

 <p>S P Jain School of Global Management DUBAI • MUMBAI • SINGAPORE • SYDNEY</p>	Assurance of Learning Policy
Document Type	Policy and Procedures
Administering Entity	Learning, Teaching and Quality Assurance Committee, Academic Regulations and Course Development Committee, Vice President - Academic, Course Directors (Deans), Registrar, Vice President - Administration
Latest Approval/ Amendment Date	May 06, 2019
Last Approval/ Amendment Date	New Policy (replacing the erstwhile Policy and Procedures on Adherence to Australian Qualifications Framework and Australian Professional Standards)
Approval Authority	Academic Board
Indicative time of Review	May 05, 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) 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 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 (2015) and be aligned to the requirements under the Australian Qualifications Framework (AQF).

- c. Standardised 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 subject outlines will include:
 - i. Administrative details
 - ii. Core or elective subjects
 - iii. Subject weighting along with total credits for the course
 - iv. Student work load
 - v. Delivery modes
 - vi. Pre-requisites and co-requisites
 - vii. Resource requirements
 - viii. Learning outcomes for the subject with type of assessment, time of assessment and weighting for each assessment (This will confirm quality assurance of learning.)
 - ix. Other academic details relating to individual/group assignments, midterm exams, final exams
- d. The subject outlines for each subject 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 subject, is used.
- e. Where the course is additionally seeking professional body recognition, it will also be ensured that course structure and content of subject outlines adhere to requirements of the applicable professional bodies.

3. Teaching Staff Deployment

- a. The requirements for academic and professional qualifications of both full-time and sessional teaching 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 (2015) and the School's "Academic Staff Qualifications and Professional Equivalence Policy".
- 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, 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. Faculty 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 including practice in line with [Australian Professional Standards for Teachers](#)

The following additional mechanisms will be deployed across campuses to facilitate teaching as per the Australian Professional Standards:

- a. Special attention will be given towards managing effective classroom activities and communication. Prior to the commencement of classes for the subject, faculty 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 faculty 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 through an assessment requirement for 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 faculty 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 faculty on the individual student assignment, midterm exam papers, etc. To achieve effective and timely communication, email contacts will also be established between faculty and students.
- d. S P Jain teaching staff will identify students who are at risk and provide further appropriate support as outlined in the "Student at Risk Policy and Procedure".

Related documents

- a. Academic Staff Recruitment Policy
- b. Learning and Teaching Enhancement Plan
- c. Staff Development Policy
- d. Students at Risk Policy