

 <p>S P Jain School of Global Management DUBAI • MUMBAI • SINGAPORE • SYDNEY</p>	<b>Quality Assurance Framework</b>
Document Type	Framework
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## 1. Overview

- a. S P Jain School of Global Management (S P Jain / the School) is committed to ensuring the quality of the School and the delivery of its courses are constantly monitored, and that planning, policies and procedures, and financial resources are in place to ensure systematic improvement and to enhance the efficiency and effectiveness for the benefit of the School and its stakeholders.
- b. The *Quality Assurance Framework* (QAF) establishes the overarching principles, framework and systems to ensure quality is upheld within S P Jain. The *QAF* affirms the commitment of the School to the ongoing process of consistent monitoring and continual improvement as a global higher education institution and in the delivery of its courses. As a registered institute of higher education under the *TEQSA Act* (2011), the School is committed to ensuring the quality of its higher education operations and the integrity of its qualifications.

## 2. Responsibility

- a. S P Jain has robust governance and management structures in place to ensure quality provision of all aspects of higher educational delivery. This includes:
  - i. The Board of Directors has ultimate accountability for the strategic direction and overall quality of the higher education operations of the School

- ii. The President is responsible, under delegated authority from the Board of Directors, for the quality of the corporate, financial operations and academic administration of the School
- iii. The Academic Board is responsible, under delegated authority from the Board of Directors, for the quality of all educational courses and research programs conducted by the School
- iv. The Academic Board, with delegated authority from the Board of Directors, will oversee the implementation of this *Quality Assurance Framework* across the School

### 3. Guiding Principles and Framework

- a. S P Jain's QAF supports and enhances policies, procedures and ensures key quality controls are implemented within a continuous improvement cycle to ensure that courses delivered by the School:
  - i. meets the requirements as regulated by the Tertiary Education Quality and Standards Agency (TEQSA 2011), the Higher Education Standards Framework (Threshold Standards) 2021, the Australian Qualifications Framework (AQF) 2013, and the ESOS Framework;
  - ii. meet the requirements of other regulatory authorities in other jurisdictions that S P Jain operates as a global higher education provider including the Private Education Act (2009) Singapore;
  - iii. meet the needs of a diverse student cohort;
  - iv. meet the current and future skills and knowledge needs of the global business community;
  - v. are delivered subject to a robust quality assurance system; and
  - vi. are equivalent in standard and quality to leading business schools around the world.
- b. S P Jain's QAF is underpinned by the PIRI (plan, implement, review and improve) model of continuous improvement cycle.



- c. The PIRI model is implemented through a cyclical process of:
- i. Plan- Set and approve strategic directions and key improvements to current practice, based on internal and/or external and independent review;
  - ii. Implement approved plans and monitoring results against agreed performance measures;
  - iii. Review and evaluate performance against reported outcomes and data and then re-planning; and
  - iv. Improve based on review as well as sustaining areas of good practice identified as working well during implementation.

#### **4. Key Elements**

##### **a. Governance**

- i. S P Jain has a robust system of corporate and academic governance overseen by the Board of Directors and Academic Board respectively which includes independent, external expertise.
- ii. The Board has delegated certain roles to specific sub-committees to ensure a system of governance that is effective and efficient and that ensures the PIRI process is enabled across the School
- iii. The School's system of governance ensures, amongst a number of critical functions, that the School's strategic objectives are articulated, that risks are managed and mitigated, that the academic integrity of the School is protected, that governance is reviewed and that the higher education operations meet all regulatory requirements.

##### **b. Policy Framework**

- i. S P Jain recognises that an approved coherent and integrated policy framework is critical for effective and consistent governance and management. The School progressively and regularly reviews policies and procedures to ensure currency in practice, to ensure regulatory compliance and to maintain effective and consistent processes that are integrated across all areas of the School.
- ii. Policies and procedures are communicated to students through the *Student Handbook* and during orientation. Institutional level policies are also available on the School's website.
- iii. Policies and procedures are communicated to staff through the *Staff Handbook*, during staff inductions and by email.
- iv. To enable the above the School has a comprehensive *Policy, Procedures and Guidelines Framework Policy* which lays down the processes and procedures for policy development, approval, implementation and review.

### **c. Strategic Plan**

- i. The Strategic Plan is the apex plan and road map for the School and processes for its development and regular review and oversight are detailed in the Strategic Planning Policy.
- ii. The Board of Directors closely oversees the development and approval of the Plan and key elements including vision, mission, values, strategies and goals.
- iii. The Strategic Plan development process is led by the President who consults and works with internal and external stakeholders to develop the Strategic Plan. The President may form an ad hoc committee for this purpose.
- iv. The Strategic Plan includes:
  - The vision and mission for the School
  - Principles and values of the School
  - The environmental analysis and School's SWOT and/or equivalent analysis
  - The key focus areas and goals
  - Strategies to achieve the focus areas and goals
  - Progress against the Strategic Plan will be regularly reviewed by the Board of Directors and additional actions initiated where deemed necessary.

### **d. Third Party Arrangements**

- i. The School is committed to ensuring that it is accountable for undertaking due diligence for any partnership or third-party agreement entered into, and that the School implements robust quality assurance mechanisms including a formal monitoring system to ensure that our partners meet the standards of the School and other regulatory requirements.
- ii. The *Third-Party Arrangement Policy* underpins the School's commitment to ensuring that S P Jain students have a positive student experience and achieve the intended graduate outcomes for success, including through interactions with our partners regardless of location or mode of delivery.
- iii. A Third-Party Arrangement (TPA) as in Partner Agreement means a formal arrangement approved by the School with another legal entity (in Australia or overseas) to deliver some or all of a higher education course or provide services to the School or its students in its capacity as a institute of higher education. Such arrangements may include placements, student internships, accommodation services or partners.
- iv. Third-party involvement in course delivery, students monitoring, course review, etc., are reported regularly through each of the quality indicators plan/ framework or policies through the respective Boards or sub-committees.
- v. Any changes or updates in the Third-Party Arrangement Policy is approved by the Board of Directors and any changes or updates to the Third-Party agreement/ Partner agreement will be approved / reported as per Delegations Policy to the Board of Directors.

#### **e. Risk Management and Audit Plan**

- i. Risk management is a key feature of good corporate governance and the *Risk Management Framework* and the *Financial Audit Policy* details the processes the School uses to develop and monitor the *Risk Management Plan / Register* for the School.
- ii. The Board of Directors has established the *Risk and Audit Management Committee*. As a sub-committee of the Board, the Committee is responsible for preparing the *Risk Management Plan / Register* for the approval of the Board of Directors.
- iii. As per the *Terms of Reference of the Risk and Audit Management Committee*, the Committee will comprise a majority of directors or external members will be chaired by an external independent member of the Board of Directors other than the Chairperson of the Board of Directors.
- iv. As detailed in its terms of reference, the Committee will provide reports and plan updates with recommendations for corrective action if any at every meeting of the Board of Directors.

#### **f. Learning and Teaching Enhancement Plan**

- i. The *Learning and Teaching Enhancement Plan* (L&TE Plan) provides a roadmap for meeting the learning and teaching goals of the *Strategic Plan* and is the overarching framework that guides the development of plans at the Faculty, Discipline and course levels, as overseen by the Academic Board.
- ii. The Learning, Teaching and Quality Assurance Committee (a subcommittee of the Academic Board) is responsible for preparing a 4-year *L&TE Plan* for the Academic Board approval.
- iii. The Learning, Teaching and Quality Assurance Committee (LTQAC) will develop and monitor the *L&TE Plan* based on the processes detailed in the *Learning and Teaching Enhancement Plan Review and Monitoring Policy and Procedures*.
- iv. As detailed in the policy, the *L&TE Plan* is regularly reviewed by LTQAC and the review is provided to the Academic Board. The LTQAC will outline in its submission to the Academic Board the areas where targets may not have been met and the measures to be put in place to achieve the goals.
- v. The LTQAC will develop and monitor the *L&TE Plan* to provide quality assurance goals set and monitor institutional benchmarks for academic quality and outcomes.

#### **g. Course Development, Review, Assurance and Equivalency of Learning**

- i. The *Course Development, Review and Approval Policy* sets out the processes for the development, modification, review, approval and disestablishment of courses of study to ensure adherence to the AQF 2013 and Higher Education Standards Framework (HESF) Threshold Standards 2021.
- ii. To ensure quality development and review of courses, the Policy provides guidelines for the robust development of new courses and course strands.

- iii. The *Assurance of Learning Policy* requires that at all times the degree/accredited courses offered and delivered by S P Jain adhere to the requirements of the AQF 2013 and any other relevant Australian professional standards that may apply
- iv. The *Equivalency of Student Learning and Experience Policy* aims to provide all its students with the opportunity to achieve the expected learning outcomes for the course in which they are enrolled, regardless of their mode of study or the campus at which they are taught.
- v. The *Course Development, Review and Approval Policy* stipulates that the Academic Board internally reviews each course offered by the School at least once every two years for minor modifications. This aims to ensure the continued compliance to regulatory requirements, alignment to sector benchmarks, equivalency of learning outcomes, assessments and student workloads across all cohorts, campuses and modes of delivery.
- vi. The *Course Development, Review and Approval Policy* also stipulates a comprehensive external and independent review at least once in five years for each course.
- vii. To ensure the quality assurance of the Course Review and Course Development process the Policy also requires development and Academic Board approval of the five year Course Development, Review Plan and Register and half yearly reporting by Academic Regulations and Course Development Committee(ARCDC) / LTQAC as delegated by Academic Board of the plan implementation and update to the Academic Board.

#### **h. Monitoring and Analysis of Student's Performance**

- i. The monitoring and analysis of student's performance is overseen by the LTQAC and also reported by the Registrar to the Academic Board.
- ii. Institutional performance indicators are considered to build on the performance of service delivery to ensure high quality educational outputs. These are detailed in the *Student Performance and Data Policy and Procedures* and include retention and completion rates, student grievances and complaints, student attrition and subject pass rates.
- iii. Monitoring the student's performance includes:
  - Progression rates and students at risk
  - Review student performance data including progression rates, attrition rates, completion times and rates and comparing performance across different campuses;
  - Review all student satisfaction and staff feedback collected during the last 12-month period relating to each course;
  - Analyse trend of student performance, progression, students' feedback, student experience, attrition, completion and pass rates;
  - Benchmark student attrition rates, completion times and rates with HLC/ IHEA Peer Review or equivalent;
  - Benchmark student and graduate satisfaction and outcomes (QILT and other publicly available data sets) of each course with external reference points;
  - Issues associated with the mode of delivery or campuses;

- Grade distribution for each course and campus-wise;
  - Graduate Outcomes / Destination
- iv. The monitoring and analysis of student's performance is completed through Internal Review and External Review: QILT, HLC, IHEA Benchmarking or equivalent.
  - v. Reporting to the Academic Board through ARCDC and LTQAC is through *Monitoring and Analysis of the Student Performance Framework, Plan and Register* half yearly updates which is aligned with the Deans (Course Director's) quarterly report.

#### **i. Research Framework, Plan, Supervision and Ethics**

- i. The School's *Research Framework Policy* lays down the School's approach to research and research training and development of a research culture aimed at a high quality of research engagement with students, academic colleagues, industry, business and professional communities.
- ii. The Research and Knowledge Creation Committee (RKCC) as a sub-committee of the Academic Board follows a planned approach to research activities by developing and monitoring a two-yearly *Research Plan* for Academic Board approval.
- iii. The *Research Plan* provides a roadmap for meeting the research goals of the *Strategic Plan* and is the overarching framework that would guide the research undertaken by the School's academic team at all levels, as overseen by the Academic Board.
- iv. The *Research Plan* is regularly reviewed by the Research and Knowledge Creation Committee and the review tabled and monitored at Academic Board meeting. The Research and Knowledge Creation Committee will outline in its submission to the Academic Board the areas where targets may not have been met and the measures to be put in place to achieve the goals.
- v. The *Research Training and Supervision Policy* defines and recognises the rights and responsibilities of higher degree research (HDR) for master's degree by Research, DBA and PhD students and HDR supervisors.
- vi. The *Research Ethics and Integrity Policy* provides a framework for ethical research so that research activities by staff, students and visiting scholars conform to accepted ethical standards and that academic integrity is maintained at all times.

#### **j. Scholarship of Learning and Teaching**

- i. The School promotes a scholarly environment, where staff are engaged in scholarship that informs their teaching and learning and that all courses of study are informed by established and current knowledge, scholarship and disciplinary theories and concepts.
- ii. The *Scholarship of Learning and Teaching Policy* applies to all academic staff of the School and represents the commitment of the School as whole to deliver teaching and learning that engages with advanced knowledge and intellectual inquiry.
- iii. Towards this, the *School's Staff Development Policy* encourages and support employees to actively pursue their professional development. The policy also provides an

opportunity to identify training and development needs where a gap in skills or knowledge has been identified.

**k. Moderation of Assessment**

- i. The Assessment Validation, Grading and Moderation Policy and Procedures lays down the guidelines for moderation of assessments internally to ensure that:
  - There is a fair and standardised distribution of grades
  - The standard of achievement is uniform, particularly for subjects being delivered to different groups of students by different staff
  - That there is confidence in the quality and integrity of the School's qualifications and graduates.
- ii. The ARCDC will coordinate with the Course Director (Dean) and nominated team to moderate the assessments internally through the *Course Development and Review plan and Register* and report half yearly to the Academic Board. This is to ensure the consistency across the campuses and cohorts as stipulated by the *Assessment Validation, Grading and Moderation Policy and Procedures*.
- iii. The Examinations Board (EB) and the ARCDC (subcommittees of the Academic Board) coordinate annual external assessment moderation wherein an external moderator will receive a random sample of student assessment tasks. The assessment tasks selected must include at least one sample per grade and all borderline fail papers. The external moderator will make judgements regarding the quality of the academic grading of student work within the selected subject and whether the marking of assessment is consistent, valid and reliable. The external subject moderator will compile a post-assessment moderation report in the prescribed form setting out their findings and recommendations, which are presented to the committees for further review and improvement actions where needed. The committees submit a report to the Academic Board for consideration and approval.

**l. Stakeholder Feedback and Other Performance Indicators**

- i. In line with the Higher Education Standards Framework (Threshold Standards) 2021, Section 5.3 Monitoring, Review and Improvement, and as detailed in the *Student and Staff Feedback Policy*, S P Jain regularly collects feedback from all the stakeholders through various mechanisms including:
  - Student term/semester and course feedback;
  - Student learning and teaching feedback;
  - Student Town Hall meetings;
  - Student Council/ Focus groups meetings;
  - Student support/ experience surveys;
  - Staff surveys;
  - Internship placement feedback; and
  - Alumni feedback



- ii. Regular reports are provided by the Office of the Course Directors (Dean) through their quarterly report and annually the Vice President – Administration/ Academic report to Academic Board on these performance indicators.

**m. Benchmarking**

- i. The School has a *Benchmarking Policy and Procedures* which details processes to meet the Higher Education Threshold Standards Framework (Threshold Standards) 2021 requirements on external benchmarking;
- ii. A major responsibility of the LTQAC as a subcommittee of the Academic Board is to undertake benchmarking activities as detailed in the Policy and provide regular detailed reports and updates to the Academic Board.
- iii. Outcomes of benchmarking activities are used to ensure the School maintains good practice in line with sector standards and to ensure the currency and quality of educational offerings and experience.
- iv. Reporting is through *Annual Benchmarking Plan and Register* through LTQAC and Director- Quality Assurance to the Academic Board.

**n. Wellbeing, Safety, Equity, Grievances and Redressals**

- i. The School is committed to providing a healthy, safe and equitable learning environment for all students and staff.
- ii. The School has various policies and processes in place such as SASH policies, Equity, Diversity and Fair Treatment Policies, Critical Incident Policy to create this environment.
- iii. The School has set up a SASH Taskforce acts as an advisory for leadership and governance on SASH issues within S P Jain. Its primary objective is to ensure ongoing implementation and improvement of measures to understand, prevent, identify and respond to sexual assault and sexual harassment
- iv. The School also has grievance and redressal policies for staff and students (including prospective students) with particular emphasis to ensure that there is equity and independence in the redressal systems.

**5. Monitoring and Ensuring Regular Reporting to the Board of Directors and Academic Board**

- a. The Office of the Director of Secretariat common to both the Boards collects collates reports and information from the various committees /sub-committees of the Boards and senior staff of the School and presents to both the Boards at each meeting consolidated comprehensive documents for the Boards' perusal.
- b. The Office of the Director of Secretariat and all reporting committees and staff are guided by the reporting schedules detailed in Appendix 1.
- c. The Office of Director of Secretariat also maintains detailed and true records of both the Boards Meeting Proceedings.

- d. The response/ comments/ feedback/ updates are circulated back to the respective committees and staff by the Office of the Director of Secretariat.
- e. The Office of the Director of Secretariat is assisted by Director – Accreditation and Regulatory Compliance and Director - Quality Assurance to ensure that there is comprehensive , meaningful and timely reporting to, from and between the Apex Boards and other committees , departments and senior staff at the Schools so that the Boards can monitor and continuously strive to improve the quality and performance of the School’s operations and its contributions to Tertiary Education.

## **6. Related Documents**

- a. All Policies <https://www.spjain.edu.au/governance-policies>
- b. Third Party Agreement/ Partner Agreement
- c. Risk Management Plan
- d. Strategic Plan
- e. Quality Assurance Plan
- f. Course Development Plan and Review Register
- g. Benchmarking Plan and Register
- h. Monitoring and Analysis of Student’s Performance Plan and Register
- i. Retention Strategy and Implementation Plan
- j. Learning and Teaching Enhancement Plan
- k. Research Plan

## Appendix 1 Monitoring and Ensuring Regular Reporting to the Board of Directors and Academic Board

No	Processes/Framework/ Policies	Reporting	Evidence Documents/ Registers/Plan/ Framework	Reporting: Frequency	Oversight
1.	Strategic Plan	President	Strategic Plan Updates	Annual	BoD
2.	Risk Management and Audit	Chair: Risk Management and Audit Committee	Updates on Risk Management Plan and Register	Half Yearly	BoD
3.	Policy Framework	Director- Accreditation and Regulatory Compliance	New/ Updated Policies and Summary	As required	AB, BoD
4.	Learning and Teaching Enhancement Plan	Chair: Learning, Teaching and Quality Assurance Committee (LT&QAC)	Updates on L&T Plan	Half Yearly	AB, BoD
		Director -Quality Assurance	Updates on QA Plan and Register	Half Yearly	
5.	Monitoring and Analysis of Student's Performance	Directors (Deans) / Deputy Directors of Courses	Director's (Dean's) Deputy Director Report	Quarterly	AB
		Director -Quality Assurance	Monitoring and Analysis of Student Performance Plan and Register	Half Yearly	AB, RMAC, BoD
6.	Stakeholder Feedback and Other Performance Indicators	Deans of Courses	Dean's Report	Quarterly	AB
		VP -Administration	Student Support and Feedback	Annual	AB, BoD
7.	Research Plan	Chair: Research and Knowledge Creation Committee (RKCC)	Research Plan Updates	Half Yearly	AB

No	Processes/Framework/ Policies	Reporting	Evidence Documents/ Registers/Plan/ Framework	Reporting: Frequency	Oversight
8.	Scholarship and Scholarly Activities	VP -Academic	Scholarship/ Scholarly Activities Report	Annual	AB
9.	Course Development and Review	Chair: Academic Regulations and Course Development Committee (ARCDC)/ Director Quality Assurance	Course Review updates of Course Development and Review Register	Half Yearly	AB
		Director- Accreditation and Regulatory Compliance	Course Development and Accreditation Updates	As required	AB
10.	Benchmarking	Director -Quality Assurance	Benchmarking Plan and Register Update	Annual	AB, RMAC, BoD
11.	Moderation of Assessment	Chair: Exam Board	Exam Board Report	Quarterly	AB
		Chair: Academic Regulations and Course Development Committee (ARCDC)	Course Development and Review plan and register	Half Yearly	AB