

Academic Policy	
Learning and Teaching	
1. Policy Statement	The learning and teaching policy assures the high quality of teaching and learning processes and outcomes at all campuses, which promotes the importance of good teaching based on scholarship, and of effective learning as a self-directed lifelong quest for skills, knowledge and wisdom.
2. Purpose	<p>To provide for high quality learning and teaching processes and outcomes in all courses at SAE Institute Pty Ltd trading as SAE Creative Media Institute (SAE). The learning and teaching policy supports a four- stage process for effective teaching, namely:</p> <ol style="list-style-type: none"> 1. SAE's Educational Ethos the design and development of the curriculum; 2. the delivery of programs; 3. the assessment of students; and 4. the further improvement of learning and teaching experiences for students.
3. Scope	<p>In the implementation of this policy, the Academic Board will monitor processes to ensure continuous improvement in learning and teaching as evidenced by: student feedback for good teaching, relevant skills, and overall satisfaction; through peer review; and in student retention. This policy applies to Higher education (HE) and Vocational (VET) courses.</p> <p>The strategies in this policy will be evident in the planning, procedures and learning and teaching processes for all courses of study at SAE.</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 Environment Policy ● Academic Quality Assurance and Improvement Policy ● Academic Honesty Policy and Procedure ● Student Assessment Policy ● Student Access Plan (Disability) Procedure ● Supporting Documentation Guidelines for Academic Adjustments
5. Associated Documents	<p>This policy should be read in conjunction with the following documentation;</p> <ul style="list-style-type: none"> ● Learning Teaching and Curriculum Plan ● SAE Curriculum ● Holistic Assessment Guidelines ● Project Design Guidelines ● Developing Learning Outcomes and Standards ● Transferable Skills Framework Faculty Application Guidelines ● SAE Lesson Observation Framework
6. Policy	<p>6.1 The Design of SAE's Programs - Ethos</p> <p>The cognitive design of the SAE Institute programs serves to prepare the formation of professional practitioners in creative media. SAE's curriculum design scaffolds the transition of students from secondary education to situated learning environments where students cultivate and develop broad and deep knowledge and skills and behaviours.</p> <p>To achieve this, SAE utilizes a common design methodology, overseen by the Learning and Teaching Committee for all of its programs. This framework is referred to as Ethos.</p>

Ethos outlines the common learning outcomes, learning activities, structural elements, behavioural skills development and teaching methodologies of SAE's programs. By having a common framework to the design of its curriculum SAE's programs are able to ensure that all students have the ability to engage with an opportunity based pedagogical approach which enables;

- Authentic, contemporary exploration of creative media practice in professional and scholarly contexts
- To provide students and staff with an environment that promotes open intellectual enquiry, provides flexibility and customization of learning journey to match their own aspirations.
- Extensive collaboration opportunities with other students to achieve new and novel creative media and scholarly artefacts
- Applied use of augmentation and cognitive outsourcing to enhance scholarship and creative practice
- Development of transferable skills to safeguard students employability in a world which will continue to be disrupted by technology
- Provides meaningful interaction with local communities, business and students from different geographical and cultural backgrounds
- Meet the learning needs of a diverse profile of students
- Reflect current best practice in learning and teaching.

6.1.1 The Four Ps

The nature of creative industries, (Games, Audio, Film, Animation, Design, Music etc) is one of constant change and upheaval. To prepare students for the creative industries, SAE bases its curriculum design, delivery and assessment model on Rhodes' (1961) "Four Ps" model of creativity. Based on Rhodes' approach, defines and arranges the four Ps as follows.

The 3Ps - The characteristics of students which SAE seeks to develop and measure;

- **Proficiency** – the intellectual, creative and technical tools of creative industries and the tangible output of their use.
- **Process** – the ways in which students go about planning, using, researching and reviewing their practice
- **Person** – the transferable skills that are required for effective professional practice, collaboration, leadership and student wellbeing

The Fourth P - The aspect of SAE's Learning, Teaching and Assessment policies and frameworks which enables the development and measurement of the 3Ps

- **Pressure** - SAE's curriculum, assessment practices and learning environment design which fosters the development of the 3Ps.

The Four Ps approach is used by curriculum developers, faculty, and assessors to ensure that students are able to develop the skills, knowledge and behaviours essential for employment in the creative industries as well as providing a strategy to prepare graduates for further study and lifelong learning.

6.1.2 Cognitive Design of SAE Programs

SAE programs are arranged and sequenced primarily by cognitive design and scaffolding of learning outcomes, aligned to the Australian Qualifications Framework. The details of this cognitive scaffolding are provided below;

- **Stage I** - Cognate with AQF5, applied to learning outcome design in trimester 1 and 2 modules

- **Stage II** - Cognate with AQF6, applied to learning outcome design in trimester 3 and 4 modules
- **Stage III** - Cognate with AQF7, applied to learning outcome design in trimester 5 and 6 (Undergraduate Capstone)
- **Stage IV** - Cognate with AQF8, applied to learning outcomes in graduate programs trimester 1 and 2
- **Stage V** - Cognate with AQF9, applied to learning outcomes in graduate programs trimester 3 and 4 (graduate capstone)

6.1.3 SAE Common Core

All SAE Programs are designed upon a “common core” of knowledge dimensions¹ which our students interact with throughout the program in more complex and sophisticated contexts. The SAE Common Core is overseen by the SAE Learning and Teaching Committee. SAE’s programs encourage ongoing application and refinement to the demonstration of these domains of knowledge, building sophistication in application and increased judgement and autonomy.

The Common Core is made up of learning outcomes built upon the following themes;

- Scholarship and life-long learning
- Academic integrity and intellectual property
- Collaboration and interdisciplinarity
- Reflection and continuous improvement methods.
- Project Management
- Foundational business, marketing and legal acumen.

6.1.4 Transferable Skills Development

SAE Programs develop students in the domains of Knowledge (K), Skills (S), Application of Knowledge and Skills (AKS) and **Behaviours (B)**. The development of behaviours is guided by the Institute’s Transferable Skills Framework, a tool designed to assist in the development of metacognitive knowledge of the student.

SAE’s Transferable Skills Framework is designed to develop the unique dimensions of human capability which will be essential for graduates to mitigate the risk of disruption posed by increased cognitive outsourcing to artificial intelligence. Such capabilities include the capacity to augment their own intelligence through direct engagement with these artificial intelligence systems.

The Transferable Skills Framework is a structured framework that develops the metacognitive knowledge and behavioural attributes of our graduates through building six main domains of uniquely human cognitive function (Figure 1).

¹SAE applies Krathwohl’s knowledge dimension principles to learning outcome design.

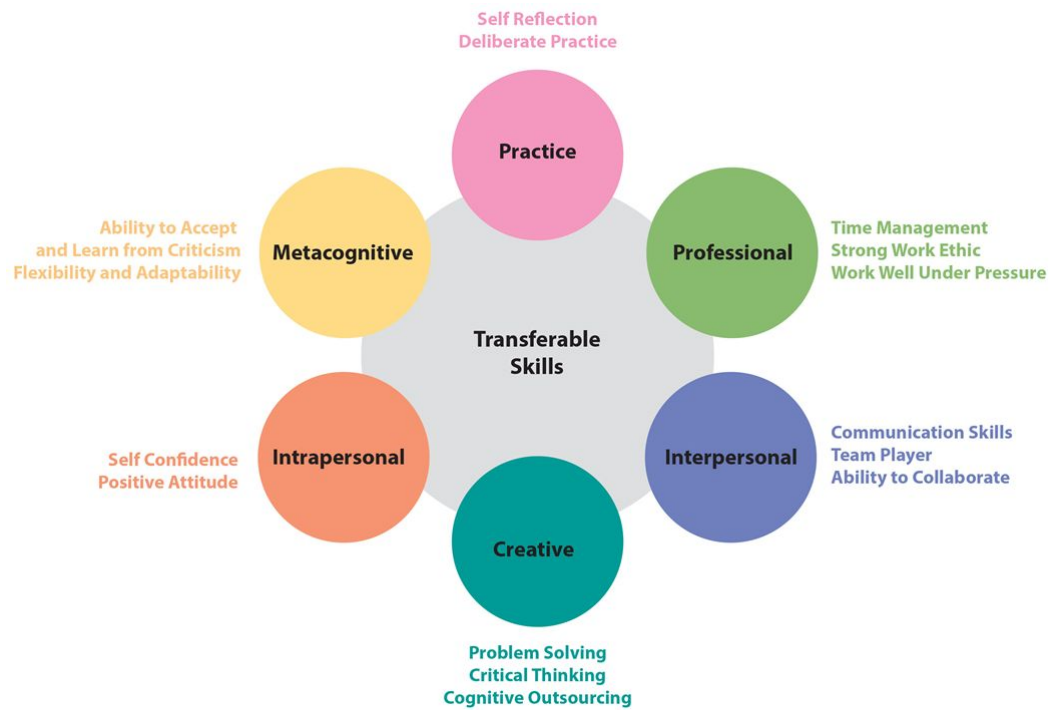


Figure 1

6.1.5 Contemporary Discipline Practice & Scholarship

Each SAE program will reflect contemporary practice in both the discipline group, as well as the broader creative media sector through common modules and application of the Ethos framework.

SAE Program Committees design and quality assure a respective discipline's programs to ensure the currency of the curriculum, optimal design of discipline specific learning outcomes, assessment tasks, learning resources and learning activities.

6.1.6 Scholarship and Research

Each SAE program will provide students opportunities to engage with contemporary notions of scholarship and research, commensurate with their discipline group, level at which they are studying and through the broader lens of creative media scholarship and research.

The SAE Scholarship and Research Committee oversee the quality assurance and design of SAE's common modules from undergraduate to post-graduate level.

6.2 The Delivery of SAE Programs

The delivery of SAE's programs is designed to provide an engaging, authentic and collaborative learning environment which reflects best practice in contemporary teaching practice. As a teaching only institution, SAE faculty are skilled in the three domains of the TPACK model (Mishra & Koehler, 2006);

- Content Knowledge
- Pedagogical Knowledge
- Teaching with Technology.

The delivery of SAE Programs is aligned to the Institute's Educational Ethos and designed to support students in achieving the stated outcomes of their program in a way which reflects the ongoing development of individual judgement and autonomy in their learning journey.

- **Stage I** - Project Based Learning and Blended delivery, grouping of students within cognate discipline groups for learning activities.
- **Stage II** - Project Based Learning and Blended delivery, incorporating elements of SAE's external learning environment such as Work Integrated Learning. Learning outcomes are mapped to projects and learning strategies are customised and personalised. Projects are made available to students according to their cognitive development stage. More autonomy in self-directed learning activities, guided by learning outcomes and project requirements. Grouping of students into interdisciplinary and diverse cohort groups to achieve more sophisticated project outcomes (Vertical and Horizontal Integration).
- **Stage III, IV and V** - More autonomous learning involving greater application of judgement, guided by a team supervision model led by SAE faculty. Grouping and project design largely at the discretion of students, with quality and scope control provided by SAE faculty.

SAE faculty will deliver the Institute's curriculum in a way which is fair, consistently taught, well planned, considerate of the diverse needs of students and importantly, achieves the Institute's educational ethos.

Faculty have the ability to customize learning activities for their learners in order achieve the stated module and program learning outcomes, and to bring authentic, real world projects into the educational experience of each SAE student.

Students will be supported in the adaption of their learning journey, commensurate with the Program Outcomes, Learning Outcomes and Graduate Attributes and Transferable Skills of the Institute. Customization of learning activities will be guided by the Institute's policies and quality assured at the point of delivery by the local campus.

6.3 SAE Faculty

SAE gives primacy to the practice of creative media. Preference is given to practitioners who have substantive work experience. SAE will follow a workforce plan that blends emerging and established practitioners, and scholars with practice based research to achieve its educational ethos and support students.

SAE faculty are selected based on the Institute's approved position descriptions which are quality assured by the Dean and Academic Board for positions relating to Academic Leadership. SAE faculty are assigned to deliver modules and elements of curriculum commensurate with their skills and knowledge and are overseen by local campus leadership.

SAE recognizes that students benefit from the currency of professional practice skills, brought to the institution through the appointment of industry practitioners. As such, SAE utilizes industry and guest lecturers to assist in the delivery of its curriculum and enhance student experience.

6.4 Continuous Improvement of the Learning and Teaching Experiences for Students

The Academic Board considers that the student learning experience depends on good teaching and effective student learning support, and sound curricula that adhere to its plans for effective learning and teaching (Ethos). To achieve this, SAE applies continuous improvement to its learning and teaching policies and frameworks and ensures that:

	<ul style="list-style-type: none"> ● Modules, module materials and programs are routinely and reliably evaluated by staff, students and third parties with a view to formative improvement; ● Student feedback and satisfaction data are regularly collected and reported, contribute to continuous improvement in teaching, learning and the curriculum, and information on improvements made is provided back to students; ● Faculty have their teaching observed in accordance with the Institute’s Lesson Observation Framework, and opportunities for the improvement of teaching practice, relevant scholarship, and knowledge about student learning are made available to teaching staff; ● Academic staff maintain and develop their professional skills in teaching and the facilitation of learning, in student assessment practices, and in program and module review procedures; ● Faculty are supported in the development of transferable skills by incorporating the transferable skills framework into performance planning and review and are provided development plans to support their development aligned to the TPACK framework.
<p>References</p>	<p>Forrier, A., & Sels, L. (2003). The concept employability: A complex mosaic. <i>International Journal Of Human Resources Development And Management</i>, 3(2), 102-104. http://dx.doi.org/10.1504/ijhrdm.2003.002414</p> <p>Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. <i>Teachers College Record</i>, 108(6), 1017–1054. https://doi.org/10.1111/j.1467-9620.2006.00684.x</p> <p>Rhodes, M. (1961). An analysis of creativity. <i>The Phi Delta Kappan</i>, 42(7), 305–310.</p>

Administrative Information and Version Control

Date	Summary of Changes	Approved by
13 July 2007	Policy implemented	Academic Board
10 September 2009	Policy updates approved	Chair, Academic Board
10 September 2010	Policy updates approved	Academic Board
28 February 2011	Policy updates approved	CEO & Managing Director
24 March 2015	Policy updates approved	Academic Board
29 July 2016	Policy updates approved	Joseph Anthonyysz Managing Director
19 Sept 2017	Policy updates approved	Academic Board
3 June 2018	Policy updated approved	Academic Board
3 April 2020	Policy updated	Academic Board