

Academic Policy	
Academic Quality Assurance and Improvement	
1. Policy Statement	SAE Institute Pty Ltd trading as SAE Creative Media Institute (SAE) is committed to maintaining excellence in the provision of educational services and a commitment to quality in all aspects of academic governance through processes of continuous improvement and quality assurance.
2. Purpose	<p>The Board of Directors is the Corporate Governing Body (CGB) of SAE Institute Pty Ltd and delegates the academic governance of the Institute to the SAE Academic Board. The Academic Board provides academic leadership for SAE Institute Pty Ltd (SAE) upholding and protecting the principles of free intellectual inquiry and the equitable treatment of students and staff. As a forum for deliberation on academic issues, policy development and decision-making, it is responsible to the Board of Directors for the academic governance of SAE through regular and effective reports.</p> <p>SAE's quality assurance and improvement framework reflects a strong commitment to evidence based decision making and continuous improvement. The purpose of this policy is to outline the quality improvement cycle and its link to plans, policies, procedures and related reporting to within the institute in order to meet the regulatory requirements and maintain high standards in teaching, learning scholarship and research.</p>
3. Scope	<p>This policy applies in the context of SAE's operations in Australia and its approved offshore delivery sites, and is applicable to students enrolled with, or intending to enrol with SAE.</p> <p>Procedures for SAE campuses internationally may vary in compliance with statutory requirements in other countries of operation. Students registered with SAE Institute Pty Ltd who transfer their studies to a campus outside Australia, will have their registration with SAE in Australia terminated and are required to adhere to the guidelines, policies and procedures of the legal entity to whom they have transferred their registration.</p>
4. Associated Policies and Procedures	<p>This policy should be read in conjunction with the following policies and procedures;</p> <ul style="list-style-type: none"> ● Learning and Teaching Policy ● Scholarship and Research Policy ● SAE Program Design, Approval & Implementation Policy & Procedure ● SAE Program Review Policy ● Staff Development Policy
5. Associated Documents	This policy should be read in conjunction with the following documentation;

- Terms of Reference (Governance)
- Strategic Plans
- Learning Teaching and Curriculum Plan
- International Standards and Quality Committee Reports
- Ethos Documentation

6. Policy

6.1 Definitions:

Quality:

Quality may be defined as inputs (e.g. entry standards, staff qualifications), processes (cycle time for an enrolment process or time to get feedback from assignments), outputs (completion rates) or outcomes (knowledge and skills acquired, including lifelong learning skills).

Quality Outcomes:

The second prerequisite is that a judgement of attainment needs to be made. This may involve quantitative measures or qualitative judgements or both. A presupposition of academic quality assurance is that judgements about academic quality are made by someone (or some process) that is competent to do so.

Quality Assurance:

Broadly defined, academic quality assurance is a demonstration or verification that a desired level of quality of an academic activity has been attained or sustained, or is highly likely to be attained or sustained.

Academic activities generally include teaching, learning, scholarship, research and research training for higher degrees by research. The mechanisms (systems, processes, activities) employed to verify such attainments are typically known as quality assurance systems.

Risk Management:

Quality and Risk are related. Risk management involves setting a robust and ethical framework where risk informs all management decision making whilst driving excellence and innovation in teaching practice.

6.2 Objectives

The major plans for SAE Institute are approved and reviewed on a regular basis by the SAE Board of Directors. Responsibility for the implementation and achievement of operational and business objectives resides with Executive Management Group (EMG). Academic quality assurance is delegated to the Academic Board. It addresses academic objectives through targeted policies and procedures, through key committees and working parties with designated responsibilities for implementation of policies and

procedures and regular monitoring, reporting and review mechanisms. Annual processes are also utilised for feedback and review in relation to all courses. All approved policies and procedures are listed on the respective SAE Institute portals.

The major policy by which the Academic Board assures the high quality of teaching and learning processes and outcomes at all campuses is the Learning and Teaching Policy. This policy is intended to promote the importance of good teaching based on scholarship, and of effective learning as a self-directed lifelong quest for skills, knowledge and wisdom.

Deriving from and supporting the aims of the Learning and Teaching Policy are a number of key related policies and procedures.

The major aims of the Academic Quality Assurance and Improvement Cycle are:

- To support a culture of quality assurance and continuous improvement;
- To ensure all SAE educational programs and activities are offered at a high standard
- To encourage staff commitment to continuous quality improvement;
- To use reliable performance indicators and benchmarks of academic quality;
- To establish a variety of ways of gaining information from stakeholders and using that information for continuous improvement.

The academic quality and outcomes of modules and programs at SAE is monitored, assured and subject to review and improvement through a continuing cycle based on the principles of PIMRI:

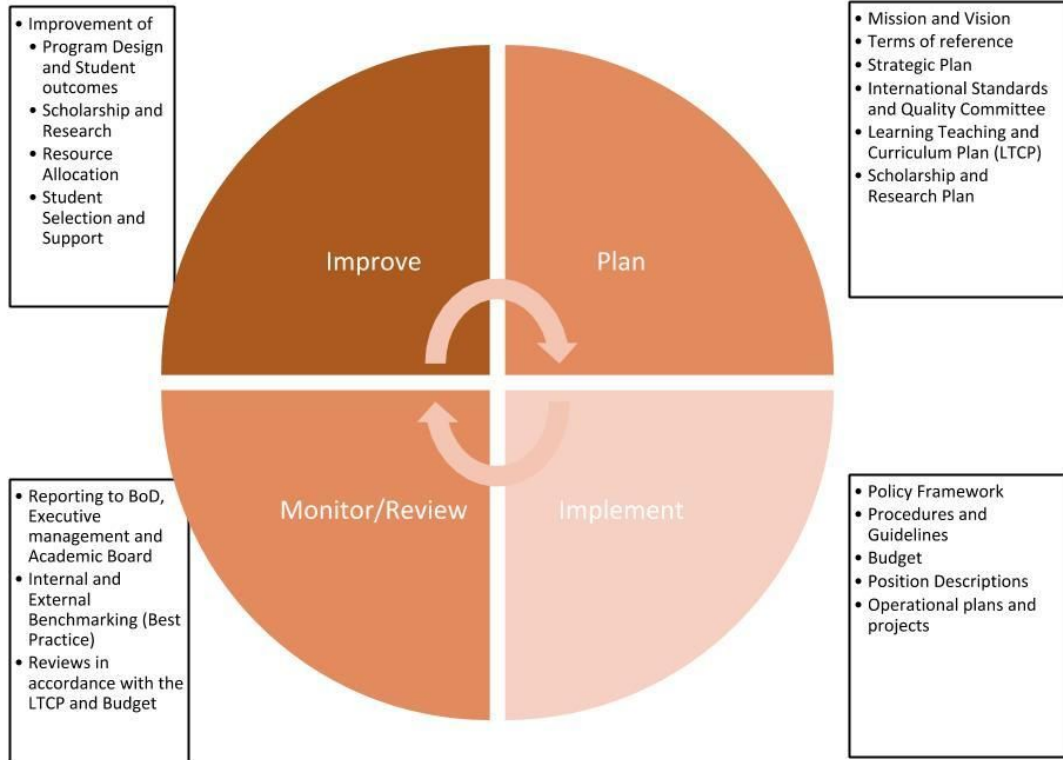


Figure 1- PIMRI Cycle

6.3 The PIMRI Cycle

SAE operates within a regulatory environment that requires compliance with a broad range of legislation, regulations, standards, guidelines and policies. These include but are not limited to the Higher Education Standards Framework and other relevant legislative instruments such as the ESOS Act, TEQSA Act and the National VET Regulator Act.

SAE takes a student centred approach and all academic activities aim to maximise learning.

The PIMRI process cycle has the following steps

PLAN

Planning activities guides what we do as a institution. Plans establish the objectives to be achieved and the expected output to be achieved. They define clear management responsibilities and set timelines. The plans are guided by SAE’s Strategic Plan and the Learning, Teaching and Curriculum Plan and approved by the Academic Board and the Board of Directors. SAE’s Program Design “Ethos” framework and stakeholder engagement informs the planning process for all academic plans. SAE fosters innovation and creativity in all its

academic activities in order to give students the knowledge and skills for the industry. The academic risk register identifies the various risks, mitigating factors, their potential impact and the likelihood of any risk to occur.

IMPLEMENT

In this stage roles and responsibilities are assigned and the plan is implemented. The Implementation of all plans is guided by policies, procedures guidelines and other approved documents.

MONITOR

Results and feedback from the implementation is collected in a structured way. Progress against plan is monitored and reported to the relevant governing body.

REVIEW

Results are compared against set objectives to see if objectives have been met. SAE compares internal courses and quality controls with other providers both within the Navitas Group and more broadly. SAE utilises benchmarking, moderation and peer review as commonly used methods of external referencing as appropriate

IMPROVE

As part of the Continuous improvement cycle evidence-based improvements both of programs and of major controls on academic quality such as assessment policies and procedures are implemented .

6.2 Sub-Committees of the Academic Board

The Academic Board will form committees and working parties as it deems necessary with clear delegations to assist it in the discharge of its functions. These delegations are reviewed annually and the Academic Board monitors these delegations through received reports at its meetings. The standing committees of the Academic Board are ¹;

6.2.1 Learning and Teaching Committee

The Learning and Teaching Committee supports the Academic Board on strategic directions, priorities and quality assurance processes for learning and teaching. In doing so, the Committee supports the implementation of SAE’s Ethos and achievement of the SAE’s academic goals. It exercises direct oversight over all SAE programs to ensure consistency of quality instructional design and monitor the achievement of the Learning, Teaching and Curriculum plan.

6.2.2 Program Committee

¹ See Terms of Reference for Academic Governance for further detail.

A Programs Committee will be established for each discipline or cognate set of disciplines within SAE. A Programs Committee provides the Academic Board with industry and discipline specific advice and guidance in relation to the development and on-going development of programs within a discipline, and shall be responsible for ensuring effective consultation with stakeholder groups. The Chair of a Programs Committee shall ensure the Committee fulfils its responsibilities, and that Committee matters are effectively carried out and reported to Learning and Teaching Committee and upwards to the Academic Board.

6.2.3 Scholarship & Research Committee

The role of the Scholarship and Research Committee is to support a culture of Scholarship and Research at SAE, and to provide oversight of Scholarship and Research².

6.2.4 Student-Staff Consultative Committee

A Student-Staff Consultative Committee (SSCC) will be formed for each campus of SAE. The SSCC is a forum for the student voice to be heard, considered and answered. Each SSCC will provide direct and independent advice on student experience, feedback on learning and teaching and any other aspect that is considered significant to student experience. Each SSCC will support, assist and promote the growth and development of programs through the communication of the student voice and act as a conduit for this advice to the campus leadership and the Academic Board.

The Chair, normally the Academic Coordinator, shall ensure that each SSCC fulfils its responsibilities, and that matters are followed up and reported to the Academic Board, taking action as appropriate

6.2.5 Assessment Panels and Student Progression Panels

Oversight of examinations, progression, graduation and publication of results is delegated to a three tier structure under the responsibility of the Learning and Teaching Committee.

6.2.6 External Examiners Panel

The External Examiners Panel supports the Learning & Teaching Committee on the quality and enhancement of SAEs assessment practices. The role of external examiners is of central importance in acting as a safeguard of standards by introducing an element of independent external scrutiny, with an emphasis on comparability between assessment standards within the sector in relation to accredited programs and protecting the interests of students ensuring fairness and consistency in assessment.

6.2.7 Program Approval Committee

² The Committee's definition of scholarship is based on the Boyer model (Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. New York: The Carnegie Foundation for the Advancement of Teaching.)

	<p>A Program Approval Committee is formed for the specific purpose to approve proposed new or renewed programs. It is a non-Standing Committee of the Academic Board.</p> <p>6.3 The Directorate of Academic & Student Services (DASS)</p> <p>The Directorate of Academic and Student Services supports the effective implementation of the Academic Quality Assurance framework via the establishment and oversight of robust management and reporting structures.</p> <p>The Directorate of Academic and Student Services is overseen by the Dean and consists of several national managers who maintain oversight of campus staff and faculty in their various portfolio areas. Local campus staff and faculty have functional reporting responsibility to each area of DASS to ensure quality and compliance with the institute's policies and procedures</p> <p>The Dean, through active participation in the Exectuement Management Group, and General Manager, as an attendee of Academic Board ensures that academic quality assurance initiatives are informed by and supported operationally.</p>
<p>7. Records</p>	<p>12th July 2007 policy implemented (approved Governing Council)</p> <p>13th October 2009 policy amendment (approved by Governing Council)</p> <p>10th September 2010 policy approved (by the Academic Board)</p> <p>28th February 2011 policy approved (by the CEO & Managing Director)</p> <p>10th May 2016 policy approved (by the CEO & Managing Director)</p> <p>1st December 2017 policy updated approved by Academic Board</p> <p>20th of June 2018 policy updated and approved by Academic Board</p>