	Quality Assurance Framework
S P Jain School of Global Management DUBAI · MUMBAI · SINGAPORE · SYDNEY	

Document Type	Framework
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1. Overview

S P Jain School of Global Management (S P Jain) 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.

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 higher education provider 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 and 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 offered 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. meet the requirements as regulated by the Tertiary Education Quality and Standards Agency (TEQSA) including the TEQSA Act (2011), the Higher Education Standards Framework (Threshold Standards) 2015, the Australian Qualifications Framework (AQF), 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 (planning, improvement, review and improvement) model of continuous improvement cycle.

The PIRI model is implemented through a cyclical process of:
  i. planning, including setting and approving strategic directions and key improvements to current practice, on the basis of internal and/or external and independent review;
 ii. implementing approved plans and monitoring results against agreed performance measures;
iii. reviewing and evaluating performance against reported outcomes and data and then re-planning; and
 iv. improvement 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 goverance 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-commitees 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*, on the School's website and during orientation.

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 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

v. Progress against the *Strategic Plan* will be regularly reviewed by the Board of Directors and additional actions initiated where deemed necessary.

d. Financial Management

i. Three-year forward financial forecasts in line with the Strategic Plan Goals are developed by the School's finance team under the guidance of the President and the senior leadership (for the whole of School and for each course)

ii. The financial forecasts are reviewed and approved by the Board and progress tabled every six-months at Board meetings

iii. In addition, annual budgets are prepared and *Actual vs Budget* details and analysis for any deviations are tabled at Board of Directors' meetings for discussion and resolution.

e. Risk Management and Audit Plan

i. Risk management is a key feature of good corporate governance and the *Risk Management Policy* and the *Financial Audit Policy* details the processes the School uses to develop and monitor the *Risk Management Plan* 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* 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 expert external members and will be chaired by an external member 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. Marketing Plan

i. As detailed in the *Marketing Policy,* an annual *Marketing Plan* is developed to ensure that there are integrated marketing strategies across the School and also that marketing targets and strategies are set in line with the Strategic Plan Goals and KPIs.

ii. The *Marketing Plan* is developed by the Chief Marketing Officer and approved by the Board of Directors.

iii. The *Marketing Plan* will include:

- Enrolment targets and an action plan to achieve the targets
- Key marketing strategies
- An analysis of the School's current and planned courses and channels for marketing (including social media)
- An analysis of the School's main competitors and the School's competitive advantages
- Proposed marketing budget

iv. The *Marketing Plan* update will be provided to the Board of Directors at each meeting. Where marketing strategies have not delivered the forecast number of enrolments, the report will clearly explain what remedial action has been, or will be, undertaken to achieve enrolment targets.

g. 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, Department 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 2-year *L&TE Plan* for the Academic Board approval.

iii. The Learning, Teaching and Quality Assurance Committee 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 Learning, Teaching and Quality Assurance Committee and the review tabled and monitored at every Academic Board meeting. The Learning, Teaching and Quality Assurance 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.

h. Research Plan

i. 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.

ii. The Research and Knowledge Creation Committee (a subcommittee of the Academic Board) is responsible for preparing a 2-year *Research Plan* for Academic Board approval.

iii. The *Research Plan* is regularly reviewed by the Research and Knowledge Creation Committee and the review tabled and monitored at every 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.

i. Course Development and Review

i. *The Course Development and Review Policy* sets out the processes for the development, modification, review, approval and disestablishment of courses of study to ensure adherence to the Australian Qualifications Framework (AQF) 2013 and Higher Education Standards Framework (HESF) 2015.

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 Policy also stipulates that the Academic Board internally reviews each course offered by the School at least once every two years for minor modifications; and commissions a comprehensive external and independant review at least once in five years.

j. . Stakeholder Feedback and Other Performance Indicators

i. In line with the Higher Education Standards Framework (Threshold Standards) 2015, Section 5.3 Monitoring, Review and Improvement, S P Jain regularly collects feedback from all the stakeholders through various mechanisms including:

- Student term/semester and course feedback;
- Student feedback on Faculty;
- Student Town Hall meetings;
- Staff surveys;
- Internship placement feedback; and
- Alumni feedback

ii. Other Institutional performance indicators are considered to build on the performance of service delivery to ensure high quality educational outputs. These are detailed in *the Management of Student Performance and Data Policy and Procedures* and include retention and completion rates, student grievances and complaints, student attrition and subject pass rates.

iii. Regular reports are provided by the Office of the Course Directors (Dean) and Office of the Registrar to the Vice President – Administration and Academic Board on these performance indicators.

k. . Benchmarking

    i.   The School has a *Benchmarking Policy and Procedure* which details processes to meet the Higher Education Threshold Standards Framework (Threshold Standards) 2015 requirements on external benchmarking

    ii.   A major responsibility of the Academic and Quality Assurance Committee (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.

l. Moderation of Assessment

    i.   The *Assessment and Moderation Policy* 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 qualifcations and graduates.

    ii.   The Examinations Board and the Academic Regulations and Course Development Committee (subcommittees of the Academic Board) coordinate 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.

Related Documents

  a. Assessment and Moderation Policy
  b. Benchmarking Policy and Procedures
  c. Course Development and Review Policy
  d. Financial Audit Policy
  e. Governance Framework
  f. Learning and Teaching Enhancement Plan Review and Monitoring Policy and Procedures
  g. Management of Student Performance and Data Policy and Procedures
  h. Marketing Policy
  i. Policy Framework Policy
  j. Risk Management Policy
  k. Strategic Planning Policy
  l. Terms of Reference of the Risk and Audit Management Committee