

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

**Chapter 6: Student Support and Guidance**

**6.1 Introduction**

- 6.1.1 The London Institute of Banking & Finance is committed to providing students with an enabling environment for academic, personal and professional development. This Chapter sets out The London Institute of Banking & Finance approach to, and mechanisms for, student support and guidance.
- 6.1.2 This Chapter aligns with Part B4: Enabling Student Development and Achievement, of the QAA's Quality Code and applies to all students at both undergraduate and postgraduate level.

**6.2 General Principles**

- 6.2.1 In producing information about its higher education provision, The London Institute of Banking & Finance is guided by the following general principles:
- i. The London Institute of Banking & Finance recognises the diverse nature of its provision and the importance of providing an equitable learning experience;
  - ii. That opportunities for student development and achievement (academic, personal and professional) are made available to students, and take into consideration the needs of a diverse student body;
  - iii. That the opportunities for student development and achievement offered by The London Institute of Banking & Finance enable students to take responsibility for their own learning.
- 6.2.2 The QAA's general principles around enabling student development and achievement are embodied in the following Expectation, which higher education institutions are required to meet:

***Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.***

**6.3 Institutional and Strategic Planning**

- 6.3.1 The London Institute of Banking & Finance recognises the diversity of its student body. The London Institute of Banking & Finance has a mature and robust academic governance structure through which it ensures a strategic and planned approach is taken to aspects of its operation that relate to student support and guidance. The membership of all Boards and Committees is carefully considered to ensure an appropriate balance of academic and administrative staff that is representative of the roles relevant to supporting student development and achievement. Student representatives sit on all The London Institute of Banking & Finance deliberative committees including the Board of Governors – which oversees The London Institute of Banking & Finance's finances and the Academic Board – the supreme academic authority of The London Institute of Banking & Finance. The involvement of The London Institute of Banking & Finance students in quality systems is addressed in The London Institute of Banking & Finance's Code of Practice [Chapter 11: Student Engagement](#).

- 6.3.2 Institutional Plans and strategies provide overarching direction to The London Institute of Banking & Finance activities in the areas of student support and guidance. The London Institute of Banking & Finance makes available internally its Institutional Plan and summaries of the quarterly updates are published on the website. However, more specific strategic direction relating to student support and guidance is provided in the relevant The London Institute of Banking & Finance strategies: The London Institute of Banking & Finance Learning, Teaching and Assessment Strategy; the Widening Participation Statement of Intent; The London Institute of Banking & Finance Quality and Enhancement Strategy and The London Institute of Banking & Finance Research Strategy. The London Institute of Banking & Finance's Code of Practice and related policies and procedures set out the operational approaches to guide staff and students.
- 6.3.3 The London Institute of Banking & Finance Quality, Policy and Regulation Department gives direction to quality assurance and enhancement approaches within the organisation and fosters a culture of quality enhancement through the Quality and Enhancement Strategy, the identification of good practice and guidance and advice to teams across The London Institute of Banking & Finance.
- 6.3.4 Feedback from students as well as other data sources generated internally and externally (eg module / programme level surveys, HESA, UCAS) are considered by The London Institute of Banking & Finance departments. These enable The London Institute of Banking & Finance to evaluate the effectiveness of its activities in relation to student support and guidance. A key mechanism for evaluation is programme annual monitoring, which makes recommendations on enhancements to learning, teaching, and student support and guidance. The London Institute of Banking & Finance's Committee structure supports and enables the evaluation of feedback and data and puts in place programmes of action.
- 6.3.5 The London Institute of Banking & Finance has clearly defined processes for annual monitoring; annual syllabus update; module and programme review as set out in The London Institute of Banking & Finance's Code of Practice [Chapter 13: Programme Design, Approval, Monitoring and Review](#). The London Institute of Banking & Finance takes advantage of the academic / practitioner blend of its academic community, as well as its strong links to industry to ensure that module and programme development and review takes account of industry feedback. Student feedback is also sought as part of programme developments and a student representative is invited to sit on all validation and review Panels.

#### **6.4 Roles and Responsibilities**

- 6.4.1 The London Institute of Banking & Finance makes roles and responsibilities for student support and guidance clear to staff through role descriptions and induction. In particular, The London Institute of Banking & Finance makes it clear to academic staff the point at which a student should be referred to specialist student services teams and this is set out in The London Institute of Banking & Finance Lecturer Handbook. The London Institute of Banking & Finance's Code of Practice and its associated policies and procedures set out roles and responsibilities for student support and guidance and signpost students and staff to the appropriate department.
- 6.4.2 The London Institute of Banking & Finance understands that participation in higher education provides students with the opportunity to develop academically, personally and professionally. Students have a responsibility to engage with the opportunities provided to them and these are clearly set out in The London Institute of Banking & Finance's [Student Charter](#), which was developed in partnership with the student body. The London Institute of Banking & Finance's Student Charter sets out the mutual rights and responsibilities of students and The London Institute of Banking & Finance to each other and articulates the expectations that can be placed on both parties. In

registering for The London Institute of Banking & Finance courses, students are obliged to meet these responsibilities to ensure their learning experience is appropriate for their programme of study. Students are also made aware of the importance of The London Institute of Banking & Finance [General and Academic Regulations for Students](#). Programme handbooks, The London Institute of Banking & Finance website and student induction are mechanisms employed to provide guidance and signposting to appropriate academic and pastoral services.

- 6.4.3 In its collaborative provision arrangements, The London Institute of Banking & Finance seeks to enable an equivalent learning experience and The London Institute of Banking & Finance's Code of Practice [Chapter 14: Collaborative Provision](#) defines and frames this approach. Furthermore, contractual documents make clear roles and responsibilities of dispersed campus partners for learning, teaching, assessment and student support and guidance.

## **6.5 Equality and Diversity**

- 6.5.1 The London Institute of Banking & Finance is committed to creating a culture in which diversity and equality of opportunity are promoted and in which unlawful discrimination is not tolerated. The London Institute of Banking & Finance recognises the real educational and business benefits of having a diverse community of staff, students, members and subscribers to any service and therefore works towards building and maintaining an environment which values such diversity.

- 6.5.2 The London Institute of Banking & Finance equality and diversity policy is guided by the principles that all staff, students, members, subscribers and visitors should:

- Enjoy a safe environment free from discrimination and harassment / bullying;
- Have equal access to services that are made available by The London Institute of Banking & Finance

- 6.5.3 In line with The London Institute of Banking & Finance's [Equality and Diversity Policy](#), all applicants are given equitable consideration in terms of selection and admission procedures with staff trained to enable them to deal with the diversity of the student population.

- 6.5.4 All staff dealing with student admissions, recruitment and selection undergo appropriate training that includes disability and diversity awareness and the imperative to offer students equality of access and provision.

- 6.5.5 The London Institute of Banking & Finance programmes are offered in a variety of modes [full-time, part-time, distance and flexible learning] and in different geographic locations to make The London Institute of Banking & Finance higher education qualifications accessible to students with different reasons for, and requirements relating to, study of higher education.

- 6.5.6 In line with many Higher Education providers, The London Institute of Banking & Finance operates a Mature Entry policy that recognises that students access higher education at different times and for different purposes in their life / career cycle. The London Institute of Banking & Finance's policies and procedures in respect of the Accreditation of Prior Learning (both certificated and experiential) further recognise the diverse backgrounds and experiences of students entering higher education.

- 6.5.7 Through its [Widening Participation Statement of Intent](#), The London Institute of Banking & Finance is committed to ensuring equality of opportunity and access to all degree programmes and to giving all students, regardless of background, the best opportunities to succeed. This commitment not only applies to the successful completion of an award but also to effective student support throughout the duration of their studies and a focus on equal access to progression opportunities enabling students to succeed in their chosen professional careers. The London Institute of Banking & Finance is working

towards implementing a strategy of outreach and retention activity to safeguard and build upon its positive achievements in this area. Development of the widening participation strategy is led by the Schools and College Liaison Manager with the support of colleagues including the Student Engagement Manager. The strategy is reviewed and approved by the Leadership Group and the Learning and Teaching Committee. Implementation of the strategy is a shared responsibility across The London Institute of Banking & Finance departments and faculties

- 6.5.8 Clearly, there are times when individual and tailored arrangements are required. The London Institute of Banking & Finance has clear policies and procedures for supporting students with special educational needs as guided by The London Institute of Banking & Finance's [Reasonable Adjustments Policy](#). The standard operating procedures relating to students requiring special adjustments is specifically covered in the annual programme monitoring reports.
- 6.5.9 The allocation of a trained staff member as the main point of contact for a disabled student will ensure that the student's needs are sufficiently addressed and brought to the attention of colleagues, e.g. the professional staff and academic community, as appropriate.
- 6.5.10 The London Institute of Banking & Finance has clear policies in place for data protection and the processing of personal data. Teams with student-facing roles are guided by codes of professionalism and care and sensitivity is taken when communicating confidential information about students to relevant academic and student-facing staff.

## **6.6 Information for Students**

- 6.6.1 The London Institute of Banking & Finance recognises the information needs of students including providing information that is targeted i.e. appropriate to where the student is in their period of study (prospective, current and former). The London Institute of Banking & Finance's approach to the provision of information about its higher education provision is captured in the Code of Practice [Chapter 15: Public Information](#). Trained staff members in Student and Customer Services and Course Directors (postgraduate and undergraduate) are able to explain requirements and commitments to students. Documents including Programme and Module Specifications, and Student and Programme Handbooks provide relevant information for students at different stages in their learning.
- 6.6.2 The London Institute of Banking & Finance makes information about its programmes and admissions requirements clearly available on its website and through published material in the form of course Prospectuses. This enables students to make the right decisions about courses of study and modes appropriate to their needs. Information about admissions to The London Institute of Banking & Finance programmes is set out in The London Institute of Banking & Finance's Code of Practice [Chapter 2: Recruitment and Admissions to Higher Education](#). Information on the learning opportunities, including the learning resources available to students is set out in The London Institute of Banking & Finance's Code of Practice [Chapter 4: Learning and Teaching](#).
- 6.6.3 The London Institute of Banking & Finance's information provision takes into account the diversity of the student body including those with disabilities. The London Institute of Banking & Finance's publicity, programme details and general information are accessible to the wider student community, and include explanations of how the entitlements of disabled students are met. Any disabled student requesting information is provided this in a format that is suitable to their needs.
- 6.6.4 Disabled students receive programme information within an inclusive learning plan at the start of a programme of study. This sets down the arrangements and / or adjustments made to enable a disabled student to commence and complete the period of study. In addition, a copy of the Single Equality Scheme is made available to students and staff including academic staff.

## **6.7 Institutional Procedures to Facilitate Successful Transition**

- 6.7.1 The London Institute of Banking & Finance recognises the need to engage with students at an early stage to facilitate adjustment to studying at undergraduate or postgraduate level. In acknowledgement of the diversity of provision offered by The London Institute of Banking & Finance in terms of mode, level and location of study, care is taken to ensure that students engage with their learning from the outset. Where necessary, special adjustments are made for students as set out in The London Institute of Banking & Finance's [Reasonable Adjustments Policy](#).
- 6.7.2 Students are provided with detailed information at the point of registration and students have the opportunity, through induction, to familiarise themselves with their programme of study. For students studying via distance-learning, this induction is made available to students via the course Virtual Learning Environment. The programme team is central to providing an early engagement with the student and setting out expectations relating to a course of study, in particular at a point of progression [i.e. from one level, or stage to another].
- 6.7.3 A number of first year scholarships are available to recognise and reward high academic achievement by students who have already studied with The London Institute of Banking & Finance. These are awarded upon commencement of studies to the highest achieving students of The London Institute of Banking & Finance Certificate and Diploma in Financial Studies qualifications. At years 2 and 3 of full-time programmes, further scholarships are available to recognise and reward high academic achievement in the preceding academic year. The [Bursaries, Scholarships and Prizes Policy](#) provides additional information.
- 6.7.4 The London Institute of Banking & Finance has introduced the Peer Mentor component of the "Future Self" Student Mentor Scheme to provide support for full-time students, acknowledging students' desire to speak to a member of their peer group rather than their Lecturer or a The London Institute of Banking & Finance staff member. [Please see 6.8.3 for additional information on the "Future Self" Mentor Scheme.]
- 6.7.5 The London Institute of Banking & Finance's Course Directors (postgraduate and undergraduate), their teams and The London Institute of Banking & Finance's Student and Customer Services are in regular contact with students and can provide advice and guidance on modes and level of study (i.e. where APL may apply) as well as guidance on module choice. Interventions are also made at any stage where a student appears to be struggling as indicated by, for example, poor attendance, poor assessment performance or failure to submit / sit an assessment component. The London Institute of Banking & Finance's Student and Customer Services team will contact students who have failed to register by the deadline to ensure they complete their programme of study within the required timeframe. Guidance on withdrawal from studies is provided in The London Institute of Banking & Finance's [Cancellation / Withdrawal Policies](#).
- 6.7.6 Particular guidance is made available to students undertaking a The London Institute of Banking & Finance work-based learning module. This recognises the work-related nature of the module, the different learning environment and the role of other stakeholders including the line manager / supervisor. More information is set out in The London Institute of Banking & Finance's Code of Practice [Chapter 5: Work-Based and Placement Learning](#).
- 6.7.7 The London Institute of Banking & Finance recognises that things can go wrong and provides information to students on the processes in place should a student wish to make a complaint or appeal as set out in The London Institute of Banking & Finance's Code of Practice [Chapter 10: Student Complaints and Appeals](#). Students are encouraged to first raise complaints with Course Directors, Student Representatives, or the Programme Team.

6.7.8 The London Institute of Banking & Finance is a member of the Office of the Independent Adjudicator (OIA), an independent body established to review student complaints. Students of The London Institute of Banking & Finance are able to escalate a complaint to the OIA once all internal complaint procedures have been exhausted.

## **6.8 Academic, Personal and Professional Development**

6.8.1 The London Institute of Banking & Finance is committed to providing students with an enabling environment for academic, personal and professional development. Academic skills are developed through learning and teaching and The London Institute of Banking & Finance courses of study are developed in line with external and subject benchmarks to achieve the transfer of knowledge and skills development such as reasoning, research, literacy, numeracy and communication. The London Institute of Banking & Finance's Code of Practice [Chapter 4: Learning and Teaching](#) sets out approaches for effective learning and teaching. The role of assessment is also acknowledged as set out in The London Institute of Banking & Finance's Code of Practice [Chapter 7: Assessment](#).

6.8.2 The London Institute of Banking & Finance recognises the employability needs of its students, irrespective of mode of study or current role outside of study, and takes steps – through workshops, presentations, professional networking opportunities, work-based learning, and subscriptions to *Financial World Magazine* to encourage students to think about their future career objectives.

6.8.3 Career support is provided to students through the "Future Self" Mentor Scheme, which builds connections between a student and a critical ally in the financial services sector, who is willing and able to assist them in making the transition from university to the professional workplace.

6.8.4 The London Institute of Banking & Finance supports students, throughout their studies, to gain access to information on corporate internship / graduate schemes in order to give their careers a head start. Students also receive guidance on CV / cover letter preparation and interview techniques.

6.8.4 The London Institute of Banking & Finance has built strong links with all of the main employers within the financial services industry, who have contributed to the development of qualifications for the student body. The London Institute of Banking & Finance's links with the financial services industry enable The London Institute of Banking & Finance students to be kept informed of changes in relevant employment markets. Guest speakers are invited to The London Institute of Banking & Finance to provide career advice and speak to the skills companies in the banking and financial services sector are looking for.

6.8.5 Careers Education, Information, Advice and Guidance (CEIAG) at The London Institute of Banking & Finance refers to curriculum activities, and services provided by Alumni Services, intended to enhance the career prospects of The London Institute of Banking & Finance students. The CEIAG of full-time students is managed primarily by the programme team for the full-time undergraduate degrees. CEIAG for part-time and corporate sponsored students is managed by Alumni Services.

6.8.6 Through curriculum activities, Alumni Services and organisational links with the financial services industry, The London Institute of Banking & Finance seeks to equip students with the skills and resources to meet their CEIAG needs. Students at dispersed campuses will have comparable opportunities, and The London Institute of Banking & Finance will seek to share good CEIAG practice with its dispersed campus partners.

6.8.7 The London Institute of Banking & Finance offers a wide range of networking and Continuing Professional Development opportunities to its members that can support their studies and ongoing professional development. Current students are automatically granted student member status, while alumni are eligible for Chartered Associate status upon completion of a The London Institute of Banking & Finance BSc (Hons) or Associate qualification, and Chartered Fellowship status to holders of

- a The London Institute of Banking & Finance Masters qualification; subject to professional experience.
- 6.8.8 The London Institute of Banking & Finance provides information and resources regarding careers through The London Institute of Banking & Finance’s website. The site contains resources and useful reference materials about:
- i. Career opportunities and potential employers;
  - ii. General information on careers in the financial services industry through “My Financial Career” (accessible via the web site);
  - iii. Through the Institute of Financial Services Jobs Board
  - iv. E-newsletters containing details of CPD opportunities; and
  - v. Career evenings and events
- 6.8.9 Dispersed campuses including those overseas delivering The London Institute of Banking & Finance programmes are encouraged to link with The London Institute of Banking & Finance professional networks to provide opportunities for students to attend events and / or take advantage of networking opportunities with alumni and Institute members. Overseas students are able to connect, where applicable, with available The London Institute of Banking & Finance professional networks that provide networking opportunities and access to key employers in their territories.
- 6.8.10 The London Institute of Banking & Finance is committed to providing lifelong learning opportunities for its alumni and members. The London Institute of Banking & Finance provides information about continuing professional development, professional network events and The London Institute of Banking & Finance executive education through its *Financial World* magazine, e-newsletters and through its web portal. Such events provide opportunities for students to network with alumni and members, exchange information and enhance understanding about work-related and current employment issues.
- 6.8.11 The London Institute of Banking & Finance recognises that its prime contribution in terms of careers advice and guidance for students already employed within the industry is best rooted in its Continuing Professional Development provision – to support alumni and members as their career aspirations and ambitions change and develop. The London Institute of Banking & Finance helps members meet the challenges of a dynamic industry through the provision of the support essential to their personal and professional development. Details of the CPD opportunities and career management and development are contained on The London Institute of Banking & Finance website.
- 6.8.12 A career management service, again principally aimed at Institute members, is run in conjunction with an external agency. It is designed to allow members to take control of, and manage, their own careers and personal development.
- 6.8.13 The London Institute of Banking & Finance produces an Alumni Survey each year which provides insight among its alumni regarding employability, career development and staff retention. The London Institute of Banking & Finance subscribes to HESA, which promotes the National Student Survey (NSS) and Destination of Leavers from Higher Education (DLHE) surveys, the outcomes of which are presented in the programme Key Information Set. Results from these surveys are monitored and considered together with wider feedback from students and employers in the context of the continuing relevance of the curriculum and skills development of those graduating from the programmes.

## **6.9 Staff Development**

- 6.9.1 The London Institute of Banking & Finance staff in a variety of academic, pastoral and administrative roles are involved in the development and achievement of students, whether directly or indirectly.

This may also include staff at organisations outside of The London Institute of Banking & Finance eg those providing work-based learning / internship opportunities for The London Institute of Banking & Finance students.

- 6.9.2 Through the definition of job roles, induction and training, The London Institute of Banking & Finance ensures that staff involved in student support, admissions, learning and teaching are given guidance on referring students to other experts and professional sources of information and guidance.
- 6.9.3 Staff (including The London Institute of Banking & Finance's academic community) dealing with any aspect of student support, undergo training that includes information on inclusive practices and reflect differing requirements. The subject matter is discussed at induction; supported through the Staff and Lecturer Handbooks; and followed through in departmental training.
- 6.9.4 The London Institute of Banking & Finance acknowledges that external bodies provide reference points for good practice when considering development, training or the review of policies and procedures, including the HEA, UCAS, AGR (Association of Graduate Recruiters) and SPA (Supporting Professionalism in Admissions).
- 6.9.5 The London Institute of Banking & Finance has several mechanisms for feedback (e.g. Module / Programme Level Surveys, DLHE) from current and former students - (see The London Institute of Banking & Finance's Code of Practice [Chapter 11: Student Engagement](#)). Comments relating to student support and guidance are used, together with other mechanisms eg staff and lecturer appraisal, to inform approaches to the development of staff.
- 6.9.6 The continuing professional development of academic staff and administrative staff who deliver The London Institute of Banking & Finance courses and support learning is covered in more detail in The London Institute of Banking & Finance Code of Practice [Chapter 12: Staff Development](#).

## **6.10 Learning Resources and Support**

- 6.10.1 The London Institute of Banking & Finance develops appropriate learning resources to support its programmes of study, which are identified in the programme design and development stage. The diversity of The London Institute of Banking & Finance's programme delivery in terms of mode, location and Level necessitates broad provision of learning resources both physical and digital, including core learning material and wider resources offered by *KnowledgeBank* – The London Institute of Banking & Finance's e-library. The learning resources and support available to students are set out in The London Institute of Banking & Finance's Code of Practice [Chapter 4: Learning and Teaching](#).
- 6.10.2 The London Institute of Banking & Finance ensures that physical facilities for face-to-face teaching are appropriate for the needs of the learner including where delivery is managed with partners. See The London Institute of Banking & Finance's Code of Practice [Chapter 14: Collaborative Provision](#).
- 6.10.3 Programme Teams engage with their students via the virtual learning environment (VLE) and make use of forums to engage their students in discussion and debate. The Learning Resources and Libraries (LR&L) team is professionally qualified and provides support and training on the use of appropriate technologies, information literacy and navigating the resources available through the **myLIBF** virtual learning environment. The LR&L team supports a programme of on-going development and enhancement in learning technologies and online learning pedagogies.
- 6.10.4 The London Institute of Banking & Finance Teaching Innovation Group is an informal action group of academic community and staff that keeps abreast of developments in the sector to brainstorm, evaluate and prioritise innovations, and to support and coordinate innovations in teaching, learning and assessment across The London Institute of Banking & Finance programmes.