


ACADEMIC POLICY - ACADEMIC QUALITY ASSURANCE AND IMPROVEMENT

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| <p>1. Policy Statement</p> | <p>SAE Institute Pty Ltd trading as 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.</p> |
| <p>2. Purpose</p> | <p>The Governing Council delegates the academic governance of SAE to the SAE Academic Board.</p> <p>The Academic Board is comprised of academic staff from other higher education institutions, representatives from industry, community organisations and professional associations, and members of SAE academic staff. The Academic Board provides independent advice to the ownership and management of SAE to ensure academic integrity, and has responsibility for academic policy making, academic administration, and oversight of the educational process. These key responsibilities and relationships, which form the basis of SAE quality assurance, are clarified in the Institutional Governance Structure documentation for SAE.</p> |
| <p>3. Scope</p> | <p>The Academic Board is the peak academic body of SAE. It is the principal academic body responsible for establishing and maintaining the highest standards of teaching, learning, scholarship and research in SAE. It provides independent, authoritative advice to the SAE Governing Council on all academic matters.</p> |
| <p>4. Associated Policies and Procedures</p> | <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 |
| <p>5. Associated Documents</p> | <p>This policy should be read in conjunction with the following documentation;</p> <ul style="list-style-type: none"> • Learning Teaching and Curriculum Plan |
| <p>6. Policy</p> | <p>6.1 Introduction</p> <p>The major aims of this Academic Quality Assurance and Improvement Cycle are:</p> <ul style="list-style-type: none"> • To support a culture of quality assurance and continuous improvement; • To build quality into all SAE educational courses and activities; • To gain staff commitment to continuous quality improvement; • To establish, in due course, reliable performance indicators and benchmarks of quality at all campuses; • To establish a variety of ways of gaining information from stakeholders and using that information for continuous improvement. <p>The academic quality of courses and programs at SAE is monitored, assured and subject to review and improvement through a continuing cycle based on the principles of PIMRI:</p> <div data-bbox="480 1496 863 1798" data-label="Diagram">  </div> <p>The major plans for SAE are approved and reviewed on a regular basis by the Governing Council. Responsibility for the implementation and achievement of operational and business objectives resides with Executive Management. Academic quality assurance is delegated to the Academic Board. It addresses academic objectives through targeted policies and procedures, through key sub-committees with designated responsibilities for implementation of policies and procedures and regular monitoring, reporting and review mechanisms.</p> <p>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 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.</p> |

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Academic misconduct is taken to be deliberate when a person has had the opportunity to gain an understanding of the practice of academic integrity before the misconduct has occurred, but may be inadvertent when the person does not have an understanding of the practice of academic integrity.

Confidentiality is a vital element of all processes related to academic misconduct, as an accusation may result in disruption or failure of student studies, in that person being unable to practice their profession or with serious consequences for an individual's reputation and employment prospects.

Therefore confidentiality is essential in any matters relating to a suspicion of academic misconduct. Any person suspecting a student of a breach of this Policy should ensure that they have read the Policy thoroughly and must maintain confidentiality at all times.

All records of information, proceedings and outcomes will be maintained with care as to their security and will be provided only to those who have a bona fide reason to know about them.

6.2 Sub-Committees of the Academic Board

The SAE Academic Board delegates responsibility to a number of Boards of Studies for monitoring and reporting on quality assurance processes for teaching and learning in order to ensure that day-to-day academic operations meet quality educational standards. The Boards of Studies also have responsibility for advising on policies and guidelines related to teaching and learning in SAE courses. Each campus may have a separate Board of Studies to monitor academic delivery at each site where delivery of higher education courses occurs.

The Academic Board also delegates responsibility to a number of Program Advisory Committees to provide advice on new course proposals, report on applications for accreditation of new courses and re-accreditation of existing courses and to review existing courses. The contributions of many external academic and professional members on these Program Advisory Committees provide an additional measure to assist with assuring the quality, industry relevance and value to clients of SAE courses.

The Academic Board can form standing committees and working parties as required to service key areas in its remit, and they are required to report on their respective roles, functions and outcomes to the Board.

6.3 External Examiner

SAE utilise an external examination system that has been designed to

- a) meet the spirit and intent of the QAA Code of Practice;
- b) form part of an effective quality assurance system;
- c) cover both higher education and vocational education;
- d) assist with addressing the challenges of internal consistency and moderation of assessment outcomes across different campuses;
- e) address the need for external validation of AQF standards to meet requirements for accreditation and external professional regulations.

The role of the external examiner is important in acting as a reviewer and guardian of standards, and in protecting the interests of students against unfair variations in assessment and outcomes standards.

6.4 Student and Academic Services Departments (SAS)

SAE employ the Student and Academic Services departments to ensure constant improvement and excellence across all teaching sites. The SAS consists of appointed members including the National Academic Coordinator, Manager of Student Services, National Librarian, Alumni Officer and the Quality Officer. The SAS will keep abreast of all needs from the student and academic staffing perspective that relate to each campus on a national level. SAS follows the PIMRI model (Figure 1) to maintain quality of delivery and academic services across all sites.

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| | <p>The role of the SAS is important in ensuring that all campuses maintain a balance between local specificity and national compliance by abiding to identical processes on all academic governance matters.</p> | | | | | | | | | | |
| <p>7. Records</p> | <table> <tr> <td>13 July 2007</td> <td>policy implemented (approved Governing Council)</td> </tr> <tr> <td>14 October 2009</td> <td>policy amendment (approved by Governing Council)</td> </tr> <tr> <td>10 September 2010</td> <td>policy approved (by the Academic Board)</td> </tr> <tr> <td>28 February 2011</td> <td>policy approved (by the CEO & Managing Director)</td> </tr> <tr> <td>1 July 2013</td> <td>Policy to be reviewed</td> </tr> </table> | 13 July 2007 | policy implemented (approved Governing Council) | 14 October 2009 | policy amendment (approved by Governing Council) | 10 September 2010 | policy approved (by the Academic Board) | 28 February 2011 | policy approved (by the CEO & Managing Director) | 1 July 2013 | Policy to be reviewed |
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