Academic Policy A02

Quality of Learning, Teaching and Assessment

1. Policy Statement

The Quality of Learning, Teaching and Assessment Policy:

- Gives primacy to sector best practice in learning and teaching and student outcomes;
- Is founded on principles of scholarship as integral to the development of effective learning and teaching, and;
- Promotes self-directed lifelong learning.

2. Purpose

The policy purpose is to provide for high quality learning and teaching processes and assessment outcomes in all courses at SAE Institute applying to SAE centres in the UK, South West Europe Region, GSA Region and all Licensed campuses delivering UK validated programmes. In order to achieve this goal, the policy supports four areas for effective learning and teaching:

1. Curriculum design and development;
2. Delivery of programmes;
3. Assessment of students, and;
4. Enhancement and development of student experience.

3. Scope

This policy applies to all modules and courses of SAE Institute including those validated by Middlesex University, and the strategies in this policy will be evident in the planning, procedures, and learning and teaching processes for all courses of study.

4. Associated Policies and Procedures

This policy should be read in conjunction with the following policies and procedures:

- A01 Academic Standards and Quality Assurance Policy
- A03 Academic Honesty Policy
- A07 Academic Grievance Policy
- A09 Assessment Board Regulations
- A13 End of Trimester Policy.

5. Curriculum Design and Development

In the design and development of SAE curriculum, SAE Institute instructional design will:

a. Be informed by expert scholarship, industry practices and sector best practice in teaching;
b. Develop capacity and opportunities for self-directed learning and free enquiry for students;
c. Be designed for reasonable and equitable student workloads;
d. Be designed for equitable and timely student assessment, feedback and transparent assessment practices;
e. Ensure comparable and appropriate resource provisions;
f. Ensure content, feedback and assessment are constructively aligned and scaffolded;
g. Embrace the learning needs of a diverse student profile to be inclusive and equitable, and;
h. Conform to the UK Quality Code and the Middlesex University Learning Enhancement and Quality Handbook.

6. Delivery of Programmes

In the delivery of programmes, SAE Institute requires that:

a. Students receive study materials, assessment tasks and assessment criteria at the commencement of each module;
b. Robust and secure systems are in place to record and track student feedback and achievement;
c. Teaching serves to enhance creative and transformational learning with timely and effective feedback, and a notified and transparent schedule of assessment is in place to effectively support learning and the safeguarding of academic standards.
d. The diverse range of backgrounds, experience and learning needs of students is embraced;
e. Learning and Teaching technology supports student learning and is accessible and regularly maintained;
f. Learning and Teaching technology, including the VLE, is deployed to optimise student engagement, support development of digital literacy and good practice, and to enhance an expanded and critical scholarship;
g. Faculty teaching is regularly observed, and feedback is provided by peers and supervisors to support continued professional development;
h. Content and assessments are delivered in an authentic industry context to demonstrate current industry practice, support career planning and the development of professional skills.

7. Student Induction to Post Secondary

SAE acknowledges the diversity of backgrounds and experiences of students entering its post-secondary programmes. Students will be inducted into studies at SAE to prepare and introduce them to the practices and expectations of post- secondary education. Induction will include:

- General introduction to SAE culture and its history;
- Introduction to teaching and learning concepts and approaches at post secondary level;
- Introduction to the workload, and self-directed learning, expected of students;
- Workplace health and safety for campus community;
- Orientation to SAE information and support systems;
- Expectations of study load, work, life balance.

8. Assessment of Learning

8.1 SAE Assessment Practices

Assessment practices will:

a. Promote, enhance, and improve the quality of student learning through feedback that is clear, informative, effective, timely, constructive and relevant to the needs of the learner;
b. Measure and confirm the standard of student achievement in relation to published learning objectives;
c. Reward student effort and achievement with an appropriate grade;
d. Certify student outcomes and achievement according to approved quality standards;
e. Be regularly and systematically reviewed by all stakeholders – student, faculty, industry - to continuously evaluate and enhance the quality of the curriculum and the effectiveness of the learning and teaching process.

8.2 Assessment Requirements

In the assessment of learning, SAE Institute requires that:

a. Formative and summative assessment are used;
b. Assessments are constructively aligned to learning outcomes;
c. Assessment titles are authentic;
d. Assessment descriptors clearly outline expectations and have associated rubrics;
e. All assessment details for a module are provided at the commencement of a module including due date, weighting, descriptor and rubrics;
f. Summative assessments cannot be amended without the consent of the Programme Committee in terms of weighting, learning outcomes, title and descriptor;
g. Summative assessment due dates cannot be varied without the consent of all students in a module and the Programme Coordinator;[1]
h. Formative assessment can be applied at the discretion of the teacher and should not place an unreasonable burden on student learning;
i. Assessment must be transparent and fair, and follow approved assessment standards;

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[1] If the Programme Coordinator is the teacher of the module, then the consent of the Academic Coordinator and all students must be obtained

j. Where appropriate, assessments will permit learner choice;

k. Campus academic leaders and faculty are responsibility for appraising the quality of student assessment practice and reporting this appraisal to the relevant programme committees and the Dean;

l. Assessment must be documented accurately and systematically in Campus Online (which is synchronised with Navigate);

m. Assessment outcomes and feedback are provided to students in a timely and effective manner to ensure students can monitor their learning through reflection on feedback and engage in dialogue with staff;

n. Students can consult faculty to clarify any assessment outcome or commentary;

o. Assessment practices are reviewed regularly and systematically by Programme Committees and SAE Academic Governance structures;

p. Feedback from any assessment is clear, timely and effective with the purpose of providing students information on the quality of work and the enhancement of learning;

q. Assessment will contribute to the achievement of graduate and programme outcomes of digital literacy, enterprise and entrepreneurship, internationalization and ethical behaviour.

8.3 Enhancement of Learning, Teaching and Student Experience

SAE Institute maintains that the student learning experience depends on high quality teaching, effective and supported student learning, and curricula that are informed by:

- industry and discipline knowledge and practice;
- scholarship;
- professional experience.

Teaching, learning support and curricula must therefore be well-informed and subject to continuous reflection, evaluation and review. To achieve this continuous improvement, SAE Institute requires that:

1. All curricula are regularly, systematically and expertly reviewed and reported to the Academic Board;
2. Reviews will include all stakeholders – students, faculty, industry;
3. Student feedback and satisfaction data are regularly collected and reported, contribute to continuous improvement in teaching, learning and the curriculum, and SAE responses are provided back to students;
4. The enhancement and development of teaching practice is supported by:
    i. Regular campus based peer and supervisor observations of teaching;
    ii. Scholarship through publications, conference presentations and industry bodies;
    iii. Professional practice;
    iv. Certificated, formal and informal professional development programmes such as PGC HE (Post Graduate Certificate in Higher Education Teaching and Learning) and Higher Education Academy fellowships.
5. SAE Faculty regularly develop and enhance their teaching praxis;
6. Student support systems, including academic skills development and formative guidance on progress associated with assessment tasks are regularly and systematically reviewed;
7. Appointments to faculty will be provided with a copy of this policy and an induction programme on SAE teaching and assessment practices including all relevant technologies;
8. All faculty provide feedback on learning and teaching enhancement through Boards of

Studies, Campus Assessment Panels, Regional Assessment Panels, Programme Committees and directly to the UK DASS team;

9. Feedback from stakeholders, including students, employers and professional practitioners, as well as national benchmarks and the provisions of the QAA Quality Code, Middlesex University be taken into account in programme and module reviews.

9. Assessment Board Policy

9.1 Overview

SAE Institute (SAE) delivers degree programmes validated by Middlesex University (MDX) at approved SAE campuses that are grouped into three regional areas: Germany, Switzerland and Austria (GSA) Group, the United Kingdom (UK) and South West Europe (SWEu) Group. Licensed campuses are also found in Mexico City, Belgrade and Jakarta. The programmes are taught in English, French, German, Greek, Italian and Spanish. Final award and assessment outcomes are processed through a tiered Panel and Board system, aligned with MDX regulations.

Student results are confirmed by second tier Finalist Assessment Board (FAB), having passed through internal and external verification through the first tier Content Specialist Panel (CSP), and Regional Assessment Panels (RAPs for GSA, UK and SWEu), and Campus Assessment Panels (CAPs) pre-boards as set out in this regulation.

Assessment Board framework is intended to ensure fair, consistent, equitable and comparable assessment across all validated programmes for all campuses, and in all languages of instruction. Membership of these assessment boards and panels includes External Examiners, MDX University Link Tutors and other nominated staff, SAE Academic Leadership and members of faculty. Membership and terms of reference are provided below.

SAE's University Partnership Standards and Quality Committee (UPSQC) has responsibility for monitoring the consistency of academic quality and comparability of standards across all Regions/campuses. The UPSQC has delegated authority from the Navitas Board through the Provost for content and delivery threshold standards of SAE's Middlesex University validated programmes and SAE programmes that have credit recognition towards the validated programmes. The UPSQC provides reports to the regional academic governing bodies in the three European regions.

10. Related policies and documents:

- A09 Assessment Board Regulations
- WW_3_A_POL_UPSQC ToR 190327
- MDX LQE Handbook - Section 4, The External Examiner's System (http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/lqe- handbook-section-4)
- MDX Assessment and progression regulations for taught programmes (Undergraduate Section E)

11. Policy History

Review prepared	Review Approved	Date
Craig Ruddock and Kate Corbin	Raf Marcellino	March 2016
Raf Marcellino	ISQC EU Subcommittee	July 2017
Keith Hennigan	Academic Standards and Quality Assurance Committee	November 2018
Dan Ashman	Academic Standard and Quality Assurance Committee	November 2020

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