Policy

Learning Environment

1.	**Policy Statement**	The delivery of SAE Institute Pty Ltd's (SAE) programs and its Learning and Teaching Policy is underpinned by a defined common Learning Environment, which consist of four key pillars (physical, services, virtual and external) that support the effective delivery of SAE's Curriculum. Effective processes of quality assurance, overseen by the SAE Executive Management Group and Academic Board ensure that the Learning Environment is commensurate with the numbers of students, types of programs and specialised hardware and software required for students to achieve the module and program learning outcomes.
2.	**Purpose**	This policy describes the objectives, design and continuous improvement frameworks of SAE's Learning Environment. By doing so, this policy outlines the principles SAE utilises to: ● Establish and maintain a learning environment which is conducive to achieve SAE's Learning and Teaching Policy (Ethos). ● Provide staff and students with the specialist resources they require to achieve the outcomes of the Institutes curriculum. ● Ensure parity of learning environment, facilities and infrastructure across SAE's operations. ● Evaluate the effectiveness of the learning environment and ensure continuous improvement.
3.	**Scope**	This policy applies to SAE's operations in Australia, and the approved offshore delivery sites. It is applicable to students enrolled with, or intending to enrol with, SAE. Procedures for SAE campuses internationally may vary in compliance with statutory requirements in other countries of operation.
4.	**Associated Policies and Procedures**	This policy should be read in conjunction with the following policies and procedures ● Learning and Teaching Policy ● Student Support Policy ● Email and Internet Usage Policy ● LLC Policies ● Work Integrated Learning Policy ● Professional Equivalence Policy
5.	**Associated Documents**	This policy should be read in conjunction with the following documentation: ● SOE Approved Software list ● SOE Approved Computer Hardware list ● SOE Approved Specialist Hardware List ● SAE Organizational Charts

	● Technology Steering Committee Terms of Reference
6. **Policy**	**6.1 Overview** SAE is a global, practice based, independent tertiary institute focusing exclusively on programs in creative media. SAE's curriculum is delivered in accordance with its Learning and Teaching Policy (Ethos) which focuses on project based learning, promoting the importance of interdisciplinary practice and the development of professional behaviours (in addition to the traditional domains of knowledge, skills and application of knowledge and skills). To support our students, SAE's strategic vision and learning and teaching, Ethos is supported by a learning environment, built around the four pillars; 1. **Physical** - a campus model which supports SAE's Learning and Teaching Policy objectives through a standardised structure of exceptional industry standard physical resources, qualified and experienced faculty, staff and services. 2. **Services** - extracurricular support services available at each campus covering library, counselling and wellbeing, employability and careers services and technical support. 3. **Virtual** - technologies and processes which connect students to a global pool of expertise and allow students and faculty to engage in remote practice. 4. **External** - engagement with community, industry and the global SAE network to support student success and achieve SAE's Ethos. The Executive Management Group (EMG) and Academic Board ensure that the SAE learning environment: ● Is fit for purpose ● Accommodates the number of students (current and future) ● Enables the institutes approach to learning and teaching ● Is subject to continuous improvement, and ● Is factored into SAE's forward planning. To achieve this, the EMG is advised by the Academic Board, which provides expert advice on: ● The requirements of curriculum delivery ● Specialised hardware and software requirements of each module ● Expert advice from its Program Committees ● Feedback from students through various governance reports from its Sub-committees. The EMG plans for future growth by considering the unique capital and resource requirements of each SAE discipline group, anticipated student study-load within each discipline (informed by historical and projected demand), and input from local campus

management. This information is used to create detailed budgets for operational resourcing and capital expenditure (CAPEX).

6.2 SAE Campuses

SAE campuses provide students with modern, practical environments for creative media study. The physical resources include industry standard equipment, software and reference materials. The layout of SAE campuses is designed to achieve an appropriate balance between:

- Specialist media production facilities
- Digitally enabled, dedicated teaching spaces
- Library and Learning Centers (LLC)
- Collaborative working spaces (physical and online)
- Student social spaces and communication means

The design and layout of each SAE campus takes into consideration the type of programs the campus delivers, current and projected student make-up, and SAE's Learning and Teaching Policy (which outlines the common learning and scholarly activities undertaken at the campus).

The Technology Steering Committee, which includes members of SAE's Academic and Executive Governance Committees, defines a set of specialist hardware and software options for each module and program they oversee. Each SAE campus has the ability to customise their specialist hardware and facilities to meet local delivery requirements. Campuses monitor the utilisation of their facilities and specialist hardware as part of their ongoing planning process to ensure continuous improvement.

SAE's EMG is tasked with the effective planning, management and continuous improvement of SAE's campus facilities.

6.3 SAE Services

SAE provides its students with a range of services, both locally and remotely, designed to support learning as well as the wellbeing and safety of students. The coordination, monitoring and continuous improvement of services is overseen by the functional directors of the SAE Executive Management Group and their respective operational managers and staff.

6.3.1 Library and Learning Center (LLC)

The LLC is designed to provide students with the digital and physical library resources required by each SAE program. The LLC stocks a range of virtual and physical resources including books, films, games and other library resources required by SAE staff and students. Library staff are available at each campus to assist users with their information needs.

6.3.2 Student Services & Counselling

Each SAE campus employs a student services team which is tasked with client centric student support for all non-academic matters with the objective of delivering the highest possible levels of student experience. Each team is responsible for the coordination of all administrative aspects of the student experience and lifecycle including enrolment, orientation, recognition of prior learning / credit transfers, class participation, cessation of studies, students at risk, graduation, student appeals and student misconduct. Student Services also coordinate the delivery of a range of support services, specifically designed to support student success.

- Disability Support - SAE provides disability support to prospective and existing students. Disclosed disabilities and any other such issues presented by students are conveyed to Academic Coordinators who work with Student Support Officers to offer an appropriate response and support (e.g. providing additional tutorial support at no cost).
- Student Services Advisors (SSA) provide a multi-functional counselling, safety and wellbeing and advisory services to enrolled students who present with a range of personal, educational and career development concerns. SSAs also contribute to enhancing student engagement through expert service delivery.
- Student Counsellors provide assessment, referral and short term counselling to students needing assistance with personal and educational matters impacting on their wellbeing. The Student Services Counsellor is proactive in liaising with students and educators to provide a comprehensive service of support.

6.3.3 Technical Support Team
At each SAE campus, a local technical support team helps students to use and access equipment and laboratory/studio facilities. Support staff provide services such as:

- Technical support for facilities and equipment, particularly studios
- Tutoring students in the use of equipment
- Managing the process by which students borrow equipment, and
- Supervising after hours use of facilities.

6.3.4 Industry Liaison Coordinators

As a practice based, industry aligned provider of higher education programs, SAE's learning environment incorporates external placement of students in Work Integrated Learning. SAE campuses employ Industry Liaison Coordinators who are responsible for the coordination and quality assurance of Work Integrated Learning.

6.3.5 Information Technology Support

SAE aims to provide its staff and students with timely access to information technology support services. To achieve this, each SAE campus is able to provide staff and students

with information technology support as well as 24/7 remote support via a global network of IT support staff.

6.4 Virtual Infrastructure

SAE's virtual infrastructure is designed to create a collaborative, unified, secure and robust set of resources designed to:

- Support and promote intra and inter-campus collaboration
- Provide a platform for secure, robust digital communications
- Provide access to a consistent, quality assured suite of learning resources which supports face to face, blended and online delivery modes
- Provide secure access to student and staff information, commensurate with appropriate security permissions.

SAE virtual infrastructure supports SAE's Learning and Teaching Policy, with governance and management oversight provided by the SAE EMG. Divisional support of these systems is also provided by SAE's parent company, Navitas.

6.4.1 Campus Online

SAE delivers all of its accredited programs in a mix of face-to-face, blended and online via Campus Online - the SAE learning management system. Campus Online provides students with 24 hour access to module resource, news (announcements), forums and other learning resources.

The objective of Campus Online is to create a centralised repository of quality assured materials that enable students to benefit from the shared expertise of SAE's faculty, regardless of their location.

Campus Online content is quality assured by the SAE Program Committees, overseen by the Learning and Teaching Committee.

6.4.2 Navigate

Navigate is SAE's Student Management System which is designed to provide secure and comprehensive information relating to SAE students, curriculum and student communications.

6.4.3 Student Portal (Axis)

SAE provides students with secure, digital access to range of resources such as timetable information, communication systems, results and other wellbeing and services information via a student portal. The student portal integrates content from Navigate and Campus Online into a central contact point for SAE's students.

6.4.4 Collaboration Platforms

SAE seeks to utilise a range of collaboration platforms designed to support its educational Ethos. The Directorate of Academic and Student Services is responsible for the recommendation, monitoring and continuous improvement of these platform with operational and implementation support provided by SAE Central IT, overseen by the SAE EMG .

6.4.5 Policy, Procedure & Handbooks.
SAE maintains a current set of academic and non-academic resources for students on its public website. Oversight of these resources is provided by the relevant SAE corporate and academic governance Committees.

6.5 External Learning Environment
SAE aims to integrate external industry and community engagement to benefit staff and students and achieve its educational ethos. The external learning environment is integrated via the following formal mechanisms;

6.5.6 Work Integrated Learning
SAE aims to provide the opportunity for Work Integrated Learning (WIL) for all students enrolled in its Bachelor Degree programs. As a practice based institution which seeks to develop the professional behaviours of its students, Work Integrated Learning is a key strategy of SAE's approach to curriculum design and delivery. By undertaking WIL, students are presented with multiple opportunities to demonstrate their skills, knowledge and behaviours in professional contexts. Work Integrated Learning provides students with qualitative assessment of their transferable skills development, in an authentic professional environment.

Work Integrated Learning is overseen and quality assured by the campus based Industry Liaison Coordinators, with governance oversight provided by the Learning and Teaching Committee.

6.5.7 Global Mobility
SAE students may be eligible to study at any one of SAE's international campuses and have that study count towards their SAE studies . These arrangements are coordinated and quality assured by the DASS units of each SAE region.

6.5.7 Authentic, Project Based Learning
SAE utilises project based learning to achieve its educational Ethos and ensure that students achieve the learning outcomes of their modules and programs. Local campus leadership provide quality assurance and oversight of these projects and ensure that SAE's policies are applied fairly and consistently.

7. **Records**	1st February 2011 policy implemented (approved by CEO & Managing Director) 17th April 2013 procedure developed by J. McCleery, IT Manager, Approved by J. Anthonysz, Chief Executive Officer 17th April 2014 procedure reviewed. Approval, A.Mocatta.

	5th of June, 2018, major policy update. (Draft for consultation)
	16th of August 2018 Approval. Lee Aitken, General Manager.