

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

Chapter 5: Work-based Learning

5.1 Introduction

5.1.1 This chapter of The London Institute of Banking & Finance's 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 Quality Code).

5.1.2 This chapter sets out the principles governing the provision of work-based learning within The London Institute of Banking & Finance programmes for students:

- a) studying on a full-time basis and who undertake an internship or work placement during the programme; and
- b) who are employed within financial services and studying the programme on a part-time basis.

5.1.3 It is recognised 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 The London Institute of Banking & Finance of this type of learning achievement is specifically covered in its Code of Practice Chapter 14: Collaborative Provision and Chapter 3: Accreditation of Prior Learning.

5.1.4 The guidelines in this chapter apply to all taught full-time and part-time programmes offered by The London Institute of Banking & Finance.

5.2 Definitions

5.2.1 The London Institute of Banking & Finance has defined 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.

5.2.2 In the context of The London Institute of Banking & Finance's work-based learning provision, there are two main categories of student that undertake credit-bearing work-based learning modules:

- a) full-time students who undertake internships or placements; and
- b) employed students studying on a part-time basis.

5.3 Key principles

5.3.1 The London Institute of Banking & Finance acknowledges that it is responsible for the academic standards of all programmes and awards granted in its name and for ensuring that the quality of the learning opportunities provided allows students to achieve the academic standard required. In doing so, it ensures that its 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.

5.3.2 When designing a programme that includes work-based learning provision, The London Institute of Banking & Finance 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 there is a clear sense of progression between The London Institute of Banking & Finance'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 its 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.

5.3.3 The London Institute of Banking & Finance is responsible for ensuring that the rights and responsibilities of students, tutors and employers are well understood by all parties and will use its best endeavours to ensure that these are carried out appropriately.

5.3.4 The London Institute of Banking & Finance 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.

5.3.5 The London Institute of Banking & Finance 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.

5.4 Policy

5.4.1 Rights and responsibilities

5.4.1.1 Students

The London Institute of Banking & Finance recognises that students have a right to be:

- a) fully briefed on, and kept up-to-date with regard to, their rights and responsibilities in relation to work-based learning;
- 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 The London Institute of Banking & Finance tutors, Careers & Employability staff, Student Support and Work-based Learning teams;
- d) treated in a professional manner by tutors, employers and The London Institute of Banking & Finance staff;
- e) where a work-based learning module is being studied, provided with template documents to record their learning activities, prepare action plans and reports on their self-reflection and achievements;
- 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;
 - v. advised on the duration of any placement / internship period; and
- g) made aware in advance, where the placement / internship is sourced by The London Institute of Banking & Finance, of any financial implications, e.g. travel costs, whether the role will be remunerated, and advised of the standard procedures relating to The London Institute of Banking & Finance policies, e.g. for students with disabilities, special considerations, malpractice, assessment, academic appeals and student complaints, as set out in Section 5.5; and
- h) provided with opportunities to give feedback on their work-based learning experiences.

It is the responsibility of students to:

- a) familiarise themselves with the information provided in relation to work-based learning requirements, The London Institute of Banking & Finance procedures as set out in section 5.5 and their own rights and responsibilities;
- b) where they undertake placements / internships,
 - i. participate in any induction or training sessions held by The London Institute of Banking & Finance 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 The London Institute of Banking & Finance and those advertised in the information provided regularly by its Careers service;
 - iii. use, as necessary, the support and guidance available from The London Institute of Banking & Finance'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 The London Institute of Banking & Finance in accordance with the agreed procedures and timeframes;
- d) act in an appropriate and professional manner towards their placement / internship provider, tutor and The London Institute of Banking & Finance 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 The London Institute of Banking & Finance; and
- g) provide feedback to The London Institute of Banking & Finance regarding their work-based learning experiences.

5.4.1.2 Tutors

The London Institute of Banking & Finance recognises that its 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 within the programme, including the content of this chapter of the Code of Practice;
- 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 The London Institute of Banking & Finance staff, students and internship / placement providers; and
- f) invited to provide feedback to The London Institute of Banking & Finance on the learning content, procedures and management of work-based learning.

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

- a) fulfil their agreed commitments with regard to the work-based learning modules within the programme to students, employers / line managers and The London Institute of Banking & Finance;
- b) devote sufficient time, expertise and appropriate resources to provide students with the necessary support required to achieve the identified learning outcomes;
- c) alert The London Institute of Banking & Finance 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 The London Institute of Banking & Finance on its work-based learning provision.

5.4.1.3 Employers / line managers

In respect of employers and individual line managers tasked with supporting students as they progress through their work-based learning, The London Institute of Banking & Finance recognises that they have a right to be:

- a) fully briefed on, and kept up-to-date with regard to, their responsibilities and rights in relation to supporting a student's work-based learning experience;
- b) provided with 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, from The London Institute of Banking & Finance tutors, Student Support and Work-based Learning teams;
- 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 The London Institute of Banking & Finance policies, e.g. for students with disabilities, special considerations, malpractice, assessment, academic appeals and student complaints, data protection, as set out in Section 5.5; and
- f) provided with opportunities to give feedback on The London Institute of Banking & Finance's work-based learning provision.

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, The London Institute of Banking & Finance 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 The London Institute of Banking & Finance 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 The London Institute of Banking & Finance 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 The London Institute of Banking & Finance staff and representatives for the purposes of assessment and / or monitoring;
- h) complete the template documentation provided by The London Institute of Banking & Finance in accordance with agreed procedures and timeframes;
- i) communicate with the student, tutor and The London Institute of Banking & Finance 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 The London Institute of Banking & Finance on its work-based learning provision.

5.4.2 Programme design, monitoring and review

The work-based learning modules are subjected to all standard The London Institute of Banking & Finance processes for programme design, conducting periodic programme reviews, together with annual monitoring and review activities which culminate in reports that are considered by its Learning and Teaching Committee and Academic Standards and Quality Committee, which in turn reports to the Academic Board. Full information appears in Chapter 13: Programme Design, Approval, Monitoring and Review.

5.4.3 Tutors and staff development

5.4.3.1 The London Institute of Banking & Finance is committed to ensuring that its managerial, administrative and academic staff involved in the design, approval, implementation, monitoring and review of work-based learning are appropriately trained in order to maintain the quality of its provision. This is set down in The London Institute of Banking & Finance's Code of Practice Chapter 12: Staff Development.

5.4.3.2 All parties involved in the delivery of the 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.

5.4.3.3 The London Institute of Banking & Finance encourages networking and sharing of experience between the work-based learning tutor group, facilitated by regular induction and development workshops hosted by The London Institute of Banking & Finance, which all tutors are encouraged to attend. Regular feedback and performance review processes are in place.

5.4.3.4 The London Institute of Banking & Finance also hosts 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.

5.4.4 Information, support and guidance

5.4.4.1 The London Institute of Banking & Finance 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, 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 The London Institute of Banking & Finance's online learning environment, including learning materials, discussion forums, and *KnowledgeBank*, The London Institute of Banking & Finance's e-library;
- c) a copy of 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 The London Institute of Banking & Finance who can help resolve any issues or difficulties during their work-based learning.

5.4.4.2 The London Institute of Banking & Finance is committed to providing an appropriate level of information, training, support and guidance for its work-based learning tutors, including:

- a) clear, detailed information and guidance on roles and responsibilities, aims, learning outcomes, teaching approach, assessment and any other requirements, together with the relevant template documentation that demonstrates students' progress and achievements;
- b) a copy of 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 The London Institute of Banking & Finance, including the Chief Assessor, Module Coordinator and the network of tutors within the academic community who they can approach to discuss any issues or difficulties arising with the delivery of work-based learning.

5.4.4.3 The London Institute of Banking & Finance 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, aims, learning outcomes, requirements, together with templates and guidelines for line managers' commentaries on workplace performance;
- b) a copy of this Code of Practice chapter and, as appropriate, advice on its implications and application in practice;
- c) access to The London Institute of Banking & Finance 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 The London Institute of Banking & Finance's work-based learning team, the Chief Assessor and Module Coordinator for support and guidance and resolution of any issues or difficulties arising.

5.4.5 Assessment of work-based learning modules

5.4.5.1 The London Institute of Banking & Finance 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.

5.4.5.2 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 The London Institute of Banking & Finance's website to help inform prospective students on their module choices.

5.4.5.3 The London Institute of Banking & Finance recognises the unique nature of work-based learning and 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.

5.4.5.4 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, 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, to establish whether a student has gained sufficient credits to progress. In this way, the principles of reliable and valid assessment, supported by appropriate quality management processes, continue to apply (see Chapter 7: Assessment).

5.4.5.5 Formal assessment is undertaken by the student's work-based learning tutor, who is appointed by The London Institute of Banking & Finance 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.

5.4.5.6 All work-based learning submissions, and any re-submissions following a failed attempt, are subjected to all standard The London Institute of Banking & Finance assessment procedures, including review and double-marking by the work-based learning Module Coordinator and / or Chief Assessor, who is responsible for the modules' academic standards, and the external examiner before being presented to the relevant Module Assessment and Programme Boards. Further details can be found in Chapter 7: Assessment.

5.5 Procedures

5.5.1 The London Institute of Banking & Finance acknowledges, through the procedures it implements with regard to work-based learning provision, its responsibility to ensure that all programmes that involve such elements are consistent with the Quality Code as well as its own Code of Practice for Quality Assurance.

5.5.2 The procedures relating to disabilities for students undertaking work-based learning within The London Institute of Banking & Finance programmes mirror those applied to standard programme modules. Further details of these procedures can be found in Chapter 6: Student Support and Guidance. The London Institute of Banking & Finance recognises, however, that such students will also be covered by employers' own policies and procedures in place under current legislation.

5.5.3 The procedures relating to the approval, training and performance review of work-based learning tutors mirror, as appropriate, those applied to the delivery of standard modules within The London Institute of Banking & Finance's programmes and The London Institute of Banking & Finance's own distance learning tutors. Further details can be found in Chapter 12: Staff Development and Research.

5.5.4 The procedures relating to the approval, design, implementation, monitoring and review of all work-based learning modules within The London Institute of Banking & Finance programmes mirror those applied to standard programme modules. Further details can be found in Chapter 13: Programme Design, Approval, Monitoring and Review.

5.5.5 The inclusion of work-based learning modules within a programme provides opportunities for the development and assessment of a wide range of knowledge and skills, with the potential to use non-standard assessment approaches (see section 5.4.5). These opportunities are considered at both a programme and individual module level in terms of learning outcomes and assessment strategy. Further details can be found in Chapter 7: Assessment.

5.5.6 The procedures relating to malpractice in work-based learning mirror those applied to standard programme modules. Further details can be found in Chapter 9: Malpractice.

5.5.7 The procedures relating to student complaints and academic appeals for work-based learning within a The London Institute of Banking & Finance programme mirror those applied to standard programme modules. Further details can be found in Chapter 10: Student Complaints and Academic Appeals.

5.5.8 Should a student experience difficulties that affect their ability to complete their internship / placement and / or meet the requirements of the relevant work-based learning module and these meet the criteria set out in The London Institute of Banking & Finance's Higher Education Special Consideration policy, its provisions will be applied accordingly.

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