

 <p>S P Jain School of Global Management DUBAI • MUMBAI • SINGAPORE • SYDNEY</p>	<p>Policy and Procedures on Adherence to Australian Qualifications Framework and Australian Professional Standards</p>
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1. Purpose

The purpose of this policy and procedures is to ensure that at all times the degree/accredited courses offered and delivered by the S P Jain School of Global Management 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 in at all campuses (Sydney, Dubai, Singapore and Mumbai) meet the Threshold Standards 2015 Standards and the AQF requirements.

- 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. Prescribed and recommended reading, with an emphasis on the use of Australian text books whenever possible
 - x. 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 (Threshold Standards) 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 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", "Staff Development Policy" and "Fulltime Faculty Training and Development Guidelines" 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 activities to enhance knowledge and skills in higher education pedagogy and course assessment and undertake training courses on simulations, business games, case analysis and use of statistical tools and software packages.
- b. Faculty will be required to attend relevant seminars and/or present papers to help them stay updated with the best practices and current trends in their disciplinary fields.

5. Other mechanisms to facilitate quality of teaching in line with Australian Professional Standards for Learning and Teaching

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".

6. Issuance of Qualifications and Certification

- a. All courses of study leading to an AQF prescribed Australian qualification will need to be accredited by TEQSA.
- b. The awardees will be issued with authorised certification documentation, testamurs and record of results in line with HESF standards, AQF Issuance Policy and in the format

of Australian Higher Education Graduation Statement (AHEGS) as prescribed by Department of Education and Training (DET).

- c. Only authorised record of results will be issued to students who complete one of more units/subjects that do not lead to a qualification.
- d. Programs that do not align to the AQF and are not accredited by TEQSA as higher education awards, including executive education, will be differentiated from certifications reserved for S P Jain's TEQSA accredited AQF courses.
- e. Non-AQF programs will not use any of the nomenclature described in AQF Policy or formats prescribed by AHEGS.

7. Related documents

- a. Academic Staff Qualifications and Professional Equivalence Policy
- b. Learning and Teaching Enhancement Plan
- c. Staff Development Policy
- d. Students at Risk Policy
- e. Fulltime Faculty Training and Development Guidelines