

Code of Practice on Setting Assessment

1. Principles

This document outlines the processes and actions to assure equivalence of assessment.

SAE campuses and programmes operate in many different countries, where there are often different standards in industry practice, which may for example include different equipment, production processes, legal and regulatory contexts, or even professional roles within a team, etc. Given SAE's emphasis on prospective employability for graduates as a key design feature of its programmes, it is essential that SAE campuses take account of and reflect such locational, professional or cultural differences to maximise potential employability and to maintain the closest possible contact with the industry in each country.

In that overall context, slight differences in the assessment tasks of a module may occur, especially where the practical nature of a specific task highly depends on what equipment and production process is employed at a specific location.

As it is therefore not always possible to have identical assessments everywhere for those reasons, a key element of SAE Institute's quality assurance process in this document is therefore to ensure that similar assessment tasks carried out in the same modules in different locations are essentially equivalent.

2. Process

2.1. Standard Assessment Tasks

Each validated programme is overseen by a committee of designated Programme Leaders, representing each of four geographical territories in Europe (see response to action item 26). Programme Leaders, in consultation with External Examiners, develop the standard assessment briefs for each assignment, deriving them from the validated module narratives. The Academic Quality and Partnership Manager will have the assignment briefs signed off by all External Examiners including the Chief External Examiner; the Academic Managers will then receive the assignment briefs, distribute them to Campus Academic Coordinators and ensure consistency of approach across all programmes.

2.2. Distribution to Local Campuses

Academic Managers will distribute the standard assignment briefs to each Campus in their territory and discuss the implementation with each Campus Academic Coordinator, taking into account the local industry needs and the local culture.

2.3. Request for Changes or Localisation

There is one programme leader per territory, so the assignment briefs that are distributed should already reflect a good degree of localisation. However, if a Campus Academic Coordinator still feels that any of the standard assignment briefs needs to be modified, they will put forward a formal request to their respective Academic Manager, explaining the rationale and the proposed alternative.

The Academic Manager will pass the proposal to the Programme Leaders, who will examine it, ensuring that the proposed modification does not alter the original nature and learning outcomes of the standard version. Attention to workload, kind of submission, and

type of assessment will also determine the outcome of the decision. The outcome will be communicated to the Academic Manager.

2.4. Approval and Sign Off

The relevant External Examiner will sign off on the revised task, which can then be implemented locally.

3. References

- QAA Quality Code
- Middlesex University Principles of Curriculum Design Document (http://www.mdx.ac.uk/_data/assets/word_doc/0005/187052/Principles-of-Curriculum-Design.docx)
- Middlesex University Academic Quality and Standards Policy- APS 11 (http://www.mdx.ac.uk/_data/assets/pdf_file/0017/58103/APS11-Academic-Quality-and-Standards-approved-03-03-14.pdf)
- Middlesex University Assessment Sheet Template
- SAE Institute Quality of Learning, Teaching and Assessment Policy A02 (http://www.sae.edu/media/www/pdf/29941_A02_Quality_of_Learning,_Teaching_and_Assessment_Policy.pdf)