

# LIBF

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

### Chapter 12: staff development

#### 12.1 Introduction

- 12.1.1. LIBF is committed to providing our administrative staff and academic faculty with support for their development.
- 12.1.2. This chapter details how LIBF ensures that academic faculty meet the appropriate standards for teaching, assessment, and learning support. We've aligned this chapter with the QAA's Quality Code, with specific reference to the QAA's Advice and Guidance on Learning and Teaching.
- 12.1.3. 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 higher education (HE) programmes meet the [UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education](#).
- 12.1.4. LIBF benchmarks educational standards through networking with HE and professional institutions, particularly those who have similar programmes, recruitment profiles, and collaborative arrangements as we do.
- 12.1.5. LIBF provides equal opportunities for staff to engage in development activities and an environment supportive of a diverse academic and student body. We provide a sense of community for members of our faculty through professional development activities and by utilising faculty meetings, faculty away days, HE conferences, and other channels of communication to inform and engage our educational professionals.
- 12.1.6. 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.

#### 12.2 Professional development of all staff

- 12.2.1. LIBF is an accredited 'Investor in People', the values of which incorporate a commitment to recruit and develop the right skills.
- 12.2.2. All new permanent staff members are required to attend a general induction programme, which explains our underpinning strategy, values, and how we deliver our educational products.
- 12.2.3. Staff are encouraged and supported to undertake relevant training and development. This includes personal skills development as well as knowledge of financial services and educational issues.

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- 12.2.4. LIBF staff members work with their line managers to identify objectives, the achievement of which is monitored through the performance review process. Any training and development required to enable staff to meet their objectives are identified at this point. The Human Resources department provides guidance and assistance to line managers in identifying appropriate opportunities.
- 12.2.5. 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.
- 12.2.6. A competency framework for managers and staff outlines the key behaviours expected of them. Individual development programmes are designed if required.

## 12.3 Professional development of academic faculty

- 12.3.1. LIBF recognises that providing opportunities for staff to develop and build their skills and knowledge not only ensures that they continue to meet the appropriate standards for teaching, assessment, and learning support, but also that they're able to enhance their knowledge, reflect upon and develop their practice, and contribute towards a fully inclusive institutional culture.
- 12.3.2. Through their contract, all members of our faculty are required to commit to CPD. The academic staff continuing professional development policy outlines the details of how this is achieved.
- 12.3.3. All new academic faculty members joining on a permanent contract undergo a six-month probationary period.
- 12.3.4. All new members of academic faculty, regardless of their contract with us, undertake induction activities relevant to their role with the Head of Teaching & Learning Excellence. Furthermore, new appointees are allocated a mentor from our faculty, who provides on-going guidance and support.
- 12.3.5. LIBF recognises that teaching observation provides a supportive and developmental approach to identifying and disseminating best practice in learning and teaching. All faculty will experience a formal teaching observation by the Head of Learning & Teaching Excellence or Director of Studies at least annually. Additionally, they'll enter a reciprocal arrangement with a colleague for peer observation. Further details on the arrangements for teaching observation are available in the teaching observation policy.
- 12.3.6. Lecturers contributing to programme delivery at our collaborative partners will be considered separately to reflect local customs, whilst ensuring they are equitable with quality and standards in the UK.

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12.3.7. All lecturers who don't hold a recognised teaching qualification or membership of the Advance HE will be required to seek fellowship of the Advance HE at the appropriate level.

## 12.4 Thought leadership

12.4.1. LIBF aims to achieve a collaborative relationship between its research, scholarship, and teaching activities. We value each strand for the contribution it makes to our charitable objective, our higher education programmes, and the health of the financial services sector.

12.4.2. We are primarily committed to applied research and scholarship development in both relevant disciplinary and instructional areas as follows

- i) knowledge creation that provides social and economic benefits to the financial services sector in particular, and to society more broadly, and
- ii) research and scholarship that enriches learning, teaching, and assessment.

12.4.3. As part of our commitment to applied research and scholarship, LIBF values and encourages staff to interact with individuals involved in analysis and research in the financial services sector.

12.4.4. LIBF also recognises that it may be appropriate at times to support research, acknowledging that, on occasion, benefits may only be realised after several years have elapsed.

12.4.5. LIBF is committed to the continued development of staff engaged in both research and scholarly activities, as appropriate to their role, our needs, and their own interests and ambitions. Where faculty interests and ours align, we provide appropriate support and encouragement to them to pursue research activities. Further details can be found in our thought leadership strategy.

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