

APPRENTICESHIP STAFF DEVELOPMENT POLICY
supplement to HR and Code of Practice Policies for staff development

1. Introduction

- 1.1 The London Institute of Banking & Finance (LIBF) is committed to providing our staff and faculty with support through development programmes.
- 1.2 LIBF provides equal opportunities for staff to engage in development activities that meet their diverse academic, sector and professional development needs.

2. Faculty

- 2.1 LIBF ensures that Faculty teaching on apprenticeship programmes meet the appropriate professional standards for teaching, assessment, and learning support by ensuring their recruitment, development and ongoing monitoring is conducted in line with the quality assurance practices undertaken for Faculty delivering HE programmes. These practices, in turn, strive to meet the standards set by The Quality Assurance Agency (QAA) as reflected in their QAA's UK Quality Code for Higher Education.
- 2.2 LIBF is committed to working closely with appropriate accreditation agencies to ensure that the professional development programmes and activities provided to support those involved with the delivery of our apprenticeship programmes meet the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education and apprenticeship standards.
- 2.3. LIBF benchmarks educational standards through networking with apprenticeship, HE and professional institutions, particularly those who have similar programmes and recruitment profiles to us.
- 2.4. While the ongoing development of Faculty is primarily managed via the HE policies for academic staff development, namely [LIBF's Code of Practice; Chapter 12 Staff Development](#) and the [Teaching observation and peer review policy](#), due to the specialist nature of the apprenticeship programmes, faculty are also encouraged to engage with and maintain an awareness of current and recent developments and debates within the apprenticeships environment.

3. Apprenticeship Programme Personal Tutors

- 3.1. When recruiting Personal Tutors, we aim to recruit people with relevant professional experience. All new Personal Tutors joining on a permanent contract undergo a six-month probationary period, which includes observations and review of their tutoring support. If the person is an existing member of faculty who has previously undergone their initial probation period and observations with the Dean, the Head of Apprenticeships and the Dean will agree a programme of monitoring and review to ensure both faculty and apprenticeship monitoring is undertaken without duplication of the review processes.

- 3.2. Monitoring and review of Personal Tutors' performance is jointly undertaken by the Dean and Head of Apprenticeships. Personal Tutors undergo an observation visit from the Dean or a designated Faculty member annually. The observation takes the form of attendance at a progress review with an apprentice and employer, either face-to-face or remotely. In all cases, the tutor, apprentice and employer will be notified of the purpose of the observation and asked for permission, in advance, for the Dean or a designated Faculty member to observe the meeting or call.
- 3.3. Personal Tutor's performance reviews are normally carried out by the Dean through the annual appraisal and review process. This includes discussion of pastoral care activity, CPD, and agreement of additional developmental needs.
- 3.4. Through their contract, all Personal Tutors are required to commit to CPD. Personal Tutors are also required to attend at least one development event as part of their commitment to keep up-to-date in terms of subject expertise and awareness of current and recent developments and debates within the apprenticeships environment.
- 3.5. LIBF offers a series of development opportunities to Personal Tutors. These development events incorporate centrally organised workshops and training, and sessions identified from other providers, for which we sponsor attendance. Sector development, coaching support and pastoral care sessions are included in the list of available opportunities. Participation at these events is monitored and linked to the performance review process.
- 3.6. LIBF also organises an annual HE Conference as part of the development programme and this provides an opportunity for Personal Tutors and Faculty to share best practice and build a sense of community and understanding of their respective roles.
- 3.7. Our Personal Tutors and lecturers have access to our online resources via the myLIBF secure portal to support their development. This incorporates educational journals, text, and technical articles. A shared apprenticeship area within the Virtual Learning Environment (VLE) has been created for all staff involved in apprenticeship delivery and contains resources, guidance and exemplars.
- 3.8. Given the need for specialist skills in pastoral care and the unique needs of supporting apprentices, Personal Tutors' completion of the following mandatory requirements and training are required and recorded:
 - Safeguarding
 - Confidentiality and data protection
 - DBS Checks
 - GDPR
 - PREVENT Duty
 - Mental Health Awareness
 - Awareness of the appropriate apprenticeship standard(s) and assessment plan(s)

4. All Staff

- 4.1. LIBF enables staff to participate in a range of continuous professional development (CPD) activities in order to enhance their knowledge, reflect upon and develop their practice, and contribute towards a fully inclusive institutional culture.
- 4.2. LIBF is an accredited 'Investor in People', the values of which incorporate a commitment to recruit and develop the right skills.
- 4.3. All new LIBF staff members are required to attend a general induction programme, which explains our underpinning strategy, values, and how we deliver our educational products. Staff are encouraged and supported to undertake relevant training and development; this includes personal skills development as well as knowledge of financial services, educational issues and the apprenticeship environment.
- 4.4. LIBF staff members have on-going developmental objectives, the achievement of which is monitored through regular review processes. Any training and development required to enable staff to meet their objectives are identified through these processes. The Human Resources department provides guidance and assistance to line managers in identifying appropriate opportunities.
- 4.5. Training and development needs are also identified through the operational planning undertaken by departments, for example in matching qualifications and skills needs to strategic aims. In addition, a defined policy on qualification support sets out the parameters for assistance with further study as part of professional development.
- 4.6. A competency framework for managers and staff outlines the key behaviours expected of them with individual development programmes are designed if required.

February 2021, v2