

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. Summative assessment guidelines and rubrics are agreed by Programme Committees and used consistently through all campuses. Formative assessments allow for some level of local design, within the guidelines agreed by the Programme Committee.

SAE Institute systematically evaluates and enhances their assessment guidelines as well as assessment policies, regulations and processes.

2. Process

2.1. Standard Assessment Tasks

Each validated programme is overseen by a committee of designated Programme Committee Chairs, representing each of three geographical regions in Europe. Programme Committee Chairs, in consultation with External Examiners and University Link Tutors, develop the standard assessment briefs and guidelines for each assessment, deriving them from the validated module narratives. The University Partnership Standards and Quality Committee (UPSQC) will have the assignment briefs signed off by all External Examiners including the Chief External Examiner; the Deans will then receive the assignment briefs, distribute them to Academic Coordinators and ensure consistency of approach across all programmes.

Where appropriate, programme committees are advised to explore opportunities for project-based learning and assessment in a work-based or work placement learning environment. Programme committees are also obliged to be mindful of the diversity of the student body and need for inclusivity.

2.2. Distribution to Local Campuses

Deans 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 committee chair per region, so the formative assessment briefs that are distributed should already reflect a good degree of localisation. However, if an

Academic Coordinator still feels that any of the summative assessment briefs need to be modified, they will put forward a formal request to their respective Dean, explaining the rationale and the proposed alternative.

The Dean will consult with the UPSQC, as well as the relevant Programme Committees and University Link Tutors, 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 Dean.

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
- Middlesex University Academic Quality and Standards Policy- APS 11
- Middlesex University Assessment Sheet Template
- SAE Institute Quality of Learning, Teaching and Assessment Policy A02

4. Review of Code

Updated: October 2020
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