	Quality Assurance Framework
Document Type	Policy
Administering Entity	Board of Directors, Audit and Risk Committee, Academic Board, Programme Development and Review Committee, Learning and Teaching Committee, Manager–Quality Assurance
Latest Approval/ Amendment Date	April 2023
Last Approval/ Amendment Date	October 2022
Approval Authority	Board of Directors
Indicative Time of Review	October 2025

1. **Overview**

    a. SP Jain London School of Management (SPJUK) is committed to ensuring the quality of the School's programmes and services and that the necessary planning, policies and procedures, and financial resources are in place to ensure systematic improvement through self-reflection and proactive engagement with students. Through this, SPJUK aims to provide programmes which meet the Vision and Mission of the School, and also enhance the efficiency and effectiveness of the School for the benefit of all students and stakeholders.

    b. Our Vision is to be an influential, futuristic international business and technology higher education institution recognised for leading innovative business education and applied research.

    c. Our Mission is to equip our students with the ability to explore, examine, think critically and develop professional skills to become effective and responsible global leaders. Our aspiration is that they will apply their technological and entrepreneurial acumen to solve problems in an ever-changing world that will be continually disrupted by technological development and digital innovation, global politics and environmental changes.

    d. To support the vision and mission, SPJUK is committed to developing an up to date curriculum that meets the needs of the business community and fosters enterprise and the latest technology trends. SPJUK aims have cutting-edge academic programmes that enable and engage our students with academic theory, knowledge and vocational applied skills.

    e. The Quality Assurance Framework (QAF) establishes the overarching principles and systems to ensure quality and standards are upheld within SPJUK. The QAF affirms the commitment of the School to the ongoing process of consistent monitoring and continual improvement as a higher education institution and in the delivery of its programmes. As a registered higher education provider in the United Kingdom, SPJUK is committed to ensuring the quality of its higher education operations and the integrity of its

qualifications in accordance with the OfS conditions of registration and where appropriate the UK Quality Code for Higher Education. This framework supports the Academic Regulations of the School.

2. **Responsibility**

   a. SPJUK 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 (BOD) has ultimate accountability for the strategic direction and overall quality of the higher education operations of the School;

      ii. The Senior Executive 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 (AB) is responsible, under delegated authority from the Board of Directors, for the quality of all education and academic offerings at SPJUK.

      iv. The Academic Board, with delegated authority from the Board of Directors, will oversee the implementation of this Quality Assurance Framework across the School;

      v. For RAU validated programmes, the main academic governance forum for the partnership with RAU is a Joint Board of Study, whose responsibilities include ensuring that operating practices conform to the agreed procedures and responsibilities of the two partners.

   b. Quality assurance should also be seen as a part of the professional responsibilities of the staff delivering programmes and the supporting professional services. In support of this commitment by staff, SPJUK is committed to the recognition and reward of quality and performance.

3. **Guiding Principles and continuous improvement**

   a. SPJUK's QAF supports and enhances policies, procedures and ensures key quality controls are implemented within a continuous improvement cycle to ensure that programmes delivered by the School:

      i. Meet the needs of a diverse student cohort;

      ii. Meet the current and future skills and knowledge needs of the global business community;

      iii. Are equivalent in standard and quality to leading business schools around the world.

      iv. Meet the requirements of the OfS Regulatory Framework for England, particularly the B conditions;

      v. Meet the requirements of regulatory authorities in other jurisdictions where S P Jain operates as a global higher education provider where applicable;

      vi. Meet the requirements of RAU, as the awarding body in the UK for the programmes it validates.

   b   The principles underlying the Quality Assurance Framework are that:

      i. Every student will be treated fairly and with respect in accordance with the Equality Act 2010

      ii. Every student will have the opportunity to contribute to the shaping of their learning experience.

iii. Every student will be informed at appropriate times about matters that are relevant to their programme of study.

iv. All policies and procedures governing or relating to students' learning experiences will be made transparent and easily available.

v. All staff will be supported to enable them to support students' learning experiences and implement these Regulations correctly and consistently.

b. SPJUK'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 monitor results against agreed performance measures

iii. Review and evaluate performance against reported outcomes and data and then re- planning

iv. Improve based on review as well as sustaining areas of good practice identified as working well during implementation.

d. Continuous improvement implies the establishment of a QA system that is capable of:

i. Making judgements on the quality of an operation;

ii. Forming plans to reinforce good practice and address weaknesses;

iii. Ensuring that such plans are put into effect;

iv. Measuring the impact of the improvements that have been made. It is this "closed loop" that marks the difference between effective and ineffective QA processes.

4. **The governance and policy framework**

   a. **Governance**

      i. SPJUK has a robust system of corporate and academic governance overseen by the Board of Directors and the Academic Board which include independent, external expertise. The governance of the School is outlined in the Governance Charter.

      ii. The Board of Directors has delegated certain roles the Academic Board and its standing 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 several 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. SPJUK recognizes that an approved coherent and integrated policy framework is critical for effective and consistent governance and management. The School will 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. The School has a Policy Procedures and Guidelines Framework Policy which outlined the processes and procedures for policy development, approval, implementation, and review.

      iii. Policies and procedures will be communicated to students through the Student Handbook, on the School's website and during orientation.

      iv. Policies and procedures will be communicated to staff through the Staff Handbook, during staff inductions and by email.

   c. **Strategic Planning**

      i. Strategic planning provides the road map for the School, and the processes for its development and regular review and oversight are detailed in the Business Plan.

      ii. The Board of Directors closely oversees the development and approval of the Business Plan and key elements including Vision, Mission, values, strategies, and goals.

      iii. The plan development process is led by the Senior Executive who consult and work with internal and external stakeholders to develop the Business Plan. The 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;

      iv. Progress against the Strategic Plan will be regularly reviewed by the Board of Directors and

additional actions initiated where deemed necessary.

d. **Risk Management**

  i. The Board of Directors has established the Audit and Risk Committee which is responsible for preparing the Strategic Risk Register for the approval of the Board of Directors.

  ii. Risk management is a key feature of good corporate governance and the Risk Management Policy details the processes the School uses to develop and monitor the Strategic Risk Register for the School. The Risk Register will cover academic risks and the Audit and Risk Committee will receive updates on academic risks to include in the Risk Register.

  iii. As per the Terms of Reference of the Audit and Risk Committee, the Committee will comprise expert external members.

  iv. As detailed in its Terms of Reference, the Committee will provide reports to the Board of Directors with updates to the Risk Register with recommendations for corrective action, if any, after each meeting of the Committee.

e. **Maintaining quality and academic standards**

  i. Programme development, approval and review is overseen by the Programme Development and Review Committee which is a standing committee of the Academic Board. This Committee will make recommendations for the approval, review and amendment of programmes including annual monitoring in line with the Programme Development, Approval and Review and the Programme Annual Monitoring Policy.

  ii. The Programme Development and Review Committee will maintain an overview of the quality and standards of programmes and will be responsible for the continuous quality improvement. It will develop and monitor the Quality Improvement Plan which will provide quality assurance goals set and monitor institutional benchmarks for academic quality and outcomes.

f. **Quality of learning opportunities**

  i. The Learning and Teaching Committee, a standing committee of the Academic Board is responsible for monitoring the quality of the learning opportunities including the quality of learning and teaching and the learning resources and student support. The Committee will oversee the development of the Learning and Teaching Strategy and the Research Plan. It will monitor the availability and effectiveness of the resource available to students, particularly by responding to the student voice.

  ii. The Committee will be responsible for preparing a 3-year Learning, Teaching and Enhancement Plan for the Academic Board approval and monitoring its implementation.

5. **Key elements**

a. **Programme Development, Approval and Review**

  i. The Programme Development, Approval and Review Policy sets out the processes for the development, review, approval, and disestablishment of programmes of study to ensure

adherence to the OfS Regulatory Framework and core practices of the UK Quality Code. The Policy is implemented by the Programme Development and Review Committee. To ensure the quality and standards of the School's portfolio, the policy provides guidelines for the robust development of new programmes and programme strands together with appropriate periodic review.

ii. All programmes approved by the School shall have aims, objectives and learning outcomes consistent with the mission and vision of the School which the curriculum, learning and teaching methods and forms of assessment should be designed to fulfil.

iii. The title of a programme must be consistent with its content, conform to the parameters of the FHEQ and accurately describe the level of knowledge and skills to be expected from a person holding such a qualification.

iv. The approval documentation for each taught programme will include a Programme Specification for students which is to be published, thus ensuring the congruence of public-facing information with that which has been formally approved. The programme specification must include:

- the name of the programme, the award/s and award title/s to which it leads, its level and credit-rating, and the name of any overarching scheme;

- the aims and learning outcomes of the programme in relation to appropriate national benchmarks;

- the maximum duration and mode(s) of study of the programme;

- learning and teaching methods;

- the outline and structure of the programme, with an assessment strategy and scheme, and details of modules and module levels.

v. The Programme Development, Approval and Review Policy requires that at all times the programmes offered and delivered by SPJUK adhere to the requirements of the OfS Regulatory Framework, UK Quality Code and any other relevant professional standards that may apply.

vi. The Programme Development, Approval and Review Policy stipulates a comprehensive external and independent review at least once in five years for each programme.

b. **Annual programme monitoring**

i. The PDRC will review an annual monitoring report for each programme each year in line with the Annual Monitoring Policy. This report should:

- identify the strengths of the programme as well as areas in which the programme may be improved;

- take into account student and external examiner feedback;

- support staff in maintaining academic standards and a high quality academic experience, including the availability of learning resources, and student support;

- identify good practice and facilitate its dissemination;

- identify for the School issues that should be considered above the level of individual programmes;

- help the School meet its regulatory responsibilities for academic quality and standards.

ii. The process will include evaluation of:

- Student enrolments and performance including retention, completion and employment

- Student feedback

- Reports from external examiners

- Staff experience of delivery

iii. The draft report should highlight any discrepancies between the programme delivery and the specified objectives and describe all measures taken and/or proposed to address them in an action plan at the end of the report. It should also indicate how the learning resources support the high quality learning experience, how the programme contributes to skills development and employability. It should also reflect on how the programme contributes to equality and diversity.

vii. The review process should provide information that will be used to inform the School's evaluation of how it is maintaining quality and standards and to update the Quality Improvement Plan. Any changes made as a result of Annual Monitoring or other issues in between approval and review will be made in accordance with the Programme Change Policy.

c. **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 School and is the overarching framework that guides the development of learning opportunities, as overseen by the Academic Board.

ii. The Learning and Teaching Committee will develop and monitor the L&TE Plan based on the processes detailed in the Learning and Teaching Enhancement Policy.

iii. As detailed in the policy, the L&TE Plan is regularly reviewed by the Learning and Teaching Committee and the review monitored by Academic Board. The Learning and Teaching 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.

iv. The aim of the L&TE Plan is to provide all students with the opportunity to achieve the expected learning outcomes for the programme in which they are enrolled, regardless of their mode of study which they are taught.

d. **Scholarship for Learning and Teaching**

i. The School promotes a scholarly environment, where staff are engaged in scholarship that informs their learning and teaching and that all programmes of study are informed by established and current knowledge, scholarship and disciplinary theories and concepts.

ii.   The Scholarship for Learning and Teaching Policy applies to all academic staff of the School and represents the commitment of the School as whole to deliver learning and teaching that engages with advanced knowledge and intellectual inquiry.

iii.   Towards this, SPJUK's Staff Development Policy encourages and supports 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.

e.   **Research Plan, Supervision and Ethics**

i.   The School's Research Plan lays down the School's approach to research 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 Plan will provide a roadmap for meeting the research goals and is the overarching framework that will guide the research undertaken by the School's academic team at all levels. The Plan will be as overseen and regularly reviewed by the Academic Board.

iii.   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.

f.   **Moderation of Assessment**

i.   The Assessment Validation, Grading 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;
- There is confidence in the quality and integrity of the School's qualifications and graduates.
- Assessment must be in line with the School's grade descriptors attached at Appendix 1.
- The PDRC will oversee the Assessment Validation, Grading and Moderation Policy and receive reports on its implementation by Programme Directors.

g.   **External Examining**

i.   The School makes scrupulous use of external examiners including in the moderation of assessment tasks and student assessed work, according to the External Examiner Policy. The appointment of all External Examiners is the responsibility of Academic Board.

ii.   The Programme Directors will coordinate external moderation of assessment whereby the external examiner(s) 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 examiner(s) will comment on the quality of the academic grading of student work within the

selected subject and whether the marking of assessment is consistent, valid, and reliable. External examiners will be required to confirm that student performance and achievement is at an appropriate level for the award in line with the External Examiner Policy

iii. The external examiners will compile an annual post-assessment report in the prescribed form setting out their findings and recommendations.

iv. All reports from external examiners for taught programmes shall be received and scrutinised by Registrar and the Dean, who will prepare a report to Academic Board and respond to External Examiners on any concerns they have raised. The report will be presented to the PDRC for further review and improvement actions where needed. Any issues relating to Learning and Teaching or the provision of services will be to the T&L Committee. The PDRC submit a report to the Academic Board for consideration and approval and issues requiring action will be included in the Quality Improvement Plan.

h. Evaluation of support for learning and teaching

i. The School's professional service functions provide learning resources, IT support, welfare and wellbeing support and support for students' progression. The support for students is outlined in the Student Support Policy.

ii. The provision of these services will be evaluated at least annually by the Learning and Teaching Committee to ensure that the provision is fit for purpose and that it supports students to meet the learning outcomes of the programmes.

iii. Any changes to the services to improve student support will be contained in the Learning and Teaching Enhancement Plan and also progressed by the Chief Operating Officer as appropriate. Regular reports will be made to Academic Board.

i. Monitoring and Analysis of Student's Performance

i. The monitoring and analysis of student's performance is overseen by the standing committees of the Academic Board: PDRC in terms of quality and standards and Committee in terms of the quality of the learning experience.

ii. Institutional performance indicators will be developed and considered in order to build on the performance of service delivery to ensure high quality educational outputs. These will include retention and completion rates, student grievances and complaints, student attrition and module pass rates together with other appropriate measures as determined by the Board of Directors and Academic Board.

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 modes of

study;

- Review all student satisfaction and staff feedback collected during the last 12- month period relating to each programme;

- Analyse student performance, progression, feedback, student experience, attrition, completion, and pass rate trends;

- Matters associated with the modes of delivery;

- Grade distribution for each programme;

- Graduate Outcomes/Destination surveys;

- The monitoring and analysis of student's performance is completed through Programme Monitoring Policy, including with respect to external examiner reports.

iv. Reports on student performance will be made to the Academic Board through PDRC and LTC through the Quality Improvement and Learning and Teaching Enhancement Plans as well as regular reports on student outcomes.

j. Student and other Stakeholder Feedback

i. The School is committed to engaging with students as partners in the management of our higher education provision in order that students enjoy a high quality academic experience and succeed in and beyond higher education. To enable this, SPJUK regularly collects feedback from students in accordance with the Student Representation and Feedback Policy.

ii. This feedback is key to the School maintain the quality of the learning opportunities and the student experience. The means of collecting this feedback includes the following:

- Student Council;

- Programme Committees

- Periodic Student Town Hall meetings;

- Midterm and end of module evaluation questionnaires Student support/ experience surveys;

- Internship placement feedback.

iii. Feedback from other stakeholders is gathered through various mechanisms including staff surveys and alumni feedback. The Industrial Advisory Board will also provide feedback which will be used in programme development.

iv. Regular reports are provided to Programme Directors for use in annual and periodic programme reviews, to the Chief Operating Officer to review operational matters and to the Academic Board through the Dean's report and also through the annual programme monitoring process.

k. Wellbeing, Safety, Equity, and Complaints

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 the Code of Conduct, Student and Staff Equity, Diversity and Fair Treatment Policies, Prevent and policies concerning Harassment and Sexual Violence to create this environment.

iii. The School also has a complaints procedure for students which aim to ensure fairness and equity. This procedure is based on the OIA good practice framework.

l. Externality

i. Externality is a key part of ensuring that standards of the School's awards are comparable with other institutions and are being maintained appropriately.

ii. The Industrial Advisory Board ensures that experts from business feed into the School's strategic planning and overall development.

iii. External expert reviewers will be engaged as part of programme development as outlined in the Programme Development, Approval, Review and Discontinuation Policy.

iv. External examiners will be engaged to advise on the maintenance of standards through the assessment process and to advise on programme changes in accordance with the External Examiner Policy.

m. Periodic review

i. All SPJUK programmes must undergo periodic review at least once every five years in line with the Programme Development, Approval and Review Policy.

ii. Periodic review is a responsibility of the PDRC as detailed in the Policy and provide periodic detailed reports and updates to the Academic Board.

iii. Periodic review is 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.

6. **Monitoring by the Academic Board and reporting to the Board of Directors**

a. The Academic Board will receive regular reports from its standing committees to enable it to review how academic quality and standards and the quality of the student experience and learning opportunities are being maintained. It will receive a report at each meeting from the Dean together with updates on the Learning and Teaching Enhancement Plan and the Quality Improvement Plan.

b. The annual monitoring reports for each programme will be submitted to the Academic Board as well as annual reports from professional support services.

c. The Academic Board will report regularly to the Board of Directors in order to provide assurance that its policies and procedures are maintaining quality and standards.

d. The Learning and Teaching Enhancement Plan and the Quality Improvement Plan will be submitted to the Audit and Risk Committee of the Board of Governors to oversee academic risks.

e. Regular reports will be made to the Board of Directors by the Academic Board as follows:

    i. An annual report on how the Academic Board is overseeing the Quality Assurance Framework. This will include:

- an overview of the development and review of academic regulations and policies
- a summary of the programme approval and review
- a summary of the annual monitoring process including external examining
- an update on the quality improvement plan.

    ii. Updates on the Learning and Teaching Strategy and Research Plan including the quality of student support.

    iii. A summary of student outcomes including completion, continuation and progression to employment

    iv. A summary of complaints and appeals.

e. The response/comments/feedback to reports and updates will be circulated back to the respective committees and staff by the Secretary to ensure that feedback loops are maintained.