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GBS Learning and Teaching Policy

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Related GBS policies

- GBS Data Protection Policy
- GBS Good Academic Practice and Academic Misconduct Policy
- GBS Assessment and Feedback Policy
- GBS Attendance Policy
- GBS Credit Framework (Academic Standards and Quality Manual, Section 1)
- GBS Extenuating Circumstances Policy
- GBS Student Complaints Policy and Procedure
- GBS Academic Appeals Policy
- GBS Student Disciplinary Policy
- GBS Equality and Diversity Policy
- GBS Support to Study Policy
- GBS Student Charter
- GBS Student Code of Conduct
- GBS Recruitment and Admissions Policy and Procedure

External Reference Points

1. Information Commissioner's Office, Accessed online at: <https://ico.org.uk/>
2. UK Public General Acts, *Data Protection Act 2018*, Accessed online at: <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
3. [*UK Quality Code for Higher Education: Expectations for Quality and Standards*](#)
4. [*QAA Advice and Guidance: Learning and Teaching*](#)
5. [*UK Professional Standards Framework \(PSF\) Advance HE*](#)
6. [*The OfS Regulatory Framework for Higher Education in England*](#)

1. Introduction

- 1.1. Global Banking School's (GBS) educational vision is to transform lives through education and provide students with life-enhancing opportunities. It is committed to ensuring that high-quality learning opportunities are embedded across its programmes and that learning opportunities are facilitated through effective, engaging teaching, and bespoke study support. This is delivered by implementing the *Learning, Teaching and Assessment Strategy (2022-25)* and adhering to the policies and processes that underpin the ethos and values of GBS.
- 1.2. This policy outlines GBS's approach to providing high-quality learning experiences and effective teaching.

2. Scope

- 2.1. GBS's Learning and Teaching Policy applies to all learning and teaching activities conducted at Global Banking School on all programmes¹. The associated matters of curriculum development and review are addressed through the processes of Programme Design and Development, and Periodic Reviews. This policy should be read alongside the GBS policy on Assessment and Feedback.

3. Aim

- 3.1. GBS is committed to providing a high-quality educational experience for all students, where all individuals (staff and students) are treated with respect and where diversity, professional conduct, positive contribution to the GBS community are valued and nurtured. Such conduct is considered a necessity for the success of GBS's academic endeavour. All students and staff can expect to work and study in a safe, supportive and inclusive environment that is conducive to academic, professional, and personal development.
- 3.2. The aim of this policy is to provide an overview of roles, responsibilities and processes that support the effective delivery of teaching and learning across all programmes, while recognising that, where GBS is working in a collaboration, the partner institution has its own policy drivers and influences.

4. Internal and external reference points

- 4.1. The key internal and external reference points are the QAA UK Quality Code, Teaching Excellence Framework, UK Professional Standards Framework (Advance HE) and the GBS Learning, Teaching and Assessment Strategy.

5. Roles and Responsibilities

5.1. Institutional Oversight

¹ Note: This policy applies in full to all GBS awards; in instances where GBS delivers programmes validated by other awarding bodies, partner policies may, by prior agreement with the partner, take precedence.

- 5.1.1. The Provost provides strategic oversight of learning and teaching supported by the Dean for Learning and Teaching, the Academic Standards and Quality Office (ASQO), and the Learning Resources and Technology Team.
- 5.1.2. Academic Board is responsible for academic oversight of overall quality and standards, and compliance with OfS conditions of registration, *inter alia*.
- 5.1.3. The Learning and Teaching Committee (LTC) is responsible for overseeing implementation and monitoring of policies related to learning and teaching and the curriculum framework for all GBS programmes. The Standards and Quality Committee (SQC) has oversight of standards and quality across the whole academic provision.
- 5.1.4. The Student Representative Committee (SRC) is responsible for considering matters to do with the general learning and teaching experience and opportunities for academic and professional development whilst a student at GBS.

5.2. Roles and responsibilities

5.2.1. **All staff involved in delivering teaching, learning and assessment activities** must:

- Plan lessons in order to allow all students to make sufficient progress
- Track and monitor student progress
- Use valid and reliable assessment methods to ensure students receive regular, relevant and timely feedback on assessed work
- Set and review academic targets that ensure progress
- Review student achievement, continuation and progression and take action accordingly
- Review teaching, learning, resources and assessment and take action accordingly
- Identify clear strengths and weaknesses of students' progress and take appropriate actions
- Engage constructively in teaching observations
- Contribute to the critical review of programme delivery throughout the academic year via Programme Committees and at the end of each academic year in the writing of Annual Programme Monitoring Report
- Undertake appropriate continuous professional development and training
- Maintain currency in their subject area and in Higher Education teaching practices
- Offer flexibility within schemes of learning, to include all students at all times and to ensure courses fulfil individual needs
- Ensure expectations are met for subject Moodle pages
- Follow all relevant GBS and/or partner awarding body policies
- Ensure students participate in student surveys including the Module Evaluation Questionnaires (MEQs).

5.2.2. **Students' responsibilities**

Successful teaching and learning is a two-way process which also places responsibilities on the students. Successful student outcomes and student expectations are most likely to be met fully when all students:

- make a positive commitment and contribution to their own development and learning
- attend all sessions and timetabled activities as required and punctually
- contribute fully and make best use of their time inside and outside the classroom, including timely completion of guided self-study and providing feedback to lecturers/faculty through formal and informal routes
- complete and submit coursework/assignments on time
- act upon the advice and feedback from the teaching staff on their progress and what they need to do to improve
- make a positive contribution in class, both individually and in group activities
- co-operate with the teaching staff/faculty and fellow students.

5.2.3. Working with **Deans and Associate Deans**

The Deans and Associate Deans will:

- Provide leadership to all staff involved with the delivery of programmes
- Ensure that all teaching staff are fully conversant with this policy and the demands it places on them
- Ensure that appropriate resources are in place for the delivery of teaching and learning
- Promote and further enhance the highest quality learning experience for students on programmes
- Ensure that all staff actively embed the core principles in their teaching as outlined in section 6
- Ensure that staff and students make best use of the learning resources and facilities provided by GBS
- Ensure that all newly appointed staff have, as part of their induction, training and development opportunities to meet the requirements of this policy
- Enable all other teaching staff to receive training and development which enhances competence and skill in teaching and promotes and shares best practice in learning and teaching.

5.2.4. Working with the **Learning and Teaching team**

The Learning and Teaching Team will:

- Promote best practices in teaching, learning and assessment based on internal and external evidence
- Review and update all processes and documentation relating to the observation of teaching and learning (OTL) process
- Provide a robust OTL process that meets the needs of students, teaching staff, GBS and relevant external bodies
- Report the outcomes of observations to Learning and Teaching Committee and Academic Board as appropriate
- Support and train observers in all aspects of the OTL process.

- Analyse observation outcomes to inform the planning of appropriate CPD
- Liaise with Organisational Development (HR) and Deans/Associate Deans on the delivery of effective teaching and learning CPD
- Provide moderation of the process to ensure that standards are maintained and improvements in the process identified and acted upon.

5.2.5. Working with the **Academic Standards and Quality Office** (ASQO)

ASQO will:

- Maintain an oversight of the overall academic standards and quality of provision
- Manage the internal Annual Monitoring cycle including the oversight of the Annual Programme Monitoring Report (APMR)
- Have an oversight of external annual monitoring processes that are conducted by our awarding bodies
- Monitor the implementation of GBS policies and processes
- Monitor the implementation of how policies and processes of awarding bodies are implemented at GBS
- Have an oversight of reports that are produced for awarding bodies and support action accordingly
- Maintain an up-to-date awareness and understanding of the external landscape to contextualise progress and inform improvements.

6. Core Principles

6.1. At GBS, we believe that the learning and teaching environment is enhanced by involving the students as active participants and co-creators of their educational journey. This informs our own curriculum and the choice of collaborative partners with whom we work. Irrespective of whether the programmes are validated by a partner or by GBS, we expect programmes to be developed, reviewed, and enhanced in consultation with the students – past, present, and prospective – and with other stakeholders, including employers, industry partners, and higher education experts.

6.2. Experience has shown that GBS students learn best through face-to-face, on-campus engagement with academics and fellow students, and that we are better able to support the needs of our learners directly. GBS is thus committed to primarily on-campus, face-to-face delivery patterns. GBS also provides online resources that are bespoke to each course we run to supplement in-person teaching. The Learning Resources and Technology Team (Moodle) is committed to:

- **Open to new learning technology as it becomes available and promoting it** working with staff and students to encourage best practice approaches and increase the use of learning technologies both online and in the classroom.
- **Providing guidance and support** offering one-to-one guided training, provide guidance material, and delivering workshops on a range of learning technologies.

- **Managing GBS's Virtual Learning Environment (Moodle)** by researching, developing, and enhancing integrated online tools further developing GBS's learning technologies catalogue.
- **Enhancing learning design** by supporting course design and accessibility.

6.3. We believe that our graduates should be able to contribute at the highest level in the **professional environments** they will join upon graduation. We align the curriculum and our approaches to learning, teaching and assessment to ensure that our graduates are able to secure graduate-level jobs and continue to grow professionally and personally throughout their lives through a commitment to continual lifelong learning.

6.4. Since many of our students are in employment and/or have caring responsibilities, GBS is committed to providing learning opportunities that are accessible at different times of the week. GBS thus teaches its programmes through **block mode**² (delivery of one module at a time, through short, focused blocks of teaching) with multiple different time slots from which student can selected: such as weekday mornings, evenings, or weekends.

6.5. GBS has a diverse student body, and we offer an **inclusive learning environment** where explicit consideration is given to the diversity of the students: ethnically, culturally, and educationally. A range of methods is used to actively engage students, including problem solving and enquiry-based learning, industry research and peer-assisted learning, in line with our *Learning, Teaching and Assessment Strategy (2022-25)*.

6.6. Programmes are developed with clear learning outcomes, coherent structure and manageable workloads for students, and are designed to provide educational stretch.

6.7. Programme specifications set out details of learning and teaching specific to the programme. Generally, however, learning and teaching on the programme are informed through:

- **Contact Hours** – Each programme has dedicated hours for lectures, seminars, learning groups and technical skills sessions to develop hard and soft skills in a variety of necessary software and skills areas.
- **Guided Learning** – Each programme is supported by online learning platforms or courses, guided reading and projects, and tutorials (usually either one-to-one with a tutor or in a small group tutorial session).
- **Independent Study** – Each programme has a set number of hours where students are expected to plan their own work to support their learning either individually or with peers on the programme or other external work which supports the exploration of interest areas.
- **Work placements** – Some programmes require work placements as an integral part of the programme. GBS takes an active role in placement activity

² This may vary depending on the partnership arrangements. For further information, please see the relevant Programme and Module Specifications.

to ensure students benefit fully in the placement offered. This is driven by the *Employability Strategy* delivered by the Careers and Employability Team and Enterprise Hub.

- **Assessment** – Each programme has an approach to assessment that involves assessing a range of advanced academic, technical and professional skills which underpins the integration of theory and practice.

7. Attributes of outstanding academic staff

7.1. Outstanding academic staff:

- articulate the learning process clearly for all students and in a variety of ways to ensure that each student understands the process and expected outcomes
- have high expectations of all their students and seek to develop them to their full potential
- are passionate and knowledgeable about their subject matter
- actively engage in the learning process and skilfully incorporate subject content into it
- create highly motivated learners who respond to challenges
- individualise learning to respond to differentiated student needs adopting different methodologies to respond to varying learning styles
- are resourceful, finding new or innovative ways to present the material
- use the VLE appropriately to support and reinforce learning
- understand the importance of procedures for students and that students perform best when they know what is expected of them
- actively listen to their students
- prepare students for external, professional expectations
- are reflective and evaluative practitioners, always reviewing their practice and openly asking for and giving support.

8. Planning and Delivery

8.1. Planning: the objective of learning and the objective of assessment

- 8.1.1. The planning process is deliberate and each lecture or session is designed to achieve stated learning outcomes. The key knowledge/skill/attribute is shared with the students at the beginning of the lecture/session. It is also referred to during the lecture/session and reflected upon at the end.
- 8.1.2. Module, level/cohort leaders work with the academic staff to create schemes of work, formative activities and teaching resources that are delivered consistently across all locations.
- 8.1.3. Assessment activities must be consistent with the learning outcomes. The nature of the assessment of learning is shared with the students from the outset and the success criteria are also shared, with explanations about how each aspect of the assessment will allow students to demonstrate their learning. The assessment identifies the processes / skills / knowledge base to be learned by the students. Further details can be found in the Assessment and Feedback Policy.

9. Delivery: Teaching Activities

9.1. As far as possible, teaching and learning is organised in ways that suit students' preference to enable them to accommodate personal and working needs.

9.2. Teaching activities on programmes should:

- Adopt a learner-centred approach that encourages active student engagement and provides flexibility in how, when and where students learn.
- Demonstrate learning, teaching and assessment practices that are transparent, inclusive and fair, and take account of the needs of a diverse student body.
- Be based around a fit-for-purpose curriculum that has been developed in consultation with key stakeholders, including the student body, employers, and other subject experts.
- Have effective mechanisms for enabling students to work with staff to ensure that learning, teaching, and assessment practices are continuously enhanced.
- Be led by appropriately qualified and experienced academics and/or practitioners.
- Utilise appropriate physical and technology-based learning resources that support student learning.
- Support the continual and evolving development of study skills and include career advice, guidance and support.

9.3. To cater for a diversity of learning styles and to ensure learning outcomes are met, faculties should ensure that there is a variety of teaching activities across the programme, and, where appropriate, modules. Teaching activities might typically involve, for example, one or more of the following:

- Demonstrations
- External visits
- Fieldwork and placements
- Lectures
- Practical classes and workshops (including labs and clinical skills)
- Project supervision
- Seminars
- Supervised time in studio/workshop
- Tutorials
- Work-based learning

10. Enhancing the quality of teaching

10.1. GBS is committed to continuing to raise the standard of the academic and non-academic teams through internal and external opportunities for continuous professional development. It is our intention to build staff capabilities across all levels through effective learning and development programmes which will be aligned to the delivery of the Strategic Plan (2021-24). The aim of the processes described below is to monitor and enhance the quality of learning and teaching across GBS.

10.2. Observation of Teaching

- 10.2.1. At GBS, we are keen to support and encourage a 'community of practice' that not only expects excellence in every aspect of teaching but fosters, cherishes and rewards excellence.
- 10.2.2. Lecturers will be observed during the first two weeks of commencement of teaching as an initial check against key benchmarks that GBS expects from all teaching staff when they are recruited to teaching roles. This observation will be conducted by a line manager or delegated senior colleague.
- 10.2.3. Annual observations will be carried out by an Observation Team comprising experienced and senior staff across GBS, which may include members of the Learning and Teaching Team. Guidance and training are provided for all observers.
- 10.2.4. There are two aims underpinning teaching observations at GBS:
 - The need to ensure that everyone who is placed in a teaching role is observed as soon as possible to ensure that the student experience is not compromised.
 - The need to foster a culture of promoting and developing staff to be the best teaching staff they can be in a context that is demanding but rewarding and progression-focussed and to identify excellence and share it across all sites at GBS. In other words, we want to develop our staff in order to continue to develop our students and our organisation as a whole.
- 10.2.5. In light of these two aims each member of staff may normally be expected to be observed twice in the academic year.

10.3. Observation 1: An audit of teaching

- 10.3.1. For all staff each year, a 'teaching audit' will be conducted to ensure that their teaching practice meets the standards expected at GBS. This initial audit also enables any developmental needs to be identified and an action plan to be put in place to address them. This audit will help GBS to evaluate the standards for teaching that will ensure continued success in supporting our students' learning.
- 10.3.2. The audit is aligned to the Professional Standards Framework for HE teaching, and covers learning design, delivery and teaching methods used, as well as the overall inclusive learning environment, appropriate integration of technologies and resources.
- 10.3.3. For each aspect of teaching there is written observational feedback and a score allotted.
- 10.3.4. Good practice is noted, as well as areas for improvement.

10.4. Observation 2 – Developmental

- 10.4.1. The second observation, which normally takes place later in the academic year, is focussed on colleagues stretching themselves in terms of their teaching and learning practice and trying out something new in order to develop further.
- 10.4.2. In this observation, academic staff will identify a key area that they wish to demonstrate to GBS Senior Leaders as their key strength in teaching or as something that they wish to highlight as good practice that can be shared across GBS sites so that all colleagues can learn and grow together as a community of practice. Possible areas might include:
- a) the use of teaching technologies;
 - b) embracing diversity and inclusion in the classroom;
 - c) student-led enquiry;
 - d) good practice in delivering assessment clinics to students in large groups;
 - e) managing large group teaching effectively;
 - f) helping students to understand learning outcomes and their link to assessment tasks;
 - g) effective and engaging group work;
 - h) professional values in HE teaching.
- 10.4.3. The feedback that has been received by the member of staff following their teaching audit will feed into a 'self-reflection' on teaching practice. This should enable the lecturer to identify at least one key area which they would like to work or develop as part of their continuing professional development in teaching at GBS.
- 10.4.4. Prior to the observation, each lecturer will indicate to their observer which area they wish to focus on. This will be noted down by the observer.
- 10.4.5. Feedback on this area of teaching and learning practice will be given to the lecturer, good practice will be recorded and fed back to the Associate Dean for Learning and Teaching for further dissemination and possible awards.

10.5. Key Performance Indicators

- 10.5.1. To ensure that there is continuous improvement in teaching excellence, we use Key Performance Indicators (KPIs) to measure the performance of academic staff. The below are some of the examples of the indicators:
- Assessment submission
 - Student Attendance
 - Student satisfaction
 - Satisfaction with teaching quality, assessment feedback
 - Student Survey response rate
 - Student continuation.

10.6. Teaching Recognition

10.6.1. Where excellence and 'outstanding practice' is identified, a teaching award will be offered to these staff and a sign of appreciation for their work and as a goodwill gesture towards their continued success at GBS.

10.6.2. In addition to the overall teaching excellence award, there are other teaching awards given to staff members who are engaging in outstanding practice, innovating in the classroom in some way, or who are impacting positively on student learning or on the practice of other academic colleagues.

10.6.3. GBS supports teaching quality, embraces innovative methods of delivery and value and support teaching excellence. Outstanding candidates will subsequently work with the Associate Dean for Learning and Teaching in order to showcase their excellence to other colleagues at GBS. They will be encouraged to work closely with the Learning and Teaching Team to encourage and promote teaching excellence at GBS or to provide a staff development session for colleagues for example through the Teaching Enhancement Thursday forum or in conjunction with HR.

10.7. Learning from Teaching Observations across GBS

10.7.1. Periodically, observers will be invited to a good practice forum in order to share with lecturing staff what has been learned from the observations, what we can share and areas that we might wish to develop further. This is to ensure that at the very least the process of sharing the learning that is observed is not simply retained at Senior Leadership level at GBS but that it is fed back to the grass-roots where it can be celebrated, shared and used to inform further improvements.

10.8. Annual Monitoring

10.8.1. In addition, GBS monitors all programmes on an annual basis via its *Annual Monitoring Process* where consideration is given to:

- Programme performance data at module and programme level
- External Examiner Reports
- Student Feedback
- Feedback from various departments in relation to programme management.

10.8.2. For further information on Annual Monitoring, please see the Academic Standards and Quality Manual.

11.0. Work based learning (WBL)

11.1. Arrangements for WBL should be approved at programme approval and re-approval as set out in the Academic Standards and Quality Manual (ASQM). Any subsequent changes to the arrangements should be submitted for approval under the Modification process (Section 5, ASQM).

- 11.2. WBL opportunities should be designed and developed in partnership with employers, students and other stakeholders (for example service users, professional bodies or regulatory authorities) where appropriate. In the design, approval and monitoring of programmes with a work-based learning or placement component, faculties must ensure that:
- a. the learning outcomes for WBL are relevant to work objectives, enable effective integration of subject and professional knowledge, skills and behaviours, and explicitly contribute to the overall aims and learning outcomes of the programme;
 - b. WBL forms an integral part of the overall learning, teaching and assessment strategy for the programme, whether integrated into core or optional module(s);
 - c. WBL provides structured opportunities for learning through engagement in authentic activity which is intended to contribute to meeting a genuine workplace need (or, at earlier stages in programmes, observation of such activity to support the development of professional competency);
 - d. the arrangements for placements enable students to demonstrate achievement of the specified placement learning outcomes;
 - e. the learning outcomes, assessment strategy, formal procedures and day-to-day practices for managing the placement are in accordance with the relevant policies, relevant external reference points including the Quality Code and QAA Subject Benchmark Statements, and any PSRB requirements.

12.0. Research active curriculum

- 12.1. GBS recognises that research, scholarly and professional practice is vital part of our commitment to enabling and promoting teaching excellence across GBS.
- 12.2. GBS is committed to a curriculum that is research active. It is defined as a curriculum that:
- Engages our students throughout their programme of study as active participants in enquiry, research and knowledge creation relevant to their discipline(s) and/or professional practice.
 - Equips students to be confident thinkers.
 - Is supported by the professional expertise of staff.
 - Is informed by current and emerging developments in research and professional practice in the discipline.
 - Is designed to provide a learning experience that ensures that all graduates, by the end of their programme of study, exhibit the relevant knowledge and skills that employers seek.