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| Document title | GBS Learning and Teaching Policy |
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Version

## 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 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

- 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

5.2.2.

- 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

- 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<sup>2</sup> (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, weekday evenings, weekends, and evenings.

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



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



- 10.4. Observation 2 – Development al
- 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
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## 10.6. Teaching Recognition

- 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.