

Learning, Teaching and Assessment Strategy 2026-2029

Background

Global Banking School (GBS) occupies a unique position in the Higher Education (HE) landscape. We are absolutely committed to widening participation, offering learning opportunities to students who are frequently unable to access opportunities through other providers. We do this to achieve our overarching mission of Transforming Lives through Education while simultaneously creating a strong community built upon a sense of belonging.

We recognise that access to inclusive high-quality education is the principal means for achieving true social capital, social mobility and social justice. Fundamental to attaining those outcomes is to meet or exceed all recognised sector benchmarks and sector quality expectations in our delivery of high-quality learning and teaching supported by valid, reliable and effective assessment.

Our students all have their own unique learning needs and aspirational goals. As such, we tailor our pedagogical approach to maximise their success by focusing on:

- providing well-designed, industrially-relevant, high-quality programmes;
- resourcing them well, using industry-standard facilities wherever possible and delivered by highly qualified, supportive and engaging members of staff;
- embedding relevant subject-specific, academic and professional skills into the curriculum, such as digital and AI literacy, to ensure students can achieve their full career potential;
- creating authentic, credible assessments that are informed by their chosen professions ;
- helping students realise their full potential by embedding rigour, stretch and challenge in their programmes; and,
- ensuring we meet or exceed relevant sector and Professional, Statutory and Regulatory Body (PSRB) expectations.

Taken together, these will equip students for lifelong learning and success in and beyond higher education.

Our structure

GBS has a Faculty structure, where each Faculty is aligned to a single partner institution rather than around allied subject groups. This is a deliberate choice that allows the students in each Faculty to experience the dual benefits of being students both with GBS

and the partner institution. Our students benefit from the best of both worlds, both that of GBS and the partner institution. We believe that this is a core strength of our provision.

We work very closely with our partners and ensure that we understand their missions, visions and values, just as we ensure that they understand ours. Our programmes are then purposefully designed to meld this together into a single unified experience for all our students.

A high quality academic experience

GBS achieved a Bronze award overall in the Teaching Excellence Framework (TEF) 2023, with Silver for Student Experience. The aim is to achieve Silver overall for the next TEF.

Our students rightfully expect an academic experience of the highest possible quality. This means that:

- our academic staff are appropriately qualified or with substantial relevant professional experience in their subject area and are qualified with a recognised teaching qualification or recognised as excellent educators through Fellowship of Advance HE;
- our professional services staff are also appropriately qualified and committed to supporting and enhancing the GBS student experience;
- our culture is one of continuous improvement to ensure that the voice of all stakeholders is valued and facilitated to support enhancements to the curriculum and student experience;
- our quality systems and quality enhancement are robust and effective at monitoring performance and driving continuous improvement, and meet or exceed all sector standards;
- our learning, teaching and assessment resources will enhance the student experience whilst supporting staff to provide high-quality learning, teaching and assessment; and,
- our procedures and outcomes meet or exceed any requirements set out by the Office for Students and all other relevant professional, statutory or regulatory bodies (PSRBs).

Our delivery patterns and teaching methods have been designed to meet the needs of our students who are predominantly mature, often first generation HE students and may have been out of education for some time, often because of their career or looking after dependents. Over 50% of our students already have jobs, approximately 1 in 6 are self-employed or own their own company and 1 in 8 have significant caring

responsibilities. We recognise these are significant lived experiences; assets that they can bring into their HE journey. Our students are time-poor but have a strong drive and determination to succeed in their studies.

Our responsibility is to help them to access and benefit from the transformative experience of HE.

This 2026-2029 Learning, Teaching and Assessment Strategy has been developed with reference to Office for Students' indicators and expectations as summarised in the B Conditions of Registration. The strategy outlines how GBS creates a positive environment for learning and drives up the quality of teaching across all our HE provision and across the whole life cycle of a student's experience with us, from initial recruitment through to post-qualification outcomes.

Our commitment to student success is the foundation of GBS, and "*We Care for Our Students*" is a headline value that informs all our strategic decisions. The Learning, Teaching and Assessment Strategy is the thread that links all our operations.

Continuing education and / or employment

The decision to study and gain new qualifications requires a significant commitment in terms of time, effort and emotional energy. Our educational provision is a component part of the journey towards students realising their longer-term aspirations. Our responsibility to students extends beyond the qualification they are pursuing: it is our responsibility to support each student in realising their future potential in business, employment or education.

We achieve this goal by embedding relevant subject-specific, academic and professional skills in every module so that all our learning and teaching activity is aligned to improving graduate outcomes. We are building on this further by moving to curriculum designs that have at least one module per year of study that is focused on applied learning where the cumulative knowledge delivered across the other modules is explicitly applied to professional contexts using real-life case studies. Wherever possible, we will use a spiralled theory model that demonstrates why and how applied learning modules should be embedded across any of our integrated four-year degrees. It blends a spiral curriculum that revisits key concepts with increasing complexity with a theory of change (inputs → activities → outputs → outcomes → impact) and aligns to widely used applied learning theories.

This approach offers recurrent, developmentally sequenced applied learning across four years, each loop revisiting the same core ideas (career design, workplace literacies,

professional identity, reflective practice) at progressively higher levels of authenticity, autonomy, and impact.

Six foundations for success

The strategy focuses on six foundations for success that deliver positive outcomes for all students underpinned by high quality and standards:

1. Supporting students through their transition into higher education.
2. Designing and delivering a high-quality academic experience through coherent, cutting edge programmes that are informed by industry, research and the student voice, meet strategic industrial needs, and are delivered efficiently, effectively and to high student satisfaction.
3. Providing sector-leading resources, support and engagement to our students to ensure that they receive a high-quality experience and are equipped to succeed both in and beyond their studies.
4. Providing targeted support and interventions to students to ensure that they are able to engage with and progress through their studies to succeed in HE and beyond.
5. Assessing student achievement effectively using valid and reliable assessments with purposeful and authentic tasks.
6. Meeting sector-recognised standards for academic delivery, through learner-centric, constructively aligned, future-focused programmes that secure PSRB accreditation, wherever possible, and are delivered by teaching staff who are qualified, experienced and recognised as excellent educators.

Measuring student success

We use advanced learner analytics to measure student success tactically through measures such as attendance, assessment submission rates and assessment grades. We also measure student success strategically through student continuation, completion and progression outcomes.

We monitor progress through weekly student progress meetings, annual programme monitoring reports, external examiner reports, partner management group meetings, annual assurance reports and our data collection processes for our TEF submission. Frequent monitoring allows us to identify any emerging needs and provide early interventions to maximise student success.

Strategic aims

The strategic aims emerging from the six Foundations for Success are:

Successful transitions

1. Supporting students with their successful transition into and through higher education. We will:
 - 1.1. Provide support and guidance for prospective students to ensure they make fully informed choices about the programmes they wish to study.
 - 1.2. Signpost and support students through systems and processes to ensure smooth enrolment onto the programme and at each stage of their journey.
 - 1.3. Adapt our approach to delivery to enable our students to transition from foundation level studies through to being independent, confident learners.
 - 1.4. Embed academic skills and structured support throughout the curriculum to enable students to progressively develop the knowledge, skills, behaviours, and confidence required for success in and beyond higher education.
 - 1.5. Build a community of alumni as a network to support students post-graduation and to celebrate success.

High-quality experience

2. Designing and delivering a high-quality academic experience through coherent, cutting edge, industry-informed programmes that meet strategic industrial needs and are delivered efficiently, effectively and to high student satisfaction. We will:
 - 2.1. Design and deliver programmes that are informed by current and future industry needs and latest developments in their fields.
 - 2.2. Conduct regular reviews of the disciplinary fields we deliver and feed this into the curriculum to ensure currency.
 - 2.3. Operate a sustainable block-based academic framework with a timetable for all our students that remains fixed for the duration of their studies.
 - 2.4. Use a variety of teaching methods, including seminars and workshops facilitating problem and project-based learning where appropriate.
 - 2.5. Draw upon industry experts when designing and delivering programmes to ensure currency and relevance.
 - 2.6. Employ academic staff that are experts in their fields, are appropriately qualified and have a recognised teaching qualification and/or relevant professional experience.
 - 2.7. Adopt a cycle of continuous improvement within programmes to support enhancements to the curriculum, and student experience.
 - 2.8. Engage the voice of all students, stakeholders and staff to gather feedback and monitor students' satisfaction with the provision.
 - 2.9. Ensure all programmes offer rigour, stretch and challenge to all students.

Sector-leading resources, support and engagement

3. Providing sector-leading resources, support and engagement to our students to ensure that they receive a high-quality experience and are equipped to succeed in and beyond their studies. We will:
 - 3.1. Monitor student numbers and needs closely and use the operational planning process to ensure all student, academic and learning support resources, including libraries, are sufficiently provisioned to meet all anticipated student needs.
 - 3.2. Make available at all times sufficient learning and study support specialists whose skills are tailored to the needs of our students,
 - 3.3. Ensure that all students experience consistent access to and availability of all necessary support and resources irrespective of their programme, campus or timetable.
 - 3.4. Operate accessible and effective student engagement mechanisms, including training, to capture the student voice.
 - 3.5. Work with our students as co-creators of an excellent student experience and use learning technologies appropriately to maximise student engagement.
 - 3.6. Monitor and continuously evaluate all new and emerging learning support resources and technologies, and develop plans to select and incorporate the best of those into our delivery..
 - 3.7. Ensure that all our students can access partner learning resources wherever possible.
 - 3.8. Deliver a continuous improvement programme through sharing best practices and monitoring the use of our existing learning resources, support services and emerging student needs.

Connecting learning and work

4. Engaging with industry and career experts to support development of effective networks within and beyond the curriculum. We will:
 - 4.1. Enhance and expand our Industry Advisory Boards to provide a platform and opportunities for industry networking and provide real-life examples for our programmes and assessments.
 - 4.2. Embed careers support and applied learning throughout the curriculum to support student achievement of their aspirational goals.
 - 4.3. Support students to develop their cognitive, emotional and social intelligence, their understanding of physical and mental well-being and their preparation for employment and life beyond Higher Education.

- 4.4. Support learners to develop an evidence-laden skills portfolio that reflected the skills they need for their chosen career path.
- 4.5. Support students to develop their social capital by enabling them to make connections to industry.
- 4.6. Invite industry experts into the classroom to ensure connections between learning, the workplace and the curriculum are forged.

Authenticity in assessment

5. Assessing student achievement effectively through valid and reliable assessments with purposeful and authentic tasks. We will:
 - 5.1. Design assessments that test relevant skills, knowledge and behaviours and where possible are informed by industry input.
 - 5.2. Use a variety of assessment methods that where possible will reflect real-world scenarios.
 - 5.3. Design and varied assessments that clearly align with learning outcomes, and will support development of students' workplace skills, enhance employment and future study opportunities.
 - 5.4. Deliver best practice in academic misconduct detection and the development of academic integrity skills.
 - 5.5. Design out opportunities for academic misconduct whilst supporting students to use Generative AI in ethical ways.
 - 5.6. Draw upon the support of External Examiners and partners for review and validation of assessments and associated supporting assessment guidance.

Sector-recognised standards

6. Meeting sector-recognised standards for academic delivery, including securing PSRB accreditation for programmes, wherever possible. We will:
 - 6.1. Design and deliver programmes that align with standards set or recognised by the sector that will develop students' skills, knowledge and behaviour expected within the sector.
 - 6.2. Observe, assess and support the development of the teaching skills of every lecturer.
 - 6.3. Review and update teaching materials and learning resources on an annual basis.
 - 6.4. Deliver programmes that adhere to sector recognised professional codes of conduct.

- 6.5. Employ teaching staff who uphold sector codes of conduct and possess the skills, knowledge and behaviour to support students in their development within the sector.
- 6.6. Work with PSRBs to gain accreditation of programmes.

This Strategy will be supported by a comprehensive implementation plan.

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