

 <p>S P Jain School of Global Management DUBAI • MUMBAI • SINGAPORE • SYDNEY</p>	<h2>Student Performance Data Policy and Procedures</h2>
Document Type	Policy and Procedures
Administering Entity	Vice President – Academic, Vice President – Administration, Academic Regulations and Course Development Committee (ARCDC), the Learning, Teaching and Quality Assurance Committee (LTQAC), Course Directors (Deans), Registrar Director – Examinations, Course Managers, Director - Quality Assurance.
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Approval Authority	Board of Directors (endorsed by the Academic Board)
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1. Purpose

- a. This document outlines the policy for the management of student performance data for all the accredited courses offered by S P Jain School of Global Management (S P Jain) so as to ensure that there is sufficient oversight of the collection, timing, accuracy, consistency and effective use of student performance data for each course and across each delivery site.
- b. This Policy documents and formalises existing processes already in operation and to ensure continuation of these processes into the future.
- c. S P Jain collects a range of data including information relating to student attendance, grades, student performance including progression, outcomes including completion, feedback including complaints and breaches of academic integrity.
- d. S P Jain collects student data for the purposes of quality assurance and to ensure positive student outcomes. The monitoring of student data is used to review the School's operations including admission requirements, assessment and curriculum.
- e. This policy also enables the monitoring and mitigation of academic risk at the School through analysis of student performance data identification of at-risk students, subject

pass rates, semester/term progression and course completion and attrition. This information is used by a range of stakeholders, and in particular, by the Course Director (Dean), the Academic Board and the Board of Directors to identify the problems relating to course delivery, admission requirements, academic integrity, agents, etc.

2. Responsibilities

- a. The Registrar has overall responsibility for ensuring that all record management requirements are met with regards to student performance data.
- b. The Registrar and Director of Examinations (DoE) have the joint responsibility to accurately report student performance data to various regulatory bodies across a number of jurisdictions including TEQSA (Australia), the Department of Education and Training in Australia, CPE (Singapore), KHDA (UAE) and in relation to a number of legislative, regulatory and accreditation frameworks including the ESOS Framework for international students in Australia including reporting to the Department of Home Affairs in Australia as required.
- c. The Registrar and DoE also have the joint responsibility of providing detailed performance data by student and summary statistics to the Course Directors (Deans) and for their reference and use.
- d. The Course Directors (Deans) supported by the Registrar and DoE have the responsibility of using the student performance data for the management of academic at risk students, and to monitor their subject pass rates, semester/term progression and course completion for their respective courses and for providing analysis and recommendations about the data in regular reports to the Academic Board.
- e. The student performance data collected through these procedures is also used by the Academic Regulations and Course Development Committee (ARCDC), the Learning, Teaching and Quality Assurance Committee (LTQAC) and the Academic Board to monitor key quality indicators such as course commencements, progression, grade distribution and completions, and to identify strategies to mitigate academic risk through more detailed cohort analysis.
- f. Course Directors (Deans) use the student feedback data to provide an update to the Academic Board each quarter that includes data and analysis about student feedback on subjects, courses and campuses and recommendations for improvement.
- g. The LTQAC arranges for external benchmarking of the key student performance data as detailed in the Benchmarking Policy and reports benchmarking findings to the Academic Board.
- h. Reporting student performance data detailed in 4 a-f to the Board of Directors is facilitated by the Academic Board or at request of the Board by the Vice President – Academic and

Vice President – Administration.

- i. The Vice President - Administration reports on an annual basis details of all formal student grievances and other cases of misconduct to both the Academic Board and the Board of Directors.

3. Students' Performance Monitoring and Analysis Framework and Plan

- a. S P Jain has a rolling five-year Students' Performance Monitoring and Analysis Framework and Plan to:
 - i. Define the students by course, cohort and campus, monitor and analyse student's performance by course, cohort and campus for following key indicators listed in the TEQSA guidance note on Students Performance and Monitoring¹:
 - Attrition rates
 - Progress rates
 - Completion rates
 - Grade distributions
 - Student satisfaction
 - Graduate success
 - ii. Use the data to identify students/student groups at risk
 - iii. Report to Academic Board the Course Directors' (Deans') quarterly report and half yearly Student Performance and Monitoring report the performance data through LTQAC and ARCDC.
 - iv. Report the performance data and its analysis to the Board of Directors through the Academic Board Chair (also Board Member).
 - v. Identify any gaps in student performance and develop and implement improvement strategies and external benchmarking outcomes.

4. Procedure Guidelines for Management of Student Performance Data

- a. The quality indicators, 4. b-g detailed below are:
 - i. Monitored, analysed and reported by the Course Directors (Deans), through the ARCDC and LTQAC to the Academic Board, and to the Board of Directors through the Chairman of Academic Board.
 - ii. The improvement strategies implemented under the direction of Academic Board.
 - iii. The causes for the gaps are analysed to enable reactive and proactive measures for the observed and predictive risks.

b. Students at Risk through Early Assessment and Attendance

As detailed in the Student at Risk Policy individual student performance data is monitored by Course Mangers, Course Directors/Deputy Directors (Dean /Assistant Dean) and where required, these students are placed on a remediation and intervention strategy.

¹ <https://www.teqsa.gov.au/latest-news/publications/guidance-note-monitoring-and-analysis-student-performance>

c. Attrition/ Progression/ Completion Rates

For courses, cohorts and campuses, the attrition rates, progression rates and completion rates are collated by the Registrar's office.

d. Grade Distribution

The Course Directors (Deans) are provided updates of the final grades for each unit in a semester/term performance by the DoE and Office of the Registrar.

e. Student Surveys and Feedback

- i. As detailed in the Student and Staff Feedback Policy, a range of feedback mechanisms including surveys, focus groups, informal comments and other participatory activities are employed to obtain student feedback.
- ii. Student grievance data across all campuses is collated and maintained by the Registrar's office.

f. Academic Integrity

Campus, course and cohort wise academic integrity and misconduct cases register will be maintained by the Registrar's Office.

g. Graduate Success/ Destination

The graduates in full-time study, full-time/ part-time work and continued to pathway courses are maintained by the Registrar's Office.

5. Related documents

- a. Academic Integrity Policy and Procedures
- b. Benchmarking Policy
- c. Course Rules of Progression
- d. Student Grievance and Mediation Policy and Procedures
- e. Student and Staff Feedback Policy
- f. Student Support Policy
- g. Students at Risk Policy
- h. Student Performance, Monitoring and Analysis Framework and Plan
- i. Student Retention Strategy and Plan
- j. Student Attendance Policy
- k. Third Party Arrangement Policy
- l. Third- Party Arrangement/ Partner Agreement
- m. Quality Assurance Framework
- n. Benchmarking Plan
- o. Course Development, Review and Approval Policy