

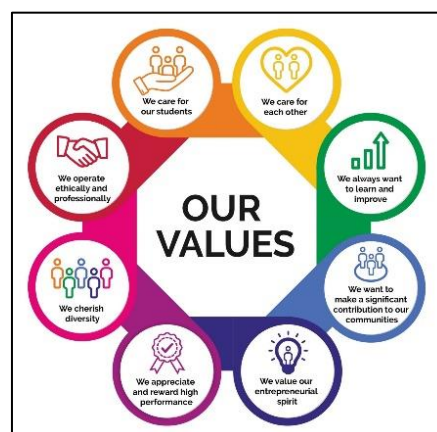
## 1. Provider context

Global Banking School (GBS) is a multi-campus UK provider of higher education, currently offering programmes at pre-degree, degree, and masters levels. We serve predominantly under-represented student groups providing very high quality inclusive higher education in some of the most challenging areas of the country. Since inception, we have focused on meeting the needs and aspirations of England-domiciled students who may have been limited in their ability to access higher education, by setting-up urban campuses that are local to our students' already established lives. We presently have campuses in some of the most deprived areas of London, Birmingham, Manchester and Leeds. As shown in the TEF Size and Shape data [01, 4-year aggregate] over the period 2017-2018 to 2020-2021, 95.2% of entrants to full-time undergraduate programmes are UK-domiciled, predominately mature (97.5%) and over the age of 31 (67%, vs. 7% for the sector 'all providers') with relative parity of representation across male (54.5%) and female (45.5%). The student population is ethnically diverse ('all students' population): 'Asian' students (42% vs 12% for the sector) 'White' (33% vs 57% for the sector) and 'Black' (13% vs 8% for the sector) [01].

Students are more likely to come from underrepresented groups with a very high incidence from IMD quintiles 1 or 2 (76.5% vs 31% for the sector) [01]. Students represented on the continuation indicator [02] largely come from ABCS Quintiles 1-3 (95%). Many are also carers, small business owners, or working to support their families and their studies. A large proportion of our students also come back to education after a substantial period of absence, or for the first time in the UK. Whilst they are adaptable, mature, knowledgeable, and with rich linguistic capital (English is for many their second or third language), they need to develop self-belief, and social and interpersonal skills alongside their academic and professional capacity. During their studies with us, our students develop ambitions which they might not have envisioned, but for the opportunity to study with us.

Global Banking School Limited was instituted as a limited company in 2010; we were successfully reviewed by QAA in 2012 (Review for Educational Oversight, Alternative Providers) when GBS's small cohorts of students were on Examination Preparation courses for the Chartered Financial Analyst Institute and ATHE Diplomas for the Institute of Administrative Management. There were subsequent successful reviews in 2016 (Higher Education Review), 2017(Educational Oversight Monitoring Visit), and 2018 (Educational Oversight Monitoring Visit). We registered with the Office for Students on 1<sup>st</sup> July 2019.

Our vision is to *'change lives through education that makes a fundamental difference to living standards and access to learning'*. Our mission is *'to facilitate the development of applied skills in banking, business, and management through excellent teaching, and the inclusion of evidence-based research and corporate case studies in our teaching'* [03 p1]. Our institutional values reflect our commitment to enabling the social, economic, and personal growth of a diverse population of students: *'we care for students and each other; we always want to learn and improve; we want to make a significant contribution to our communities; we value entrepreneurial spirit; we appreciate and reward high performance; we cherish diversity; and we operate ethically and professionally'*. One significant medium-term corporate goal for GBS is gaining Degree Awarding Powers (application in progress).



### **GBS strategic approach**

The programmes represented in the TEF metrics were validated by Buckinghamshire New University (BNU), the University of Suffolk (UoS), Leeds Trinity University (LTU), Leicester College (LC), and directly through Pearson (GBS Pearson). With these partners, and with new ones we have established since, from 2017 onwards we have developed 'validation' curricula, rather than franchises, to ensure we had a significant input in the courses we teach. Our course portfolio, strategies and policies, and infrastructures are all based on our recognition of the transformational value of education, particularly where background or circumstances might otherwise limit opportunity. At their core, a sharp focus on students' development; and the recognition that their experience at GBS will have a life-transforming impact, enabling them to acquire cognitive, behavioural, and professional skills, as well as attributes and attitudes that will get them ready for graduate employment, further studies, and enhanced businesses or lives. To achieve this, we have a strong educational infrastructure (described in detail later in this submission) which is based on an employment-focused curriculum; engaging teaching approaches giving students the opportunity to practise and apply theory to practice; a strong and innovative support structure; and a flexible block delivery model based on three annual intakes; five-week blocks per module (slightly extended in some partnerships); and a choice of day, evening or weekend attendance. This focus and flexibility enable us to engage in full-time mode with students who may be unable to access HE in more 'traditional' environments that might be less accommodating of their specific needs as mature working students. An analysis (keyword search) of the supervised and mandatory personal statements written by our applicants as part of their interview, shows that '*location*' and '*flexibility*' are amongst the top five reasons they cited for joining GBS. Other factors include '*having read good reviews*'; '*support available*'; and '*impressive facilities*' [04].

Consistent with our mission, with the opening of our first campus in 2016 in one of London's poorest areas, we sought to improve communities by reaching out to those for whom a 'traditional' university model is, for various reasons, not practical. Our expansion since has been achieved organically, based on our growing experience and profile, and in line with the original strategic plan (2019-22) which provided a value-based framework for sustainable growth, with students and their success, at its centre [05 p1]. Our present Learning, Teaching and Assessment strategy (2022-25) [06] builds on the achievements of the LTA strategy (2020-23) [07], to provide a steer for supporting GBS students who predominantly come from non-traditional academic backgrounds and have had limited engagement with higher educational opportunities. It promotes active learning, pro-active engagement with students, inclusive teaching and assessment and a GBS approach to 'educational gains' that encompasses the development of crucial personal, academic and professional skills/attributes [06, pp2-3, sections 1,2,3]. Our Employability and Entrepreneurship (EE) Strategy [08] builds on a long-standing strategic focus on employability and extensive career support (which was noted in the first QAA REO in 2012 [11 p7 para 2.9; p10] and in subsequent reviews in 2016 [12 p26 para 2.44], 2017 [13 p3 para12], and 2018 [14 p1 para 5]. It provides mechanisms to integrate formal and informal learning, and experience of the world of work into a compelling graduate proposition. Our Research and Knowledge Exchange Strategy [09] reflects the diversity of our staff, and GBS's focus on excellent teaching and applied research in areas that inform the curriculum and contribute to the long-term success of our students and their communities, with a specific focus on entrepreneurship [09, p2 para11]. Our Student Experience Strategy [10, para5] recognises that a key element of our student support is that we enable students to engage and develop productive relations with a range of communities, both internal and external. Our Student Retention Strategy [15, p1 para7] builds on a well-established

Provider name: Global Banking School  
UKPRN:10042500

focus on student support, and prioritises the development of student and staff capacity, and immediate and supportive response to students at risk of withdrawal or failure. All these strategies reflect how we address the specific needs of our students in all aspects of their experience, and with a view to delivering the highest possible educational outcomes for them.

### **Programmes represented in the TEF data**

We work with awarding institutions that share our vision and values, and represent a good strategic and operational fit with our own ambitions, academic culture, and delivery strengths. Since the start of our degree-level provision (2016-17) we have adjusted our partnership profile to ensure sustainability at cohort, partner, and institutional levels, and student success. The first partnership with Buckinghamshire New University (BNU) started in 2016-2017 offering a BA (Hons) Business and Finance 3-year degree, and a BA (Hons) Business and Finance top-up. Those early programmes attracted very few students and were quickly phased-out. From 2017-18 onwards, GBS took the strategic decision to only offer degrees with a foundation year, in order to better enhance our students' potential for success. This started with the launch of the BA (Hons) Business Management with Foundation Year (BNU) and has continued as the model adopted for subsequent partnerships. In 2019 we started partnerships with the University of Suffolk for a BA (Hons) Global Business (Business Management) top-up and a BA (Hons) Global Business (Business Management) with foundation year (FY); and with Leeds Trinity University for a BA (Hons) Business and Enterprise with FY and a BSc (Hons) Health and Social Care with FY. By mutual agreement related to strategic shifts in both institutions, the decision was taken to discontinue the BNU partnership in 2019- 2020. The final cohort of the BNU BA (Hons) Business Management with Foundation Year will graduate in 2023.

Alongside the degree-level provision, GBS entered a partnership with Leicester College in 2017 offering a Pearson HNC in Business, and introducing further courses in Healthcare Practice in England, and Hospitality Management in 2018. The partnership with Leicester College was phased out and replaced by direct registration with Pearson from September 2019 for GBS HND Business. Both the teach-out with Leicester College and BNU were achieved successfully through careful and continuous cooperation between the partners to maintain high quality and standards, and full engagement with students; our NSS scores are a tribute to the level of excellence that was maintained during the teach-out phase (see SE Section). The programmes represented in the TEF data are Leicester College and GBS Pearson HNCs/HNDs, the BA (Hons) Business Management 3 years, and BA (Hons) Business Management with FY, the BA (Hons) Global Business (Business Management) with FY, the BA Top-up (Hons) Global Business (Business Management), the BA (Hons) Business and Enterprise with FY, and the BSc (Hons) in Health and Social Care with FY.

GBS is divided into Faculties, based on specific partnerships, which are led by a Dean and several supporting Associate Deans (ADs) who work together to ensure strategy is aligned with practice: the 'AD Subject' is responsible for teaching and assessment alignment, teams organisation, and teaching monitoring; the 'AD Assessment' overseeing quality, management, delivery and monitoring of programmes; and the 'AD Foundation Year' is having a close oversight of student progress at Level 0 (L0). We teach entirely on our campuses and use Moodle (the VLE) to supplement learning. The decision to teach in-person addresses our students' needs and seeks to mitigate the disadvantages they encounter when having to rely entirely on technology for learning (as experienced during lockdown). Apart from the two periods of complete lockdown when students were taught by lecturers in 'online live' mode, GBS remained open for in-person delivery

Provider name: Global Banking School  
UKPRN:10042500

throughout the COVID period, using a 'bubble' approach, and returned to full campus delivery as soon as it was permissible.

## 2. Student experience

### SE1

#### Excellent teaching and learning

Our students recognise the excellence of their teaching, feedback and assessment experience. The Student Experience TEF data only shows 2 years' worth of data (Y3 and Y4) as we had no students in scope in Y1; and Y2 was suppressed. The overall scores for all SE indicators are broadly in line with benchmarks. On the 'teaching' indicator, all split indicators are also broadly in line with benchmarks, with first degrees and first degrees with foundation materially above. Equity of experience is notable across students of all ages, male or female, and of all ethnic backgrounds which are broadly in line with benchmarks, with 'mixed' ethnicity materially above, and IMD Qs1 or 2 at +0.5ppt. The 'teaching on my course' indicator is above benchmark at 91.3%. These scores indicate that GBS provides a high-quality learning experience to students from all backgrounds, ages, gender, and socio-economic backgrounds. Given the magnitude of our contribution to the benchmark (40.9%), it is however useful to compare our scores to the sector's [02 TEF 'all OfS registered providers', all measures] and note that GBS's scores are higher on all indicators (TL91.3% vs 81.5%; A+F 89.6 vs 70%; AS 87.4% vs 76.3%; LR 83.3% vs 81.3%; SV 88.6% vs 70.5%). Our overall NSS scores for 2021 [16] and 2022 [17] compared to the sector (UK NSS Scale by Country > UK) also show higher scores for 2021 [18] and 2022 [19] on the five indicators used in TEF. Our unpublished NSS scores for Y2 2020 [20] were: Teaching 97.62%; Assessment and Feedback 96.43%; Academic Support 98.24%; Learning Resources 80.95%; and Student Voice 100%.

The Learning and Teaching Strategy (2020-23) [07], building on the 2016-2020 Learning and Teaching Strategy, was focused on teaching excellence (Goal 1 p7) - with a clear steer towards developing digital fluency for staff and students (Goal 2 p8); an ambitious estate and learning spaces enhancement programme (Goal 1 p5); a pro-active employability stance (Goal 3 p9); and a road map to develop close partnership with students on governance and the student experience (Goal 4 p10). This has been a powerful vehicle for GBS to move confidently forward as the provision grew, and deliver an outstanding student experience through continuous engagement with students; flexibility to accommodate their needs; and highly engaged approaches to teaching, learning and assessment. Our approach promotes ways of engaging mature and diverse students who are time-poor and enables the development of employability skills alongside academic skills and knowledge (library, careers, academic skills, Moodle, IT are embedded within the taught sessions - see SE5). Lecturers use students' own professional experience to inform the sessions, e.g. on the BA (Hons) Global Business, students are asked to relate specific concepts/theories to their workplace to discuss adequacy of theory and practices. On the BSc (Hons) Health and Social Care, students are asked to describe patient care scenarios experienced in their own current role – often on the front line of health care. Scenarios/examples are discussed sensitively, and students are supported to research the evidence base needed to inform their decisions. This inclusive co-creative approach is facilitated through weekly contact with a consistent lecturer and small interactive sessions using for example quizzes, in-class polling, real-world scenarios, visual representations, video critique; and constant reference to the world of practice including for example through online hotel management simulations. Students are involved in group work, discussions, role-play on product placement or patient care, case studies, poster discussions. Delivery mode is effectively workshop-based which encourages deeper relationships between

Provider name: Global Banking School  
UKPRN:10042500

students, and with lecturers. Students practise presenting (including sales pitches, and poster competitions), listening, defending a point of view, and reflecting on their progress. They are typically taught in groups of 20-50 students which enables close interaction and is also more propitious to collaborative work and relationship-building. They stay in the same group throughout their period of study and are on campus for extended periods of time each week. Through this active engagement, students' self-belief, knowledge and skills are significantly enhanced. Their reflexivity is developed through e.g. formative feedback, professionally authentic assessment, active simulations and the use of real-life scenarios.

Our external examiners [EE] have regularly confirmed the outstanding quality of our teaching, and the careful approach we have towards differentiating, motivating and developing students in ways which are particularly suited to them [21]. On the BA (Hons) Business and Enterprise (AY 2021-22) the EE commended the team for *"being particularly student-oriented in their practices and decisions. Specifically, they make every effort to treat students as individuals with specific needs and aspirations, rather than 'as cohorts', which helps to personalise the student experience and differentiate between learner styles"* [BA (Hons) Business and Enterprise 2021-22, 30 September 2022, 21 pp6-7]. For the BA (Hons) Global Business, *"Global Banking School has a great course management team, and caring, and motivated team of teaching staff that ensure a high calibre of learning"* [BA (Hons) Global Business Level 5 and 6, 20 July 22, 21 p9]. On the BSc (Hons) Health and Social Care, the EE indicated that *"the modules covered some outstanding material and [they] felt that this [will] be an excellent foundation of learning for those who go on to the degree programme [i.e.L4]"* [BSc (Hons) Health and Social Care, 30 September 2021, 21 p7]. On our HND courses, EEs have praised *"the excellent retention of learners"* [Leicester College HND Business 2017-18, 29 June 2018, 21 p1]. In 2020-21, the EE indicated that *"the teaching teams at both sub-sites [were] exceptionally experienced in teaching in HE and regularly engage in continuing development"* [Leicester College HND Healthcare Practice in England, 2020-21, 28 May 2021, 21 p2]. They also stated that *"in all assignment briefs, there are excellent links made to HN Global (Pearson's Online platform) to support the learning and development of the student"* [Leicester College Healthcare Practice in England, 28 May 2021, 21 p2].

### Assessment and Feedback

Our very high overall rate (89.6%) is 1.5 ppt above benchmark. Most split indicators are broadly in line with the benchmarks with four splits materially above benchmarks, with HNC/HND courses being broadly in line, and our first degrees with FY +5 points materially above benchmark. Our Associate Deans for Assessment, as 'holders' of the curriculum, play a significant role in ensuring the outstanding quality of our assessment practices by providing dedicated focus, support and steer. They ensure learning, teaching and assessment are aligned with the LTA strategy, and assessment incorporates real-world application, reflecting the nature of our mature student body, with feedback embedded to support continuation and completion rates. We use assessment methods that require the application of theory to industry/ professional practice (e.g. management reports; working with live clients; business consulting; evaluation of a business report; justifying business decisions).

To ensure consistency of approach across the whole institution, we deployed last year a 2-part 'assessment and feedback' project: 'Unpacking assignments' (annual training programme across all courses) in March 2022 and 'Formative Feedback Activities' (intervention in the classroom) in early June 22. 'Unpacking Assignments' was designed to support staff in engaging students with assignment briefs and grading criteria. The feedback on the workshops was overwhelmingly

positive, with 97% of the staff who responded (n=69) reporting that *these sessions were relevant to them* and 99% that it *gave them new ideas* [22]. The in-class 'Formative Feedback Activities' programme (FFAs) was designed so that students across the board engage with their assignments early (to improve first time submission rates) and receive timely focused tutor feedback (feed-forward). Students now receive formative feedback on four separate tasks in the first four weeks of their module; with verbal (in-class) and written (on Moodle) feedback, which also allows students who missed a session to access task and feedback. To ensure FFAs was successful, an extensive programme of training was provided to all staff, including online webinars, followed by subject specific interventions by the Learning and Teaching Unit (LT Unit), overseen by Associate Deans for Assessment in the faculties. It is too early to evaluate the effect on students' experience of assessment, but it has fully embedded feedback in the GBS culture. In one of the faculties, feedback from students on FFAs resulted in a full revision of the assessment approach – e.g. breaking down assessment in discrete rubrics, and supplementing with Panopto videos providing a verbal summary, with previous examples of high-quality work. FFAs has been recently reviewed and enhanced, and is being perennialized across the institution, alongside 'Unpacking Assignments'. In a recent Student Experience Enhancement (SEE) survey [survey of all existing students about major GBS initiatives undertaken over the past 2.5 years], 89.6% of students (n=4507) found FFAs beneficial or very beneficial [23, p5 Q2]. **For information** this survey (n=4630 overall respondents) sought feedback on sixteen initiatives (including related to the COVID period) on a 4-point Likert scale with a 'not applicable' option for those who may not have experienced all these initiatives. Denominators were adjusted in the analysis to take account of 'not applicable' responses.

Our approach to assessment and feedback works for students who are time-poor, and less familiar with UK HE academic conventions; the mechanisms we use support, and steer them to submit, continue and complete. In a survey carried out at the Teaching Enhancement on Tour (March/April2022), an event further referred to in SE4, in a random sample of 347 students, 93.6% stated that they were satisfied or very satisfied with their experience so far [24 p2]. To the question 'how would you rate the teaching at GBS?' on a Likert scale, the average grade was 4.5 out 5 [24 p2]. We have also consistently received positive reports from external examiners confirming very highly effective assessment and feedback on our courses. In relation to the courses represented in the TEF, on the Global Business programme, the EE found assessment to be *"highly responsive to the student's capacity to build skills and knowledge valued in today's commercial marketplace"* [21, BA (Hons) Global Business, 2021-22, 20<sup>th</sup> July 2022, p9]. The EE also found that *"the feedback given is often highly comprehensive and detailed"* and guides students on *"how to improve performance in the future"* [21, p9]. On the BA (Hons) Business and Enterprise with FY, the EE praised *"useful feedback aimed at encouraging students to be more critical in their stances towards theory and existing practices"* [BA (Hons) Business and Enterprise 2020-21, 30 September 2021, 21 p6]. The 2021-22 report found that *"students' work is original and to a pleasingly high standard"* and within the same paragraph *"that feedback feeds forward effectively, pushing learners to explore their full potential"* [Business and Enterprise 2021-22, 30 September 2022 21 p6]. On the BSc (Hons) Health and Social Care, the EE commented that *"feedback provided gives a clear indication of how students have performed, and it is good to note that tutors offer further guidance and support to students if they wish to access it. It is clear that those students who access the support offered to them achieve the higher grades. Failing students appear, from the feedback, not to have followed guidance or accessed support"* [BA (Hons) Health and Social Care, 2021-22, 30 September 2022, 21 pp7-8]. The collaborative approach is also commended on the BA (Hons)

Provider name: Global Banking School  
UKPRN:10042500

Global Business where the EE was “*impressed with the support, innovativeness, and interest in improvements*” shown by the team [BA (Hons) Global Business, 2021-22, 20 July 2022, 21 p9].

## **SE2**

Both the Learning and Teaching Strategy (20-23) and Learning, Teaching and Assessment Strategy (22-25) are focused on the particular needs of our student demographics; both promote engaging, student-led approaches to teaching, and they have led to us putting in place mechanisms to support the commitment of students through an outstandingly supportive campus experience, and strong monitoring mechanisms. GBS has increasingly been focused on improving students’ critical analysis capacity across modules, with specific attention to developing research skills applied to graduate employment contexts.

### Engagement in and commitment to learning

Block delivery is particularly conducive to intensive and focused engagement. In class, students engage with their subject through discussions, debates, analysis of photos/videos relating to health issues and exposure to real-life cases. ‘Peer-to-peers’ presentations, the use of quizzes, and polling to self-test help build confidence and valuable skills for graduate employment. Students benefit from differentiated teaching, co-taught sessions, and self- and peer-review, which support self-knowledge and progress towards completion. Group work, discussions and presentations necessitate students’ commitment to their own learning, and to the wider learning community – attributes they will need to secure graduate employment once they complete. Critical thinking and evaluation are embedded in teaching and assessment (problem-solving, team working, reflection of performance, subject competencies) to enable students to gain more complex views of their subject overtime, and to develop more advanced academic skills. Our lecturers’ knowledge and engagement with their field is very high and brings currency and substance to the course content: 20% are members of a subject association; 53% are members of a professional body; and 24% have consultancy experience [26]. To inspire students, staff use press releases or social media materials that fuel discussions, case studies, summary analyses, problem-solving, simulations, and role plays. Examples of content include risk identification; inclusive management strategy; developing inbound tourist posters; addressing different business sectors. Practically, lecturers rely on presentations and group work to gain immediate engagement and encourage students to collaborate with each other in class, thus helping them develop a repertoire of skills to improve professionally and personally [27, pp1-2]. Our programmes’ content also includes bespoke activities that develop confidence and fluency with academic conventions: learning skills (English language, mathematical skills, information literacy), and higher cognitive skills (academic writing, argumentation, and communication and presentational skills) (see SO1). In a specific example of how the teaching approach is operationalised on the BSc (Hons) Health and Social Care, the Associate Dean described a careful balance between didactic delivery and student-led activity, the former to introduce main topics and give clear instructions (for example presenting model definitions of health and health promotion from valid sources), and the latter consisting of student-led activities embedding questions/discussions, case-studies, presentation of research reports to peers, or real-life examples.

### Rigour and stretch

Rigour and stretch are inherent in the GBS approach. In a survey of students [24 and 25] undertaken during the Teaching Enhancement on Tour event, to the qualitative question “how do your lecturers encourage you to perform better?” students provided the following individual answers (excerpts) “*by making sure we are actively participating in lessons; they make sure we do*

Provider name: Global Banking School  
UKPRN:10042500

*all the activities and exercises; by stimulating me; by giving students the chance to talk; by asking questions and allowing everyone the chance to talk in front of the class; they make time to support student group work; by giving feedback; by giving you constructive criticism and answering student questions*" [25, pp4-5]. Our students find their course stimulating and are presented with challenges that inspire them to achieve their best. This was further evidenced in the NSS 'teaching' sub-questions Q3 and Q4 of Y3 and Y4 of our NSS data where 90% of our students in 2021 [16] and 90.3% in 2022 [17] thought that *'the course is intellectually stimulating'*; and 90% in 2021 [16] and 91.7% in 2022 [17] found the *'course had challenged them to achieve their best work'*. This indicates that by the time they reach their final year, our students have experienced a challenging environment, which has stretched them to develop their knowledge and skills and given them the confidence to aspire to and achieve high outcomes. Further notable examples of stretch have been identified in our external examiner reports: "*Global Banking School has made strides to improve upon the critical analysis ability of its students [...] I think there are some fine student performances, which to my mind indicates substantial learning*" [BA (Hons) Global Business, 2021-22, 20<sup>th</sup> July 2022, 21 p10]. The EE BA (Hons) Business Management notes the focus on transferable skills which "*complements the critical and analytical skills that modules and the overall programme seek to achieve through its learning outcomes*" [BA (Hons) Business Management, 2020-21, 25 June 2021, 21 p5]. "*Students are given the opportunity to research on organisations of their choice. This is good practice as it enhances student independent learning*" (Pearson, HND Business, 2022) [21, HND Business, 2021-22, 1<sup>st</sup> May 2022, p3]; "*one of the areas of excellent practice is the variety of assessments and in particular that at an early-stage students are being introduced to research and reviewing literature*" [BSc (Hons) Health and Social Care, 2021-22, 30 September 2022, 21 p7]; On the BA (Hons) Global Business, "*the assessment strategy is balanced, highly sensitive to student learning needs and calibrated well for learning beyond the class*" [BA (Hons) Global Business Level 5 and 6, 20 July 22, 21 p9]; on the BA (Hons) Business Management, "*the assessment tasks are challenging and provide ample opportunities to the students to develop necessary knowledge, skills, and abilities*" [BA (Hons) Business Management 2021-22, 5 July 2022, 21 p5]. Further examples of rigour include: "*I am impressed with the procedural consistency, fairness and efficacy of assessments and I believe that all policies and regulations have been followed scrupulously, which was satisfying to observe as an external*" [BA (Hons) Global Business, 2020-21, 31 October 2021 21 p8]; "*assessment decisions are consistent and fair*" [HND Healthcare Practice for England, 2018-19, 16 May 2019, 21 p1].

## SE5

Our academic support TEF indicator is broadly within benchmarks, with a very high value at 87.4% (-0.3ppt). No indicators are materially below benchmark, and four are materially above. Academic support is indeed central to our strategic vision for 'success' and 'return on investment' for students; it is underpinned by GBS's values and its Student Retention Strategy [15], itself developed with reference to seminal research in the sector, particularly the [Paul Hamlyn Foundation](#) and the [Advance HE](#) literature review on retention.

In addition to the tremendous efforts deployed by lecturers, key players involved in delivering outstanding support include the Student Success Tutors (SSTs), the Student Retention team (further described in SO1), and our Academic Skills Lecturers. These teams (as well as IT, Finance, Welfare) have recently been directly reachable through the **Customer Service Hubs** with a ticket-based system to provide a better student experience. Those hubs are the first port-of-call for all student queries, who triage and provide on-the-spot advice; they are open during day sessions, and in the evenings and weekend sessions, to help with immediate issues. Since



Provider name: Global Banking School  
UKPRN:10042500

inception (June 2022), Hubs teams have processed some 18,000 students' enquiries [email from Head of CS Hubs, 02/12/2022]. Our recent SEE survey showed that 86% of 4480 respondents found them beneficial or very beneficial [23, p5 Q11]. Our support teams play a pivotal role in maintaining students' commitment, and their drive to succeed, at times when other priorities come in the way of their studies. The **Retention** team works closely with SSTs in faculties, to bring back on track students who have been identified at-risk of withdrawing (see SO1). SSTs are in a central position in each campus available any time for in-person or online support. They assist in-class during sessions (daytime, evening and at weekends), providing individual support and workshops on IT, navigating the VLE, good study habits; managing assessment administration; supporting submissions on Moodle; and monitoring extensions/deferrals. They liaise with other departments (Finance, IT, Welfare) on behalf of students when needed, and monitor and refer any student at risk to the retention team. Their closeness to classroom activities enables them to gather intelligence about students' common concerns which they discuss in weekly meetings with Associate Deans. In the SEE survey [23, p5 Q4] 88% of our students (n=4483) rated SSTs on campus as very beneficial or beneficial. The Pearson verifier for HND Healthcare Practice for England in 2022 reporting on feedback from students, stated: *"the support from the SST team was acknowledged [...] as the students felt they helped to make studying easier and accessible. They appreciated the diverse support they gave and felt they were pivotal to their success"* [HND Healthcare Practice for England, 2021-22, 1<sup>st</sup> June 2022, 21 p3]. In addition to their one-to-one sessions (1600 student appointments in 2021-22 were rated useful or very useful by 92.4% of the 105 students giving feedback) the **Academic Skills Lecturers** – a team of specialist lecturers (on full academic contracts) – work with students in the classroom sessions, to ensure they get help with study skills at the point of learning. We have recently enhanced their role, and they now teach in the first two modules of the FY alongside the subject lecturer (i.e. for the first 10 weeks of the programme, as this is where the highest risk of non-continuation was identified) to provide skills development tailored to the subject and the academic level. They were highly rated in the SEE survey; 91% of students (n=4487) indicated it was beneficial or very beneficial to have them on their campus [23, p5, Q5]. Being aware of the benefits of peer-assisted learning, we have piloted a PASS (**Peer-Assisted Study Skills**) programme for L0 and L4 students, which is now being extended across the institution. Ten senior 'students PASS leaders' were trained to facilitate collaborative interactive activities related to course content, academic writing, study and IT skills; they acted as peer-mentors between June and August 2022. Feedback reported to the Learning and Teaching Committee in September 2022 [Peer-Assisted Study Skills Learning and Teaching Report\_22 August 2022] shows this initiative is particularly useful with foundation/first year students. PASS leaders presented a paper with staff on this experience at the GBS Teaching Excellence Conference in November 2022 and they will be presenting at the 5<sup>th</sup> International Conference on Modern Research in Education, later this year. The GBS PASS initiative will also be reported in the 2023 SI-PASS/PAL European Report (University of Lund), with GBS hosting the 2023 International Forum for Peer-Learning and Peer-Support on 21st March 2023.

We know from our NSS scores that students also highly value the timeliness of the support and advice they get. In the NSS 21 [16] and 22 [17] data, 96.7% of students in 2021 and 88.6% in 2022 responded that *"good advice was available when they needed to make study choices"*. Other data mentioned previously also confirm their high appreciation of our support systems, which was also one of the top reasons [04] for choosing GBS in the first place.

**SE3**

Provider name: Global Banking School  
UKPRN:10042500

Clearly the focus of GBS in the first years of its operations, was on establishing very high-quality courses with reliable partners. When its provision became more substantive in 2019, the ambition of gaining DAPs took shape and led to increasing the recruitment of staff with strong research profiles alongside their teaching expertise. Our academic staff profile is balanced, with academics that have been recruited on account of their subject (through research and/or practice) and teaching expertise, and their commitment to student success, as shown below [26]:

Doctorates	42%
Master's Degree	56%
Additional professional qualifications	74%
HE specific teaching qualifications	57%
Non-HE specific qualifications	18%
Holding Advance HE Fellowships	32%
Engaged in research on subject through professional practice	33%
Engaged in research on subject through consultancy work	24%
Engaged in research through research or creative work	44%
Attended seminars and conferences	92%
Presently studying towards a doctorate	21%

These data, collected amongst staff during the early summer 2022, show a very high level of engagement with professional practice, a strong culture of academic development and of gaining teaching and academic qualifications, as well as closeness to their field through research or applied practice. Consistent with our recruitment strategy reflecting GBS values, 78% of GBS academic staff are on full-time contracts and 88% are on permanent contracts [26].

The growth and development of research has been led by the LT Unit who have established a 'research conversations' forum where academic staff share current research interests and a 'Research and Coffee' forum for collegial support to staff undertaking PhDs. The work of this Unit has culminated into the recent launch of the Institute for Educational Research (InfER). GBS's clusters of research that contribute directly to the experience of students include: banking, finance and micro-finance; performance of single-listed foreign stocks; international business strategy and leadership; sustainability; community development and rural entrepreneurship; supply chain and logistics; ethics; organisational culture and behaviour; employability enhancement techniques; HRM practices; job performance. In addition, there is a growing body of staff engaged in educational research that directly reflects GBS's educational remit, and feeds into a knowledge field that informs our practices. Examples include educational inequalities; entrepreneurship education; inclusive learning; mentoring and coaching; uses of assessment in measuring performance; diverse, non-traditional learners; game-enhanced education; interactive digital tools; blended learning. Examples of scholarship impacting directly on teaching approaches include *inter alia* students and entrepreneurship; students as partners; student retention; and metacognition and self-regulation. The combination of scholarship that has an immediate impact on the curriculum, and more formal research, all contribute to enriching the student experience. The former enables the introduction of immediate changes often leading to more active engagement of students, the latter brings the subject to life and engages students with the complexities of applying theories to real work/practice contexts. Students are themselves involved in research through e.g. projects, inquiring into practice, and researching data on markets, healthcare approaches and statistics, or product placements. On the BA (Hons) Business Management for example, students use their research skills to design/exhibit their own product; and work with live clients. Given the recency of our degree provision, we have been providing mandatory training for all lecturers engaged in

Provider name: Global Banking School  
UKPRN:10042500

supervision to equip them with the skills of research supervision (including ethics and integrity); and to ensure they fully understand their role, and the process of supervision. This programme includes discussions of supervisor/supervisee roles and expectations, managing challenges in supervisor-student relationship, and ethics (as referenced in our Research Code of Practice [35]). These activities are integrated in the 2022-25 GBS Research and Knowledge Exchange Strategy [09] which promotes the growth of practice-based and applied research.

## **SE4**

### Very high-quality professional development

As well as staff with UK HE experience, our academic staff include experts from industry, and/or lecturers having completed their higher education outside of the UK; it is therefore critical that all academic staff (including part-time staff) are familiarised with the processes and expectations of the UK HE sector as soon as they join GBS. Our online [onboarding programme](#) for academic staff bears on legislative requirements. This is followed by a 3-stage **induction** for academic staff introduced in 2021-22, starting with an online mandatory programme, 'Lecturers' Essentials', on UK HE sector standards. Incoming staff then contribute to a 75-minute face-to-face Classroom Management workshop with real-life scenarios and discussions about expectations and strategies, block teaching, and the distinct and sometimes complex pedagogical needs of widening participation students. The third stage is a day-long workshop to discuss the GBS approach to motivate and support students with reference to central services, GBS values, and performance expectations. GBS has been registered with Advance HE since 2020 to prepare and submit applications for **Advance HE Fellowship**; some of our staff are also Advance HE Assessors. Each applicant is supported with briefings and guidance, detailed feedback, and allocation of a locally based mentor. We had twenty-two successful FHEA applications over the past two years; with six others awaiting their results; and forty-eight colleagues presently working on their application. Over a third of our staff hold Advance HE Fellowships, and we will continue to encourage Advance HE Fellows applications through our LT Unit.

### Embedding excellent academic practice

Our Learning and Development Policy [28] supports the institution in its ambitious plan to broaden access to HE by fostering and supporting talent, recruiting highly qualified staff with diverse profiles reflecting the student body, and developing inclusive work practices. To ensure talent is embedded where it can impact the most, GBS provides promotion opportunities to senior academic posts, without any consideration of age, or of any other specific characteristic, other than talent. In 2021-22, six academic members of staff were promoted to Associate Deans; three are presently on trial for promotion to Associate Dean; and five Senior SSTs were promoted to Head of SSTs. GBS facilitates a variety of **CPD** opportunities [28, p 6, para 6.6] including coaching, eLearning, shadowing, project work as well as courses, conferences, and other forms of professional development, for which funding is available for the whole or part of the course/event, once approved. Given the distributed nature of GBS's operations, we have also developed our own CPD online platform (Unit4 Talent) which provides access to over 40 sessions on *inter alia*, KPIs and performance management, purpose, trust, annual review process, leadership excellence, and micro-sessions and masterclasses. Working closely with HR, the LT Unit also provides face-to-face training and development in coaching, mentoring and team building to enhance the performance of GBS managers and leaders.

GBS established the LT Unit in 2020, to ensure excellent practice is embedded, monitored, enhanced, and shared and rewarded. Prior to this, we had an Associate Dean (Learning &

Provider name: Global Banking School  
UKPRN:10042500

Teaching) and an Academic Support team who provided teaching and learning support across GBS. The LT Unit is led by a Dean of Learning and Teaching and two Associate Deans, with Consultant Lecturers (senior academics acting as mentors to junior staff, being on the ground to give new colleagues a sense of belonging, and providing in-class assistance to lecturers who need support to resolve for example, class behaviours or student motivation) and Academic Skills Lecturers. The LT Unit is now well established, with strong links to all faculties and frequent interventions with teaching teams to support teaching excellence. It introduced a revised Observation of Teaching Policy in 2021, comprising an audit of teaching and a reflective observation. The audit is conducted by trained educational leaders across GBS and scored on a scale of 1-4 to provide a shared appreciation of teaching quality. The observation focuses on clarity of learning outcomes, structure of learning activities and engagement of students; it is followed by a feedback session with the observee. Students are also involved in a short discussion of their own views on the quality of teaching, in line with the values that shape the education system at GBS and our commitment to involving students in assessing the quality of teaching. By September 2022, 82% had undertaken **teaching observation** [27, p1]. Examples of good practice included sequencing and linking units; scaffolding; involving students as partners [27, pp1-2]. The outcomes of observations have shaped the LT Unit's training initiatives; and were central to the Teaching Enhancement on Tour programme (see below), Moodle enhancements, and the roll-out of Vevox (polling software) to boost classroom interaction.

The drive to develop communities of practice and engage the whole institution in effective and high-quality pedagogic practice prompted the setting-up of three important forums across GBS. To feed into its activities, an online community, the **Teaching Enhancement Thursdays** meets regularly after Thursday afternoon's teaching sessions (attracting each time between 30-50 attendees). Each session uses a short trigger presentation leading to a discussion of educational topics, supported by a shared online site. Presentations so far have included - reflective practice and giving student feedback; using rich pictures in teaching and learning; student-led learning; critical thinking; brain teasers; mental health; and entrepreneurial spirit to transform HE. Staff feedback has shown that this is a place where lecturers reflect on their own practice, gain confidence to try out new methods, and make productive connections with colleagues from other Faculties [29, p2 and 4-6]. Building on this online community, the first in-person **Teaching Enhancement on Tour** ran throughout March and April 2022 on all sites; this included 1) teaching enhancement workshops on themes relevant to GBS, (e.g. student values and learning, unpacking assessment; flipped learning; innovative assessment; growth mindsets; student retention; diversity and inclusion); 2) teaching observation sessions; and 3) the collection of student feedback on quality of teaching. In November 2022 GBS held its first **Teaching Excellence Conference** in our outstanding London conference facilities at Global Education House. Over one hundred delegates enjoyed fourteen presentations, two student panels, an award ceremony, and the launch of InfER. Topics reflected participants' research interests and included: integrated formative feedback, transitions into HE, dialogic teaching and inclusive education, engaging with gender and belief, TEL, and the role of play in HE pedagogies. The event highlighted the commitment to teaching excellence and was very well received with rates of satisfaction rates (n= 41) in the high 90s for both staff presentations and student panels [27, p2]. Teaching excellence awards and commendations were given to colleagues [27, p3] for outstanding teaching practice and student engagement; these complement our GBS annual awards ceremonies each year, with student and staff nominated awards, including teaching, student support, and innovation. The conference culminated with the launch of **InfER** which encourages and supports research and scholarship benefitting communities served by GBS, and placing our students at the heart of conversations

Provider name: Global Banking School  
UKPRN:10042500

about teaching and learning. This work will feed directly into our own practices; inform through publications the wider sector about successfully engaging students who may at one stage have felt excluded from access to HE; and contribute to novel approaches to the levelling-up agenda.

## SE6

Our learning resources indicator is broadly in line with benchmark (- 1ppt with a score of 83.3% vs a sector indicator of 81.3%), including for all GBS relevant age groups, genders, all ethnicities except 'black' students (-3.7ppt with 110 students) and 'other' (-5ppt with 30 students), on a denominator of 1040. This signals a very high level of satisfaction with our physical and virtual resources. Our SEE Survey [23, p5 Q16] also indicates (n= 4466) that 90% of the respondents found the libraries and librarians beneficial or very beneficial. Following a major enhancement in 2021-22 to encourage better navigation and more student-centred approaches to course design, a Moodle survey (n= 506) showed an overall satisfaction with Moodle of 86% [30, p2]; 85% were also satisfied with accessing course material online [30, p3]. Our NSS scores confirm students' satisfaction with the availability of resources specific to their course. Their satisfaction with IT resources was 80% in 2021 [16] and 83.4% in 2022 [17]; library resources were rated 86.4% in 2021 and 82.8% in 2022; 84% of students in 2021, and 85% in 2022, stated they had been *able to access course-specific resources when they needed to*. We are very confident that our learning resources are outstanding, and we continue to extend and enhance them.

GBS offers outstanding **facilities** with a comprehensive range of support services for students and staff across our campuses. Our strategy is guided by the aims and values of the strategic plan – reaching out to areas most deprived and providing a student-centered experience. Thus, any changes to our campus space consider the need for support staff to be located in close proximity to students, and for adequate student spaces around classroom facilities. In general, across all GBS campuses the ratio is in the order of 6:5 for teaching to support space. This illustrates the importance we place on student space. To reflect this concern, we also favor small/medium size classrooms (see SE1). As indicated earlier (introduction), 'facilities' was an item listed as one of the top reasons for choosing to study with GBS [04]. Buildings are spacious, and all classrooms are fitted with appropriate digital tools, including interactive whiteboards where these facilities are required. Dedicated technology labs are available on every campus for relevant programmes; they are opened to all students when they are not used for teaching. Facilities include Customer Services Hubs (see SE5), IT and libraries on each campus, with access to both online and physical resources, breakout and relaxation areas for students between classes with access to refreshments during the days, evenings and weekends when teaching sessions take place.

We have outstanding **libraries** facilities on all campuses. In line with the LT strategy [07], we have focused on student space and inclusivity: library services are student-centred and pro-active, and libraries are highly visible and open. This results in a high and steady footfall, with our latest audit reaching 47,000 access instances between January and November 2022. The setting-up of libraries across all campuses has represented a significant investment in additional resources, and engagement with top Library providers to create inclusive modern libraries. Commenting on these efforts, the 2021-22 cohort, the BA (Hons) Business and Enterprise examiner wrote: *"the library provision is comprehensive, the VLE always populated with helpful additional materials and the level of guidance provided to individual students is high"* [BA (Hons) Business and Enterprise 2021-22, 21 p6]. During lockdown, existing e-resources were upgraded via EBSCO, with EDS for remote renewals of loans. We expanded the physical book/journals collection by 64% whilst extending our services. We presently hold 9000+ book items; and have access to 120,000

Provider name: Global Banking School  
UKPRN:10042500

eBooks; 47 300,000 e-resources; 14 700 000 academic journals; 10 800 000 magazines, as well as numerous trade publications, news, reports, reviews, and dissertations/theses. Based on this dynamic pro-active approach, we were shortlisted for the Outstanding Library Team in [THE Awards 2022](#). Our purchasing strategy is to ensure that all students have full access to all digital library resources by purchasing the highest user number of licenses available; we anticipate volume based on recruitment targets. Librarians reach out to students through presentations in class, and by displaying new titles for all subjects; they are pro-actively engaged with staff and students through embedded sessions in the classrooms for all levels, including newcomers and refreshers. All libraries have also recently introduced 30 minutes 'Ask-a-Librarian (AAL) one-to-ones, where they address on the spot, issues related to referencing, assessments, basic IT support, library advanced search, and anything else students might need extra help with.

The roles of **Moodle** and other digital resources were central during the pandemic and have enabled GBS to significantly enhance the digital provision for students. In April 2020, we set-up an application (BigBlueButton) that gave student access to virtual classrooms with high-quality audio and video, screen sharing facilities, and a streaming option for staff and students' reviews. In the SEE survey, 88.7% of students (=3299) rated BBB during lockdown as beneficial or very beneficial [23, p5 Q7]. The online provision is now used as a supplement to in-person teaching, to consolidate and deepen student learning asynchronously. The impulse given by the pandemic has triggered significant improvements based on students' comments, introducing a 'tiles' format which reduces the number of clicks; a 'study materials' tile; a revised template to stimulate interactivity; discussion forums (we presently have 200 active forums across all courses); and a simplified Turnitin submission process which students have been highly rated by students in the SEE survey (scoring the highest score in the 16 items surveyed) with 94.4% of the students (n=4561) finding the change to the assessment links on Moodle beneficial or very beneficial [23, p5 Q8]. Overall, the VLE improvements have increased engagement and motivation through interactive and visually appealing materials; enhanced collaboration as students work on projects; enhanced access to information and resources; and engaged students in more criticality when using resources. The synchronous and asynchronous learning experience has been greatly enhanced via Moodle quizzes and interactive content in H5P (e.g. drag and drop activities; multiple choice quizzes with auto feedback and flash cards). In line with GBS's inclusive approach, we have introduced key accessibility tools e.g. enabling on screen file display, visual aids for learning, and ALT text to images, to provide alternatives to texts on screen readers. We have a strong training capacity for our learning technologies, as most students join us with limited knowledge of basic packages (e.g. Office 365) and little expertise in assessing internet content, making digital presentations, or accessing digital resources specific to their subject. Technology training has become pervasive and embedded into teaching practices, and is also used as vehicle for the student voice (e.g. Vevox). The Moodle team provide training for students during their 2-week induction, with a follow-through during the 'extended induction' [31], and continuous background support from SSTs, Library, and Academic Skills Lecturers. Outside of the standard technologies used for teaching, learning and assessment (Office 365, Moodle, EBSCO, Turnitin), students also use course specific platforms, such as Passport, MS Project, Hotel Challenge (simulation game), Wordwall, Perusall (also on Moodle now), Kahoot, or Padlet.

## SE7

Our student voice indicator is broadly in line with our benchmark at 88.6% (cf. 'all OfS registered providers' being at 70,5% on this indicator [02]), with all splits in line with or materially above benchmark. This level of satisfaction reflects the high level of engagement we have with our

Provider name: Global Banking School  
UKPRN:10042500

student population, which was central to the LT Strategy 2020-2023 [07]. We rely on student feedback to inform our provision of the outstanding levels of effectiveness and flexibility students need to be successful. This section describes this embedding of engagement, starting with student representation.

Student Representatives' feedback is incorporated into every level of evaluation and decision-making. Students are members of Programme Committees which are held at programme level, Student Representative Committees held at faculty level, and members of Academic Board and Learning and Teaching Committee (LTC) at institutional level. Our aim in incorporating students in the governance and management of GBS's operations, was to better recognise the needs of our students, to work in partnership with the representative body to meet those needs, and to ensure students are at the heart of decision-making, rather than simply a consultative group. Students were part of the TEF Stakeholder Group throughout the writing period, and decided to write a student submission, and a short video; we have not sought to influence their decisions but have provided the support and logistics they needed, including advice and guidance on the TEF process, and access to the data they asked for. They provided feedback on the final draft.

We are proud to have established a strong pool of 460 elected representatives, and to continuously obtain very positive feedback about seeking and responding to their views. Our student representatives are elected by their peers during the induction period. They then self-select to either focus their role at class/faculty level, or to also engage at institutional level. All student representatives attend the termly Student Representative Committee meetings, where their feedback is considered and may be escalated to relevant staff for action. Actions are tracked in each of the Committees, and feed into discussions at LTC and Academic Board. Responses are provided to students on the Student Representative Committee, at least termly using Moodle, email, 'you said, we did' screens, in-class feedback sessions and the student newsletter. Senior representatives attend Programme Committees, LTC and Academic Board. The Student Engagement Manager runs inductions and training sessions for representatives which include an hour-long online session on their role, communicating with students; giving useful feedback; and advice on building a community of support and collaboration around them. Students' representatives have commented that they feel more confident, and more knowledgeable about their role and responsibilities, and the representative structure, after this training. Senior representatives access further support regarding their contribution to senior committees; engaging with other representatives; and through pre-board meetings to ensure agenda and content are clear. The SE Manager also runs monthly meetings (for all representatives) to discuss policy updates, and changes to strategies or to academic operations. In the SEE survey [23, p5 Q12] 83.8% of students (n=4272) indicated that the student representative system was beneficial or very beneficial to them. GBS acknowledges the challenges a representative role might bring for GBS students, with the heavy burden of personal and professional responsibilities our students carry. As a sign of appreciation, we award Representative Certificates to representatives once they have completed their training and attended at least two committee meetings per annum.

GBS's objective is to ensure very highly effective mechanisms for obtaining feedback from students on their experience. We have engineered a network of accessible engagement points with all students. This pro-active approach to collate feedback and identify systemic issues includes fortnightly visits to classrooms from Deans/Senior Faculty Management; weekly online lunchtime 'Meet the Exec' meetings of students with the Dean of Students; occasional visits from the CEO or the Provost; surveys; open discussion forums; and online routes for individual

Provider name: Global Banking School  
UKPRN:10042500

feedback and comments. Faculties get regular feedback about the student experience through the Students Representative Committee Meetings, SSTs, classroom visits, and the two weekly meetings with the Provost. At the end of each module, students provide feedback via a MEQ, which is responded to at faculty level, and reported to LTC and Academic Board; this feeds back to students through the same channels as the students' representative committees previously mentioned (posters, in-class feedback, etc). MEQ ratings have led specifically to more external employability activity (e.g. visits from AVIVA including a keynote, a Dragon's Den challenge and training on the 'Careers and Placements' employability hub). Focusing on student outcomes, the Provost weekly Academic Performance meetings with Deans and Heads of SST examine data related to attendance, continuation, submissions and assessment outcomes; the Provost's weekly Academic Leadership Forums with Deans generates actions related to the broader student experience (e.g. teaching arrangements, inductions management, building or professional services issues) and strategic and operational targets, risk register and staff KPIs.

The Dean of Students' Office, established in 2018, has a regular schedule of engagements with students and student representatives. They hold regular focus groups to gather student views on choosing GBS, any barriers to learning, or changes experienced since studying. They host and monitor a space for student feedback on Moodle where students can raise issues/suggest changes. The Dean of Students also has regular features which include: class visits (fourteen campus visits in 2021-22); feedback from SSTs and from Customer Services Hubs and Welfare (who report directly to the Dean of Students); and monthly student representatives meetings on broader campus issues. Examples of actions taken by the Dean of Students' Office as a result of these include for example: student lounges on all campuses; student experience hubs; more interactive inductions; reverting staff kitchen to students; or the extension of GBS shuttles timetable. The Office also awards annual 'attendance' and 'engagement' awards, and works with students to run campaigns (e.g. assessment readiness, black history month, woman's day). These campaigns are led by students, where relevant, and streamed on all campuses.

### 3. Student Outcomes

#### SO1

Progression starts with providing a solid foundation, and an all-inclusive support and development infrastructure to ensure continuation and success. Our institution-wide approach is focused on transitions into and through higher education study; whilst supportive, this approach is also empowering; we encourage students to exercise responsibility for their own learning, and their lifelong development: we set expectations for attendance and behaviours; we explain the consequences of non-attendance or late submissions; we signpost in multiple formats access to resources, help and development; we pro-actively seek the views of students on a continuous basis.

#### Building-up academic progress

The outstanding academic support infrastructure described in SE5, is supported by a highly effective academic calendar, and dedicated mechanisms to ensure progress. All our degree programmes are with a **foundation year** to facilitate the transition back to studying. The **block delivery model**, which allows concentration on a limited number of topics at any given time, is motivating, as students focus on manageable learning units, accumulating credits as they go, which builds up their confidence, and allows us to pro-actively monitor progress and support at-risk students. In any period of study (e.g. September, January, May) students undertake a **2-week**



Provider name: Global Banking School  
UKPRN:10042500

**induction** before commencing their formal programme, and students moving to a new level of study have a week of **re-induction** to help them manage the transition. To respond to our students' needs, inductions have a strong emphasis on basic IT, access and use of the VLE and basic digital literacy. Students also work on foundational academic skills and getting to know Office 365 and e-mail functions. We also engage them in employability discussions at this early stage. On-campus inductions are supplemented by an online self-study module 'Getting started as a student' which again focuses on academic and digital skills development. It was accessed by over 2,000 students between June and November 2022. Inductions now include interactive engagement with student ambassadors (introduced in 2022) who feed-in their own perspectives and study strategies. This addition was highly valued by students in the SEE survey [23, p5 Q1] where 82.6% (n=4069) found it beneficial or very beneficial. In 2022, we introduced an '**extended induction**' [31, pp4-5] with specialist services attending classes to offer 40 min-long support sessions; these were rated by 85% of our students on the SEE as beneficial or very beneficial [23, p5 Q3]. Some courses also have a programme of **bridging activities** between two blocks of study (where there is a gap between blocks), and during holiday periods to re-visit core academic writing topics, with formative tasks towards the next block of study.

To address the needs of all students, the **Welfare** team works from within the Dean of Students' Office to offer focused support to students with specific requirements. They pro-actively raise awareness of health and well-being at Open Days, inductions, and in-semester campaigns. They offer drop-in facilities on all campuses, encouraging students to use their services as early as possible after enrolment. Some 1500 students are registered with the service, of which 400 are supported with an active Learning Support Plan. All students registered with Welfare work with a designated Welfare officer to discuss their needs and agree on best support options. Students with a support plan benefit from alternative study arrangements managed by their faculty, and where relevant, they are actively encouraged (and given support) to apply for DSA support. To ensure access from anywhere, Welfare offer online information, a dedicated email address, and the Togetherall mental health support platform. Welfare actively promote support through the GBS newsletters (advice, examples of support), monthly online (and quarterly on campuses) wellbeing lectures, with self-help materials on Moodle.

As mentioned in SE5, the **Retention Team** play a significant role in ensuring that students whose circumstances may lead to their dis-engaging, can remain on course. Under the Provost's leadership, they monitor attendance, continuation, submission and progression rates, working closely with faculties, and relevant professional services (e.g. Registry, the Welfare team). Their primary role is to reach-out to students in a timely fashion, supporting them to re-engage with their studies. Their remit for interventions covers all courses, and all enrolled students, from week one of their studies. Their re-engagement strategy includes contacting students; re-engaging them through telephone calls to discuss a support plan; meeting them back on campus; and liaising with relevant services and Associate Deans / SSTs in faculties to ensure support is in place for their re-engagement. The role of **Academic Skills lecturers** (see SE5) is also critical in addressing our students' complex needs that need to be tailored to their individual requirements and availability.

Importantly, we know that our **academic staff** also play a critical role in supporting students through tutorials and support outside of the lectures; many have open-door policies and welcome students' enquiries at the point of need. They also endorse the academic and employability skills embedded in the curriculum (see below) and devote the necessary time and expertise to these elements of GBS's students' experience. It is worth noting that academic staff have KPIs which link

Provider name: Global Banking School  
UKPRN:10042500

directly to promotion and career progression and promote a focus on student success (e.g. attendance, withdrawal, continuation, student satisfaction). Programmes include industry/professional input (e.g. chartered accountant talks; healthcare specialists' input; sessions by HR professionals about professional working environments). Apart from these mechanisms, we have specialist curricular components in all our programmes which address academic skills (AS) and employability skills (ES) development, to ensure the success of our students in and beyond their studies.

#### Curriculum: Academic Skills (AS)

In addition to the support described in SE5, and the crucial role played by Academic Skills lecturers in working at the point of demand alongside the subject lecturer, all our programmes embed the development of AS. On the BSc (Hons) Health and Social Care, five modules address AS explicitly, with one dedicated module ('Introduction to Academic Skills'), and others including, for example, presentations, information literacy, numeracy and analytical skills, note-taking and script writing, decision-making, formal managerial reports, reflection on critical incidents in practice, reflection on how learning informs professional roles. On the BA (Hons) Global Business, twelve modules have specific academic skills development activities. At L0, one module is entirely dedicated ('Academic Research and Writing') and others include, for example, expectations setting, basic study skills, time and self-management, changes studying will bring to their life, and the use of Gibbs' reflective model. At subsequent levels, students build on this and are introduced to 'roadmaps' (visual representations of iterations of formative and summative assessments for each module) and activities including: inferring from case studies, making and justifying decisions, team and other communications, calculation and interpretation of ratios, problem-solving, teamwork, oral and visual presentations (posters), showcasing for a real-world scenario, and critical analysis. On the HNCs/HNDs, AS are taught (critical analysis, self-reflection, written and verbal communications, independent learning) at numerous points across the twenty-six units of the programme, with dedicated modules in each of the subjects. The BA (Hons) Business Management has a dedicated AS module at level 0, with most other modules including academic skills development, research, and project management throughout the four years.

#### Curriculum: Employability skills (ES)

91.4% of the 4462 students who responded to this question in the SEE survey found the 'opportunity to develop employability skills' beneficial or very beneficial [23, p5 Q6]. Our approach to employability skills development has been embedded in GBS since the early days (mentioned in the 2012 REO, as indicated earlier). It has been formalised through the LTA Strategies [07/06], the latest stating that *it is our responsibility to support students to their future goals in business, employment or education* [06, p1]; and the Employability and Entrepreneurship (EE) Strategy [08] which articulates a comprehensive pathway *to ensure that GBS provides the best possible preparation for our students to achieve their career aspirations* [08, p6]. A pathway for employability is embedded in all our programmes. The BSc (Hons) Health and Social Care has eleven modules out of twenty-one with embedded employability development, including a dedicated 'Professional Development' or 'Placement' module at L5. Other activities include a project linked to career aspiration, case-studies, critical incident analysis, managerial reports, service user analysis, research topics linked to students' chosen career. In the final Project/Dissertation students build on their placement experience or a real-world business problem, as a capstone of the skills and knowledge they have developed on the programme. On the BA (Hons) Global Business, eight out of twenty-six modules across the levels have key employability elements, with one module at L0 entirely dedicated to employability ('Preparing your

Provider name: Global Banking School  
UKPRN:10042500

Professional Career') which uses the new GBS career platform, CareersEdge+ for the early development of employability skills, with embedded assessment linked to the programme's learning outcomes. Other modules include business communication challenges, pitch to a client to project managing an app development, challenges of business communications, sales exercise, placing a new product, crises in the workplace, recommending corporate strategies in a change project, demonstrating entrepreneurial skills by proposing start-up business ideas, and making viable business decisions. On the HNCs/HNDs, employability skills (ICT, numeracy, problem-solving, decision-making, team working) are taught at numerous points across the twenty-six units in the programme, in addition to the mandatory work placement; skills development is integrated throughout the qualification. Students are also required to complete the Personal Learning and Development (PLAD) which evidences the theoretical and practical knowledge acquired during the programme. The BA (Hons) Business Management has three modules dedicated to employability, and numerous opportunities in other modules including for example authentic accountancy exercises, decision-making, relation of theory to practice, and complex problem-solving.

## **SO2**

### Continuation

Although the overall continuation indicator of 75.8%, is materially below benchmark (-2.8 ppt), we register positive outcomes for this indicator when looking at 'course type' level. The continuation population represents our HNC/HND provision (1320 students), and our first degrees (1900 students; of which 1720 are on a degree with foundation year). At 'course type' level, continuation rates for other u/g L4 (560 HNCs) are outstanding at 85.5%, materially above benchmark (+12.9 ppt); u/g level 5+ (760 HNDs) are 1.5 ppt above benchmark; and first degrees with foundation are broadly within benchmark (-1.1 ppt) at 73.5%. The 180 students under 'first degree' were the first cohorts of BNU students on the BA (Hons) Business and Finance and the BA (Hons) Business Management (3-year degrees). Enrolment on these programmes was discontinued, when GBS took the strategic decision with partners to introduce a foundation year on all its validated degrees to ensure better preparation for HE studies in 2017-18. Therefore, when considered at the unit of the 'course type', our continuation rates are very good and broadly within benchmark for the majority of our provision, with areas of outstanding outcomes that are congruent with the strong support infrastructure we have to enable student continuation, as evidenced in this submission.

### Completion

We have no reportable completion for entrants in 2016-17 or prior, and therefore have no completion data on the TEF workbook. Internally held records for students on subsequent cohorts indicate very high completion rates. On average 83.2% of students on the Pearson programmes with the Leicester College partnership across the period 2017-2021 achieve the HNC qualification [32, Table 1, column G] and 88.3% of them achieve HND qualification [32, Table 1, column K]. On the GBS Pearson HND Business, 76.7% of entrants in 2019-2020 achieved HND Business qualifications [32, Table 2]. (Note: from 2019-2020 L4 GBS HND Business students had to enrol directly to a HND programme, with no HNC award). These results indicate high completion rates for cohorts of 'other undergraduate' programmes who are not represented in the TEF data and formed the bulk of GBS graduates at the time.

## **SO3**

Our TEF progression data is very limited and confined to HNC/HND cohorts (with a low response rate of 42.6%) and 20 (7%) BA (Hons) Business Management students for whom the outcomes are suppressed. We appear to have below benchmark outcomes. However, progression of HNC

Provider name: Global Banking School  
UKPRN:10042500

qualifiers to HND study (Leicester College over the period 2017-18 to 2020-21, date at which the Leicester College HNC came to an end) shows that 95.8% of HNC qualifiers enrolled as HND entrants on an HND at Level 5 [32 Table 1, column L].

As indicated above, from 2019-20, GBS Pearson students enrolled on a two-year programme rather than on two separate awards, and therefore no 'progression' point from L4 to L5 was recorded. Internally held data indicate that for the 2019-2020 on the GBS HND Business, 48.3% of qualifiers moved to an internal L6 top-up [32, Table 3, column L], and for the overall HND provision for the period 2018-19 to 2019-20, the average progression rate to L6 top-up is 54.3% [32, Table 3, column L]. This type of progression would fall under the OfS category of progression to 'highly skilled employment or higher-studies' (rather than 'highly skilled employment or postgraduate studies') in the OfS performance measures framework (Technical algorithms for institutional performance measures March 21, p26, para 94), and therefore count as a positive outcome in that category. In a recent internal survey [33 tab1] of our May 2022 alumni (see further details in SO6) regarding their destinations, 86.62% of incidences of students' responses indicated that students were engaged (or considering engaging) in a course of study, training, or research, showing that despite tremendous obstacles our students are ambitious and seek further academic development to enable them to widen their opportunities after graduation.

We would argue that students graduating with HNDs would not systematically be expected to progress onto a degree immediately after completing their HND. In any case, they could not be expected to have graduate outcomes 15 months after completing their HND. Insights from our May 22 Alumni survey, mentioned above, indicates that our students would normally take more time in making the decision to progress. It is also evident that for those who graduate with a HND, graduate job opportunities will be more limited. The complex nature of GBS students' predicaments, facing circumstances of multiple disadvantages (the 260 HNC/HND population responding to the GO survey come largely from under-represented and disadvantaged backgrounds – see TEF progression dashboard) means that students would have experienced significantly diminished opportunities to find early graduate employment. Living and studying in locations where labour market competition is intense, such as London, Leeds, Manchester and Birmingham, they would have been further impeded as large numbers of full-degree graduates reside within these areas, who will *de facto* take precedence over HND students for management positions.

#### **SO4**

GBS is currently measuring educational gains through module/placement assessment. All our courses have employability pathways where these skills are formally assessed (see SO1). Our framework [34] does not only focus on academic and employability skills; it takes account of softer forms of gains achieved by our students in the course of their studies which contribute to their personal development. It is informed by the OfS pilot studies, evaluated in 2019 by [C. Kandiko](#), the [CBI 2019 report](#), and the work of [\(Vermunt, J. D., Ilie, S., & Vignoles, A. 2018\)](#). The framework is designed for our demographic profile (students are mostly mature; with high Q1 IMDs, having been away from studies for a period, or studied abroad; working with parental and care duties; and with English as a second or third language). Our educational gains promote long-term development and self-efficacy, and therefore include 'soft' gains that are significantly developed through our students' decision to take-up HE studies. During their studies, they develop on a personal level, and significantly enhance their level of academic competence, and their readiness for graduate work.

We are presently measuring educational gains through continuation, completion, and progression rates. We are also working to formally measure personal gains through the fourth metric of 'value added' defined as 'distance travelled' by a student whilst at GBS, based on entry level qualifications vs. qualifications gained, and the acquisition of softer skills, contributing to students' own development and self-realisation. This metric will assess 'value-added' based on entry qualifications, and on those softer skills which will be self-reported (with provision of evidence) and self-evaluated (or automatically evaluated if tested through online tool).

Our Educational Gains are organised on three levels of maturity (foundational, intermediate, advanced) adapted to students' individual journey and own development needs:

**Personal Development:** 1) commitment, listening and responding to divergent views; punctuality, time management, communication and presentation; planning; prioritising; self-control; citizenship 2) awareness of more complex contexts; ability to adapt; fluent verbal communications; engaged citizenship (internal and external roles); leadership contribution to course/institution/ social/business initiatives 3) understanding diversity of contexts and perform context analysis; self-management; ability to integrate others' views in an argument.

**Academic Competence:** 1) basic digital and verbal and written skills, literacy and numeracy, communication and presentation; basic information literacy; making timely clear presentations time-management; problem-solving 2) ability to work with others; prioritising tasks; linking theory to practice; integration of others' views in an argument; sensitivity to global concerns; innovativeness/creativity; persistence 3) critical thinking; argumentation; advanced ranges of literacy and numeracy; competence in linking global and local issues; debating skills; complex problem-solving; high levels of reflection.

**Graduate Work Readiness:** 1) attendance and engagement; understanding work contexts; awareness of diversity of work/business contexts; simple problem-solving; awareness of theory and practice 2) ability to work with others; more complex problem-solving; appreciating relationship between of theory to practice; internships; placements; start-up activities/ industry/ practice engagement; prioritising tasks; application of innovativeness/creativity; relating persistence to success 3) linking global and local issues; critical thinking; collaboration; complex problem-solving; management competence; caring and inclusive strategies; inclusive leadership; commitment to valuing diversity.

These achievements will be recorded in a GBS Certificate of Educational Gains.

## **SO5**

### Building-up educational gains

We advocate an approach to educational gains that is a platform for lifelong learning. It promotes gradual skills development starting with awareness raising, and moving to the acquisition and application of more critical and socially-informed skills to real-work situations and diverse contexts. The foundational level focuses on developing awareness and basic knowledge and competencies; the intermediate level expands this repertoire into more complex contexts where theory and practice are being problematised; and the more advanced level exposes students to the experience of practice in diverse contexts, and to more complex situations/problems, requiring sophisticated knowledge, personal attitudes/attributes, and practical professional skills.

The development of personal skills/attributes is quite pervasive and inevitably 'personal development' intersects in places with 'academic competence' and 'graduate work readiness'

Provider name: Global Banking School  
UKPRN:10042500

gains. Acquisition of skills is supported through our inclusive teaching approach which teaches commitment, respect, self-control and self-efficacy, and pro-active engagement with communities within GBS and beyond. These gains are presently delivered through the curriculum, classroom management (inclusive and participatory), our curriculum 'periphery' (e.g. SSTs support), and also through students' own engagement in extra-curricular activities (volunteering, campaigns, representation roles). The testimony below by one of our student representatives illustrates the nature of personal gains for our students:

*As a senior student rep and being a mature student, I have learned a new way to go about things by coming to GBS. I have grown, finding myself, and expanding my knowledge. I have learned positive customer service skills, becoming a great leader, with better listening and learning skills, caring about others, and being more helpful and patient. In class, I get encouraged to always say positive things and to express my opinions. It also means I can connect more closely with peers and build positive relationships with them. Every student gets noticed and therefore it is easier for us students to feel encouraged to take part and express our opinions. Our tutors take time to individualise our feedback and customise instructions and guidance. All these factors increased my confidence which in turn enhanced my learning. I wasn't the best in finding my way around a computer and I have learned so much at GBS. GBS has been an excellent institution to be a part of and has been inspirational. We can say we got opportunities to learn a wide range of new skills which we can take on our journey of life [Student Representative, BA (Hons) Global Business L5].*

'Academic competence' gains are supported through transitions engineered to ensure students are steered through their course of study (foundation year, long induction, re-induction and extended induction, retention strategy); an inclusive and engaging teaching approach; and the strong support mechanisms we have in place for student success. These have been described in the SE section and in SO1.

In relation to 'graduate work readiness' gains, under the impulse of a new Director, the Employability and Entrepreneurship Directorate (EED) is rolling out our Employability strategy [08] to deliver relevant educational gains, through a range of initiatives that involve significant internal and external input; some are embedded in the curriculum and described in SO1. EDD's holistic structure enables a responsive and focused approach to developing awareness of, exposure to, and practice of employability. As indicated previously, many of our students are employed or running their own business; however, we enable them to refine and challenge their own conceptions of work contexts, and we provide pathways for them to realise their ambitions to move into graduate employment. Our curriculum is career-oriented, and our staff's expertise in industry/practice sectors is the main vehicle for problematizing the initial views students might hold of their future profession. Careers Consultants play an important awareness-raising role through dedicated sessions in the classroom where they give informed guidance and support, and raise levels of confidence about future employment. They offer career, internship and graduate schemes advice which includes advice on CV and interview practice. The online career-orienting platform CareersEdge+ (mentioned in SO1) which helps students assess their career skills, level of experience, subject knowledge, and emotional intelligence, also raises students' awareness of themselves in relation to the world of work, helping them refine their professional objectives.

A significant aspect of the EED's remit is to provide exposure to the realities of professional environments. They run employability events which expose students to real-work industry (for example with speakers from Enterprise Rental, AVIVA, local entrepreneurs, or the female

Provider name: Global Banking School  
UKPRN:10042500

entrepreneur Zane who founded [The Ninth Mandala](#)); these enable students to envisage work contexts from different perspectives. EED's Register of more than 800 business partners (many passionate and proactively employing underrepresented groups in graduate roles) includes Enterprise Rentals, Timpson, Sanctuary Group, and employer groups like the Yorkshire Asian Business Association. These employers contribute as speakers and mentors. Our students also attend local business networking events – e.g. the Yorkshire Asian Business Association in Leeds, Birmingham BSEEN in Birmingham and Innospace on the Manchester Science Park. EED organise online 'placements and volunteering' careers fairs – the 2021 event attracted seventeen employers and eighty students, with placements obtained with British Red Cross and Sanctuary Care. The May 2022 careers events on campuses attracted sixty employers from many business sectors and more than 250 students; with talks, for example, from Supreme Child Care on childcare work and the Chartered Institute of Building advising on careers in the construction industry.

Engaging students directly with work skills development, the online Careers and Placement Hub provides exposure to sector specific markets, and the development of graduate employability skills, including psychometric testing and reasoning, personal branding and resilience. Data from the platform show that students engage with a wide range of activities on this site, conducting 9.4 activities per user each time they log on. The more challenging opportunities to apply skills and knowledge come through placements and work experience. We presently deliver 750 placements each academic year, with a growing number of programmes where this is a mandatory element: from those represented in the TEF, the BSc (Hons) in Health and Social Care, and HNC and HND Healthcare Practice in England students have mandatory placements. Our placement partners include Alzheimer's Society, National Express, Moorfields Eye Hospital, Age UK East London, British Red Cross, Widows Empowerment, Senior Care Solutions Home, Great North Medical Group, and many others. Placement officers help secure placements, provide application support (tailored searches, CV development and review, interview support, and mock interviews with industry professionals) and mandatory points of contact whilst students are on placement. Both tutors and placement officers support students throughout their placement to ensure they achieve their expected outcomes, generally assessed via portfolio, with evaluation by both student and employer. In the final year, EED run a 'countdown to your graduate destination' programme which includes employer interactions, speed networking, taster employment days, mock interviews with careers and industry experts' input, tailored to our students' profiles. To signal our support for entrepreneurship inclusivity, we sponsored in 2022 the first ever [UK Black Business Entrepreneurs Conference](#) which was held in the NatWest Conference Centre in London and attended by 300 delegates who, through this event, got direct access to meaningful role models and business contacts. We are currently piloting the delivery of Employability Awards and we intend to introduce more tangible incentives in the near future, as our Educational Gains Framework becomes fully embedded.

## **SO6**

We presently evaluate educational gains where they are embedded in the curriculum or part of a work placement. We have shown in section SO1 the extent to which educational gains were embedded in the curriculum; their assessment is therefore wide-ranging. In devising our own framework, we identified 'personal development' as a gain that we wished to capture for formal assessment to inform our 'value added' metric, and to give students an empowering opportunity to evidence achievements in this area. We are developing a method of capture (using our GBS-designed PowerBI application) that is being piloted in the coming year, allowing the recording of

Provider name: Global Banking School  
UKPRN:10042500

tutor-assessed and self-reported gains. This will lead to the award of a Certificate of Educational Gains (see SO4).

We have begun to involve our alumni in this process of confirming the adequacy of our educational gains. This process will take at least two years, by which time we will have graduated many more students. A series of 150 interviews (generating 157 incidences of responses) marking the start of these conversions, was undertaken during the period September 2022 to December 2022 with our May 2022 graduates [33]. We asked students (98% of them HND students) who graduated in the spring about the '*outstanding features of their experience*' and about their '*present professional position*' (see further below), six months after graduation; this provided qualitative views collected in reflective conditions through telephone conversations. These data indicate that the overall student experience is remembered as outstanding. "*GBS experience was excellent, it changed my life career*" (AH, HND Business Graduate, now on a L6 top-up with GBS). When discussing further it is clear that the support infrastructure made the difference. BF (HND) stated: "*academic support, facilities were very helpful. [I got] lot of support with my studies and meeting deadlines for assignment*". MDG (HND) chose to do the top-up degree because of the support he received during the HND. In terms of educational gains, or graduate destinations, this is what students highlighted: the degree provided an opportunity to get a better role within their current company or in a new role, and sometimes in a new industry or sector. E.g.: BF having moved to a higher role within his existing company (food industry), stated "*the Business Management degree has helped getting a higher position*". SRA (HND) stated: "*I now feel more confident in having better skills and to get a better job.*" A BNU student stated: "*The course was useful, having a degree has provided better paid opportunities where I can utilise my skills in an administration role*". Students were aware of the attributes/skills gained through their studies. SSA (HND) stated: "*I feel more confident in getting a better job, I will look for jobs after I complete the top-up.*" DR (HND) stated she "*learnt how to become a leader*" which helped her to get her current job (retail management). MDG stated that "*[he] chose to do the top-up degree as it would help him to manage his own business*" [33].

We are very proud of the role we play in transforming the prospects of students who have missed out on educational opportunities earlier in their lives. We are equally proud of our teaching and engagement approaches that allow working adults to engage as partners in this endeavour. The majority of our TEF overall indicators are 'broadly in line with benchmarks' or 'materially above', with the exception of 'continuation', which at 'course type' level however, shows positive outcomes for all other u/g students and those on a degree with FY; and the 'progression' indicator which is populated solely by HNC/HND students whom we argue have very different progression profiles from that of Honours Degree holders. We have shown in this submission the successful ways in which we deliver very high levels of excellence to address our students' specific profiles and aspirations, with evidence indicating that our approach works for them. We will continue to enhance our practices to ensure that all our students develop the skills, knowledge and attributes that will get them a high return on the investment they made when deciding to take up higher education studies with us.

#### 4. References

**All references are available on GBS TEF SharePoint**

[01] [Size and shape of provision data dashboard: Data dashboard - Office for Students](#)

[02] [TEF data dashboard: Data dashboard - Office for Students](#)

[03] GBS Mission, Vision and Values 2019, approved Executive Board, 10 December 2019

[04] Applicants Personal Statements Sept 2020-Sept 2022, Head of UK Admissions



Provider name: Global Banking School  
UKPRN:10042500

- [05] GBS Strategic Plan 2019-22, approved Executive Board, 10 December 2019
- [06] GBS Learning, Teaching and Assessment Strategy 2022-2025, approved Academic Board, 13 July 2022
- [07] GBS Learning and Teaching Strategy 2020-2023 Full text, approved Academic Board, 11 September 2020
- [08] Employability and Entrepreneurship Strategy 2022-25, approved Academic Board 16 November 2022
- [09] Research and Knowledge Exchange Strategy 2022-25, approved Academic Board, 14 September 2022
- [10] Student Experience Strategy 2022-2025, approved Academic Board, 16 November 2022
- [11] QAA Review of Educational Oversight, December 2012
- [12] QAA Higher Education Review, November 2016
- [13] QAA Educational Oversight Monitoring Visit, November 2017
- [14] QAA Educational Oversight Monitoring Visit, November 2018
- [15] Student Retention Strategy 2022-2025, approved Academic Board, 22 August 2022
- [16] GBS NSS 2021 Data
- [17] GBS NSS 2022 Data
- [18] OfS 2021 NSS Summary Data UK (downloaded)
- [19] OfS 2022 NSS Summary Data UK (downloaded)
- [20] GBS NSS 2020 Data
- [21] Excerpts from External Examiners Reports (2017-2022), GBS TEF SharePoint, full reports available on request
- [22] LT Unit, Training Evaluation, Quantitative Data Analysis of 'Assignment Unpacking', April 22, unpublished
- [23] Student Experience Enhancement (SEE) Survey, 3-14 November 2022, unpublished
- [24] Teaching Enhancement on Tour, 7 March 2022 - 23 April 2022, Quantitative Evaluation (student feedback on teaching), internal report to the Dean for Learning and Teaching
- [25] Teaching Enhancement on Tour, 7 March 2022 - 23 April 2022, Qualitative Evaluation (student feedback on teaching), internal report to the Dean for Learning and Teaching
- [26] Academic Staff: Self-Reported Experience and Qualifications survey (AY 2021-2022), closed 30 July 2022
- [27] Annual Report on Teaching Observation Good Practice, 2021-2022, Learning and Teaching Committee, (forthcoming) 2 March 2023
- [28] GBS Learning and Development Policy (2021), revised April 2022
- [29] Report on Teaching Enhancement Thursdays (2021-22), Learning and Teaching Committee, 3 November 2022
- [30] Moodle Survey Quantitative Analysis, October-November 2022, internal report
- [31] Inductions Guidance, revised May 2022, Academic Board 25 May 2022
- [32] Continuation and Progression data for HNC/HND cohorts (2017-18 to 202-21), based on Leicester College ProAchieve records and GBS Student Records
- [33] May 2020 Post-Graduation Alumni Survey, September- November 2022, Interim report, Academic Board, 16 November 2022
- [34] Diagram showing Educational Gains Mapping and Process, November 2022
- [35] Code of Practice for the Ethical Conduct of Research, approved by Research and Knowledge Exchange Committee, 22 November 2022