

 <p>S P Jain School of Global Management</p> <p>DUBAI • MUMBAI • SINGAPORE • SYDNEY</p>	<p>Assurance of Learning Policy</p>
<p>Document Type</p>	<p>Policy and Procedures</p>
<p>Administering Entity</p>	<p>Learning, Teaching and Quality Assurance Committee, Academic Regulations and Course Development Committee, Vice President - Academic, Course Directors (Deans), Registrar, Vice President – Administration, Director – Accreditation and Regulatory Compliance, Director – Director - Faculty Recruitment and Training, Director - Faculty and Program Administration Management</p>
<p>Latest Approval/ Amendment Date</p>	<p>May 31, 2023</p>
<p>Last Approval/ Amendment Date</p>	<p>May 26, 2021*</p>
<p>Approval Authority</p>	<p>Academic Board</p>
<p>Indicative time of Review</p>	<p>May 30, 2025</p>

* Updated on August 25, 2021 for references to Threshold Standards 2021

1. Purpose

The purpose of this policy and procedures is to ensure that at all times the degree/accredited courses offered and delivered by S P Jain School of Global Management (S P Jain / the School) adhere to the requirements of the Australian Qualification Framework (AQF) and any other relevant Australian professional standards that may apply.

2. Learning Outcomes and Volume of Learning

- a. The learning outcomes and volume of learning for each course will be prepared in line with the AQF level of the course and the volume of learning requirements. The course structure and map will be also designed so that there is an appropriate mix of knowledge, skills and application to achieve the desired learning outcomes and volume of learning.
- b. The course structure, course duration, contact hours and the unit of study (subjects) taught will be benchmarked against established Australian universities towards ensuring

that the courses delivered at all campuses (Sydney, Dubai, Singapore and Mumbai) meet the standards of the Higher Education Standards Framework (2021) and be aligned to the requirements under the Australian Qualifications Framework (AQF).

- c. Standardised unit (subject) outlines will be detailed in templates which are based on TEQSA recommended formats and on best practices from Australian universities. These templates will be used for all the courses. The contents of unit outlines will include:
 - i. Administrative details
 - ii. Unit description
 - iii. Core or elective unit
 - iv. Unit weighting along with total credits for the course
 - v. Student workload for the unit
 - vi. Delivery modes
 - vii. Pre-requisites and co-requisites for the unit
 - viii. Additional resource requirements
 - ix. Unit learning outcomes
 - x. Broad topics of study
 - xi. Prescribed and recommended readings
 - xii. Assessment Table - type of assessment, time of assessment, weighting for each assessment and the learning outcomes assessed by each assessment type.
 - xiii. Constructive Alignment Table – alignment of the course learning outcomes to unit learning outcomes, and the unit learning outcomes to the assessments
 - xiv. Other matters and details relating to individual/group assignments, midterm exams, final exams etc.
- d. The outlines for each unit will also be designed with a focus on on-going assessments and towards ensuring a judicious mix of assessment parameters covering class participation, written and oral individual/group assignments, midterm and final examinations as appropriate for the specific unit and AQF level of the course
- e. Where the course is additionally seeking professional body recognition, it will also be ensured that course structure and content of the unit outlines adhere to requirements of the applicable professional bodies.
- f. Ongoing internal and annual external review will also be undertaken for select units taught across campuses, courses and delivery modes towards assurance of quality and consistency in learning.

3. Teaching Staff Deployment

- a. The requirements for academic and professional qualifications of both full-time and sessional (adjunct) teaching staff (academic staff) across all the campuses will be standardised.
- b. The School ensures all appointed teaching staff are appropriately qualified in cognate disciplines to that being taught for the level of courses and subjects being taught as per the Higher Educational Standards Framework (2021) and the School's "Academic Staff Recruitment Policy, Appendix 1: Criteria for Assessing Professional Equivalence".
- c. The Academic Board will be presented with a list of planned and alternate teaching staff for each course and subject periodically, for approval.
- d. The Vice President - Academic, Director – Faculty Management, Course Directors (Deans), Area Heads, Vice President - Administration and Registrar will endeavour to

recruit full-time and sessional teaching staff members so as to represent a mix of gender, nationality, academic qualifications and professional experience to enable a global, diverse and engaging teaching and learning environment.

- e. Finally, to ensure consistency and continuity in teaching and learning, several full-time and sessional teaching staff members will teach across the three campuses.

4. Quality of learning and teaching and professional development

The School's Learning and Teaching Enhancement Plan and Staff Development Policy enhance the overall quality of learning and teaching and professional development of teaching staff. The policies and plans also ensure that:

- a. Teaching staff regularly undergo professional development and scholarly activities to enhance disciplinary knowledge and skills, and higher education pedagogy including assessment.
- b. Teaching Staff will be required to attend relevant seminars and/or present papers to demonstrate that staff have current knowledge of best practices and current and emerging trends in their disciplinary fields related to their areas of teaching.

5. Other mechanisms to facilitate quality of teaching

The following additional mechanisms will be deployed across campuses and for online delivery to facilitate teaching:

- a. Special attention will be given towards managing effective classroom activities and communication. Prior to the commencement of classes for the subject, the teaching staff will be provided a summary of the class profile and also summarised information about the prior educational qualifications, work experiences, nationality and special achievements and interests of each student. This will enable the teaching staff to develop teaching plans and strategies customised to the class profile enabling overall improvement in teaching effectiveness and delivery of appropriate learning outcomes of the subject and the course.
- b. S P Jain teaching staff will be encouraged to use effective classroom communication techniques, engaging debates and in-class discussions for the assessment of class participation. A seating plan, where appropriate will be assigned for every class and students will be requested to sit as per the seating plan. The teaching staff will be provided with a pictorial class seating plan with each student's passport size photograph and name positioned on their assigned seat on the plan. This seating plan will enable the faculty in having a more structured and meaningful class participation and class management.
- c. The teaching staff will provide periodic oral as well as written feedback to students. The collective oral feedback will be provided during classroom discussions while individual feedback will be provided through consultation during the student consultation hours. The written feedback will include comments of the teaching staff on the individual student assignment, midterm exam papers, etc. To achieve effective and timely communication, email contacts will also be established between teaching staff and students.

- d. S P Jain teaching staff will identify students who are at risk and provide further appropriate support as outlined in the “Students at Risk Policy”.

6. Related documents

- a. Academic Staff Recruitment Policy
- b. Assessment Validation, Grading and Moderation Policy and Procedures
- c. Equivalency of Student Learning and Experience Policy
- d. Learning and Teaching Enhancement Plan
- e. Staff Development Policy
- f. Students at Risk Policy
- g. Student Consultation Policy and Procedures
- h. Quality Assurance Framework
- i. Unit Outline Template