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Approved by (Oversight Committee)	Academic Board
Policy lead (Staff member accountable)	Provost
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Related GBS policies

GBS Data Protection Policy
 GBS Good Academic Practice and Academic Conduct Policy
 GBS Assessment and Feedback Policy
 GBS Student Engagement and Attendance Policy
 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 Admissions Policy

External Reference Points

1. <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

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

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.



- Review teaching, learning, resources and assessment and take action accordingly
- Identify clear strengths and weaknesses



- 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:

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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.

- 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



Demonstrate

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 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.



10.3.1. For all staff each year, a 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
learning.

10.3.2. The audit

h) professional values in HE teaching.

10.4.3. The feedback that has been received by the member of staff following their teaching audit - This should enable the lecturer to identify at least one key area which they would like to

- 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.

13. Monitoring and Review

14. Data Protection and Confidentiality

15. Alternative Format
