

# LIBF

## LIBF Code of Practice for Quality Assurance (Higher Education)

### Chapter 5: work-based and placement learning

#### 5.1 Introduction

- 5.1.1. This chapter aligns with the Quality Assurance Agency (QAA) UK Quality Code, with particular consideration to the Advice and Guidance section on Work-based Learning, (2018).
- 5.1.2. We define work-based learning as experiential 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 our work-based learning provision, there are three main categories of student that undertake work-based learning
- a) full-time students who undertake internships or placements during the programme
  - b) employed students studying the programme on a part-time basis, and
  - c) apprentices.
- 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. Our recognition 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 us and / or our collaborative partners.

#### 5.2 Key principles

- 5.2.1. We acknowledge that we're 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).
- 5.2.2. When designing a programme that includes work-based learning provision, we recognise
- a) that the aims and learning outcomes of the work-based learning modules should be positioned to provide academic challenge

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appropriate to their designated FHEQ level descriptors, and a clear sense of progression between our 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 (which may be chosen by students at Level 6) drawn from the formal taught modules within the work-based learning modules' learning outcomes
- c) the professional and vocational nature of our programmes and the requirement to understand and respond to the perspectives and needs of banking and 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. We're responsible for ensuring that the rights and responsibilities of students, tutors, and employers are well understood by all parties and we'll ensure these are carried out appropriately.

5.2.4. We're responsible for ensuring that any programme requirements for students to participate in work-based learning are made clear and explicit to students before starting the programme.

5.2.5. We recognise that due to the variety of a work-based learning provision, it's essential that there's a common, shared understanding of its nature, purpose, and implementation within a programme. We ensure 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. We recognise 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 before the start of the programme, including details of the contribution of the work-based

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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, and Student Support 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 us, 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 5.4, 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, our procedures as set out in section 5.4 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 us 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 us, and those advertised in the information provided on the Online Careers Centre
  - iii. use, as necessary, the support and guidance available from our Careers & Employability service in relation to CV preparation, applications, interview skills, etc

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- 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 us in accordance with the agreed procedures and timeframes
- d) act in an appropriate and professional manner towards their placement / internship provider, tutor, and our 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 us, and
- g) provide feedback to us regarding their work-based learning experiences.

## Tutors

5.3.1.3. We recognise 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's 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 arranged in accordance with the agreed timetables and regulations relating to work-based learning modules
- e) treated in a professional manner by our staff, students, and internship / placement providers, and
- f) invited to provide feedback to us 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 us

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- b) devote sufficient time, expertise, and appropriate resources to provide students with the necessary support required to achieve the identified learning outcomes
- c) alert us 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;
- e) provide feedback to LIBF on its work-based learning provision, and
- f) report any concerns regarding malpractice.

## 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, we recognise 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 our staff, tutors, and students
- e) made aware of the standard procedures relating to our policies as set out in Section 5.4
- f) provided with opportunities to give feedback on LIBF's work-based learning provision, and
- g) provided with confidence that sensitive material will be kept confidential.

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, our procedures as set out in section 5.4, and their own rights and responsibilities
- b) commit to and fulfil the responsibilities set out in any formal agreement with us 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 our staff

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- 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 our staff and representatives for the purposes of assessment and / or monitoring
- h) complete the template documentation provided by us in accordance with agreed procedures and timeframes
- i) communicate with the student, tutor, and us 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 us on its work-based learning provision as appropriate.

## 5.3.2 Programme design, monitoring and review

5.3.2.1 Work-based learning modules are subjected to all our standard 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 & employability strategy.

## 5.3.3 Tutors and staff development

## 5.3.4 Information, support and guidance

5.3.4.1. We are 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 our 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 our contacts who can help resolve any issues or difficulties during their work-based learning.

5.3.4.2. We are 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, and 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 our 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 our 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. We ensure that our tutors, students, and their employers are made aware of achievement expectations by way of defined learning outcomes that are published in the relevant module specifications, and 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. We recognise 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 so 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. To ensure equality 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 subject-specific knowledge and skills,

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cognitive abilities and generic skills, and values and attitudes-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 us 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's 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 our standard assessment procedures as set out in our Code of Practice chapter 7: assessment.

## 5.4 Procedures

5.4.1. We acknowledge, through the procedures we implement with regard to work-based learning provision, our responsibility to ensure 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 our standard procedures apply to work-based learning as outlined in our [General and Academic Regulations, policies](#) and [Code of Practice](#).

Last reviewed May 2022