



# **Quality of Teaching and Learning**

(How is it ensured?)

## **DETAILS OF HOW QUALITY OF TEACHING AND LEARNING WILL BE ENSURED**

### **1) ACADEMIC DEVELOPMENT FOR STUDENT SUCCESS**

Rushmore Business School offers a wide range of academic development in an expense to value students' commitment and success during their stay at the school.

Twice a year, staff development sessions are organized whereby the Quality Assurance Director, Associate Deans from different Faculties and the Course Director/Leader are invited at Rushmore Business School to help in the formation, training, and enhancement in different areas (Academic Areas) of our Course Coordinators, Lecturers and Support Staffs. The updated rules & regulations enacted by the school, regarding examination regulations, quality assurance process, assessment guidelines and any other academic changes are viewed and explained.

Continuing Professional Development on different faculties and multi-disciplinary areas are organized to update both knowledge of the lecturers and students regarding recent achievements in the diverse sectors. We have had more than a dozen CPDs organized at Rushmore Business School in the last few years, and these were conducted by foreign and local professionals.

The actions taken in enhancing the academic nature of our local lecturers and staff are continually monitored and reviewed until positive feedback arouse. This is why we mandatorily have to conduct the Annual Mutual Review Meeting.

The whole process of Academic development is one of the essences of quality assurance to meet the requirements of student ability and knowledge in different subject areas.

### **2) PROGRAMME COORDINATION**

The different cohorts are coordinated by the Course Coordinator (Programme Coordinator) whereby the day – to - day delivery of the Programme is facilitated in the attainment of its intended purposes and outcomes.

After the admission, the get on board with the respective course coordinator whereby all the aspects of the Programme in terms of quality assurance and provision of resources are met.

The Course Coordinator ensures that the course is delivered on time and is the single point of contact with the Course Leader, Student Administrator and Link Tutor at the partner University. At this stage, the whole process of evaluation, action plan, review and monitoring are taken on board.

Additionally, the Course Coordinator is a member of the technical meeting at Rushmore Business School, the Course Enhancement & Development Meeting, the Partnership Board, the Annual Mutual Review Committee, pre board examination meeting and any other franchise board of studies.

The students and student representatives are in touch with the Course Coordinator regarding any issues pertaining to their studies. Also, the students take part in the Staff Student Liaison Committee, Student Focus Group and Course Enhancement & Development Meeting. During

the meeting all the student issues are taken on board by the Course Coordinator and a plan of actions are set up for review and monitoring.

***Additional Responsibilities of Course Coordinator:***

- 1) To prepare all timetables for courses, for example – allocate resources for all modules.
- 2) To be up to date with the download of all materials from Partner Universities and to transfer/upload all on the VLE of Rushmore Business School, *Moodle*
- 3) To be the single point of contact for Partner University correspondence
- 4) To liaise with Link Tutor for any academic issues, for example, access to notes, lecturers' access, and others.
- 5) To be on top of all the assessments modes, for example: *Phase tests, Exams, assignments, and tests.*
- 6) To try to resolve all problems at their level, if possible, if any uncertainty, then to see Academic Director or the Link Tutor.
- 7) Responsible for uploading all materials on Moodle and making sure all students have access.
- 8) After setting the dates for assessments in line with Partner University, to do a thorough follow up on them thereafter- from receiving them from Student Support Services to dispatching them to respective Lecturers for marking locally and finally for moderation to Partner University.
- 9) Will be responsible for class observation and compilation of feedback, followed by an action plan to complete.

Once the moderations are done both at Rushmore Business School and with the Partner University, the certificates and whole results profile mechanism are conducted at Partner University. The Student Administrators at University are in charge to ensure that the certification mechanism is in place and no falsification can be done on either side.

### **3) TEACHING, LEARNING AND ASSESSMENT STRATEGY**

Rushmore Business School has a pool of best lecturers for each course/module. All our lecturers are professionals who have the knowledge, experience, and expertise in their respective fields. All lectures are carried out with the help of Power Point slides, alongside supporting materials via Moodle (online access), case study, class discussion, workshops, among others. Our lecture rooms can accommodate 20 to 100 students at a time, we provide a well-equipped computer lab, library with a great range of books (hard copies and electronic), journals ... and a group work area (for group assignments or discussions). Furthermore, canteen, fitness room, playground and safe parking are all provided to our students to enrich their experience with us.

The teaching and learning methods employed by staff in the delivery of the module portfolio covers a wide range of established and some novel approaches. Much of this is left to the professionalism of the staff delivering the material with traditional lectures and tutorials still forming the basis for much of the teaching within their respective fields. Extensive use is also made of laboratories, seminars, group work, independent learning and demonstrations. More use is now being made of problem-based learning materials in the teaching environment. Furthermore, Zoom, Teams, Google-hangout and others digital tools are also used occasionally to enhance teaching and learning .

One of the main objectives in this area is to keep teaching materials as interesting and as relevant possible to ensure student enthusiasm for the subjects being presented. Staff make full use of all technologies when delivering material to students including high quality notes, use of multimedia presentations and use of the internet/electronic technology. Few faculties have a policy of using small tutorial groups in key subject areas and either sub-divides cohorts into small groups or increases staff numbers in classes or laboratories, especially for Engineering students.

All modules are taught by subject experts with staff making use of materials and topics raised through their professional activities whether research or consultancy based. Many case studies and examples of applications are taken from live industrial situations.

The school has always taken a lead in the use of IT to either deliver material or to supplement and reinforce the traditional teaching and learning approaches. The school has its own extensive Networks (currently running five servers) to support all the area's activity. Students have access to 100+ high specification PC workstations in state-of-the-art air-conditioned Design Studio and other laboratories dedicated specifically for engineering students.

Staff use the networks to deliver materials electronically. Indeed, many modules are now supported electronically, providing notes, copies of lectures, models, sample simulations and video capture of class exercises, etc.

The standard system for providing a VLE (Virtual Learning Environment) is Moodle, which is used by all staff. This system is used mainly for dissemination of materials and information regarding module administration. Students can also contact staff via e-mail and vice-versa. Students are supplied with staff contact details (including e-mail addresses) in the Programme handbooks. There are examples within the faculties teaching where staff make use of this VLE to perform additional Teaching and Learning activities such as on-line tests and assessments.

A variety of assessment methods are used throughout programmes. These range from class tests, laboratory reports, design assignments, continuously assessed tutorial questions (CATQ), individual and group presentations and formal examinations.

Both group project work and individual project work are incorporated into the curriculum so that students develop the learning skills associated with group and independent working as well as giving presentations on their work.

Formative feedback and constructive comments are given to the student on their coursework submissions. Anonymous marking is always undertaken for fairness and ethical reasons.

Mixtures of formative and summative methods are used in the assessment of student performance. It is recognised that while most of the assessments are summative in nature, the updated and innovative assessment policy has led to an increase in the use of formative assessment, which delivers regular feedback.

The programmes provide opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills, and other attributes in alignment with the courses benchmark statements with QAA, UK. The following details demonstrate how the learning outcomes will be achieved (in terms of teaching, learning &

assessment) listed:

### *Knowledge and Understanding*

Acquisition of knowledge is primarily through lectures and understanding is developed through individual study supported and reinforced in tutorial, laboratory, and coursework. The assessment methods used are specified in the individual module descriptors/ module specifications and are identified against specific module learning outcomes. Methods used include end of Semester Examination, Class Tests and Coursework/Assignment.

### *Practice - Applied Knowledge and Understanding*

Intellectual skills are introduced in lectures and developed in tutorial/seminar and practical/project work. The assessment methods used are specified in the individual module descriptors/module specifications and are identified against specific module learning outcomes. Methods used include Coursework/Assignment, Class Tests and end of Semester Examination.

### *Communication, ICT and Numeracy Skills*

Laboratory demonstrations and practical exercises along with design activity are used to develop skills with the appropriate use of information technology to support this. Case-studies, Lectures and tutorials are also used. Assessments of these outcomes is mainly by coursework, logbook, and laboratory report.

### *Generic Cognitive Skills - Problem Solving, Analysis, Evaluation*

Transferable and key skills are incorporated and developed within modules and related to module assessment. The transferable skills developed within a module are identified in the module descriptors/ module specifications.

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## **4) EXAMINATION VENUE**

Rushmore Business School is an Examination Centre, where all our exams are conducted by the Government body – The Mauritius Examinations Syndicate (MES). MES is responsible for the good administering of school exams in Mauritius at all levels. All the exam papers are sent directly to MES by our partner Universities / Awarding bodies and invigilation is arranged accordingly. However, all exam's materials, for instance exam booklets, timetable ... are provided by us to MES. Moreover, we have well-equipped rooms of different sizes to meet the requirement of the number of students.