

Review for Educational Oversight: report of the monitoring visit of Global Banking School Ltd, December 2013

Section 1: Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that the Global Banking School Ltd (the School) has made acceptable progress with implementing the action plan from the December 2012 [Review for Educational Oversight](#) (REO).

Section 2: Changes since the last QAA review

2 The QAA facilitator at the time of the 2012 REO has left that post although he still advises the School. The QAA facilitator's responsibilities have been shared between the Chief Executive Officer and the Academic Leader. The School has leased additional premises at Bow Road, London, although currently no teaching takes place there. The intention is to have the first intake to the new premises in September 2014. It is hoped to start a full-time Chartered Financial Analyst Institute (CFA) course in January 2014. There are currently 15 students enrolled at the School, all on the CFA level I Exam Preparation Programme.

Section 3: Findings from the monitoring visit

3 The School has made acceptable progress in developing the features of good practice identified in its action plan resulting from the 2012 REO, and in responding to all of the recommendations. However, the level of progress is variable and there is limited evidence of the impact of actions implemented after the review visit.

4 The School has progressed the two features of good practice identified in the 2012 REO: it makes effective use of weekly, formative assessments, which are highly valued by students, and has developed its career advice so that every student should now attend a 30 hour, four day career workshop. The School has recently funded a global investment banking conference and all students were invited. Both the workshop and access to the conference were well regarded by students.

5 The School has made good progress on producing an annual quality assurance report which includes evaluation of student performance and achievement, feedback from students and a detailed quality improvement plan with clear targets for completion. Closer monitoring of exam results has led to targeted one-to-one support for students where formative tests have identified areas for development.

6 The School has made good progress in implementing a process for regular systematic review of policies and procedures and web-based programme information which includes a checklist to evidence review, however, the checklist does not include sign off that the website has been checked. All policies and procedures have been developed in line with the relevant sections of the UK Quality Code for Higher Education (the Quality Code).

7 The School has made acceptable progress with developing the teaching observation process to include peer review and opportunities to share good practice, however, the peer observation form does not provide an opportunity to capture good practice

or identify issues requiring improvement. Two peer observations have been completed which resulted in an increased focus on the application of concepts in teaching sessions.

8 The School has made some progress with implementing a process of continuous evaluation and development, now carrying out annual staff appraisals and using a peer observation staff member performance form which has been trialled with two members of staff. Though this has not led to the establishment of formal annual professional development goals for staff, the School continues to support all staff with development opportunities.

9 The School has made commendable progress in developing a working virtual learning environment to supplement the course materials already available online, including video conferencing lectures.

10 The School uses the induction process to help inform students of policies and regulations and has a written student handbook. All students met said that they have access to the handbook, however, one of the students stated that he had not attended the induction, suggesting that the School has yet to implement a comprehensive system to ensure that students are consistently informed.

Section 4: Progress in working with the external reference points to meet UK expectations for higher education

11 The School has made commendable progress with increasing staff awareness of the Quality Code. The Quality assurance manual has been revised along with all policies to ensure that it fully embeds the Quality Code. The Manual has been written in three sections: Academic standards, Assurance and enhancement of quality assurance procedures and Provision of information. The Manual provides comprehensive mapping against *Chapter B2: Recruitment, selection and admission to higher education; Chapter B3: Learning and teaching; Chapter B4: Enabling student development and achievement; Chapter B7: External examining; Chapter B9: Academic appeals and student complaints;* and Part C: Information about higher education provision. The School has run two workshops with all staff to develop knowledge of the Quality Code and how policies are aligned to it. The School have found this useful to develop their processes and staff feel that it has added clarity to their roles, for example clarifying the roles and requirements for admissions and marketing.

12 The Quality assurance manual sets out a range of opportunities for students to engage with the School and their programme but these do not currently include student representation on any formal meetings.

Section 5: Background to the monitoring visit

13 The monitoring visit serves as a check on the provider's continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider of any matters that have the potential to be of particular interest in the next monitoring visit or review.

14 The monitoring visit was carried out by Ms Colette Coleman (Reviewer) and Dr Alun Thomas (Coordinator) on 9 December 2013.

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