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GBS Induction Policy

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Related policies
<ul style="list-style-type: none"> ▪ GBS Data Protection Policy ▪ GBS Equality and Diversity Policy ▪ GBS Anti-Harassment and Anti-Bullying Policy ▪ GBS Student Disciplinary Policy and Procedure ▪ GBS Student Charter ▪ GBS Student Code of Conduct ▪ GBS Privacy Policy ▪ GBS Safeguarding and Prevent Policy ▪ GBS Attendance Policy ▪ GBS Admissions Policy
External Reference
<ol style="list-style-type: none"> 1. Information Commissioner’s Office, Accessed online at: https://ico.org.uk/ 2. UK Public General Acts, <i>Data Protection Act 2018</i>, Accessed online at: https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted

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Global Banking School Induction Policy

1. Policy Statement

- 1.1. Student induction encompasses the initial stages of the guidance and support services provided to students from before they enter Global Banking School (GBS) and continues throughout their course and beyond. The aim of GBS induction is to:
 - Ease the transition to studying at GBS
 - Introduce students to the skills, knowledge and demands of their programme
 - Establish students as part of GBS Community
- 1.2. Inductions at the start of a semester/term is an important and informative event for students. New students require information about their programme of study and the requirements of the awarding body for the programme they are undertaking. Students new to GBS need to understand the rules, regulations and policies that apply to them whilst undertaking their programme of study. Information about GBS and our values, policies ranging from academic integrity, attendance, and academic misconduct, are of direct importance and ensure all students are treated fairly. *Please refer to Annex 2- Global Banking School Values.*
- 1.3. Returning students starting a new semester of study on their programme find it helpful to be reminded about GBS policies and procedures. Importantly, returning students need to know if there have been any changes in, for example, awarding body requirements and any new policies that need to be brought to their attention.
- 1.4. Whilst much of the information about GBS policies and procedures is available in the student handbook, GBS website, the virtual learning environment, course guide and GBS quality assurance manual, it is nevertheless essential that this information is presented at induction. This permits students to ask questions, seek clarification and understand the policies and procedures, as they apply directly to them.

2. Purpose

- 2.1 The purpose of this policy is to provide both new and returning students with an induction programme during the first week of the first semester of their studies. The induction programme should be used as an opportunity for students to meet GBS staff, including the Dean, Associate Dean, their Programme Leader, Module Leaders and Student Success Tutors, teaching staff and other appropriate GBS staff members.

2.2 Our inductions shall welcome all students to GBS, to help familiarise the students with their surroundings and ensure that students are supported to prepare effectively to meet the demands of their chosen course of study and eventual career path. The induction programme should cover the following:

- General context of GBS including its aims and values
- Expectations of students whilst formally enrolled on a programme of study at GBS and GBS Student Charter and Student Code of Conduct.
- Information on the external environment in which GBS is located, key facilities such as libraries, sports and other facilities students may wish to use.
- Requirements of the awarding body appropriate to their programme of study
- GBS Student Attendance Policy and procedures used for non-attendance and actions
- GBS Safeguarding and Prevent Policy and associated requirements for use of IT facilities, Student Finance etc.
- Good academic conduct, plagiarism and how to avoid academic misconduct and associated procedures.
- Policy and procedure for making a complaint about any service provided by GBS
- Policy and procedure for making an academic appeal
- The student representative and student engagement system at GBS
- GBS approach to academic, welfare and pastoral care
- Careers advice and guidance provided by GBS
- Committee structures and engagement of students with the quality assurance processes of GBS
- Learning resources provided by awarding bodies and GBS in respect of the student's programme of study, including the VLE.
- Use of local libraries
- Information about assessed work including when students can expect return of course work and the provision of feedback on student work.
- Data Protection and Health and Safety guidelines
- Any other information that may be valuable to students.

3. Scope

3.1 This policy applies to all new and returning students registered on all programmes offered by GBS including Pearson courses and our collaborative partners.

4. Responsibilities

4.1 Ownership of this policy lies with the Head of Admissions, Dean, Associate Dean, Programme Leaders and Module Leaders as appropriate assigned to new and returning students on all programmes offered by GBS.

5. Returning Students

5.1 All returning students should have one session allocated for induction at the start of each new semester. The induction programme is mandatory and attendance will be recorded. Students will be reminded of our policies on Academic Integrity and Academic Misconduct. The induction session for returning students should cover the following areas:

- The Student Charter and Student Code of Conduct
- GBS Safeguarding and Prevent Policy and associated requirements for use of IT facilities, student finance etc.
- GBS approach to academic, welfare and pastoral care
- GBS provision of careers advice and guidance
- Good academic practice, and plagiarism and how to avoid it
- Any changes in existing policies and procedures
- Any changes in awarding body requirements
- Any new policies or procedures that have been introduced and are effective from the start of the new semester
- Student Representatives – who they are and what they do.
- Information about assessed work, including return of course work and the provision of feedback on student work
- Any other information that may be valuable to returning students.

6. Student Feedback on Induction

6.1 Following the induction programme students will be asked to provide feedback on their inductions. This will enable GBS to assess their experience, what was most valuable and what changes could be introduced to enhance induction. The short questionnaire will provide GBS with quantitative and qualitative data. *(Please refer to- Annex 1- Induction Questionnaire).*

6.2 The Programme Leaders alongside the Student Success Tutors should write a short report using data from the questionnaire and any feedback from staff who delivered the

induction programme. The report should identify both good practice and strengths of induction, together with recommendations for enhancement for the next semester. This report should be considered at Programme Committee, Student Representative Committee, Learning and Teaching Committee, Executive Board and Academic Board meetings.

6.3 Induction is important for students and GBS. It enables students to understand the policies and procedures that are associated with their programme of study and provides a critical point of communication between GBS and its students. Well-conducted and well-structured induction sessions ensure students make the best start to the new semester.

7. Monitoring and Review

7.1 This policy may be amended by GBS at any time and will be reviewed annually to ensure it is fit for purpose. Any issues related to the monitoring and review of this policy, please contact asqo@globalbanking.ac.uk.

8. Data Protection and Confidentiality

8.1 GBS is registered with the Information Commissioner's Office as a Data Controller. Details of the School's registration are published on the [Information Commissioners website](#). GBS as a Data Controller shall implement appropriate technical and organisational measures to ensure that processing of personal information is performed in accordance with the UK General Data Protection Regulations (UK GDPR) and under the Data Protection Act 2018 (DPA).

8.2 All GBS staff and students should be clearly informed about the limits of confidentiality in terms of information sharing in line with data protection law. Please refer to GBS Data Protection Policy for further guidance.

9. Alternative Format

9.1 This policy can be provided in alternative format (including large print, audio and electronic) upon request. For further information, or to make a request, please contact:

- **Name:** Student Welfare Management Team
- **Position:** Student Welfare Officer/Manager
- **Email:** welfare@globalbanking.ac.uk

Annex 1: Induction Questionnaire

GBS carefully plans our induction programme for students to help ensure that important and essential information about your programme of study, GBS policies and procedures and the requirements of your awarding body are clearly and concisely communicated to you. This information is available from various sources, such as the GBS website, awarding body website and your Student Handbook.

We would like to obtain feedback about your experience of the recent induction programme to identify what worked well for you and where improvements can be made.

Please respond to each statement provided (tick one box) and write some comments in the two boxes provided. Thank you.

Student Name.....

Programme of study Date

1. I found the induction programme very helpful to my understanding of the GBS's policies and procedures

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
strongly agree			agree			neither agree nor disagree			disagree			strongly disagree		

2. The induction programme helped me understand my responsibilities as a student enrolled at GBS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
strongly agree			agree			neither agree nor disagree			disagree			strongly disagree		

3. The induction programme helped me to better understand to role of Student Representatives

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
strongly agree			agree			neither agree nor disagree			disagree			strongly disagree		

4. The induction programme helped me to understand issues about plagiarism and the penalties for submitting plagiarised work

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
strongly agree			agree			neither agree nor disagree			disagree			strongly disagree		

5. The induction programme helped me understand how to use Turnitin for my assessed work and how to interpret the Similarity Report

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
strongly agree			agree			neither agree nor disagree			disagree			strongly disagree		

6. The induction programme made clear to me GBS's attendance policies and what I must do if I am prevented from attending a timetable session

strongly agree			agree			neither agree nor disagree			disagree			strongly disagree		

7. The induction programme helped me understand the requirements of the awarding body for my programme of study

strongly agree			agree			neither agree nor disagree			disagree			strongly disagree		

Please provide written comments in each of the boxes provided below:

<i>Please indicate which aspects of the induction programme you found the most useful:</i>
<i>Please indicate how the induction programme could be improved:</i>

Annex 2: Global Banking School Values

Our vision is 'to change lives through education that makes a fundamental difference to living standards and access to learning'.

