

**Global Banking School**  
**+44 (0) 207 539 3548**

[info@globalbanking.ac.uk](mailto:info@globalbanking.ac.uk)

[www.globalbanking.ac.uk](http://www.globalbanking.ac.uk)

**891 Greenford Road, London**

**UB6 0HE**

## **GBS Learning and Teaching Policy**

**Global Banking School**

<b>Document title</b>	GBS Learning and Teaching Policy
<b>Partnership applicable to</b>	All GBS provision
<b>Version</b>	V2.1
<b>Approved by (Oversight Committee)</b>	Academic Board
<b>Policy lead (Staff member accountable)</b>	Provost
<b>Date of original approval</b>	February 2023
<b>Date of last review</b>	December 2025
<b>Changes made at the last review:</b>	<p>This policy has been comprehensively redrafted to improve clarity, coherence, and alignment with the institution's inclusive, applied, and values-led ethos. It introduces the role of Vice Provost and updates departmental references to the Centre for Academic Excellence (formerly the Department for Education). It clarifies the responsibilities of Faculty Deans, Deputy Deans, and Associate Deans in overseeing learning, teaching, and curriculum-related policies, and in supporting quality assurance and enhancement activities, including Library in the Classroom sessions, teaching observations, curriculum-driven PPT slide improvements, and mandatory training.</p> <p>References to the Curriculum Review and Annual Module Review have been incorporated. The Careers and Employability service is now renamed Employment and Careers, with terminology updated to employment skills and careers potential. A new Generative AI policy has been introduced, and the teaching observation process has been revised to remove the Centre for Academic Excellence from the two-week observation requirement for new lecturers.</p> <p>In addition to these substantive updates, the policy has been fully restructured and rewritten for precision, accessibility, and readability, replacing multiple minor amendments and tracked changes with a single, integrated revision.</p> <p>Updates following Academic Board 10/12/25:</p> <p>5.2.1 added 'authentic' to 'use valid and reliable assessment methods'</p> <p>5.2.1 added reference to PSRBs and Discipline Review Groups to support keeping teaching and learning up to</p>

	<p>date in terms of scientific breakthrough, statutory change or updated PSRB requirement</p> <p>6.4.1 added 'entrepreneurship' to 'graduate level employment'</p> <p>8.3.1 removed 'developed by AD Assessment' from SOP line</p> <p>'Refer for more detail to Assessment and Feedback Policy' added to 5.2.1, 6.7.1 and 8.1.2</p>
<b>Date effective from</b>	January 2026
<b>Date of next review</b>	July 2026

<b>Related GBS policies</b>	
	<ul style="list-style-type: none"> <li>▪ GBS Data Protection Policy</li> <li>▪ GBS Good Academic Practice and Academic Conduct Policy</li> <li>▪ GBS Assessment and Feedback Policy</li> <li>▪ GBS Student Attendance, Engagement and Withdrawals Policy</li> <li>▪ GBS Credit Framework (Academic Standards and Quality Manual, Section 1)</li> <li>▪ GBS Extenuating Circumstances Policy</li> <li>▪ GBS Student Complaints Policy and Procedure</li> <li>▪ GBS Academic Appeals Policy</li> <li>▪ GBS Student Conduct Policy</li> <li>▪ GBS Equality and Diversity Policy</li> <li>▪ GBS Staff Generative AI Policy</li> <li>▪ GBS Student Generative AI Policy</li> <li>▪ GBS Fitness to Study</li> <li>▪ GBS Student Charter</li> <li>▪ GBS Student Code of Conduct</li> </ul>
<b>External Reference Points</b>	

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](#)

## Learning and Teaching Policy

### 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 programmes<sup>1</sup>. The associated matters of curriculum development and review are included here in brief, but are addressed in detail 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, research-informed, and research-engaged educational experience for all students. This commitment is grounded in respect, professionalism, and the active valuing of diversity within the academic community. The institution expects all staff and students to contribute positively to a learning environment that is safe, supportive, and inclusive; one that enables academic excellence, personal growth, and professional development.

---

<sup>1</sup> 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.

3.2. The purpose of this policy is to define the roles, responsibilities, and processes that ensure the effective and inclusive delivery of teaching and learning across all programmes. It affirms the institution's commitment to applied, career-relevant education that values the lived experience of mature students and other diverse learners as an essential contribution to academic and professional inquiry. The policy also recognises that, where the institution collaborates with partner organisations, those partners may operate within their own policy frameworks and influences.

#### **4. Internal and external reference points**

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

#### **5. Roles and Responsibilities**

##### **5.1. Institutional Oversight**

5.1.1. The Provost and Vice Provost provide strategic oversight of learning and teaching supported by the Dean of Education, 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.

5.1.4. Faculty Deans, Deputy Deans and Associate Deans are responsible for overseeing implementation and monitoring of policies related to learning and teaching and the curriculum framework for all programmes within their faculties.

5.1.5. The Academic Standards and Quality Committee (ASQC) has oversight of standards and quality across the whole academic provision.

5.1.6. The Programme Committee is responsible for monitoring the quality of the students' learning experience at programme level.

5.1.7. The Student Representative Committee (SRC) is responsible for considering matters relating to the student experience and opportunities for academic and professional development for students.

## 5.2. Roles and Responsibilities

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

- **Design and deliver learning that enables success for all students**, planning sessions that facilitate meaningful progress for learners from varied backgrounds, including mature students, students with undeclared disabilities, those for whom English is an additional language, and students experiencing digital disadvantage.
- **Monitor and review student progress and achievement**, setting and reviewing academic targets, analysing continuation and progression data, and taking timely and effective action to support improvement.
- **Use authentic, valid and reliable assessment methods** that provide regular, relevant, and constructive feedback, ensuring students understand how to develop academically and professionally. Note additional requirements in the Assessment and Feedback Policy.
- **Practise inclusive and flexible teaching** as standard, ensuring that courses meet the varied learning needs of all students and that English for Academic Purposes (EAP) and disability inclusion are embedded in everyday practice.
- **Integrate applied and career-relevant learning** into teaching and assessment, drawing on the lived experience of mature and diverse students, and embedding the institution's Graduate Achievements framework to enhance employability and professional confidence.
- **Collaborate with the Library and Employment and Careers teams** as professional partners in curriculum design and delivery, including participation in the mandatory *Library-in-the-Classroom* initiative, where each module includes a timetabled, co-designed, and co-taught session with Library staff.

- **Embed the effective and ethical use of Generative AI** as a tool for access, inclusion, and employability, in line with institutional policy.
- **Engage constructively in teaching observations and quality processes**, contributing to curriculum review, annual module and programme evaluations, and the preparation of the Annual Programme Monitoring Report.
- **Maintain professional and disciplinary currency (in collaboration with the Discipline Review Groups)**, undertaking continuous professional development and engaging with research-informed and sector-leading practice in higher education to ensure that the teaching and learning offer is up to date in line with statutory change, scientific breakthroughs, and updated PSRB requirements.
- **Uphold institutional and awarding body policies**, ensure effective use of learning platforms such as Moodle, and encourage active student participation in feedback processes, including Module Evaluation Questionnaires (MEQs).

## 5.2.2. Students' Responsibilities

5.2.2.1. Successful teaching and learning is a shared endeavour that depends on mutual respect, active engagement, and personal responsibility. Student success is most effectively achieved when all students:

- **Commit actively to their own learning and development**, engaging with their studies and contributing positively to the learning community.
- **Attend all scheduled sessions and activities punctually**, recognising that consistent participation supports both individual progress and group learning.
- **Engage fully inside and outside the classroom**, completing guided self-study, collaborating with peers, and providing constructive feedback to teaching staff through formal and informal channels.
- **Submit coursework and assignments on time**, and take responsibility for meeting academic and professional expectations.
- **Reflect on and act upon feedback**, using academic advice to strengthen progress and achieve personal and professional goals.
- **Participate respectfully and inclusively in all learning activities**, valuing diverse perspectives and drawing on their own lived experience—particularly where applied and career-relevant learning is encouraged.
- **Collaborate constructively with staff and peers**, supporting a positive, inclusive, and compassionate learning environment for all, including mature

learners, students for whom English is an additional language, students with disabilities (declared or undeclared), and those experiencing digital disadvantage.

### 5.2.3. Working with Deans and Associate Deans

5.2.3.1. Deans and Associate Deans provide strategic and operational leadership for the delivery of high-quality, inclusive, and applied teaching and learning. They will:

- **Lead and support all staff** involved in programme delivery, fostering a culture of respect, professionalism, and continuous improvement in teaching practice.
- **Ensure all teaching staff understand and implement this policy**, including the inclusive and student-centred principles it upholds.
- **Secure and allocate appropriate resources** to enable effective, innovative, and equitable delivery of teaching, learning, and assessment.
- **Champion a consistently high-quality learning experience**, ensuring that teaching across all programmes reflects research-informed and applied approaches relevant to students' future careers.
- **Ensure the active embedding of the institution's core principles** (as outlined in Section 6) across all modules, including inclusivity, accessibility, and engagement with diverse learners such as mature students, students for whom English is an additional language, and those facing digital disadvantage.
- **Promote and model collaboration with professional partners**, ensuring that teaching staff work constructively with Library and Employment & Careers colleagues as valued experts in curriculum co-design and delivery.
- **Ensure the mandatory Library-in-the-Classroom sessions** are timetabled and co-taught within each module, reinforcing the integration of academic skills, information literacy, and professional relevance.
- **Oversee staff induction, training, and development**, ensuring all new and continuing staff receive opportunities to build competence, confidence, and excellence in inclusive teaching and learning.
- **Support the Centre for Academic Excellence in its quality assurance and enhancement activities**, including curriculum review processes, teaching observations, module development, and the provision of mandatory training.

#### 5.2.4. Working with the Centre for Academic Excellence

##### 5.2.4.1. The Centre for Academic Excellence leads institutional enhancement in teaching, learning, and assessment. It will:

- **Promote evidence-informed best practice** in teaching, learning, and assessment through a comprehensive, research-engaged professional development programme aligned with the institution's inclusive and applied learning ethos.
- **Regularly review and update processes and documentation** related to the Observation of Teaching and Learning (OTL) to ensure they remain effective, developmental, and aligned with current sector standards.
- **Operate a robust and collaborative OTL process** that supports staff development, enhances teaching quality, and meets the needs of students, the institution, and relevant external bodies.
- **Provide effective training and guidance for observers**, ensuring that all those involved in OTL are equipped to give constructive, developmental feedback that fosters reflective practice.
- **Analyse OTL outcomes** to identify strengths and priorities for improvement and use these insights to inform the design and delivery of targeted continuing professional development (CPD).
- **Moderate and quality assure the OTL process** to maintain consistency, fairness, and transparency, while ensuring continuous improvement and alignment with institutional values.
- **Deliver and evaluate high-quality CPD** that supports staff in providing inclusive, research-informed, and career-relevant learning experiences for all students, including mature learners, EAL students, those with undeclared disabilities, and those experiencing digital disadvantage.

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

##### 5.2.5.1. The Academic Standards and Quality Office (ASQO) safeguards and enhances the academic integrity and quality of the institution's provision. It will:

- **Maintain strategic oversight of academic standards and quality assurance**, ensuring that all programmes meet internal expectations and external regulatory requirements.
- **Manage the institution's internal annual monitoring cycle**, including the coordination and evaluation of Annual Programme Monitoring Reports (APMRs), to identify good practice and areas for enhancement.
- **Oversee external monitoring and review processes** conducted by awarding bodies and professional partners, ensuring timely responses and the effective implementation of required actions.
- **Monitor the implementation of institutional and awarding body policies and procedures**, supporting consistency, accountability, and continuous improvement across all areas of teaching and learning.
- **Coordinate the preparation and submission of reports** to awarding bodies and other stakeholders, ensuring accuracy, transparency, and constructive action planning.
- **Maintain an informed understanding of the external higher education landscape**, using sector insights and regulatory updates to guide policy development, enhance quality processes, and promote applied, inclusive educational practice.

## 6. Core Principles

6.1. GBS's approach to learning and teaching is underpinned by a set of core principles that reflect its commitment to applied, inclusive, and values-led higher education. These principles ensure that every student, irrespective of background, prior experience, or circumstance, can participate fully, achieve their potential, and contribute meaningfully to their chosen field. They guide curriculum design, teaching practice, and quality assurance, ensuring that all programmes combine academic excellence, professional relevance, and compassionate support.

### 6.2. Partnership and Co-creation in Learning

6.2.1. GBS recognises that students bring significant professional, cultural, and life experience into the classroom. Programmes, whether validated internally or through a partner organisation, must be developed, reviewed, and enhanced in partnership with students, past, present, and prospective; and with other key stakeholders,

including employers, industry representatives, and higher education experts. This partnership approach ensures that learning remains applied, relevant, and responsive to both local and global contexts.

### 6.3. Inclusive and Accessible Learning

6.3.1. GBS values and celebrates its diverse student community, which includes mature learners, students for whom English is an additional language, students with declared or undeclared disabilities, and those experiencing digital disadvantage. Teaching and learning must therefore be inclusive by design, employing varied pedagogies that engage all students equitably. Programmes should therefore draw on students' lived experience, encourage critical inquiry, and use diverse methods such as discussion, writing, visual and digital media, Generative AI-supported activities, and problem-based or peer-assisted learning.

### 6.4. Applied and Career-Relevant Education

6.4.1. Learning, teaching, and assessment are grounded in the belief that higher education should prepare students to contribute confidently and ethically in their professional fields. In collaboration with the Employment and Careers Team and the Enterprise Hub, the curriculum and assessment design must enable students to secure graduate-level employment, pursuing entrepreneurial ventures, and continuing their professional development through lifelong learning. Applied learning should make deliberate use of real-world case studies, locally relevant examples, and practical engagement with employers and communities.

### 6.5. Flexible Delivery and Accessibility

6.5.1. Recognising that many students balance study with employment or caring responsibilities, the institution provides learning opportunities that are accessible and flexible. Programmes are delivered primarily through on-campus, face-to-face engagement, reflecting evidence that this mode best supports student belonging and success, and supplemented by high-quality online resources bespoke to each programme.

6.5.2. To enhance access, programmes are offered in block delivery mode, with multiple time slots (weekday mornings, evenings, and weekends) that allow students to select the option that best suits their circumstances.

6.6. Collaboration with Library and Digital Learning Teams

6.6.1. In collaboration with the Centre for Academic Excellence, the Library, and the Learning Resources and Technology teams, GBS will:

- Promote the effective and ethical use of **learning technologies**, both online and in the classroom.
- Provide **training**, guidance, and workshops for staff and students on the use of learning resources and educational technologies.
- Maintain and enhance the **Virtual Learning Environment** (Moodle) and other learning tools to ensure accessibility, inclusivity, and currency.
- Support programme teams in **inclusive learning design**, ensuring that digital materials and activities meet accessibility standards.
- Implement the mandatory **Library-in-the-Classroom** initiative, whereby every module includes a timetabled, module-specific, co-designed, and co-taught session with Library professionals, embedding information literacy and academic skills into the curriculum.

6.7. Curriculum Design and Assessment

6.7.1. Programmes must be designed with clear learning outcomes, coherent structures, and manageable workloads that stretch and inspire students intellectually and professionally. Each programme will include:

- **Contact Hours:** lectures, seminars, and skills-based sessions to develop academic, professional, and technical capabilities.
- **Guided Learning:** structured reading, online learning, and small-group tutorials to deepen engagement.
- **Independent Study:** student-led exploration and reflection, encouraging autonomy and curiosity.
- **Work Placements (where applicable):** integral to certain programmes and supported by the Employment and Careers Team and Enterprise Hub in line with the institution's Employability Strategy.

- **Assessment:** (also see Assessment and Feedback Policy) designed to evaluate advanced academic, technical, and professional skills, integrating theory and practice in authentic ways.

## 6.8. Continuous Enhancement and Professional Growth

6.8.1. GBS is committed to the continuous enhancement of learning and teaching. Staff are expected to engage with the Centre for Academic Excellence, participate in professional development, and apply evidence-informed practice. Curriculum design and delivery must be regularly reviewed to ensure that programmes remain inclusive, research-engaged, and aligned with the evolving needs of students, employers, and communities.

## 7. Attributes of Outstanding Academic Staff

7.1. Outstanding academic staff exemplify the institution's values of clarity, inclusivity, and practical excellence. They combine deep subject expertise with a commitment to applied learning and to the success and wellbeing of all students.

### 7.2. Outstanding academic staff:

#### 7.2.1. Provide clarity and communication. Staff:

- Articulate the learning process clearly and in multiple ways, ensuring that all students, including mature learners, students for whom English is an additional language, and those with disabilities, understand the purpose, expectations, and outcomes of their learning.
- Use the Virtual Learning Environment (VLE) and other tools appropriately to reinforce and extend learning in accessible and engaging formats.

#### 7.2.2. Hold high expectations and inclusive challenge. Teaching colleagues:

- Hold consistently high expectations for every student and design learning experiences that enable all learners to reach their full potential.
- Facilitate motivating and supportive environments where students are encouraged to take intellectual risks and respond positively to challenge.
- Individualise learning through varied teaching methods that address diverse learning needs, preferences, and circumstances, including digital disadvantage.

#### 7.2.3. Demonstrate expertise and innovation. In this, they:

- Demonstrate passion, currency, and expertise in their discipline, incorporating current research and professional practice into teaching.
- Are resourceful and creative, using innovative methods and technologies to bring their subjects to life and make learning relevant to real-world contexts.

7.2.4. Offer partnership and professional preparation. They do this by:

- Actively engaging with students, listening to their feedback and supporting them to access the full range of institutional support services.
- Preparing students for professional expectations and graduate-level employment, collaborating closely with the Employment and Careers Team, the Enterprise Hub, and, where appropriate, Library professionals through the Library-in-the-Classroom initiative.

7.2.5. Engage in reflection and continuous improvement. Lecturers at GBS:

- Are reflective and evaluative practitioners who regularly review their teaching, share best practice, and seek professional development through the Centre for Academic Excellence.
- Engage in peer observation and dialogue that promote collective growth and sustain a collaborative, high-performing academic culture.

## **8. Curriculum Planning and Design**

8.1. Purpose and Principles

8.1.1. Curriculum planning and design are deliberate, structured processes that ensure all programmes deliver inclusive, applied, and high-quality learning. Each programme and module must align with the institution's values, Learning, Teaching and Assessment Strategy, and relevant awarding body requirements.

8.1.2. Teaching sessions must have a clear purpose and focus. The key knowledge, skills, and attributes should be shared with students at the start of each session, revisited during teaching, and reflected upon at the end. All assessment activities must align directly with intended learning outcomes (ILOs), with transparent success criteria shared from the outset (see also Assessment and Feedback Policy).

## 8.2. Collaborative Planning and Consistency

8.2.1. Module, level, and cohort leaders must work collaboratively with academic staff, the Centre for Academic Excellence, and professional partners such as the Library, Employment and Careers Team, and Enterprise Hub to ensure consistent, inclusive, and effective delivery across all locations. Curriculum design must actively reflect the needs of mature students, students with disabilities (declared or undeclared), students for whom English is an additional language, and those experiencing digital disadvantage.

8.2.2. Formative learning opportunities should be embedded within each module to help students build confidence, apply knowledge, and connect theory with professional practice.

## 8.3. SOP Foundations and Strategic Objectives

8.3.1. The Standard Operating Procedure (SOP) for Curriculum and Assessment establishes a structured, data-driven approach to curriculum quality assurance and enhancement. It aligns with ASQO protocols and institutional regulatory requirements to:

- Ensure all modules complete their review cycle annually.
- Intervene in underperforming modules within four weeks.
- Track post-intervention performance quarterly, targeting improvement in at least one key performance indicator (KPI).
- Integrate Technology Enhanced Learning (TEL), academic stretch, and formative assessment in the majority of revised modules.

8.3.2. These actions reinforce the institution's commitment to inclusive, data-informed, and continuously improving teaching practice.

## 8.4. Curriculum Development and Programme Design

8.4.1. The SOP sets out a staged process for curriculum and assessment design, beginning with the identification of new programmes and progressing through blueprint reviews, documentation audits, and training support.

8.4.2. Key features include:

- Annual audits of selected curricula and assessments to assure quality and relevance.
- Feedback loops via Associate Deans to inform programme and module leads.
- Integration of audit insights into SOP evolution and programme redesign.
- Alignment of Intended Learning Outcomes (ILOs), assessments, and session plans to promote constructive coherence and student success.

8.4.3. Programmes must be designed to foster applied learning, intellectual challenge, and employability development, while ensuring a manageable and inclusive workload.

#### 8.5. Curriculum Review and Annual Module Review

8.5.1. The curriculum and module review processes are embedded within the SOP and the annual monitoring cycle.

8.5.2. Key features include:

- An Annual Module Review (AMR) process that complements the existing annual monitoring framework.
- Use of review forms to evaluate module materials (slide decks, handbooks, assessment briefs, and marking rubrics).
- Evaluation criteria include employability integration, rubric quality (scored out of 5), and inclusion of marking and moderation policies in handbooks.
- A focus on constructive alignment, accessibility, and academic stretch, with feedback loops and iterative improvements recorded via rubrics and action logs.

8.5.3. These measures ensure that curriculum development remains dynamic, reflective, and responsive to student and employer needs.

#### 8.6. Pedagogical Enhancements and Inclusivity

8.6.1. The institution's curriculum and assessment practices are underpinned by evidence-informed pedagogy and a commitment to inclusive teaching. Ongoing Curriculum Review and enhancement activity emphasises:

- Clear, measurable learning outcomes designed to ensure that teaching and learning is calibrated to the right level.
- Scaffolded learning and differentiated instruction to support diverse learners.

- Integration of employability awards (bronze to platinum) and careers-focused content.
- Use of digital and interactive tools (e.g. Kahoot, AI activities) to enhance engagement.
- Accessibility and inclusive design, including use of alt text, consistent slide templates, and translingual teaching approaches that value linguistic diversity.

8.6.2. The institution encourages all teaching teams to apply these principles in partnership with the Centre for Academic Excellence, the Library, and the Employment and Careers Team to ensure every student benefits from an applied, inclusive, and professionally relevant learning experience.

## **9. Delivery: Teaching Activities**

9.1. Building on the curriculum planning and design principles outlined in Section 8, this section defines how teaching and learning are delivered in practice across all programmes to ensure that every student experiences high-quality, inclusive, and applied education.

### **9.2. Flexible Delivery**

9.2.1. Teaching and learning should, as far as possible, be organised to reflect students' varied personal and professional circumstances. The institution recognises that many learners balance study with employment, caring, and community commitments. Delivery models must therefore offer flexibility, through block teaching, varied time slots, and accessible materials, without compromising academic integrity or contact quality.

9.2.2. Programmes must also integrate appropriate online learning components and technology-enhanced resources to supplement in-person teaching, ensuring equitable access for students experiencing digital disadvantage.

### **9.3. Principles of Teaching Practice**

Teaching activities across all programmes must:

- Adopt a learner-centred approach that encourages active engagement, peer collaboration, and reflection, and that recognises the lived experiences of mature students, students with undeclared disabilities, and those for whom English is an additional language.

- Demonstrate transparency, inclusivity, and fairness in all aspects of learning, teaching, and assessment, taking account of diverse learning needs and preferences.
- Be informed by a fit-for-purpose curriculum developed in consultation with students, employers, industry partners, and subject experts to ensure local and professional relevance.
- Include effective mechanisms for student partnership, enabling staff and students to co-create enhancements in learning, teaching, and assessment practices.
- Be led by appropriately qualified and experienced academics and practitioners who engage in continuous professional development and apply evidence-informed, effective pedagogy.
- Utilise appropriate physical and digital resources, working in partnership with the Library, Learning Resources and Technology teams, and Employment and Careers Team to enrich the learning experience.
- Support the continuous development of study, professional, and employability skills, embedding guidance and opportunities for career development within teaching activities.

#### **9.4. Range of Teaching Activities**

9.4.1. To meet varied learning outcomes and preferences, faculties must ensure a balanced range of teaching and learning activities across programmes and modules. A diverse mix of methods should be employed to promote inclusivity, participation, and applied learning. Examples include:

##### **Collaborative and interactive learning**

- Small group discussions
- Problem-based learning and enquiry-based projects
- Moodle forum-based collaborations
- Peer-assisted or group-based learning activities

##### **Experiential and applied learning**

- External visits, fieldwork, and placements
- Work-based learning and employer-led projects
- Project supervision and reflective practice sessions
- Industry and community engagement activities

### **Instructional and creative learning**

- Lectures and demonstrations
- Seminars and tutorials
- Writing and study skills workshops
- Practical classes, labs, studios, and clinical sessions
- Use of digital tools (eg quizzes, AI learning assistants, simulations)

9.4.2. Each module should balance these approaches to promote inclusivity, intellectual stretch, and career relevance. Staff are encouraged to collaborate with Library professionals through the Library-in-the-Classroom initiative to integrate information literacy and research skills within these teaching activities.

### **9.5. Continuous Enhancement**

9.5.1. All teaching activities should be regularly reviewed and enhanced through the Centre for Academic Excellence's quality assurance and observation processes, informed by student feedback, peer dialogue, and data from the Curriculum Review and Annual Module Review cycles. Enhancements should prioritise accessibility, engagement, and applied learning, ensuring that every student, regardless of background or circumstance, can achieve their full academic and professional potential.

## **10. Enhancing the Quality of Teaching**

### **10.1. Commitment to Continuous Improvement**

10.1.1. The institution is committed to continuously raising the standard of teaching and learning through evidence-informed practice, inclusive pedagogy, and professional development. The aim of the processes described in this section is to monitor, recognise, and enhance the quality of learning and teaching across the institution.

10.1.2. Both academic and professional services teams are supported through a combination of internal and external Continuous Professional Development (CPD) opportunities, mentoring, and reflective practice.

### **10.2. Building a Community of Practice**

10.2.1. The institution fosters a *community of practice* that expects, nurtures, and rewards excellence in teaching. All staff are encouraged to engage in collaborative learning,

reflective dialogue, and peer support through activities such as the InfER–Teaching Enhancement Thursday forum, workshops offered by the Centre for Academic Excellence, and mentoring schemes.

### 10.3. Observation of Teaching

10.3.1. Teaching observations are central to maintaining and enhancing teaching quality. They serve three purposes:

- To assure the quality of the learning experience for students.
- To identify and reward excellent practice.
- To highlight areas for development and inform targeted training provision.

#### 10.3.2. Initial Observation

10.3.2.1. New lecturers are observed within the first two weeks of commencing teaching to confirm alignment with key institutional benchmarks. These observations are conducted by a line manager or delegated senior colleague and provide formative feedback to support early success.

#### 10.3.3. Audit Observation

10.3.3.1. Each established (post-probation) member of staff will normally be observed at least once per academic year by an Observation Team comprising experienced and senior colleagues, which may include members of the Centre for Academic Excellence. Staff requiring additional support may have a second observation to track development. All observers receive training and guidance to ensure consistent, developmental feedback.

10.3.3.2. This annual Audit Observation ensures that teaching practice continues to meet institutional and sector standards, aligned with the UK Professional Standards Framework (PSF). The audit evaluates:

- Learning design and delivery
- Engagement and inclusivity
- Use of learning resources and technology
- Formative assessment and feedback practices.

10.3.3.3. Each observation generates written feedback, an action plan, and a performance score. Strengths and areas for enhancement are noted, and a reflective conversation follows, recorded in an e-portfolio.

10.3.3.4. Where practice falls below expected standards, the Centre for Academic Excellence provides targeted developmental support—such as coaching, co-teaching, or peer mentoring. A follow-up observation is conducted, and continued underperformance may lead to removal from teaching duties until standards are met.

#### 10.3.4. Enhancement Observation

10.3.4.1. The Enhancement Observation normally occurs during the next module taught by colleagues who are developing their teaching practice. It focuses on the colleague's progress against their action plan from the audit process. Common areas of enhancement include:

- Effective use of teaching technologies and blended learning tools
- Embedding diversity and inclusion in the classroom
- Facilitating student-led enquiry and group work
- Delivering accessible and engaging assessment clinics for large groups
- Managing large group teaching effectively
- Helping students link learning outcomes with assessment tasks
- Demonstrating professional values and reflective teaching practice

This observation is followed by a reflective conversation, also recorded in the e-portfolio.

#### 10.4. Key Performance Indicators (KPIs)

10.4.1. Teaching quality and enhancement are measured through Key Performance Indicators that track individual and institutional progress. These are part of the contextual information informing observation scores, and include:

- First-time pass rates
- First-time submission rates
- Average module grades
- Student attendance
- Student satisfaction (MEQs)
- Teaching observation scores

10.4.2. KPIs are also reviewed through the Annual Monitoring Process and inform staff development priorities, recognition, and institutional planning.

#### 10.5. Teaching Recognition and Sharing Excellence

10.5.1. The institution actively celebrates and disseminates excellent teaching practice.

Exemplary staff are invited to share innovations and approaches through internal events (eg InfER–Teaching Enhancement Thursday), mentoring schemes, and contributions to training materials. Recognised excellence in teaching contributes to promotion, reward, and institutional learning.

#### 10.6. Annual Monitoring and Continuous Enhancement

10.6.1. All programmes are reviewed annually through the Annual Monitoring Process led by the Academic Standards and Quality Office (ASQO). The review considers:

- Programme and module performance data
- External Examiner reports
- Student feedback and MEQ outcomes
- Input from relevant departments and professional partners

10.6.2. Findings inform programme development, curriculum review, and enhancement planning, ensuring that teaching remains inclusive, applied, and aligned with the institution's strategic priorities. For further details, staff should refer to the Academic Standards and Quality Manual.

### 11. Work-Based Learning (WBL)

#### 11.1. Approval and Governance

11.1.1. Arrangements for Work-Based Learning must be approved at programme approval and re-approval in accordance with the Academic Standards and Quality Manual (ASQM). Any subsequent changes must be submitted through the Modification Process (Section 5, ASQM). Faculties and programme teams are responsible for ensuring that all WBL arrangements comply with institutional policies, awarding body requirements, and relevant external reference points.

#### 11.2. Partnership and Design

11.2.1. Work-Based Learning opportunities must be co-designed and developed in partnership with employers, students, and other relevant stakeholders—such as service users,

professional bodies, or regulatory authorities—where appropriate.

Design should:

- Reflect the institution's commitment to applied, inclusive, and career-relevant education.
- Provide equitable access and support for all learners, including mature students, those with disabilities (declared or undeclared), students for whom English is an additional language, and those experiencing digital disadvantage.
- Recognise the lived experience and prior professional expertise of students as valuable contributions to learning.

11.2.2. The Employment and Careers Team, the Enterprise Hub, and the Library should be engaged as professional partners in the design and support of WBL to ensure that students have access to guidance, academic resources, and reflective learning tools throughout their placement.

### 11.3. Learning Outcomes and Integration

11.3.1. Faculties must ensure that:

- The learning outcomes for WBL are directly linked to work objectives, integrate academic theory with professional skills and behaviours, and contribute explicitly to programme aims and outcomes.
- WBL is an integral component of the overall learning, teaching, and assessment strategy—whether embedded in core modules or offered as optional opportunities.
- Students engage in authentic workplace activity, or where appropriate, observation of such activity, to develop professional competence and understanding of applied practice.
- Placements and WBL experiences are structured, purposeful, and assessed in ways that enable students to demonstrate achievement of specified learning outcomes.

### 11.4. Quality Assurance and Standards

11.4.1. All WBL learning outcomes, assessment strategies, and operational procedures must:

- Align with institutional and awarding body policies, the QAA Quality Code, relevant Subject Benchmark Statements, and any PSRB requirements.

- Include clear processes for approving and monitoring placement providers, safeguarding students, and evaluating the quality of the learning environment.
- Be reviewed annually through the Curriculum and Programme Monitoring processes overseen by the Academic Standards and Quality Office (ASQO).

## 11.5. Student Support and Reflection

11.5.1. Students undertaking Work-Based Learning must receive clear guidance on expectations, assessment, and professional conduct. Academic tutors and placement supervisors should work collaboratively to ensure that students are:

- Supported in reflecting on their professional growth and career development.
- Encouraged to connect WBL learning with their broader academic study and personal goals.
- Given opportunities to share learning and contribute to a culture of applied, inclusive excellence across the institution.