriately briefed, trained, resourced and prepared to support students to achieve the identified learning outcomes;
- c) alerted that there is a need for appropriate health and safety provision at any workplace where their students are undertaking placements or internships;
- d) able, by way of clear briefing and training, to support the assessment of students as required and agreed in accordance with the agreed timetables and regulations relating to work-based learning modules;
- e) treated in a professional manner by LIBF staff, students and internship / placement providers; and
- f) invited to provide feedback to LIBF on the learning content, procedures and management of work-based learning.

5.3.1.4. It is the responsibility of work-based learning tutors to:

- a) fulfil their agreed commitments with regard to the work-based learning modules to students, employers / line managers and LIBF;
- b) devote sufficient time, expertise and appropriate resources to provide students with the necessary support required to achieve the identified learning outcomes;
- c) alert LIBF if they have concerns or issues relating to a student's ability to meet the learning outcomes, including in relation to placements / internships, health and safety, performance issues and employer support;
- d) conduct the assessment of students as required for the work-based learning modules in accordance with agreed formats, timetables and regulations; and
- e) provide feedback to LIBF on its work-based learning provision.

Employers / line managers

5.3.1.5. In respect of employers and individual line managers tasked with supporting students as they progress through their work-based learning, LIBF recognises that they have a right to be:

- a) fully briefed on, and kept up-to-date with regard to, their rights and responsibilities in relation to supporting a student's work-based learning experience;
- b) provided with clear information on the requirements and procedures for work-based learning and access to guidance and support, in order to fulfil their responsibilities to the student;
- c) provided with template documents to record a student's workplace objectives, action plans, activities and their consequent achievement of identified learning outcomes;
- d) treated in a professional manner by The London Institute of Banking & Finance staff, tutors and students;
- e) made aware of the standard procedures relating to LIBF's policies as set out in Section 5.5; and
- f) provided with opportunities to give feedback on LIBF's work-based learning provision.

5.3.1.6. It is the responsibility of students' employers and line managers tasked with directly supporting students to:

- a) familiarise themselves with the information provided in relation to work-based learning requirements, LIBF's procedures as set out in section 5.5 and their own rights and responsibilities;
- b) commit to and fulfil the responsibilities set out in any formal agreement with LIBF regarding the student's work-based learning experience;

- c) have in place appropriate health and safety provision within the workplace and ensure that students are briefed appropriately on health and safety matters;
- d) act in an appropriate and professional manner towards the student, the work-based learning tutor and LIBF staff;
- e) commit the time and expertise required to best support the student throughout the work-based or placement / internship period;
- f) have in place sufficient and appropriate resources to provide students with the learning opportunities required to achieve the identified learning outcomes and workplace objectives;
- g) allow reasonable access to LIBF staff and representatives for the purposes of assessment and / or monitoring;
- h) complete the template documentation provided by LIBF in accordance with agreed procedures and timeframes;
- i) communicate with the student, tutor and LIBF at the earliest opportunity regarding any issues or difficulties that might interfere with the student's ability to achieve the learning outcomes; and
- j) provide feedback to LIBF on its work-based learning provision.

5.3.2 Programme design, monitoring and review

Work-based learning modules are subjected to all standard LIBF processes for programme design, periodic programme review and annual monitoring and review activities in line with our Code of Practice Chapter 13: Programme Design, Approval, Monitoring and Review and are further supported by our [Careers and Employability Strategy](#).

5.3.3 Tutors and staff development

5.3.3.1. LIBF is committed to ensuring that staff involved with our work-based learning provision is appropriately trained in order to maintain the quality of our provision in line with our Code of Practice Chapter 12: Staff Development.

5.3.3.2. All parties involved in the delivery of work-based learning modules are regularly updated and briefed on various elements of work-based learning provision, including module development, review and update, overall student achievement and any issues arising, feedback from students and employers, typical submission content and assessment methodology.

5.3.3.3. LIBF encourages networking and sharing of experience between the work-based learning tutor group, facilitated by regular induction and development workshops hosted by us, which all tutors are encouraged to attend. Regular feedback and performance review processes are in place.

5.3.3.4. We also host student, tutor and employer / line manager briefing sessions wherever possible, e.g. for students undertaking the full-time programme, groups of students located with the same employer or studying with a The London Institute of Banking & Finance approved collaborative partner.

5.3.4 Information, support and guidance

5.3.4.1. LIBF is committed to providing an appropriate level of information, support and guidance for students undertaking work-based learning, including:

- a) clear, detailed information and guidance on roles and responsibilities, programme aims, learning outcomes, assessment and any other requirements, all of which appear in the published work-based learning guidelines for each FHEQ level;
- b) access to LIBF's online learning environment, including learning materials, discussion forums, and *KnowledgeBank*, our e-library;
- c) access to this Code of Practice chapter and, as appropriate, advice on its implications and application in practice;
- d) appropriate levels of tuition support, pastoral care and encouragement to enable them to achieve the learning outcomes for their work-based learning;
- e) a safe learning environment;
- f) where relevant, information and advice on placement / internship opportunities and the application process; and
- g) access to contacts at LIBF who can help resolve any issues or difficulties during their work-based learning.

5.3.4.2. LIBF is committed to providing an appropriate level of information, training, support and guidance for our work-based learning tutors, including:

- a) clear, detailed information and guidance on roles and responsibilities, programme aims, learning outcomes, teaching approach, assessment and any other requirements, together with the relevant template documentation that demonstrates students' progress and achievements;
- b) access to this Code of Practice chapter and, as appropriate, advice on its implications and application in practice;
- c) ongoing training and development, specifically designed to support the work-based learning tutor role, to enable tutors to deliver the best possible support and guidance to students and feedback via the annual tutor appraisal process;
- d) access to contacts at LIBF, including the Module Coordinator, who they can approach to discuss any issues or difficulties arising with the delivery of work-based learning.

5.3.4.3. LIBF is committed to providing employers and students' line managers with appropriate and timely information and guidance in order to effectively support and advise the student throughout the duration of any work-based learning. This includes:

- a) clear, detailed information and guidance on roles and responsibilities, programme aims, learning outcomes, requirements, together with templates and guidelines for line managers' commentaries on workplace performance;
- b) access to this Code of Practice chapter and, as appropriate, advice on its implications and application in practice;
- c) access to LIBF's appointed work-based learning tutors to provide technical advice, including how to link work objectives to module learning outcomes, identify suitable workplace activities, formulate action plans, explain evidence requirements, advise on monitoring and measuring student progress; and
- d) access as necessary, to LIBF's work-based learning team for support and guidance and resolution of any issues or difficulties arising.

5.3.5 Assessment of work-based learning modules

5.3.5.1. LIBF ensures that its tutors, students and their employers are made aware of what is expected to be achieved by way of defined learning outcomes that are published in the relevant module specifications which are, in turn, mapped to the overall programme aims and defined benchmark statements at the relevant level.

- 5.3.5.2. Module specifications state clearly the formal, summative assessment arrangements and how student performance will be measured. Assessment criteria, including grade descriptors, are published in the work-based learning guidelines that are made available to students upon registration and to tutors and students' line managers. The work-based learning guidelines are also published on our website to help inform prospective students on their module choices.
- 5.3.5.3. LIBF recognises the unique nature of work-based learning and its reflective process, as well as the need to use an appropriate but different assessment methodology to that employed for standard programme modules. Also recognised is the individuality of students' personal objectives, needs, work experiences and thus their work-based learning portfolio submissions.
- 5.3.5.4. In order to facilitate a consistent approach to learning, students are provided with a set of templates that are used for all work-based learning portfolio submissions. In order to ensure parity in assessment, and in line with principles in our Code of Practice Chapter 7: Assessment, all students' performance is measured against a common set of both subject-specific and generic skills-based learning outcomes, as published in the relevant programme and module specifications.
- 5.3.5.5. Formal assessment is undertaken by the student's work-based learning tutor, who is appointed by LIBF to provide academic support to the student for the duration of the module. Workplace support and advice is provided by the student's employer, usually the direct line manager, who is required to comment on student performance and confirm that the activities and evidence provided in the student's work-based learning submission are complete and accurate.
- 5.3.5.6. All work-based learning submissions, and any re-submissions following a failed attempt, are subject to all standard LIBF assessment procedures as set out in our Code of Practice Chapter 7: Assessment.

5.4 Procedures

- 5.4.1. LIBF acknowledges, through the procedures we implement with regard to work-based learning provision, our responsibility to ensure that all programmes that involve such elements are consistent with the QAA Quality Code as well as our own Code of Practice.
- 5.4.2. All standard LIBF procedures apply to work-based learning as outlined in our [General and Academic Regulations, policies](#) and [Code of Practice](#).