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1. Overview
The SAE Institute (UK) Quality Manual forms the framework for the provision and maintenance of academic quality and standards for all programmes, and the quality manual outlines all regulations, policies, procedures that govern all teaching and learning at SAE Institute campuses in the United Kingdom and in Dubai, United Arab Emirates.

In addition the Institute may publish further guidelines, handbooks and programme requirements in support of the provisions outlined within the Quality Manual, which will be made available to students upon commencement of study.

2. Campuses

London Campus
The London campus opened in 1985 and has steadily grown to become one of the largest SAE Colleges in Europe. SAE London was the first campus in the UK to offer degree programmes since 1997. The campus currently offers five programmes validated by Middlesex University, as well as offering short courses in Electronic Music Production.

The SAE London campus comprises two buildings, a 7-storey building in Kingsland Road consisting of staff offices, lecture theatres, studios, library and learning centre, student practical area, student lounge and café, and the second (Bankstock) is located near the Regents Canal contains the main recording and production facilities.

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297 Kingsland Road
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Fax. +44 (0) 207 691 7653
Email: london@sae.edu

Website: http://london.sae.edu/en-gb/home/

Campus Manager:
Mr Luca Barassi
Campus Academic Coordinator:
Mr Andrea Santini

**Oxford Campus**

SAE Oxford was officially opened as SAE World Headquarters in 2012 and has been an approved degree centre offering degrees since 2009. It comprises the largest physical premises and functions as a base for a number of national executive, academic, marketing and administrative staff, as well as major administrative centre for Navitas, the parent company of SAE globally.

The campus currently offers programs in audio production and digital film making that are validated by Middlesex University, as well as offering short courses in Electronic Music Production.

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Email: oxford@sae.edu

Website: [http://oxford.sae.edu/en-gb/home/](http://oxford.sae.edu/en-gb/home/)

Campus Manager:
Ms Tracy Holden

Campus Academic Coordinator:
Ms Alexia Gonzalez
Glasgow Campus
The Glasgow campus opened in 1990 and has since established itself as a premier training facility for audio and digital filmmaking creatives with a strong reputation in the industry. SAE Glasgow has been offering degree programmes validated by Middlesex University since 2009.

The campus currently offers programs in audio production and digital filmmaking that are validated by Middlesex University, as well as offering short courses in Electronic Music Production.

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85-87 Portman Street
Kinning Park
G41 1EJ Glasgow

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Fax. +44 (0) 141 429 1771
Email: glasgow@sae.edu

Website: http://glasgow.sae.edu/en-gb/home/

Campus Manager:
Mr Tommy Wylie

Campus Academic Coordinator:
Mr Omar Khan

Liverpool Campus
SAE Liverpool is the most recently established campus in the UK, having commenced its first intake in 2011.

The campus currently offers programs in audio production and digital filmmaking that are validated by Middlesex University, as well as offering short courses in Electronic Music Production.
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L2 0PP Liverpool

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Fax. +44 (0) 151 255 1414
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Website: http://liverpool.sae.edu/en-gb/home/

Campus Manager:
Mr Darren Winwood

Campus Academic Coordinator:
Mr Alistair Fordom

Dubai Campus

SAE’s Dubai campus opened in 2004 as the first college in the Middle East to offer accredited New Media degrees. Continuing its status as the leader in creative arts and science-based curricula. SAE Dubai fills the niche markets for Animation, Web Development, Games Development, Audio Production, and Film Production.
The Knowledge Village campus is surrounded by local New Media industry hubs including Internet City, Media City and Studio City and thus maintains regular contact with employers and experts.

The campus delivers degree programmes in Web Development, Games Programming and Interactive Animation from the United Kingdom (validated by Middlesex University) and Audio and Film Production degrees from Australia (accredited by SAE Institute Australia), in addition to a comprehensive suite of short courses that compliment all major discipline areas.

In 2011 SAE Dubai was acquired by TwoFour54—the Abu Dhabi Media Zone Authority, a connection that continues to provide students access to world-renowned industry heavyweights including Ubisoft, The Cartoon Network and Imagenation.

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Email: hello@saedubai.com

Website: http://dubai.sae.edu/en-gb/home/

Campus Manager:
Mr Keiran Bartlett

Campus Academic Coordinator:
Mr Mark McKinnon-Bassett

3. Collaborative Partnership with Middlesex University
SAE Institute has made the journey towards higher education in partnership with Middlesex University (MU) in the UK. This relationship has evolved and strengthened over the last 15 years of collaboration, culminating in a renewed Partnership Agreement in 2009. In addition SAE Institute has been granted Accredited Status by MU in 2010 after internal and external review processes that were conducted over a 12 month period, which led to the completion of a “Special Associate College” Agreement in 2011.

SAE Institute UK has benefited considerably from the guidance and mentorship of MU on its journey to higher education, as part of a jointly valued partnership.
4. SAE Institute Strategic Directions

Vision
To be the world leader in private post-secondary education for creative media technologies.

Mission
• We provide specialist vocational and higher education courses worldwide to inspire and develop our graduates.
• Our courses emphasise practical experience and the needs of students and industry.
• Our students access the latest knowledge and outstanding facilities to enhance their skills.
• We are globally networked as a professional community in creative media.

Organisational values
We value:
• Commitment to professional excellence: in learning and teaching; creative development; and student support
• A culture of creativity and innovation
• Teamwork and collegiality
• A global perspective with respect for individual differences and diverse cultures
• The application of technical mastery and analytical skill to working environments
• Entrepreneurialism to achieve sustainable growth
• Open intellectual enquiry and lifelong learning.

5. Current Programmes
SAE Institute offers validated BA and BSc Hons programmes in five disciplines, namely
• Interactive Animation
• Audio Production
• Digital Film Making
• Games Programming, and
• Web Development
All of these programmes are offered in an accelerated mode and are delivered in two years.

Intakes
SAE Institute has multiple course commencement dates each year. Intake dates and program availability may vary from campus to campus.

Qualifications and Awards
Degree (BA/BSc (Hons.))
This is a 2 years-long (24 month) accelerated programme. Upon successful completion of the full programme (360 credit points, or 180 ECTS (European Credit Transfer System)) students may be awarded one of the following:

- BA / BSc Hons Audio Production
- BA / BSc Hons Digital Film Making
- BA / BSc Hons Web Development
- BA / BSc Hons Interactive Animation
- BSc Hons Games Programming
- BA / BSc Music Business

Diploma of Higher Education (DipHE)
This is a 16 months-long accelerated programme. Upon completion of 240 credit points (120 ECTS), a Diploma of Higher Education may be awarded in:

- Audio Engineering
- Digital Film Making
- Web Development
- 3D Animation
- Games Programming

Certificate of Higher Education (CertHE)
Upon completion of 120 credit points (60 ECTS) in 8 months, a Certificate of Higher Education may be awarded in:

- Audio Engineering
- Digital Film Making
- Web Development
- 3D Animation
- Games Programming

**Note:** the programme duration differs between some of the awards. The CertHE in Audio Engineering is completed over 8 months (32 week) whereas the other four programmes are completed over 9 months (36 weeks).

At present, only the SAE Glasgow campus enrols students for the CertHE in Audio Engineering. No recruitment is taking place for any of the other CertHE entry points at this time.

**Part-time Programmes and Short Courses**
SAE Institute also offers part-time and short courses. These courses are not offered at all campuses across the UK.

The two courses that fall into this category and are more consistently offered across the UK are:

- Electronic Music Production (EMP) - 6 months-long (24 weeks) part-time.
- Audio Engineering Diploma Part-time (AP) - 24 months-long (96 weeks) part-time.
6. Approval of Degree Centres
SAE campuses cannot automatically offer validated degree programmes. Each campus must successfully complete a formal application process to become;

1. A recognised degree centre, and
2. Offer validated programmes within specified discipline areas

The process by which a campus is approved as a “degree centre” is outlined in document A14 Addition of Validated Programme to an Approved Degree Centre and any such SAE campus also needs to go through the Institute’s own internal preparation requirements before being considered by the MU process. The approval process includes submission of a detailed proposal explaining the rationale and providing evidence of appropriate staffing profiles, facilities and resources to deliver degree programmes. Subject to approval of written documentation, a site inspection will be undertaken.

With the increasing confidence of Middlesex University in SAE Institute’s processes following the granting of Accredited Status to SAE in 2010, subject to MU agreement in each case, the approval visits may be undertaken by SAE Institute’s senior staff or jointly with a representative of the University, and the formal recommendations are made to the MU Deputy Vice-Chancellor for final approval.

Programme Validation Processes
Middlesex University validated degree programmes are offered in twenty-eight SAE campuses or degree centres across Europe, Asia and the Middle East, including the four campuses in the UK. SAE Institute has been involved in the collaborative provision of HE programmes with Middlesex University since 1997. The initial validation of the SAE degrees by the University at that time included Recording Arts and Multimedia Arts, with Digital Film Animation and Film Making programmes added shortly afterwards.

Then, early in 2007, three degrees already offered in Australia were validated by MU. These programmes were the BA (Hons) Applied Multimedia, BA (Hons) Interactive Animation and BSc (Hons) Games Programming. All the programmes are delivered in two year accelerated and accelerated mode.

A major review and re-validation of the undergraduate programmes took place in 2009, with the new Memorandum of Cooperation signed in September of that year. At that stage, the opportunity was taken to bring all the programmes, five in number at the time, into a common structure, incorporating some shared teaching between the degree programmes, both for reasons of resource management and because it is educationally desirable in an age of converging digital technologies. This facilitated cross-disciplinary project work involving interdisciplinary student teams. A BSc (Hons) option was also selectively included.
SAE Institute offers a range of undergraduate and post-graduate programmes validated by Middlesex University in their approved SAE campuses. The most recent validation took place recently in March 2012, for a new programme in BA/BSc (Hons.) Cross-media Communications and Publishing that has been approved for Germany and the UK, but will initially be offered at SAE campuses in Germany.

The complete range of approved undergraduate programmes therefore is now:

- BA/BSc (Hons) Audio Production
- BA/BSc (Hons) Digital Film Making
- BA/BSc (Hons) Web Development
- BA/BSc (Hons) Interactive Animation
- BSc (Hons) Games Programming
- BA/BSc (Hons) Cross-Media Communication and Publishing (not currently offered in the UK).

The validation process involves a thorough understanding of the curriculum that results in module narratives and programme specifications incorporating QAA Guidelines and Middlesex University standards. In developing the curriculum, SAE colleagues across a number of its campuses are consulted about market needs and potential. This is followed by a validation event where external advisors scrutinise the programme and its credibility. At each re-validation, the same process is repeated where the programmes are subject to external academic and industry representative scrutiny.

This has proven to be a valuable exercise where important course delivery and assessment related matters are discussed and improved. Formal re-validation reviews of the programmes occur every 6 years, but due to the rapidly changing needs of our industries and our commitment to have “industry-ready” graduates, minor changes are made through duly convened processes.
7. Management of Academic Standards

Figure 1. Academic Structure

SAE Global

Director of Academic Affairs (DAA)

International Standards and Quality Committee, Chair

Middlesex University, Link Tutor

Senior Academic Coordinator (SAC)

Chief External Examiner (CEE)

SAE Institute, UK Group

National Academic Quality Coordinator (NAQC)

UK Group External Examiner (UK EE)

Campus Academic Coordinator, Oxford

Programme Coordinators (PC):
- Audio
- Film

Campus Academic Coordinator, Liverpool

Programme Coordinators (PC):
- Audio
- Film

Campus Academic Coordinator, Glasgow

Programme Coordinators (PC):
- Audio
- Film

Campus Academic Coordinator, London

Programme Coordinators (PC):
- Animation
- Audio
- Film
- Games
- Web

Campus Academic Coordinator, Dubai

Programme Coordinators (PC):
- Animation
- Games
- Web

Director of Academic Affairs (DAA)

Senior Academic Coordinator (SAC)

National Academic Quality Coordinator (NAQC)

International Standards and Quality Committee, Chair

Middlesex University, Link Tutor

UK Group External Examiner (UK EE)
Academic Structure
The structure for the management of academic standards is shown in Figure 1. Academic management, responsibility for standards, and leadership of the programmes centres on the role of the Campus Academic Coordinator at each Degree Centre.

In the UK, campuses are linked together under the leadership of the National Academic Quality Coordinator in order to ensure consistency and standards within the curriculum, approaches to teaching and learning, assessment and moderation, and the implementation of policies. Each campus has a Campus Academic Coordinator who is responsible for maintaining oversight of the programmes that are offered. At each campus there is a Programme Coordinator appointed for each discipline who is responsible for delivery and assessment and enhancement of teaching and learning materials for their respective programme.

One of these Programme Coordinators also provides senior academic discipline leadership and functions as the Programme Leader nationally for each discipline (E.g. Audio programmes or Film programmes) to ensure the quality and consistency of curricula across the four campuses. The Programme Leaders report to the National Academic Quality Coordinator who seeks to ensure that there is further consistency across all disciplines as appropriate.

The Academic Director and the Senior Academic Coordinator have broader roles within the SAE Group, extending to quality assurance beyond the UK. They are responsible for maintaining the link with Middlesex University and have responsibility for ensuring maintenance of provisions encompassed by the MU collaborative agreement, and academic quality and compliance standards as required by various national regulatory agencies and authorities are adhered to, and the fostering of best practice through planned, continuous improvement.

Middlesex University Accreditation Link Tutor
Before gaining accredited status from Middlesex University, the main point of contact for quality assurance was between the MU link tutor and the SAE link tutor. Since gaining accredited status for the undergraduate programmes, SAE works closely with the Middlesex University appointed Accreditation Tutor, who is also the Head of Quality at MU. The Accreditation Tutor provides guidance on behalf of the University to the accredited institution on institution-level quality assurance issues such as the implementation of University quality procedures and regulations relevant to the accredited link, the QAA Quality Code and the development and enhancement of the institution’s own quality procedures and systems. S/he maintains oversight of
quality assurance processes of the accredited partner and, if necessary, alerts the University and SAE to any serious issues.

Alongside the Accreditation Tutor are two Subject Link Tutors. The Subject Link Tutor provides guidance on behalf of the University to the accredited institution on assessment-related issues in a particular subject area. Where appropriate, s/he may also offer advice on issues related to subject development. Subject Link Tutors also participate in Assessment Boards. S/he must be knowledgeable in Middlesex University assessment procedures and academic regulations and have knowledge of cognate subject areas to those taught at the partner.

**International Standards and Quality Committee (ISQC)**

The SAE Institute International Standards and Quality Committee brings together senior colleagues from all regions of the world in which there is an SAE presence.

The membership of the ISQC includes academic leaders from SAE across the world and a Middlesex University senior representative. Meetings are held twice a year with additional meetings as necessary to discuss any academic matters prior to validations. Regular meetings report on updates and improvements across the globe.

Given the global presence of SAE Institute and the ever-changing regulatory framework across the globe, this has proven to be a helpful platform where senior SAE academic staff monitor and oversee academic standards and processes, share good practice and innovatory ideas, and debate quality assurance and enhancement processes, and recommendations as appropriate.

**External Examiner System**

Until 2009-10, Assessment Boards were chaired by senior members of University staff, but this responsibility is now exercised by the Institute under the terms of accredited status, in which all relevant University procedures and regulations are nevertheless retained (See A09 Assessment Board Regulations).

In view of the complexity of the overall degree programmes, which involves campuses within and beyond the UK, Assessment Board meetings are preceded by Assessment Panels, wherever possible organised on the basis of regional groups of campuses and involving local External Examiners.

In order to maintain an overview of standards and consistency, one of the External Examiners also acts as the Chief External Examiner for all MU approved degree centres across Europe, Singapore and Dubai (currently the UK External Examiner). The University has retained responsibility for all regulations concerning External Examiners (See A10 External Examining) including the appointment of External Examiners, who submit annual reports
to the University. SAE Institute in return submits responses to the University on the External Examiner’s and Chief External Examiner’s reports.

**Assessment and Curriculum Review**

Assessment methods and practices follow the precepts of the A02 Quality of Learning, Teaching and Assessment Policy and are overseen by the Campus Academic Coordinators in consultation with the Programme Coordinators and the lecturer. This is then approved by the National Academic Quality Coordinator and is consistent across all four campuses.

Assessments are primarily assignment based and scheduled across the duration of the course. We have effective systems in place for electronic and physical submission of assignments. Submitted assignments are assessed and moderated across all four campuses for quality assurance. SAE Institute also has an Academic Honesty Policy that is followed strictly. Turnitin and search engines are also used routinely to check the originality of submitted work.

The development of lecture material is shared centrally where in the past typically the most experienced lecturer of the four campuses in a discipline has developed the materials and supports the person delivering it at another campus. In future the role of the Academic Program Leader for each discipline will have increasing importance in development and review of curriculum and teaching materials.

The National Academic and Quality Coordinator and the Campus Academic Coordinators normally meet quarterly for assessment panels, and review course content and assessments. Feedback from students through both formal and informal mechanisms will also be considered during these reviews.

8. **Student (engagement) Consultation and Feedback**

The Institute has various formal and informal mechanisms for student engagement that seek to establish an open and transparent learning environment that focuses on the quality of the student experience. This section discusses the different opportunities students are given to provide feedback along with their effectiveness. (See G04 Student Engagement Policy).

**Boards of Studies**

In line with the University’s requirements as set out in successive Memoranda of Cooperation and the Accreditation Agreement, Boards of Studies are established at each Campus in order to provide more formal events for discussion between staff and students on all aspects of the operation of the programmes, including curriculum, facilities and equipment, External Examiners’ reports and Annual Monitoring Reports. Summaries of
student representative meetings and surveys are also presented at the Board along with the actions taken.

Under validated status representatives of Middlesex University participated in Boards of Studies whenever possible. Under accredited status, this responsibility now lies with SAE Institute, and the support procedures for ensuring smooth and timely preparation and administration procedures are being gradually improved by provision of templates for participation, agenda and minutes.

**Student Surveys**
Each module is normally followed by a module survey on the learning experience that is distributed to the entire class electronically. Summary of feedback and actions taken are reported back to the class by the responsible staff.

**Informal meetings**
Since SAE campuses have relatively small numbers of students, class sizes are smaller, staff-student ratios are lower, and students are in constant daily contact with staff members. Also, the SAE culture encourages an “open door” policy by academic and management staff, and there are regular informal meetings between staff and students. Consequently, problems tend to be identified early and remedied promptly.

Upon commencement of a programme, students select class representatives who participate in regular meetings with the Campus Academic Coordinator and the Programme Coordinator(s) where any matters or concerns mentioned by their class can be discussed and the representatives report the actions taken back to the class. The Campus Academic Coordinator or Campus Manager may also follow up directly with the student body, or particular cohorts where more formal responses are required.

Minutes of Boards of Studies are appended to the Annual Monitoring Reports (AMR) submitted by each campus, along with External Examiners’ reports and responses to them, and other information such as CVs of new staff members. Additionally, AMRs present statistical data and critical commentary relating to recruitment, progression, retention and withdrawal rates, module grade and honours classification profiles, first destinations, etc. This retrospective analysis is projected forward in the formulation of action points that are reported on subsequently.

The AMRs are completed by the Campus Academic Coordinator for each of the campuses and are forwarded to the National (Group) Academic Coordinator, who will in turn submit a Group Annual Monitoring Report to the Senior Academic Coordinator. Once all regional AMRs have been collated, AMRs from new degree centres and an overview of all AMRs are forwarded for review to the University.
Within the Institute, communication and deliberation relating to AMRs, External Examiner reports, student feedback and forward planning is focused on regular meetings of the Campus Academic Coordinators within the group structure. At the next levels, regular Skype meetings of Group Academic Coordinators with the Senior Academic Coordinator take place, and the Senior Academic Coordinator, Associate Academic Director and Academic Director similarly meet regularly face-to-face or via Skype.

10. Campus Staff Roles and Responsibilities

**Academic Services**

**Campus Academic Coordinator**

At campus level, the smooth running of academic courses is the responsibility of a Campus Academic Coordinator. After lecturing, tutorial and supervisory staff, the CAC forms the major point of contact and advice between students and SAE Institute about all matters relating to their course of study at a particular campus.

**Programme Coordinators**

The Programme Coordinator is the Lecturer at a campus who is responsible for all aspects of the delivery of a designated discipline strand, such as Audio or Film, and especially for all taught elements and awards which comprise that programme, including the relevant named degree course. The primary role of the Programme Coordinator is to ensure that the specified degree course is delivered in accordance with the approved Programme Specifications and the relevant approved academic policies relating to that programme.

**Lecturers and Associate Lecturers**

Lecturers and Associate Lecturers are responsible for the preparation and delivery of formal classroom and studio-based lectures, tutorials and seminars, for ensuring that all relevant policies are effectively implemented and represent the first point of contact for any academic matter.

**Student Support Officer**

The Student Support Officer is there to provide students with non subject-specific academic support. The Student Support officer will be a learning guide when dealing with many aspects of the academic challenges you might come across and will also offer general support for any other academic matter you might wish to discuss and address.

**Studio & Technical Supervisors**

The primary role of Studio and Technical Supervisors is to support students during practical sessions using campus resources and equipment. In effect, they are ‘on call’, the aim being that they will guide you through any
problems that you may experience with the equipment. Supervisors are also responsible for general maintenance of resources and facilities on campus.

**Student Services**  
The student services staff group includes: Administration, Foreign Students Administrator, Reception and Library & Learning Centre Coordinator.

**Administration**  
The Administration department will assist students on non-academic matters such as: general administration, confirmation of study letters, certificates, laptop orders, etc. You can contact the administration department in person at Reception or by email at london@sae.edu. Alternatively, if you know the specific member of staff you want to contact, you can do so using the list of contacts provided below (your will also find a full list of staff contact details on the UK Student Portal).

**Foreign Students Administrator**  
At SAE there is a dedicated administrator to offer specific support and advice to international students in any VISA related matter.

**Reception**  
Reception should be your first point of contact for any type of query. Our staff will be able to direct you to the correct person to speak to regarding any type of question you may have. If you wish to book an appointment with a specific staff member you should speak to reception and they will help you to do so.

**Library & Learning Centre Coordinator**  
This member of staff is responsible for planning, managing and coordinating the delivery of library services and its associated resources. You can contact the Library & Learning Centre Coordinator at library_lon@saeuk.com.

**Organisational Support Services**  
Organisational Support Services include the IT System Administrator, Admission advisor/Industry Liaison and Credit Control.

**IT Systems Administrator**  
This member of staff is responsible for all IT Systems on Campus. For students, the IT System Administrator will offer support and advice for any IT related matter that cannot be resolved by Supervisors or Lecturers. Among many other duties and responsibilities the IT Administrator has the authority to monitor internet usage on campus in order to prevent any contravention to the college IT policy and regulations.

**Admission advisor/Industry Liaison**
Apart from offering advice and support to prospective students, the Admission Advisor serves as Industry Liaison maintaining links with potential employers and organising events that offer work experience to students.

Credit Control
While Administration will handle most of the non-academic student support, there is a dedicated member of staff offering additional advice and support to students in regards to fees and funding. If you have any query or issues in regards to tuition fees and payments, you should contact Credit Control at the earliest opportunity in order to address the matter.

Academic Staff Recruitment and Support
SAE Institute values its lecturers who are industry practitioners, and wishes to expose students to successful models of industry practice and practitioners. However, we realise that not all industry experts are trained teachers. Interested experienced freelancers are initially invited to give a guest lecture and upon feedback from students and the Programme or Campus Academic Coordinator the lecturer may be offered a teaching appointment. This provides a rich expert pool of guest lecturers for the campuses. Inconsistencies between programmes have been identified in the provision and number of guest lecturers, and this is now a focus for improvement.

All lecturers are mentored and supported by more senior staff from commencement of employment. As part of our commitment to continuous enhancement of support we have recently launched a staff portal where all members of staff across all campuses will have access to SAE Institute’s policies, procedures and guidelines. Additional induction information including materials related to human resource services and lecturing is also provided. This is an improvement, where induction information and other related policies were previously provided separately and manually at each campus.

Teaching staff members aim to conduct peer observations at least once per year and preferably once per intake of students. This process is helping to identify staff development needs and to share good practice.

The performance of teaching staff is reviewed annually whereas the performance of supervisors is reviewed more frequently due to the technical nature of their job. Performance Reviews are normally conducted by the Campus Manager or, where appropriate, by the Campus Academic Coordinator where appropriate. The feedback identified in feedback from student processes including student surveys is also included in performance reviews, and any urgent matters arising from student concerns, though infrequent, are addressed promptly. Both these processes help identify staff development needs and key performance indicators for the following year.
**Staff Development**

Staff development is regarded as an important initiative by the Institute, has been part of the strategic investment in preparing for higher education, and staff members are encouraged to apply for support via a formal procedure. Support can include assistance with fees for undertaking Masters and Doctoral degrees as well as attendance at relevant conferences, seminars and training sessions. Decisions about allocations of support involve both management and academic colleagues at senior levels, and a staff development register is maintained by each campus, with outcomes reported in the Annual Monitoring process.

A joint initiative with the University has led to a group of SAE UK tutors being enrolled on via distance learning, Postgraduate Certificate in Higher Education course offered by the University. This is currently in its first year of operation where SAE Institute’s members of staff are actually helping to pilot the programme for the University. There are already encouraging reports from those involved. It is hoped that increasing numbers can be accommodated in succeeding years. This has also increased staff interest in the benefits of peer observation and creative teaching practices.

The MA/MSc Professional Practice (Creative Media Industries) provides valuable developmental opportunities for staff members. It is an online programme with staff spread across the world and many staff members have completed the programme successfully in the last few years. Many of the projects are based on SAE’s working environment, industry related research projects, or contribute to the improvement of teaching practices in a creative domain.

11. **The Quality Manual**

This Quality Manual is a living document that is revised and updated by the National Academic Quality Coordinator in the UK on a regular basis, and made available to all staff in both electronic and hardcopy modes.

Any suggested improvements should be forwarded to;
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National Academic Quality Coordinator
SAE Institute, UK.

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12. Policies and Procedures

List of Academic Policies:
- A01 Academic Standards and Quality Assurance Policy
- A02 Quality of Learning, Teaching and Assessment Policy
- A03 Academic Honesty Policy
- A04 Intellectual Property Policy
- A05 Student Selection and Admission Policy
- A06 Academic Credit and Recognition of Prior Learning (RPL)
- A07 Academic Grievance Policy
- A08 Student Progression, Graduation, and Transfer
- A09 Assessment Board Regulations
- A10 External Examining
- A11 Monitoring and Evaluation Procedure
- A12 Academic Review Procedure
- A14 Addition of Validated Programme to an Approved Degree Centre

List of General Policies:
- G01 Code of Conduct
- G02 Public Information Policy and Approval Procedures
- G03 Equal Opportunity, Disability and Inclusion Policy
- G04 Student Engagement Policy
- G05 Non-academic Grievance Policy (Students)
- G06 Information Privacy Policy
- G07 Information Technology Network Usage and E-mail Policy
- G08 Staff Development Policy (United Kingdom)
- G09 Careers and Employability Policy

List of International Student Policies:
- INT01: International Student Policy
- INT02 International Education Agent Management
Academic Policy: A01 Academic Standards and Quality Assurance Policy

1. Aims of the Policy
The aims of this policy are to ensure:
• the safeguarding of academic standards,
• the assurance and enhancement of academic quality
• the implementation of an effective Quality Assurance and Improvement cycle throughout the operations of SAE Institute in the United Kingdom.

This policy complements other relevant policies and key documents, including Strategic Directions, the Code of Conduct, the Learning, Teaching and Assessment Policy, and the Staff Development Policy.

1.1. Academic Standards
The safeguarding of academic standards is the process whereby the Institute ensures that all awards, qualifications and/or credits granted are made on the basis of the achievement of appropriate academic standards.

Academic standards of taught programmes are concerned with the appropriateness of intended programme or unit of credit learning outcomes (in relation to programme or unit of credit aims, content and qualification level), the appropriateness of the syllabus (in relation to learning outcomes), and the effectiveness of assessment (in relation to the measurement of the attainment of learning outcomes).

1.2. Academic Quality
Academic quality is defined as those activities and functions that contribute to a student’s academic experience, including:
• learning, teaching, academic guidance and assessment practices;
• the deployment of learning resources and learning support;
• other mechanisms that contribute to the quality of a student’s engagement with the Institute, including: student recruitment and admission; provision of information; advice on progression and programme planning; assessment feedback; systems for student evaluations of modules and courses; careers advice and guidance; and student academic appeal, complaint and grievance procedures.

Academic quality assurance is the process whereby the Institute ensures that the quality of the learning opportunities offered to students are at an appropriate level.

Academic quality enhancement describes ongoing processes to improve the student experience over time. A key element of the process of enhancement is the identification and adoption of good practice.

2. Safeguarding of Standards
For all Institute award programmes or units of credit:
• standards will be at an appropriate level for the relevant qualification;
• standards will satisfy the requirements of Middlesex University in relation to all Middlesex University validated or accredited programmes;
• standards will satisfy any relevant governmental or other regulatory bodies, and will be framed in the context of current relevant industry employment standards and good practice for that programme;
• academic standards will be monitored and reviewed on a regular basis to ensure currency, relevance and consistent application.

3. Assuring Quality
The Institute principles relating to academic quality assurance are:
• the quality of the student experience will meet the requirements of Middlesex University for MU Programmes under validated or accredited status as appropriate;
• the quality of the student experience will meet the requirements of relevant governmental or professional or other regulatory bodies;
• assurance will be informed by programme approval, monitoring, review and student feedback processes which identify and take action to resolve any issues related to students’ academic experience;
• Institute approaches to quality assurance will have regard to relevant industry standards and good practice;
• students will have opportunities to be involved in the processes of programme approval, development, monitoring and review; and
• the views of external assessors will be taken into account when the quality of programmes is established or reviewed.

4. Enhancing Quality
A key priority for the Institute is to enhance the student experience on a continuing basis, and towards this aim:
• there will be feedback and evaluation processes for the quality of the student experience to be monitored and reviewed;
• such processes will be based on data sets such as those derived from quality monitoring reports, student feedback, progression and achievement data etc;
• any changes made to improve the student experience will be determined on the basis of sound evidence that they are likely to be effective;
• a key process in enhancing quality will be the identification and promotion of good practice derived both from within SAE Institute nationally and internationally, and from relevant external research and organisations;
• the improvement of quality in the student experience needs to be underpinned by continuing commitment to staff development processes.

5. Quality Assurance and Continuous Improvement Cycle
The academic quality of courses and programs at SAE Institute is monitored, assured and subject to review and improvement through a continuous improvement cycle based on the principles of PIMRI Plan-Implement-Monitor-Review-Improve
which was adopted in 2011, and which applies to both management and academic yearly cycles of activity.
The PIMRI process is illustrated in the diagram below:
The major aims of this Academic Quality Assurance and Improvement Cycle are:
• to support a culture of quality assurance and continuous improvement;
• to build quality into all SAE educational courses and activities, and ensure incorporation of the QAA Quality Code;
• 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;
• to identify and promote good practice.

Responsibility for the implementation and achievement of operational and business objectives resides with Executive Management, while ongoing academic quality assurance is the specific responsibility of the Director of Academic Affairs, the Associate Director of Academic Affairs, and the Senior Academic Coordinator.
This approach addresses academic quality assurance objectives through specific plans, policies and procedures, which are then applied through key functions for individuals with designated responsibilities for implementation of policies and monitoring of evidence including student feedback, and through regular annual reporting and review cycles.
Key elements in the ‘monitor and review’ sequence are the External Examiner reports and the important annual process for review (Annual Monitoring Report) as required for all courses under the validation and accreditation regulations and guidelines of Middlesex University (MU), with whom SAE Institute has been in partnership since 1997.

6. Foundations for Academic Standards and Quality Assurance
The four major foundations which safeguard academic standards and guide academic quality assurance for SAE Institute that offers validated programmes from Middlesex University provider are:
1) the UK Quality Code for Higher Education, which applies to all Higher Education operations in the United Kingdom: http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/
2) the Middlesex University Learning and Quality Enhancement Handbook, which is the procedural framework to guide all MU quality assurance activities: http://www.mdx.ac.uk/aboutus/Strategy/quality-standards/handbook/
3) the SAE Quality Handbook, which was approved after SAE Institute was granted “accredited status” by Middlesex University in 2010, which brings together both the QAA Quality Code and Middlesex University Guidelines as they apply to SAE Institute operations, and which is reviewed on a regular basis with Middlesex University;
4) the **comprehensive system of External Examiners** required by Middlesex University, who act as independent moderators to maintain national and international academic standards, and ensure equitable application of University and Institute rules for all students. The External Examiner system and processes are described fully in the SAE Quality Handbook, and are subject to the provisions of the QAA Quality Code.

In the United Kingdom, SAE Institute is an Associate College of Middlesex University, and is subject to the relevant rules and regulations of Middlesex University as they apply in the context of the collaborative Partnership Agreement (renewed 2009), the Instrument of Accreditation (2010), and the Special Associate College Agreement (2011). Final responsibility for all academic quality assurance lies with the International Standards and Quality Committee (ISQC) of SAE Institute, which co-ordinates academic quality assurance and enhancement for SAE Institute globally, and the Head of Quality from Middlesex University is a full member of the ISQC.

7. **Related Policies and Procedures**
All relevant Policies and Procedures are listed in the SAE Institute Quality Handbook, and the Code of Conduct for staff and students forms the major over-arching policy to guide SAE operations. The major policy by which SAE Institute assures the high quality of teaching and learning processes and outcomes at all campuses is the Learning, Teaching and Assessment Policy, which 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. The Learning, Teaching and Assessment Policy also supports a four-stage process for effective teaching, namely:

1) the design and development of the curriculum;
2) the delivery of courses;
3) the assessment of students; and
4) the further improvement of learning and teaching experiences for students.

Deriving from and supporting the aims of the Learning, Teaching and Assessment Policy are a number of key related policies and procedures such as those relating to Regulations for Programmes of Study, the Academic Honesty Policy, Assessment Regulations, Academic and Non-Academic Grievance Policies, Staff Development Policy, etc, all of which are included in the SAE Quality Handbook.

8. **Review and Reporting Processes**
Middlesex University and SAE Institute have established regular review and reporting cycles in relation to all aspects of academic operations. Regular Assessment Board meetings overview and approve academic outcomes and student results, Annual Monitoring Reports are required and provided to Middlesex University, and twice yearly Steering Group meetings overview all
aspects of the Associate College partnership and formal agreements and collaborative projects. The SAE Quality Handbook also provides for review processes relating to changes to programmes and specific Academic Review procedures.

9. **Version Control**

*Policy approved: September 2010, CEO, SAE-UK*

*Policy amended: October 2011, February 2012, CEO, SAE-UK*

*Policy Review Date: October 2013*
Academic Policy: A02 Quality of Learning, Teaching and Assessment Policy

1. Policy Statement
The Quality of Learning, Teaching and Assessment Policy:
• emphasises the importance of the high quality of teaching and learning processes and outcomes at all SAE campuses,
• incorporates the significance of ongoing scholarship as integral to the development of effective teaching and learning, and
• promotes learning as a self-directed lifelong quest for professional skills, knowledge and wisdom.

2. Purpose
The policy purpose is to provide for high quality learning and teaching processes and assessment outcomes in all courses at SAE Institute, and to achieve this, the policy supports a four-stage process for effective teaching and learning, namely:
1) 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
This policy applies to all modules and courses of SAE Institute validated by Middlesex University, and the strategies in this policy will be evident in the planning, procedures, and learning and teaching processes for all courses of study.

4. Associated Policies and Procedures
This policy should be read in conjunction with the following policies and procedures:
• A01 Academic Standards and Quality Assurance Policy
• A03 Academic Honesty Policy
• A07 Academic Grievance Policy.

5. Policy
5.1. The Design and Development of Curriculum
In the design and development of curriculum, SAE Institute expects that its courses and programs:
a) reflect an ongoing commitment to scholarship and pedagogy, and good teaching should be informed by relevant and recent research and knowledge;
b) provide opportunities for self-directed learning and free enquiry for students;
c) are designed to take account of equitable workloads, student support for learning, student assessment, marking practices, assessment of competency or grade distribution, and formative feedback on progress;
d) ensure that students receive parity in terms of planned learning resources provision;
e) are developed with module coordinators having responsibility for the alignment of module objectives with assessment tasks and the associated teaching and learning activities;
f) conform to all quality-related requirements, rules, policies and processes developed by SAE Institute and Middlesex University;
g) meet the learning needs of a diverse student profile; and
h) address relevant national, professional and industry standards.

5.2. The Delivery of Programs
In the delivery of programs, the SAE Institute requires that:
a) students who are correctly enrolled receive study materials, assessment tasks and assessment criteria within approved timeframes;
b) systems are in place to ensure the development and delivery of study materials that are high quality and delivered on time;
c) courses and units are consistently well taught;
d) consideration is given to the diverse range of backgrounds and learning needs of students;
e) students receive parity in terms of learning resources provision and guidance to support their learning;
f) academic staff cooperate to ensure that students in any unit of study are engaged and enjoy their learning and teaching experiences, particularly in relation to the moderation of assessment;
g) staff plan for and accommodate the progression of student work from introductory tasks and knowledge to competency and proficiency with discipline specific skills and academic writing over the course of an award.

5.2.1. The First Period of Study
Particular attention should be given to the first period of study (trimester or semester), when students should be inducted to the field of knowledge, academic conventions, and technical capability, and should be given sustained support, guidance and opportunities for formative improvement through assessment regimes.

5.3. The Assessment of Students
5.3.1. Purposes of Assessment
The purposes of assessment are:
a) to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the learner
b) to measure and confirm the standard of student performance and achievement in relation to explicit learning objectives
c) to reward student effort and achievement with an appropriate grade
d) to formally certify student outcomes and achievement in terms of accountability to relevant internal and external accrediting bodies and communities of interest
e) to provide relevant information in order to continuously evaluate and improve the quality of the curriculum and the effectiveness of the teaching-learning process.

5.3.2. Assessment Requirements
In the assessment of students, SAE Institute requires that:

a) both formative and summative types of assessment are used in the process of learning;

b) both criterion-referenced assessment, which focuses on each student’s achievements in relation to specified criteria, and norm-based assessment, where the achievement of a particular student is compared to the achievements of other students in a cohort, may be used to address the evaluation of student learning outcomes relating to professional and practical skills, critical thinking and cognitive ability, and relevant knowledge recall;

c) additionally, competency based assessment may be utilised in the evaluation of student learning outcomes relating to professional and practical skills, critical thinking and cognitive ability, and relevant knowledge recall, in accordance with set performance criteria;

d) at the time of announcement of assessment tasks, students are provided with a clear description of the expected standards of performance and marking criteria;

e) a student’s burden of assessment is not unreasonably increased;

f) special provision is made to provide opportunities for formative assessment and guidance to students on assessment tasks in their first period of study;

g) the conduct of student assessment is transparent and fair, and follows approved assessment standards for all assessment tasks which are provided to students;

h) modules and courses employ systems and structures that where appropriate permit some choice in student learning and assessment;

i) module coordinators and Campus Academic Coordinators shall have responsibility for appraising the quality of student assessment, for ensuring appropriateness, fairness and constructive alignment of assessment tasks, and for ensuring that assessment practices conform to all assessment and quality assurance policies;

j) records of assessment are documented accurately and systematically and that the decisions of relevant assessment panels and boards and communicated as quickly as possible;

k) a student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff;

l) assessment practices are reviewed on an annual basis;

m) formative feedback is appropriately provided to students on completed assessment tasks which addresses how performance might be improved.

5.4. The Further Improvement of Learning and Teaching Experiences for Students
SAE Institute considers that the student learning experience depends on good teaching and effective student learning support, and sound curricula that have their basis in knowledge, scholarship and professional experience. Teaching, learning support and the curriculum must therefore be well informed and subject to continuous reflection, evaluation and review. To achieve this continuous improvement, SAE Institute requires that:

a) teaching, units, unit materials and courses are routinely and reliably evaluated with a view to formative improvement;
b) 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;
c) opportunities for the improvement of teaching practice, relevant scholarship, and knowledge about student learning be made available to teaching staff;
d) academic staff maintain and develop their professional skills in teaching and the facilitation of learning, in student assessment practices, and in course and unit review procedures;
e) wherever possible academic staff be given opportunities to pursue relevant research in relation to pedagogy and the improvement of their teaching practices;
f) student support systems, including academic skills development and formative guidance on progress associated with assessment tasks be regularly reviewed;
g) newly appointed academic staff be provided with a copy of this policy and an induction program on teaching and assessment practices unless prior knowledge can be demonstrated;
h) the professional development needs of individual teaching staff should be discussed as part of annual Performance Review processes;
i) academic staff maintain and develop their skills in the utilisation of educational technologies and electronic communication systems in support of student learning;
j) feedback from relevant stakeholders, including students, employers and professional practitioners, as well as national benchmarks and the provisions of the QAA Quality Code be taken into account in course and module reviews.

6. Policy History

Approved: Managing Director and CEO
Original Date: 1 September 2010
Last Revision Date: February 2012
Scheduled Review Date: September 2013
Academic Policy: A03 Academic Honesty

1. Policy Statement
Academic integrity relies on the application of honesty as the foundation of excellence in scholarship and learning. Students and staff of SAE Institute will conduct themselves in their academic studies honestly and ethically and are expected to carefully acknowledge the work of others in all their academic activities, in creative endeavours, in the production of knowledge through research and in the reproduction of knowledge through scholarship and teaching.

2. Purpose
The purpose of this policy is to provide directions on matters of academic honesty and academic misconduct. Students and staff are expected to adhere to the provisions of relevant legislation, and to the rules, policies, regulations, procedures and guidelines at the Institute, the accepted ethical practices of the higher education community, and the standards of relevant academic disciplines and professional practice. SAE Institute will take action against any staff member or any student who breaches the provisions of this policy or contravenes any assessment rules or regulations through negligence or deliberate intent in any form of assessment.

3. Scope
This policy applies to all students and staff involved in SAE Institute campuses in Europe, Licenced territories and campuses offering collaborative programmes with Middlesex University.

4. Associated Policies and Procedures
This policy should be read in conjunction with the following policies and procedures:
• G01 Code of Conduct
• A07 Academic Grievance Policy.

5. Policy Definitions
5.1. Definitions and Categories of Academic Misconduct
Academic misconduct is behaviour that contravenes the values of academic integrity, which breaches rules, policies, direction and guidelines at SAE Institute in relation to assignments and assessment, and which normally includes action taken with the intention of gaining an unfair advantage for self or others. It includes, but is not limited to, plagiarism, collusion, cheating and fraud.

5.1.1. Plagiarism
Plagiarism is using the work of others without due acknowledgement, deliberately or inadvertently, and proclaiming it or allowing it to be considered as one's own for academic or other purposes.

5.1.2. Collusion
Collusion is a type of plagiarism that includes, but is not limited to presenting the product of unauthorised collaboration to an examiner as independent work. Collusion also occurs when a person knowingly allows his or her work to be copied and passed off as the work of another person.

5.1.3. Cheating
Cheating is improper conduct in examinations or other assessment tasks. It includes, but is not limited to taking unauthorised study material and aids into an examination room, copying from another student; sitting an examination for another student; ‘recycling’ work that has been prepared for one unit by presenting it as original work for another unit or re-presenting work previously submitted for an incomplete or failed unit unless specific permission is given and/or the assignment is re-worked; and presenting a false reference list or bibliography.

5.1.4. Fraud
Fraud is a form of cheating that includes, but is not limited to creating false data, and falsifying collected data from systematic enquiry and research investigations.

5.2. Academic Misconduct
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.

6. Need for Confidentiality
Confidentiality is a vital element of all processes related to academic misconduct, as an accusation may result in disruption or failure of 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 person 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.

6.1. Guidance for Students
In the preparation of work submitted to meet course requirements, students must take great care to distinguish their own ideas and language from information derived from other sources. These include published primary and secondary materials, the Internet and information and opinions gained directly from other people. Whenever ideas or facts are derived from someone else’s work as part of reading and research, that material must be
cited properly. In general students should provide references in the following circumstances:

**Direct quotation:** whenever another author is quoted verbatim (i.e. word for word) by a phrase, a sentence or a paragraph, the words should be placed in single quotation marks and their source should be identified.

**Paraphrasing:** whenever another person’s words are summed up in the student’s own words, they should be identified through an appropriate reference (e.g. Hasim El Masri stated ……)

**Multiple summation:** similar to paraphrasing, it involves the summary of several authors’ works into a single paragraph in the student’s words (e.g. Tony Blair, George Bush and John Howard jointly declared ……)

**Statistics:** indicate the sources of any statistics used in an assignment or project, e.g. Bureau of Meteorology (2004)

**Controversial facts:** acknowledge the source since it is not a commonly accepted historical fact, e.g. there is life on Mars (Milligan, 2002).

Students who are unsure of the acceptable standards of scholarly writing should seek guidance from their lecturers before beginning assignments and projects.

Group work can be a useful form of learning, and directed or approved legitimate co-operation does not per se constitute plagiarism or collusion, but students working as a group must adhere to academic standards and any instructions provided in their unit outlines regarding collaboration in assessment items. It is not acceptable for members of a group to submit identical sections or answers to assignments or projects by simply copying the work done as a group.

With the above exceptions, all assignments and projects must be submitted individually and the examiner is entitled to consider identical layout, identical mistakes, identical argument and identical presentation as evidence of possible collusion.

Students may not copy another student’s assignment or project, computer program or parts of a program, or any part of another student’s examination paper. No communication is allowed between students during an examination and no student is permitted to keep books, papers, calculators, computers or notes during an examination except with the explicit permission of the unit coordinator.

It is expected that all work submitted for an assignment will have been done solely for that assignment, unless formally approved otherwise. A student may not submit the same or similar work for another assignment without obtaining the prior written permission of the relevant coordinator.

7. Rights of Students
Students at SAE Institute have the right:
a) to have access to information and learning about academic integrity and the implications of academic misconduct;
b) if suspected of academic misconduct, to have the case investigated in a way that observes procedural fairness and confidentiality;
c) to bring a support person (but not a legal representative) to any hearing into alleged academic misconduct. A support person does not have a role in the proceedings or the right to speak without approval, but may assist a student to clarify the processes involved during any hearing.

8. Alleged Misconduct Investigation

1) The Campus Academic Co-ordinator will normally conduct an investigation into any allegation of serious academic misconduct. If the Campus Academic Co-ordinator has had any involvement with the assessment of the student’s work in the module, which is the subject of investigation, then the matter shall be referred for investigation to another Academic Co-ordinator, the Group Academic Co-ordinator or the Senior Academic Co-ordinator. The Campus Academic Co-ordinator or the person conducting the investigation would normally meet informally with the student and separately with the relevant staff member to determine the facts of the matter. Ignorance of this policy is not a mitigating circumstance. In cases where apparent plagiarism is detected by electronic means (e.g. Turnitin), great care should be taken to distinguish between carelessness with respect to (1) the inclusion of inadequately referenced factual, contextual information, and (2) substantial plagiarism of the direct expression of others’ ideas or arguments. In many cases careless referencing will more appropriately be dealt with by tutorial advice than by formal proceedings, except where there are repeated incidents.

2) If the person conducting the investigation finds that there are reasonable grounds to proceed with the allegation, then s/he shall consult with the Group Academic Coordinator, and after that consultation, s/he shall write to the student(s) concerned:
   a) to put the allegation;
   b) to request a written statement from the student explaining their view of the matter, and giving the student the opportunity to state any mitigating circumstances which may be taken into account when considering a penalty (authenticated evidence to be provided where appropriate);
   c) to request a reply within 10 working days of the date on which the letter is sent and explaining the consequences of failure to reply;
   d) to enclose a copy of this policy;
   e) if appropriate, to provide the student with any relevant materials or other evidence that is available, at the discretion of the investigator in order to protect the rights of other students.

3) If a written reply to the allegation is not received from the student within ten working days of the date when the letter was sent, or if the student replies accepting the allegation, then the investigator will recommend a
penalty as appropriate to either the Group Academic Coordinator, or the Senior Academic Coordinator whose decision shall be final.

4) If the student does reply within the time limit denying the allegation, then a panel hearing shall be convened expeditiously, and the student shall be given at least five working days notice of the time and place of the hearing.

5) If it is decided to proceed to a panel hearing, the panel shall comprise the person who has conducted the investigation thus far as Chair, together with two other members of staff who shall have had no prior involvement in the matter. The student may attend the hearing or, if s/he requests, participate in the hearing through telephone conferencing or similar facility (at his or her own cost). If the student declines to attend the hearing (or participate by other means) the hearing shall proceed in the absence of the student. The student may be accompanied at the hearing by a companion, who may be either a relative or friend, or an SAE Institute staff member or student, but not a member of the legal profession. The companion is present as a support to the accused student and is not permitted to act as an advocate or spokesperson for the student. In exceptional cases, for example a student with a disability which affects his or her communication, permission may be granted by the Chair for the companion to speak on behalf of the student. Neither the student nor any other person participating in the hearing is entitled to be legally represented, and the Institute will not respond to any communications from legal representatives. The Chair may call witnesses to give evidence at a hearing or may call for and receive written statements of evidence. If the Chair deems it appropriate, or if the student requests it, the Chair may require persons to attend the hearing and to answer questions. The student may ask questions of any witnesses in attendance at the hearing. The student may make verbal submissions to the panel after the evidence of all witnesses has been given, but the student shall not be present for the deliberations of the Chair or the panel following the student verbal submission at the end of proceedings. Notes of the investigation and/or hearing from the Chair shall be held by the Registry Officer, but these shall remain strictly confidential, and may not be disclosed to the student or any other party. Possible outcomes include:
   a) dismissing the allegation;
   b) seeking further information;
   c) providing the student with a warning together with advice about what is acceptable academic conduct;
   d) deciding that the student is guilty of academic misconduct and imposing an appropriate penalty.

6) The student shall be informed in writing of the decision, together with reasons, within five working days of the hearing, and may be informed by the Chair verbally at the end of the hearing.
7) The penalties for academic misconduct may include one or more of the following, and the most serious penalties may be considered in the case of repeated misconduct:
   a) the issue of a formal written warning;
   b) a reduction in marks or grade for the relevant assignment;
   c) a requirement for the student to resubmit the assignment by a specified date (the maximum mark possible being a Pass grade);
   d) the student may be required to undertake additional or alternative assessment (the maximum mark possible being a Pass grade);
   e) a grade of Fail may be recorded for the assessment task, with no resubmission;
   f) a grade of Fail may be recorded for the unit or module, with no resubmission;
   g) the student may be withdrawn from the course for a period of specified time;
   h) the student may be failed in the course overall and expelled from the SAE Institute.

9. Appeals
A student may appeal any decision in relation to this policy in writing or by e-mail as appropriate either to the Director of Academic Affairs, or the relevant Senior or Group Academic Coordinator as appropriate and specified for students at the local level, within ten days of being notified of that decision, setting out the grounds for appeal. The recipient of the appeal shall consult with the Director of Academic Affairs or his or her nominee as appropriate, and shall consider carefully and review all aspects of the case and the procedures followed in relation to this policy. The decision of the Director of Academic Affairs or the designated nominee in relation to all matters in the case and the application of this policy shall be timely and final.

10. Records Kept
Records shall be kept of all academic dishonesty investigations as well as a profile of outcomes and the maintenance of conformity to this policy, and a summary report shall be forwarded to the SAE Director of Academic Affairs and reference to them shall be included in the Annual Report to Middlesex University.

11. Policy History
10 September 2010, earlier policy revised and approved (by the Academic Board).
October 2011 policy revised and approved (by the CEO & Managing Director, SAE-UK); revised February, 2012.
Policy to be reviewed: February 2013
**Academic Policy: A04 Intellectual Property Policy**

1. **Policy Statement**
   This policy aims to encourage a learning environment in SAE Institute in which teaching, research and the creation of ideas will flourish, while recognising that the use of intellectual property and its possible commercialisation require responsible and reasonable regulation.

2. **Purpose**
   This policy aims to protect and respect the moral rights of the Institute and the originators of intellectual property. SAE Institute recognises the right of originators to be consulted and where appropriate to participate in decisions regarding the commercialisation and use of intellectual property created by them. This policy also provides for the commercialisation of intellectual property created by staff and students. SAE Institute recognises that originators are entitled to a share of any financial returns from such commercialisation.

3. **Scope**
   This policy applies to all SAE Institute operations, to all students and staff involved in collaborative programmes with Middlesex University, and to any approved sites for offshore delivery of such programmes.

4. **Associated Policies and Procedures**
   This policy should be read in conjunction with the following policies and procedures:
   - G02 Public Information Policy
   - A07 Academic Grievance Policy

5. **Policy**
   5.1. **Introduction**
   For the purposes of this policy: “intellectual property” includes any proprietary right which arises under, or is capable of being obtained relating to copyright, discoveries, patents, designs, concepts, developments, trademarks, new products or enhancements to existing products, software development and creative artefact, and “staff” includes all persons employed in any capacity by SAE Institute.

   5.2. **Ownership**
   a) SAE Institute retains ownership of all intellectual property created by members of staff through the course of their employment with SAE, or through the utilisation of SAE facilities, equipment or other resources, except as provided for in any other form of contract. SAE Institute makes no claim on the intellectual property created by members of staff in their own time or interests outside the course of their employment with SAE.
   b) SAE Institute makes no claim of ownership of intellectual property created by students as part of their course of studies, but retains the right to
use student work for educational and/or promotional purposes through licence agreements after appropriate consultation.

c) Where SAE Institute is the owner of intellectual property created by a staff member, SAE Institute has exclusive rights to adapt, modify, and/or initiate commercialisation of that intellectual property for a period of 12 months from the original date of creation or notification, but shall do so in consultation with the staff member, and may waive those rights in writing before the expiry of that period.

5.3. Use by Non-Owners
Where SAE Institute is the owner of intellectual property created by a staff member, SAE Institute agrees to grant the originator a licence to use that intellectual property for teaching, research or that individual’s professional purposes.

5.4. Moral Rights
a) SAE Institute must take reasonable steps to respect the right of an originator to be acknowledged as the creator of intellectual property, and to ensure that others respect that right.

b) Where SAE Institute uses intellectual property created by an originator it must take reasonable steps to consult with the originator before modifying or adapting that intellectual property.

c) Where an originator wishes not to be acknowledged as the creator of intellectual property which has been modified or adapted, the Institute must take reasonable steps to respect that wish, and to ensure that others respect it.

d) An originator must take reasonable steps to ensure due acknowledgment of the SAE Institute contribution of facilities and resources used in the creation of intellectual property in any subsequent use of it that they may make.

5.5. Commercial Exploitation
Where originators create intellectual property or teachers become aware of intellectual property developed through their work with SAE Institute which may have commercial application or potential, they must report its existence to the relevant Campus Manager.

Once that notification has been made, SAE Institute must decide within 12 months whether or not it wishes to become involved in the process of commercial exploitation.

In making such a decision, the Institute must consult with the originator. Strict confidentiality will be observed by all parties during that period of consideration.

5.6. Dispute Resolution
It is the responsibility of the relevant Campus Manager reporting to the Managing Director and CEO to administer all the provisions of this policy equitably. If a dispute arises as to the operation of this policy, or as to any matter on which the operation of this policy hinges, the CEO may consult
with third parties in seeking advice on the matter, including legal advice, but shall have the final decision in all respects.

6. Records
13 July 2007 policy implemented (approved Academic Board)
9 September 2009 policy amendment (Approved by Academic Board)
10 September 2010 policy approved (by Academic Board)
28 February 2011 policy approved (by CEO & Managing Director)
20th February 2012, policy reviewed and approved by CEO, UK
1 July 2013 Policy to be reviewed
Academic Policy: A05 Student Selection and Admission Policy

1. Policy Statement
SAE Institute upholds the principle that all applicants seeking to enrol are treated fairly and equitably. The Institute has open, fair and transparent procedures that are based on clearly defined entry criteria for making decisions about the selection of students. Students will be selected on merit based on the published criteria.

2. Purpose
The Institute will adopt a flexible approach to providing entry for students into their courses. Students from disadvantaged backgrounds, those returning to formal study and others who may not have completed formal requirements will be encouraged to apply through Special Admissions.

3. Scope
This policy applies to all students involved in SAE Institute collaborative programmes with Middlesex University, and its approved offshore delivery sites.

4. Associated Policies and Procedures
This policy should be read in conjunction with the following policies and procedures:
- A06 Academic Credit and Recognition of Prior Policy
- G03 Equal Opportunity, Disability and Inclusion Policy

5. Associated Documents
This policy should be read in conjunction with the following documentation:
- The latest approved entry requirements as verified by the National (Group) Academic Coordinator and published on the relevant SAE campus website.

6. Policy
Applications for admission will be under the following categories:

6.1. Normal Entry
Direct Entry Domestic Students
Students may apply for entry by direct application or via any appropriate and approved national procedure established for this purpose, e.g. University and Colleges Admissions Service (UCAS).

The Institute will admit students who have satisfied the published entry requirements for the course. Selection shall be based on merit in relation to the numbers available. Domestic applicants may also enter a degree programme from a diploma or advanced diploma or from another undergraduate degree, which will involve articulation and credit transfer arrangements.

Direct Entry International Students
International students may be admitted in accordance with the relevant Government procedures for approval and the relevant Institute policies and can apply directly to the Institute for admission.

6.2. Special Admission
The Institute recognises that preparation for study is not restricted to formal educational attainment, that creative potential is not always recognised through formal schooling systems, and that valuable intellectual and skills development can be gained through wide ranging experiences. The Institute will review special admissions applications on a case by case basis from persons who do not have formal qualifications for entry but who seek admission on the basis of their educational and skills development through experience and informal study, and who are judged on the basis of the evidence they present to be able (1) to benefit from the course they have applied for, and (2) to cope successfully with the demands of study in their selected programme.

Consequently, applicants may, in special circumstances, be admitted on the basis of having satisfied specific criteria demonstrated through the submission of an RPL (Recognition of Prior Learning) application as specified by the Campus involved, which may include an individual portfolio of creative work, performance at a follow-up interview, and/or specific minimum levels of formal academic achievement.

6.3. Credit for Prior Studies or Prior Knowledge
Students accepted into an education and training programme may be eligible to apply for recognition and acknowledgement of previous study or previous knowledge and/or skills acquired outside of the Institute. These cases will be dealt with in accordance with the Institute’s policy on Academic Credit and Recognition of Prior learning.

Courses for which credit is requested will be evaluated by the relevant Course Coordinator and approved by the Campus Academic Coordinator. The campus admissions administrators will explain to applicants who have accepted a place, arrangements for the enrolment, registration, induction and orientation of new students. The Campus Academic Coordinator will ensure that these arrangements promote efficient and effective integration of entrants fully as student.

The Campus Academic Coordinator must also ensure that effective and efficient arrangements are in place for providing feedback to applicants who have not been offered a place.

All applications will be dealt with confidentiality.

7. Selection and Admission Procedure
The relevant Campus Academic Co-ordinator will be responsible for implementing the provisions of this policy and ensuring that applications are dealt with fairly and in accordance with the approved admissions criteria.

8. Admissions Complaints Procedure

Introduction

a) The Institute is committed to providing a fair and efficient admissions service, and applicants will not be disadvantaged in any way because they have used this procedure.
b) A complainant may express concern about any aspect of the admissions process.
c) Complaints against a decision may only be submitted on grounds of procedural irregularity, or if there is new information which may have affected the decision (with reasons why it was not made available at the time of application), or if there is evidence of any action or decision which is not consistent with the Institute’s Admissions Policy or Equal Opportunities Policy.
d) A complaint must be made on an individual basis by the original applicant. Complaints made by a third party will not normally be considered.
e) This procedure and any decisions made under the procedure do not automatically give legal rights to the complainant, nor place obligations or liabilities on the Institute either in respect of a decision made pursuant to the procedures or for a breach of the procedures.
f) Legal representation on behalf of the complainant is not permitted.

8.1. Procedure: Informal Stage

1) Most complaints can be resolved informally. Applicants should normally raise the matter within 10 working days of the action or by the start date of the programme or course applied for, whichever is sooner.
2) In the first instance, the matter should be raised in writing or by e-mail with the appropriate SAE staff member who communicated with the applicant, and who should respond within 10 working days.

8.2. Procedure: Formal Stage

1) If the complaint is not resolved to the satisfaction of the applicant through this informal means, the complainant should then write formally to the Campus Academic Coordinator. If the subject of the complaint relates to procedures conducted by the Campus Academic Coordinator, then the complaint should be referred to the Campus Manager.
2) The letter should enclose copies of all previous correspondence and explain why the applicant remains dissatisfied and what s/he hoped the outcome would be.
3) The Campus Academic Coordinator or the Campus Manager shall investigate the complaint fully with relevant staff and/or a third party if it is deemed necessary, and reply within 20 working days.
4) The decision of the Campus Academic Coordinator or the Campus Manager shall be considered final.
9. Policy History

Approved: Managing Director and CEO
Original Date: 1 September 2010
Last Revision Date: February 2012
Scheduled Review Date: September 2013
Academic Policy: A06 Academic Credit and Recognition of Prior Learning (RPL)

1. Policy Statement
SAE Institute will recognise the appropriate and assessed prior learning of a prospective student and will grant credit towards satisfying the requirements for a degree programme, where that learning is considered equivalent to the content and learning outcomes prescribed for modules or courses within that programme.

2. Purpose
The Institute maintains the integrity of academic programmes and protects the academic standards and reputation of formal awards. Granting of credit based on the recognition of prior learning will be granted only within the constraints of this principle.

The purpose of the granting of credit policy is to:
• assist students to progress through award programmes with maximum efficiency by recognising that students may attain the objectives of components of the programme by means other than formal study and assessment in the programme;
• facilitate the movement of students between institutions and between programmes of various types and levels; and
• assist in the efficient use of educational resources.

3. Scope
This policy applies in the context of SAE Institute, and is applicable to all students enrolled with, or intending to enrol with SAE Institute. This policy is applicable to all students or prospective students, irrespective of their place of residence, campus or mode of study.

Procedures for SAE campuses internationally may vary in compliance with statutory requirements in the respective countries of operation. Students registered with a particular SAE Institute campus who transfer their studies to a different SAE campus, will have their original registration with SAE Institute in the UK terminated and are required to adhere to the guidelines, policies and procedures of the legal entity to whom they have transferred their registration.

4. Associated Policies and Procedures
This policy should be read in conjunction with the following policies and procedures:
• A05 Student Selection and Admission Policy

5. Policy
The Institute determines eligibility for credit in the course of normal admission procedures. Students applying for credit need to provide sufficient evidence to enable appropriate and comprehensive assessment of their prior learning achievements.
5.1. Types of Credit
The Institutes may award credit, in terms of content and standard of a student’s previous studies, and the workload involved therein. Credit may be granted as an exemption, or as advanced standing (special, unspecified or provisional).

5.1.1. Specified Credit
Specified Credit may be given for a specified module or units or parts of a module or unit where prior learning is regarded as having specified both the objectives and the assessment requirements of the module. Such prior learning may have been gained through previous study, which has already been assessed by an educational establishment (e.g. a University or FE college).

5.1.2. Unspecified Credit
Unspecified Credit may be given through recognising a number of credit points rather than a specific module or unit, where prior learning is regarded to be consistent with the broad outcomes of the course being undertaken. Such prior learning may have been gained through work-based experience, life experience, self-directed learning, non-accredited professional development programmes, or FE programmes.

5.1.3. Block Advanced Standing
Block Advanced Standing may be granted to students who have completed relevant studies at an appropriate level at other recognised institutions.

5.2. Academic Credit and Recognition of Prior Learning
The Institute offers opportunities for prospective students with considerable industry experience and/or previous academic qualifications to apply for credit transfer (CT) or recognition of prior learning (RPL). The precise nature of advanced standing will vary according to individual circumstances and will be dependent on the nature of the course being applied for. Outlined below are various typical options.

5.3. Applicants from other Institutions
Applicants who hold a qualification from another accredited institution, or who have formally completed components of another qualification, should submit certified evidence of those achievements to the Institute. Applications for CT will be reviewed by the relevant Campus Academic Coordinator and an appropriate determination made about the amount and kind of work that will have to be undertaken in order to complete the qualification sought.

5.4. Applicants direct from the Industry
Applicants direct from the industry who hold no formal, related qualifications, should submit a résumé with their application form with supporting references included and a comprehensive portfolio documenting their
activities and achievements. Applications for RPL will be reviewed by the relevant Campus Academic Coordinator, and an appropriate determination made about the amount and kind of work that will need to do to be undertaken complete the qualification sought. Applicants direct from the industry may also need to attend an interview with the Campus Academic Coordinator before a final decision can be made on the amount of recognition of prior learning that may be awarded.

5.5. Appslicants from within the Institute
Any previous award from SAE Institute may be used to substantiate a claim for advanced standing towards a further program of study. Award of the CT or RPL allowance will normally depend on the qualification being sought, and the year in which the previous award (or partial award) was completed.

5.6. Block credit towards Degree Programs
Block Credit may be awarded towards the Institute’s HE courses based on previously completed academic studies.
The completion of an SAE International Diploma programme (or equivalent) in a relevant subject may qualify an applicant for a maximum advance standing claim of up to one half (180 credit points) of an undergraduate degree award.

5.7. Credit Transfer Agreements
The Institute may utilise approved Credit Transfer Agreements (CTA) for students that have completed recognised awards to provide a structured pathway into degree courses. Where an approved CTA is in place students will normally follow the prescribed pathway as outlined in the agreement. Applicants should request further information about applicable current CTAs prior to lodgement of an application.

5.8. Withdrawal of Credit
The Institute reserves the right to withdraw credit where an error has been made in assessing an application, when false or misleading information has been provided by the applicant or when a subsequent application changes the type of credit which may have been given under these regulations. However, where a change is made to a provision of these regulations, or where a precedent or planned articulation is reviewed and changed, credit already granted may not be withdrawn. Failure to complete subsequent modules or units that rely on the credited units as a prerequisite could cause a review and withdrawal of credit.

6. Implementation
In implementing this policy the Institute will:
a) provide relevant, responsive quality assurance and record-keeping systems for the accreditation of learning, including experiential learning, short courses, prior learning, work-based learning and autonomous learning;
b) implement a range of methodologies for identifying and recognising learning achievements from experiential and credit-based learning;
c) provide staff training as necessary in techniques for the accreditation of short courses, prior learning and work-based learning;
d) consider credit for full time Institute courses of one week or more duration and planned programs (clusters) of short courses for those who demonstrably achieve the expected learning outcomes of such courses and programmes;  
e) facilitate opportunities for those not in employment (e.g. family responsibilities) or those working in a voluntary capacity to have appropriate level learning in these situations recognised;  
f) ensure that its admissions procedures take full account of and accredit appropriate prior learning and experience achieved by applicants;  
g) provide advice to students entering the Institute from a background of non-traditional learning to maximise the value of their prior learning;  
h) monitor the intake and progression of students awarded credits for prior learning;  
i) include matters relating to this policy in the annual reporting mechanisms to the University as appropriate.

7. Appeals
Any student who is dissatisfied with the outcome of a review of a credit decision may appeal. Refer to the Academic Grievance Policy, A07.

8. Records
13 July 2007 policy implemented (Approved Academic Board)  
9 September 2009 policy amendment (Approved by Chair Academic Board)  
15 February 2011 policy approved (by the CEO & Managing Director)  
28 February 2011 policy approved (by the CEO & Managing Director)  
1 July 2013 Policy to be reviewed

Appendix A: Recognition of Prior Learning Procedure
The relevant Campus Academic Co-ordinator will be responsible for implementing the provisions of A05 Student Selection and Admission Policy and A06 Academic Credit and Recognition of Prior Learning (RPL) and ensuring that applications are dealt with fairly and in accordance with the approved admissions criteria.

In the event where an applicant wishes to claim specified or unspecified credits for prior learning, he/she should submit a portfolio containing the following components:

1) For specified credits: Diploma Supplements or transcripts, document outlining learning outcomes, national level descriptors, translations of the above documents where appropriate;

2) For unspecified credits: Reflective report on learning experience (maximum of 1000 words); record of time spent learning; reference letters to support claim; any additional evidence;

Credits should be claimed within 5 years of obtaining them.
The Campus Academic Coordinator and admissions team will map the applicant’s learning outcomes against the modules and learning outcomes of the preferred programme and propose a plan of study taking into consideration and accepted credit points. Being exempt from some of the assignments or part of the modules may not directly correlate to course duration or fees.

In the event where an entire module is exempted, upon completion of the programme, the diploma supplement will record this as Recognition of Prior Learning. Exemption would normally not record a grade or where a grade is required, an average pass grade will be awarded for the purpose of classification.
Academic Policy: A07 Academic Grievance Policy

1. Policy Statement
SAE Institute is committed to providing a collaborative and collegial teaching and learning environment by undertaking all necessary actions to resolve complaints relating to academic decisions in a fair and expeditious manner.

2. Purpose
To demonstrate a clear commitment to the receipt and proper processing of all academic grievances and subsequent appeals relating to the operations of SAE Institute.

3. Scope
This policy applies to all students involved in SAE Institutes in Europe, at all campuses offering SAE Institute programmes or awards, including Licensed operations, and at all campuses providing collaborative programmes or operations with Middlesex University.

4. Associated Policies and Procedures
This policy should be read in conjunction with the following policies and procedures:
• G01 Code of Conduct
• G05 Non-academic Grievance Policy
• A03 Academic Honesty Policy

5. Policy Definitions
Circumstances may arise from time to time in which a student feels that the published examinations or assessment procedures have not been correctly followed and, that a review of the awarded result may be merited. A request of this nature constitutes an academic grievance. Academic grievances may also relate to decisions regarding student progress in a course of study. All other types of grievances are non-academic or general grievances.

6. Grounds for Lodging an Academic Grievance
Normal grounds for lodging an academic grievance include:
• performance in an assessment suffered through illness or other factors which the student was unable to or, for valid reasons, unwilling to disclose before the results were awarded. A grievance under such grounds will normally be dismissed unless an acceptable explanation is given for not presenting the extenuating circumstances in advance of the results having been awarded;
• an assessment or an academic decision was not conducted in accordance with the approved SAE Institute programme regulations or approved procedures;
• there was a material administrative error in the conduct of an assessment or other academic decision.

Students should also note that:
• academic grievances may normally only be made against formal decisions received in writing ie once grades for an assessment item or a module or course have been formally communicated to a student in writing or electronically.
• SAE Institute will not normally accept academic grievances based on a claim by students of ignorance of the rules or policies ie that they did not know or fully appreciate the assessment regulations and procedures, or that they were unaware of the grievance procedure, or their rights and responsibilities, which includes the process for presenting extenuating circumstances.
• if the academic grievance relates to an issue covered within or associated with the terms of a non-academic grievance, then that procedure should be fully completed before this academic grievance procedure is initiated.
• any other matters relating to rules and procedures should be raised with the Campus Academic Coordinator or the Group Academic Coordinator in the first instance and may be dealt by way of the Non-Academic Grievance Policy.

7. General Stipulations
In the event of an academic grievance by a student:
• the complainant will be given the opportunity to present their case;
• all matters arising shall be accurately documented and recorded. Records shall be maintained and treated as confidential in accordance with the SAE Institute Information Privacy Policy; no other form of recording of the proceedings shall normally be allowed;
• a written statement of the outcomes will be issued at each stage of the process giving due reasons for decisions reached;
• the complainant will have the right to have a companion present during any discussion or hearing with SAE Institute or its appointed representatives in relation to the complaint;
• legal representation is not permitted, and communications from legal representatives shall not normally be responded to;
• the complainant will not be required to meet any costs associated with lodging a grievance, provided the procedures contained herein are adhered to;
• the complainant shall not be subject to discrimination, victimisation or any other form of harassment as a result of actions taken under these guidelines.

8. Principles That Underpin These Grievance Procedures
The guiding principles of these procedures are that grievances shall be:
• treated seriously and with fairness;
• dealt with quickly, simply and at the level of the specific SAE Institute campus as far as is possible;
• treated consistently across the Institute;
• subject to the principles of natural justice;
• progressed through informal and formal stages;
• dealt with and resolved wherever possible without recourse to the formal stage, and shall be without prejudice to a complainant’s right to pursue available and legitimate pathways of complaint outside SAE Institute, having first exhausted the SAE Institute grievance procedure.

The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under statute or any other law.

9. Before an Issue Becomes a Formal Grievance
Prior to lodging a formal grievance, students should discuss their concerns informally with the appropriate Campus Academic Coordinator; this should take place as soon as possible after formal notification to them of the grade involved.

If this does not resolve the matter, any formal grievance must be made in writing within ten days of results having been received or after they have been confirmed by an Assessment Board. It is expected that grievances with respect to results from early stages of the program will have been raised informally and resolved at that time. A formal grievance should include a detailed breakdown of the reasons for the grievance, with reference to section 6 above. Grievances should be presented, in the first instance, to the appropriate Campus Academic Coordinator or to the Group Academic Coordinator, as appropriate.

10. Procedures
10.1. Stage 1 - Lodging a Formal Academic Grievance
Upon receipt of a written academic grievance:
• the matter will be considered by the Campus Academic Coordinator (CAC) or the Group Academic Coordinator (GAC), as appropriate.
• if, after careful consideration, it is the judgement of the person considering the grievance (the CAC or GAC) that the grievance is not justified, due reason will be communicated in writing to the complainant and the matter will be considered closed.
• if it is the judgement of the CAC or GAC considering the grievance that the grievance is justified, the academic decision will be re-assessed by an independent assessor who was not involved in the original decision.
• in the event that the assessor finds that the original academic decision needs to be varied, appropriate action will be taken with the authority of the Group Academic Coordinator.
• In all cases, SAE Institute will provide a written explanation to the complainant of the outcomes of any academic grievance and the reasons for the decision. This notification should be given in writing normally within ten days of the grievance having been received.

10.2. Stage 2 - Appeals
If the complainant is not satisfied with the decision at Stage 1 of these procedures they may appeal to the next most senior academic officer
normally the Senior Academic Advisor who serves as Chair of the Assessment Board. The complainant shall submit the appeal in writing within ten working days of receiving the written notification from Stage 1. The Senior Academic Advisor having received the appeal shall:
- acknowledge its receipt within seven working days;
- inform the Group Academic Coordinator that an appeal has been received;
- decide to enforce the implementation of the recommendations made at the end of Stage 1; or
- dismiss the case, giving reasons in writing; or
- seek agreement to an alternative set of recommendations; or
- determine whether there are sufficient grounds to convene a Grievance Appeal Panel and, if so, shall establish a Grievance Appeal Panel to hear the appeal and Chair the meeting.
If the Senior Academic Advisor has had any previous involvement s/he will nominate another senior staff member to deal with the appeal.

10.3. Convening a Grievance Appeal Panel
- The Grievance Appeal Panel shall involve four persons. These shall be the member of staff who considered the appeal; an academic staff member with no prior involvement in the process, a student representative, and the Senior Academic Advisor as Chair or senior nominee who has had no prior involvement in the case.
- The Grievance Appeal Panel shall hear the appeal within ten working days of receipt in accordance with the procedures detailed below.
- The decision of the Panel shall be final. If necessary the Chair shall have a casting vote.
- The Chair of the Panel shall submit, within ten working days of the Panel meeting, a written report to the Group Academic Coordinator and the Senior Academic Coordinator.
- The Chair of the Panel shall seek to ensure that any actions arising from the decision of the Panel are taken within the timescale identified in the report and shall report any failure to complete actions to the Director of Academic Affairs.

10.4. Procedural Rules for the Conduct of Grievance Appeal Panel Hearings
- Hearings shall take place at dates and times notified in writing to the student, members of staff and other students concerned at least five working days before the hearing.
- The Chair of the Panel shall, at the same time as they notify the date of the meeting, indicate the names of any persons that the Panel intends to call to give evidence together with a copy of any statement obtained from those persons which are to be referred to at the hearing.
- A person of their choosing may accompany the complainant or any respondents directly involved in the grievance. If the complainant or any respondent intends to have a companion attend, the name and contact details of the accompanying person shall be notified to the Chair not less
than twenty-four hours prior to the meeting of the Panel. Legal representation shall not be allowed at a hearing.

- At the discretion of the chair, the complainant and respondents directly involved in the grievance and persons accompanying them shall be permitted to question any persons giving evidence to the meeting and to directly address the Grievance Appeal Panel.
- If the complainant or any respondent wishes to introduce documents to the Panel they shall supply copies of all such documents to the Chair on receipt of notification of the meeting and normally at least three working days before the date of the hearing. The Chair shall ensure these papers are circulated as soon as possible to the other party and to all members of the Panel. The Chair may decide to give time to examine the documents by adjourning or delaying the meeting of the Panel for a period of up to five working days.
- The Panel shall meet in private, and attendance and participation of persons other than Panel members shall at all times be at the discretion of and under the guidance of the Chair.
- The Panel shall initially decide and then inform all parties concerned how it will conduct the hearing subject to the procedures being consistent with the principles of these grievance procedures and of these procedural rules.
- The Panel shall establish the exact nature of the grievance, establish the facts as far as it is possible to do so, consider the facts, determine its decision and report its decision in writing within five working days to the Group Academic Coordinator, copied to all parties involved in hearing the appeal.

10.5. Stage 3 - Appeal to Middlesex University
If the complainant is dissatisfied with the outcome of their appeal, s/he may initiate formal appeal proceedings with Middlesex University. Details of the procedures involved are available at:
http://www.mdx.ac.uk/Assets/guidance5vii.doc

11. Policy History
Authorising Officer: CEO and Managing Director, September 2010
Revised: April 2013
Review Date: April, 2014.
Academic Policy: A08 Student Progression, Graduation, and Transfer

1. Policy Statement
SAE Institute is committed to a high quality of educational experience for all students and provides support to assist students to complete the programme in which they have enrolled. The Institute has fair, transparent and effective processes to monitor student progression, to identify students who may need additional assistance, to facilitate approved transfers of student studies, and to enable the graduation of successful students.

2. Purpose
To detail the processes by which the academic progress of each student is monitored so that students can be provided with advice and support to ensure successful course completion whenever possible, to enable transfer of studies, and to detail confirmation of student course completion and eligibility to graduate.

3. Scope
This policy applies to all students and staff involved in any SAE Institute programmes and operation, including Licensed operations, and in any collaborative programmes or operations. This policy is applicable to all students or prospective students of SAE Institute, irrespective of their place of residence, campus or mode of study.

Procedures for SAE campuses internationally may vary in compliance with statutory requirements in other countries of operation. Students registered with an SAE Institute campus who wish to transfer their studies to a different campus, should carefully consider any implications for their student finances and visa requirements. If they proceed, they may have their registration with their initial SAE campus discontinued, and will be required to adhere to the guidelines, policies and procedures of the SAE legal entity to whom they have transferred their registration in that country.

4. Associated Policies and Procedures
This policy and Appendix A should be read in conjunction with the following policies and procedures:
• G01 Code of Conduct
• A02 Learning, Teaching and Assessment Policy
• A03 Academic Honesty Policy
• A05 Academic Grievance
• A06 Academic Credit and RPL Policy
• G05 Non-Academic Grievance Policy

5. Associated Documents
This policy should be read along with the following documents:
• SAE Student Discipline Rules
• SAE Student Responsibilities
6.  Policy
6.1.  Staff Responsibilities
It is the responsibility of each Lecturer to monitor the progress of students in the relevant component(s), unit(s) or module(s) of study they are responsible for; it is the responsibility of the Programme Coordinator to monitor the progress of students in the programmes of study they are responsible for; and it is the responsibility of the Campus Academic Coordinator to monitor the progress of students in courses at the relevant Campus.

These designated staff are responsible for ensuring:
   a)   that the requirements for each component and course of study are clearly specified to students;
   b)   that the requirements for each component and course of study are satisfactorily completed;
   c)   that students who may be at risk of failure or deemed in need of assistance are identified, counselled and supported whenever possible;
   d)   that accurate records of student progression, achievement and completion are maintained and transmitted as required.

6.2.  Maximum Candidature
The maximum period of candidature for a Bachelor degree program is normally as follows:
   •   Full-Time:  Four consecutive calendar years
   •   Part-Time:  Six consecutive calendar years

For international students, the maximum period of candidature shall be as specified in the relevant rules and guidance applicable to international student policies at the time of enrolment. The maximum period of candidature takes into account the importance of the currency of knowledge in completing the award and ensures the fair treatment of all students regardless of the number of credit points they are required to complete.

The Institute will only extend the duration of a student’s study where it is clear that the student will not complete the course within the expected duration for that course as the result of:
   a)   Compassionate or compelling circumstances such as illness where a medical certificate states the student was unable to attend classes or where the Institute was unable to offer a pre-requisite unit;
   b)   the Institute has implemented a designated intervention strategy for students who are at risk of not meeting satisfactory progress for a specific reason, or
   c)   An approved period of suspension or deferment of studies (see section 13.5 in Appendix A).

The expected duration of study for an international student will always be governed by the relevant national government guidelines which may apply at the time of enrolment to that student in that course.
In exceptional circumstances the Campus Academic Coordinator may seek approval from the Group Academic Coordinator to vary the period of candidature if necessary, taking into account the currency of the programme content, periods of approved deferment of studies or other individual mitigating circumstances.

6.3. Course Progress Requirements
All students are required to maintain satisfactory course progress. Students do not meet the course progress requirements if they:

• Exceed the maximum period of candidature;
• Fail a component of study twice;
• Fail all components in a given period of study, while under academic probation;
• Fail to comply with an enrolment condition imposed by the Institute or the rules of any course of study;
• Fail more than 50% of enrolled credit points in the course in the preceding two teaching periods or modules of enrolment;
• Are in breach of any other rule or policy with provision for exclusion.

In addition, conditions relating specifically to international students shall follow the relevant immigration rules and guidelines at that time. Under the direction of the Campus Academic Coordinator the Lecturer and Programme Coordinator shall monitor the progress of each domestic and international student against the course progress requirements. At the end of each relevant period of study or module, progression is reviewed to ensure that the student is in a position to complete the course within the expected course duration and for international students any additional requirements that may be applicable.

After the publication of results for each period of study, the Lecturer and/or Programme Coordinator will refer the case of any student who has failed to meet the course progress requirements (as outlined above) to the Campus Academic Coordinator who will deem that student as being “at risk”.

6.4. Retakes
The Institute recognises that, for a variety of circumstances, a student may fail to meet the grades required to pass a course. Retake options are available for assignments in all units of study, the format of which will vary according to the nature of the unit and the marks attained by students on previous attempts. Normally, one resubmission with penalty is permitted. Retake options for international students shall be in accordance with the relevant immigration rules and guidance applicable at that time. International students should seek specific guidance on the options available to them from the Campus Academic Coordinator.

6.5. Students Deemed “At Risk”
The Institute has a systematic approach to ensure that student progression is routinely monitored and reviewed throughout a course of study. These
processes include but are not limited to routine attendance audits, lecturers monitoring student performance during lectures and tutorials, and end of teaching period or module reviews of student grade outcomes and progression issues for students who have not met course progression requirements.

Once identified, a student deemed to be “at risk” will receive notification immediately and will be required to attend a progression meeting with the Campus Academic Coordinator and/or the Programme Coordinator. The student’s individual needs will be assessed and a personalised study plan will be developed in consultation between the Campus Academic Coordinator, the Programme Coordinator and the student.

6.6. Grounds for Issuing a Formal Warning to Students
Where the Campus Academic Coordinator considers that a student is seriously at risk or possible grounds for exclusion exist, or are likely to exist, a Formal Warning letter may be sent to the student.

Where the Campus Academic Coordinator becomes aware that a student is unlikely to complete the course of study within the maximum period of candidature, unless an enrolment condition is imposed, the student should be advised of this prior to the imposition of an enrolment condition in a warning letter.

Students who do not appear to be making satisfactory academic progress should be advised of the risks they face of exclusion, the avenues open to them and the availability of course advice and support services. Such information should also be included in any ‘warning’ letters.

6.7. Academic Probation or Conditional Enrolment
Following a warning letter, the Campus Academic Coordinator may place students who fail to meet course progress requirements under Academic Probation, which is in effect ongoing enrolment that is subject to specified conditions. Students will normally need to attend a meeting to discuss their course progress and they will be informed in writing when they are placed on academic probation. Details of the academic probation will be recorded on the student’s records to ensure all relevant staff can have access to this information.

In addition Academic Probation or conditional enrolment may be imposed on a student by the Campus Academic Coordinator when:
• Grounds for exclusion exist but the Campus Academic Coordinator decides for good reason not to proceed with the exclusion;
• The student has successfully appealed an exclusion;
• Where a student is allowed special entry into a course of study with conditional monitoring of academic progress.

Progression in the course requires satisfactory fulfilment of any conditions imposed.
While on academic probation a student is required to meet all conditions of the probation as outlined in the written notification, which may include but is not limited to:
- Maintaining specific attendance requirements,
- Attending regular meetings with an academic supervisor or student services advisor,
- Successful completion of specified coursework.

The probationary period must be clearly stipulated in the written notification, but shall normally not be more than two consecutive periods or modules of study. Where a student satisfies all conditions of probation they will be advised in writing when the probation has been satisfactorily completed. Where a student fails to meet conditions of academic probation they may be excluded from the Institutions, and the provisions of Appendix A shall apply.

Initial exclusion from a course shall normally be for a period of at least one year. Students who are excluded for a second time may be excluded for a period of up to 5 years.

6.8. Publication of Results
The Campus Academic Coordinator, under the guidance of the Group Academic Coordinator, is responsible for ensuring the publication of official assessment timetables, the authorisation and release of official result statements, and the authorisation of academic records. Normally each student shall receive the assignment grade with feedback directly mailed to them. In larger courses, results in individual assessments and grades awarded in a module or course component shall be displayed or published using student identification numbers only to maintain confidentiality.

No student’s grade or mark shall be lowered after it has been released except in the case of proven academic misconduct by the student or an administrative error, with any final decision to be made by the Group Academic Coordinator.

6.9. Graduation
It is the responsibility of the Campus Academic Coordinator to ensure that records of student progression, achievement and completion are verified and that a student has satisfactorily completed all course requirements, before final recommendations are made to Assessment Panels and the Assessment Board under the provisions of Policy A09 Assessment Board Regulations. The relevant Assessment Board will approve a list of students who are eligible to be awarded a qualification and to graduate.

Students who have a debt to SAE Institute shall not have their final grade in any course officially communicated to them nor shall they be permitted to graduate until such debts have been paid in full or arrangements for payment
has been approved by the relevant Campus Manager. Students with unpaid debts shall not be eligible to receive a course transcript or testamur. Students who are eligible to graduate shall receive such documentation as is approved under the relevant Middlesex University regulations, and shall be eligible to attend Middlesex University graduation ceremonies. Graduating students shall notified by SAE Institute of the arrangements made for their specific graduation ceremony.

The approved academic dress shall be worn by graduates at the graduation ceremonies. Graduates of SAE Institute will be entitled to become members of the SAE Alumni Association, to display the award conferred, and to wear the designated academic dress appropriate for their award at academic ceremonies.

6.10. Inter-College Transfers
Subject to appropriate scheduling and availability, students enrolled in SAE Institute courses have the option to transfer between campuses within their region or group of campuses, and in some cases may wish to transfer internationally. If a student wishes to transfer to another campus at an appropriate point in their course of studies, this shall always be subject to the agreement of the receiving campus, and students should be advised to investigate closely any possible impact on their financial support arrangements.

Where the transfer is internationally to a campus outside the respective region, the student will normally have to enter into new registration and enrolment agreements that apply at their preferred destination. Transfers are usually only possible at certain stages of the course. The Institute will normally assist all students wishing to change campuses. Fees paid in advance will be credited to the student at the new location but it should be noted that there may be price variations and currency conversion fees and charges between campuses.

In some circumstances students may be bound by provisions under an approved Credit Transfer Agreement (CTA). Students wishing to transfer between campuses should request information about CTAs that may be applicable.

Domestic students wishing to transfer from another provider should, after contacting the Institute, refer to the provisions of Policy A06 on Academic Credit and RPL, and schedule a meeting with the Campus Academic Coordinator who can provide course information and ascertain credit transfer options (if applicable) and outline potential course options.

6.11. International Student Transfer
**Note:** International Students in the UK should refer to the International Student Policy INT01 for transfer provisions.
6.12. Rejection of Application
SAE Institute reserves the right to reject any transfer application where insufficient or false information has been provided or where transfer cannot be implemented at an appropriate point of study.

7. Policy History
13 July 2007: Policy implemented (Approved Academic Board)
September 2009: Policy amendment (Academic Board)
October 2011: Policy revisions approved (CEO & Managing Director)
March 2012: Policy revisions approved (CEO & Managing Director)
April 2013: Policy revisions approved (Director of Academic Affairs, SAE Global)
April 2014: Policy to be reviewed.

Appendix A: Discontinuation of Studies or Exclusion
1. Policy Statement
SAE Institute is committed to a high quality of educational experience for all students and provides support to assist students to complete the programme in which they have enrolled, but the provisions of this policy shall apply in any circumstance where programme discontinuation becomes a consideration.

2. Purpose
The purpose of this policy appendix is to provide directions on situations where a programme may be discontinued either by the actions of a student or an appropriately delegated SAE staff member, or by decisions of SAE Institute related to grounds for exclusion related to lack of academic progress, misconduct or non-payment of fees.

3. Scope
This policy applies to all students and staff involved in SAE Institute collaborative programmes or operations with Middlesex University, and in all SAE Institute operations in Europe and licenced territories. This policy is applicable to all students of SAE Institute, irrespective of their place of residence, campus or mode of study.

4. Policy Definitions
4.1. Potential Reasons for Discontinuation or Exclusion
Discontinuation of a student programme or exclusion from studies at SAE Institute is normally considered when a student does not meet the attendance requirements after warnings have been issued, when a student fails to achieve required academic progression after repeated attempts, when a student commits a serious breach of the Code of Conduct, when payment of fees for a student in a programme has not been made or maintained, or when a duly delegated officer or manager of SAE considers discontinuation of a student programme may be justified for other academic or operational reasons.
Discontinuation of studies normally refers to outcomes arising from lack of academic progression resulting in termination of studies, and exclusion normally refers to outcomes from non-academic matters eg from breaches of the Code of Conduct, or the provision of deliberately misleading information. Depending on the circumstances and severity of the case, initial exclusion from a course shall normally be for a period of at least one year. Students who are excluded for a second time may be excluded for a period of up to 5 years.

4.1.1. Non-payment of Fees
Non-payment of fees occurs when a student has missed fee payments due and the fees have not been paid after two reminders.

4.1.2. Failure to Progress
Failure to progress occurs when the provisions of Policy A08 on Student Progression have not been satisfactorily addressed or have been exhausted, eg a student has attempted resubmissions and retakes but still has not made satisfactory academic progress.

4.1.3. Non-attendance
Non-attendance is when a student does not meet the minimum requirement for attendance as set out at the beginning of the programme in the Student Handbook and/or Programme Handbook.

4.1.4. Misconduct
Misconduct may include but is not limited to, breaches of the Academic Honesty Policy (A03), or the SAE Code of Conduct (G01).

4.1.5. Deferment of Studies
In exceptional circumstances a student may apply to defer their studies for a period normally no longer than one year. Deferment will only be considered at the end of an approved module of study in the programme.

5. Need for Confidentiality
Confidentiality is a vital element of all potential termination processes related to academic or non-academic reasons, as proceedings may result in disruption of student studies or in that person being unable to practice their profession or with consequences for an individual’s reputation and employment prospects. This may also relate to personal difficulties and situations that need to be dealt with sensitively.

Therefore confidentiality is essential in any matters relating to procedures for discontinuation or termination. 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 by virtue of their work responsibilities.

6. Specific Guidance and Procedures
While at SAE Institute, both students and staff are bound by the provisions of the Code of Conduct (G01) and Policy A08 on Student Academic Progression which precedes this appendix. It is also a requirement for enrolled students to attend all scheduled contact time through classes, lectures, tutorials, required studio or laboratory activities as determined for their module or enrolled programme of study with the Institute. All students are also required to be up to date with any fees due as agreed through application and enrolment procedures.

6.1. Non-attendance (Students)
Students are expected to meet the minimum attendance requirement specified in the Student Handbook and/or the Programme Handbook. In the case where unavoidable non-attendance becomes known, the student should inform the tutor or lecturer responsible for the scheduled activity, and follow any necessary procedure with evidence to obtain permission for non-attendance. In the case of extenuating circumstances, a form should be completed and submitted to the tutor responsible along with any evidence. After taking this into consideration, if the minimum attendance requirement continues to be unmet, the student will be issued a warning and/or may be placed on Academic Probation. Students will be given an opportunity to catch up and improve their overall attendance percentage through these means, failing which, the enrolment may be terminated and studies discontinued.

6.2. Non-payment of Fees
Student fees will be due for payment as agreed during the enrolment terms and conditions. If any difficulty in payment of fees arises, it is the student’s responsibility to seek help and to speak to the relevant administrative or academic staff member, and to seek agreement on an action plan. Fee reminders will be sent to the student, and failing response or settlement within 14 days of notice, a warning may be issued and the enrolment may be terminated. The student may also be liable to legal action for repayment of debt relating to outstanding fee payments. The normal procedure is set out below.

6.2.1. Non-payment of Fees Procedure
1) Non-payment of fees is normally reported to the Campus Manager by the relevant administrative officer eg credit control;
2) A student is expected to contact relevant staff or the Campus Manager as soon as he or she is aware of any non-payments. The Campus Manager, together with the responsible Programme Coordinator or Campus Academic Coordinator if appropriate, will discuss options including possible deferment with the student;
3) A first reminder is normally sent 2 weeks after a payment has been missed;
4) If the student fails to respond, a second reminder is normally issued within three weeks, and the student may be denied access to facilities or may be excluded from entering the campus building;
5) If the student still continues not to respond, a final warning with notice of termination is normally sent in the fourth week, and the student may be reported for debt collection action;
6) Discontinuation or termination of studies may be actioned at this stage.
7) Any further communications should be dealt with by the Campus Manager and full records kept on the student records system.

6.3. Non-progression
When a student fails a module by non-attendance or not passing the required assessments, the student will be allowed re-submissions and retakes as set out in the Programme Handbook and Policy A08. Once the provisions of Policy A08 have been exhausted, enrolment termination will normally be actioned.

6.4. Misconduct
This may be academic or non-academic and normally refers to breaches of the Code of Conduct (G01) or the Academic Honesty Policy (A03). Students and staff should be familiar with both policies.
Misconduct can include but is not limited to:
• a student wilfully causing damage to SAE Institute property
• a student bringing disrepute to SAE Institute
• a student found guilty of academic misconduct
• a student disrupting or obstructing other students or a member of staff from carrying out their duties
• the student found guilty of harassment or bullying.

6.5. Deferment
Deferment will only be considered at the end of a module of study, and shall normally not be permitted for longer than one year. Students may request a deferment of their studies to commence from the end of a module or teaching period, and are normally required to give at least two weeks notice before the commencement of the period of deferment sought. The request for deferment must be in writing and must be approved by the Campus Academic Coordinator.

It is the responsibility of the student applying for deferment to ensure they have considered and are fully aware of any consequential internal or external impacts on their personal circumstances of not being registered as a student during any period of deferment.

In exceptional circumstances, students who wish to defer at any other point during a module or teaching period, should submit a written request in writing to the Campus Academic Coordinator, who after consideration, shall make a recommendation to the Campus Manager. However, unless genuinely compelling exceptional circumstances apply, a student who requests to defer at any point other than the end of the module shall not be eligible for a refund of tuition fees for any incomplete teaching period or
module. Final decisions about such deferments shall be the responsibility of the Campus Manager.

A student who has been granted a period of deferment shall be considered on “leave of absence” from studies for the approved period, and shall not be considered a registered student for the period of approved deferment. A student who has deferred their studies in this way and is on approved “leave of absence” shall not have access to SAE or Middlesex University, or Student Cards, or normal student rights and entitlements (eg access to building and facilities) during the period of absence. Where a student has applied for deferment and “leave of absence” has been approved, the student is responsible for any further individual circumstances arising from deferment or leave of absence; SAE Institute takes no responsibility for any consequential impacts on the individual of not being a registered student for the period of leave eg impact on student loan arrangements, Council Tax exemptions, student travel concessions, etc.

7. Rights of Students
Students at SAE Institute have the right:

a) to be informed about the existence of and to be provided with access to the Code of Conduct and the approved policies which apply to them;
b) if suspected of breaching the Code of Conduct, or any other approved policy, to have the case investigated in a way that observes procedural fairness and confidentiality;
c) to bring a support person (but not a legal representative) to any hearing or discussions in relation to the matter once a formal process of investigation is underway. Such a support person does not have a role in the proceedings or the right to speak without approval, but may act as personal support and may assist the student to clarify the processes involved during any hearing.

8. Decisions
A decision to exclude a student under the provisions of this or any other approved SAE Policy is a grave matter to be considered and made only by the relevant Campus Manager after recommendations from the Campus Academic Coordinator or other appropriate staff depending on the circumstances of the case. The Campus Manager should carefully review all aspects of the recommendation and especially ensure that procedural fairness has been applied. The Campus Manager may seek such other information or conduct such other interviews as may be necessary in her or his judgement to ensure comprehensive and fair consideration.

Where a decision to exclude a student is made after due consideration, that decision shall be communicated in writing to the student by the Campus Manager in a timely manner, stating the reasons and the period of exclusion.

9. Appeals
A student may appeal a decision made by a Campus Manager in relation to discontinuation or exclusion in writing or by e-mail to the Regional Manager, within ten days of being notified of that decision, setting out the grounds for appeal.

The Regional Manager shall review all aspects of the case and the decision, including whether procedural fairness has been applied and policies have been followed, and may seek any further information required for review. The decision of the Regional Manager shall be timely and final.

10. Records
Records shall be kept of all cases of student discontinuation or exclusion, and a summation shall be included in the Annual Report to Middlesex University.

11. Policy History
As for Policy A08 Student Progression, Graduation and Transfer. 
Authorised: Director of Academic Affairs, SAE Global, April 2013.
Academic Policy: A09 Assessment Board Regulations

1. Purpose and Scope
Assessment Board regulations in relation to all Middlesex University degrees remain the responsibility of Middlesex University. This policy is intended to inform and assist SAE staff to ensure effective implementation of those regulations after the granting of Accredited Status to SAE Institute in 2010, and it replicates those Middlesex University regulations.

Where any inconsistency or lack of clarity exists between this policy and the approved regulations, processes and procedures of Middlesex University in relation to Assessment Boards as a result of changes made by the University, then the University provisions shall prevail.

2. Definitions
The term “Degree Centre” is used to mean any SAE Campus which has been approved by agreed Middlesex University procedures to deliver degree awards of the University.

The term ‘Group Academic Coordinator’ is used to mean an academic staff member appointed within and by SAE Institute to have responsibility and oversight for the implementation of regulations and policies which apply to the academic programmes of a regional grouping of degree centres and SAE campuses.

3. Structure and operation of the Assessment Board and Panels
a) The composition of the Programme Assessment Board will normally be:
   • the SAE Senior Academic Advisor (chair)
   • the Chief External Examiner
   • the Senior Academic Coordinator
   • the Registry Administrator (secretary)
   • the University Subject Specialist Link Tutor
   • the Group or Campus Academic Coordinators representing Degree Centres with students coming forward for consideration by the Board (participation may be by telephone conferencing), as organised by the Senior Academic Coordinator.

b) The composition of an Assessment Panel will be:
   • the Campus Academic Coordinator or Group Academic Coordinator (chair)
   • other Campus Academic Coordinators in the Group (as appropriate)
   • the regional External Examiner
   • members of staff involved in teaching the programme(s)
   • a secretary identified by the relevant Degree Centre.

c) The Chair of the Assessment Board shall be a senior member of the Institute’s staff, normally the Senior Academic Advisor.

d) The Assessment Board shall be attended by the Chief External Examiner.
e) Meetings of the Assessment Board shall be preceded by Assessment Panels for Degree Centre or group of Degree Centres putting students forward to that Board meeting. Assessment Panels shall be chaired by the Campus Academic Coordinator or National (Group) Academic Coordinator and attended by tutors with knowledge of the work of students to be considered, and the regional External Examiner.

f) The Conferment List confirmed by the Institute’s Assessment Board must be signed by the Chair of the Assessment Board and by the Chief External Examiner appointed to the Programme (wherever possible at the Board or within 7 days).

g) The SAE Registry Administrator is responsible for passing the decisions of the Assessment Board (in the form of a Pass/Conferment List) to the Academic Registry (Collaborative Programmes Office) of Middlesex University for the issuing of certificates. Certificates will be issued within 5 months from receipt of accurate and complete conferment lists. The Institute shall keep a copy in case of subsequent queries. All Conferment Lists should be completed clearly and in accordance with the published Conferment of Finalists Guidelines (available from the Collaborative Programmes Office).

h) Students must abide by the Institute policies on Academic Honesty and on Student Grievances.

4. Authority of Assessment Boards and Panels

a) Assessment Boards and Panels derive their authority from the University Academic Board and are responsible for the assessment of students.

b) Prior to Assessment Board meetings, for each candidate the grades for each item of assessment shall be considered and determined by an Assessment Panel which will not have the authority to compensate failures.

c) The Assessment Board has the power to decide to whom the qualification in question should be awarded and with what class, if any.

d) At a meeting of an Assessment Board every effort shall be made to reach a decision by consensus. If it proves necessary to vote on any matter it shall be determined by a simple majority; each member present shall have one vote and in the case of equality the Chair shall have an additional casting vote.

e) No recommendation for the conferment of a qualification, (other than undergraduate qualifications based solely on modules at levels 3 and 4), may be awarded without the written consent of the approved External Examiner(s). On any matter which an External Examiner has declared a matter of principle, the decision of the External Examiner shall either be accepted as final by the Assessment Board or shall be referred to the Secretary of the University Academic Board. Any unresolved disagreement between External Examiners shall be referred to the Secretary of the Academic Board.

5. Quoracy

a) All members of the Board or Panel are required to give attendance at meetings of that Board priority over all other commitments. If for some
exceptional reason a member of the Board is unable to attend a meeting, the Chair shall normally appoint a substitute.
b) A meeting of the Board, at which decisions to ratify grades and/or decisions on recommendations for the award of qualifications are made, shall not normally be quorate unless the Chief External Examiner or a properly appointed substitute is present. In exceptional circumstances this requirement may be waived, but only if an absent external examiner has:
i) provided all the information, reports and other written matter normally expected to be available at the meeting, and
ii) given an explanation for absence which the Chair has accepted as being unavoidable.
c) The quorum for the Assessment Board should be one third of the membership or four persons whichever is the larger. Attendance by substitutes who have not been involved in the relevant assessment process is not permitted in order to achieve quoracy. The Chair of the Board may declare a meeting of the Board inquorate should the Chair decide that the attendance is such as to jeopardise the soundness of the Board’s decisions.
d) All members of Assessment Boards and Panels should make known any personal relationships, or other potential conflicts of interest they have with any candidates whom the Board/Panel is assessing, other than those arising from their roles as tutors or administrators. Boards in receipt of this information should formally consider the question whether the member with the personal interest should absent themselves from all or part of the proceedings of the Board and the person concerned should abide by any decision on this matter taken by a properly constituted Assessment Board.

6. Delegation of Functions
An Assessment Board or Panel may delegate any of its functions to the Chair or group of members. Any group operating with delegated powers shall report its proceedings to the Board/Panel at the next available opportunity. No recommendation for the award of a University qualification shall be made without the agreement of the appropriate external examiner.

7. Record of Proceedings
a) A record shall be made of the proceedings of the meetings of the Assessment Board and the decisions of Assessment Panels. It shall be circulated to the members of the Board or Panel. The confidentiality of individual students should be respected. This regulation shall not be so interpreted as to impede the work of an appeal panel.
b) The record of the Assessment Board shall include the minutes of the meeting and as separate items:
i) the agreed grades for each candidate;
ii) the recommendations made in respect of each candidate;
iii) the result of any vote; and
iv) a note that any claim for extenuating circumstances made by a candidate has been considered, whether or not the recommendation was affected.
c) The record of an Assessment Panel shall include the minutes of the meeting and the following:
   i) the agreed decision on academic standing for each candidate;
   ii) the result of any vote;
   iii) a note that any claim for extenuating circumstances made by a candidate has been considered, whether or not the recommendation was affected.

8. General Discretion
   a) An Assessment Board may exceptionally exercise discretion in a student’s favour, where it appears to the Board that strict interpretation of a particular assessment regulation would cause serious injustice to the student.
   b) Whenever the Board uses this discretionary power to modify the interpretation of an assessment regulation an appropriate entry must be made in the Board’s minutes.

9. Interpretation of Assessment Regulations for Programmes of Study
   Interpretation of assessment regulations shall be made by the SAE Senior Academic Advisor after consultation with the SAE Senior Academic Coordinator and/or the SAE Director of Academic Affairs as required.

10. Academic Judgement
    Where academic judgement is concerned, interpretation of MU Academic Board policy or regulations shall only be made by the Assessment Board acting collectively or, in exceptional cases where the Board delegates its authority, by the Chair of the Board.

11. Extenuating Circumstances
    Extenuating circumstances will consist of the recording of one or more personal difficulties such as ill health submitted by a student and supported by acceptable evidence and will be considered and may be taken into account by the Assessment Boards and Panels in determining the classification of degrees and the progression of students. Extenuating circumstances will not normally include:
    a) proximity or number of examinations or other assessments
    b) pressure of work
    c) misreading of examination timetables
    d) poor time management
    e) scheduling of holidays or time abroad.

11.1. General Principles
    a) No student shall be put in a position of unfair advantage over other candidates; the aim should be to enable all students to be assessed on equal terms.
    b) All work submitted by students for assessment shall be graded on its merits without consideration of any extenuating circumstances known to the
marker. Extenuating circumstances will not be used by Assessment Boards or Panels to alter the grades of students.

c) Students must submit extenuating circumstances to the Campus Academic Coordinator, with documentary evidence, by the specified deadline.

d) Extenuating circumstances will be considered by Assessment Panels and Boards in the following circumstances:
   i) in considering whether a student may progress to the next stage of the programme
   ii) in determining the classification for a qualification where the student is borderline or there are conflicting classifications in the profiles of grades
   iii) consideration for an aegrotat award.

e) Normally extenuating circumstances shall not be taken into account where the circumstances have already been allowed for (for example, by special assessment arrangements). Special assessment arrangements should be agreed at enrolment in cases of known disability and in any case agreed with the student before an examination period begins.

f) Extenuating circumstances brought to the attention of the Chair of the Assessment Board or Panel after the Board or Panel has met should normally be considered only if the student was unable or, for valid reasons, unwilling, to disclose them before the meeting.

11.2. Procedures

a) The student’s extenuating circumstances will be summarised by the Campus Academic Coordinator at the time of the affected assessment, noting what documentary evidence had been supplied, and the summary made available to the Assessment Board or Panel on the result grids. Access to the original evidence is restricted to the Chair, Secretary and the External Examiner, for the purposes of assessment, unless the student declares otherwise.

b) Only extenuating circumstances submitted directly by the student to the Campus Academic Coordinator will be recorded and considered by the Assessment Board or Panel. Tutors and other staff should advise students accordingly.

c) The Assessment Board or Panel will consider the full history of summarised extenuating circumstances. The extenuating circumstances may be taken into account in accordance with the relevant regulations, and it should be noted where this is used in determining the classification of the qualification awarded.

11.3. Guidelines and Criteria for Action

In considering extenuating circumstances the Assessment Board will wish to:

a) note whether acceptable evidence has been supplied;

b) consider whether the student has performed unexpectedly badly in a given module or modules; whether there is a significant difference between the student’s performance in the year in which they experienced difficulties and their previous or later performance; and whether it correlates with the evidence provided;
c) consider whether, where extenuating circumstances are judged to be very severe and it is not possible for the student to undertake further assessment, an aegrotat degree (which is without classification) be awarded. A student, or authorised representative, must signify acceptance of an aegrotat award within three weeks of notification, and if so accepted waives any right to reassessment.

12. Responsibilities of External Examiners
a) To attend any meeting of an Assessment Board/Panel of which they are a member.
b) To comment, when consulted, on the content and form of all assessments.
c) To scrutinise all work which has been recommended for first class/distinction grades of the 20 point scale or recommended for failure by the internal examiners, and a representative sample of work placed by the internal examiners in each classification (where applicable).
d) To advise on the appropriateness and effectiveness of the internal assessment processes, the appropriateness and effectiveness of the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place.
e) To adjudicate in cases referred to them because of disagreement between internal examiners.
f) To assist in the development of a body of case law based on the discretion exercised by examiners under the approved assessment regulations of the Institute.
g) To submit annual reports as required, and in the form prescribed by the University.
h) To inform the Head of the Centre for Learning & Quality Enhancement separately from the normal annual report of any matter which in their view militates against the maintenance of appropriate academic standards and quality.

13. Rights of External Examiners
a) To see any assessment material relating to the modules concerned; particularly, but not exclusively, to see any scripts, coursework, project reports, design, artefact or similar material relating to the assessment with which they are specifically associated, and, where appropriate, industrial training, school experience or similar reports. To meet the students being assessed only where appropriate.
b) Where assessment by coursework or continuous assessment forms part of the approved examination arrangements, to choose their own sample of scripts for assessment at final or key intermediate stages.
c) To require and be involved in the oral (viva voce) examination of any student, including specially arranged oral examinations where these are not required by the regulations as part of the standard assessment procedures.
d) To be fully involved in decisions:
i) reached by the Assessment Board following a request for review by a student, where it has been agreed to settle the request informally;
ii) made by the Assessment Board following the upholding of requests for review via the appeals process;
iii) reached by the assessment board following the recommendation of the Secretary to the Academic Board.

14. Procedures for When External Examiners Refuse to Consent to the Decisions of an Assessment Board

Where an external examiner refuses to sign the confirmation form to agree the grades or the award of qualifications of the Board, the chair of the Assessment Board must report every case, including a full explanation of the circumstances, as soon as practicable to the University Academic Registrar and the Head of the Centre for Learning and Teaching Enhancement. Such reports will be placed before the next meeting of the Academic Standards and Quality Committee of the University. The chairs of Assessment Boards must, at the same time as they make any such report, indicate the reason why the external examiner declined to sign the confirmation form, and naming the student or students whose disputed assessment outcome resulted in such refusal. The outcomes of students not named in a report must not be prejudiced or delayed.

15. Responsibilities of Internal Examiners

The responsibilities of internal examiners include the following:
a) To attend all meetings of the Assessment Board or Panels of which they are a member and to give attendance at such meetings priority over all other commitments. If for some exceptional reason an internal examiner is unable to attend a meeting, they shall normally propose a substitute for appointment by the Chair of the Board.
b) To submit assessment material, including scripts, coursework or project reports to the external examination assessor as required.
c) To ensure that the mark sheet for the module(s) of assessed work for which they are responsible, as moderated (where applicable) by the external examiner and, where appropriate, the assessed work itself, is available to the Assessment Board/Panel by an agreed date.
d) To hold themselves readily available for consultation during the first thirty minutes of the examination(s) for which they are responsible, or to arrange for a substitute to do so.

16. Assessment Responsibilities

It is the responsibility of the Institute through the SAE Senior Academic Advisor, the Senior Academic Coordinator, other Academic Coordinators, Module Leaders, assessment tutors and other relevant staff:
a) To ensure that internal examiners are aware of the implications of assessment regulations for the modules of assessed work for which they are immediately responsible, and that these regulations are fairly applied;
b) To ensure that adequate notice of the details of assessment arrangements is given to each student;
c) To advise students who find themselves in difficulties about their rights or obligations under the assessment regulations, and to inform students, when necessary, about the range of options open to the Board in a particular case where the regulations allow discretion to the Board;
d) To investigate any cases of alleged injustice in the assessment of students, and to ensure that such cases are dealt with fairly by internal examiners (excluding matters of academic judgement);
e) To ensure that students notifying adverse academic personal or medical circumstances are not unfairly disadvantaged and that the Assessment Board and Panels are fully informed of any known circumstances which might affect the Board’s decisions on assessment;
f) To ensure that any special arrangements for the assessment of students with disabilities are provided as agreed;
g) To decide, subject to confirmation by the Assessment Board, what calculators or other aids may be brought into the examination room;
h) To ensure that a report is made to the Assessment Board of any incident of academic misconduct;
i) To ensure that deadlines for the submission of projects, essays and other written work are fairly applied;
j) To keep receipts of assessed work submitted and to make these available to the Assessment Board as required;
k) To ensure that papers set for students being reassessed are appropriate for the programme of study as taught to them and that they have access to appropriate facilities to prepare themselves for the paper set for them;
l) To arrange oral (viva voce) examinations as required by the Assessment Board;
m) To ensure that students are given adequate advice and guidance on the full range of choices available to them under the assessment regulations;
n) To be responsible for the investigation of claims of eligibility for aegrotat awards and to ensure that such claims, together with supporting evidence, are brought to the attention of the Assessment Board;
o) To ensure for any given assessment, in any given module that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

17. Document Version Approval

Approval date: September 2010, following granting of Accredited Status by MU.
Revised: October 2011 (Approved, CEO).
Revised and Approved: Director of Academic Affairs, SAE Global
Review date: as required by relevant MU changes in regulations.
Academic Policy: A10 External Examining

1. Purpose and Scope

Regulations regarding External Examining in relation to all Middlesex University degrees remain the responsibility of Middlesex University. This policy is intended to inform and assist SAE staff to ensure effective implementation of those regulations after the granting of Accredited Status to SAE Institute in 2010, and it replicates those Middlesex University (MU) regulations.

Where any inconsistency or lack of clarity exists between this policy and the approved regulations, processes and procedures of Middlesex University in relation to External Examining as a result of changes made by the University, then the University provisions shall prevail.

External Examiners are central to the University's and SAE Institute's quality assurance and enhancement procedures. Their role is to act as independent moderators, and to consider student attainment overall with impartiality. External Examiners provide one of the principal means for the maintenance of nationally and internationally comparable standards.

The impartiality of External Examiners is paramount in ensuring equity for students and ensuring the fair application of University and Institute Regulations. External Examiner reports are an integral part of the University's and Institute's monitoring procedures and play a key role in maintaining academic standards, and ensuring comparability of standards with highest national and international norms in the subject. External Examiner reports are sent to MU.

External Examiner reports are a standard agenda item at the following Assessment Board. Where a report raises issues of serious concern, the Centre for Learning and Teaching Enhancement (CLTE) at MU alerts the Institute, and requires a formal response to the External Examiner, which is mediated via CLTE. SAE Institute collaborates fully with the University in this situation, and will in parallel conduct its own process of investigation and remedial action, before reporting to the University.

This document describes the appointment, induction, rights and responsibilities of External Examiners for the programmes validated for SAE Institute by the University.

2. Operational Procedures and Responsibilities

2.1. The University

CLTE is responsible for approving External Examiners and promptly recompenising them for their work upon receipt of their reports. CLTE is also responsible for the University-level induction programme, shared in this case with the Institute. The External Examiner database, appointment, induction and reporting is managed by the Academic Quality Information Manager.
(AQIM). In addition, the AQIM prepares an annual report for consideration by ASQC.

2.2. The Institute
The Institute nominates External Examiners and, upon approval by CLTE, ensures the External Examiner is fully briefed about the modules and Programmes to which they are appointed and has sufficient opportunities to meet with appropriate staff. The Institute also works with the External Examiner to develop an effective working relationship with the Senior Academic Advisor, Senior Academic Coordinator, National Academic Coordinator and Link Tutors. The Institute ensures that External Examiners’ reports are dealt with promptly in accordance with this procedure.

2.3. The Rights and Responsibilities of External Examiners
The rights and responsibilities of External Examiners are detailed in the Institute’s Assessment Board Policy and Regulations (A09).

2.4. The Appointment of External Examiners
a) The Institute identifies a suitable External Examiner; the appointment form is completed and submitted to CLTE; the nomination is screened against the University’s criteria for appointment and once approval has been granted CLTE issues a formal letter of appointment in the usual way.

b) When a potential External Examiner is approached informally in order to ascertain her/his interest in being appointed, SAE’s Senior Academic Advisor or nominee shall clearly explain details of the programme and shall answer any questions that arise as fully as possible. Among the issues which shall be discussed at this stage are: the way Assessment Boards currently operate; the time involved in Board meetings and pattern of attendance; the types of assessment methods used; the likely number of candidates; the proportion of student work which will be seen; the level of involvement in moderating coursework; the period of appointment; the scale of remuneration; and the current composition of the examining team.

c) The following criteria must be observed during consideration of proposed External Examiners:
• an External Examiner’s academic/professional qualifications should be appropriate to the Programme to be examined;
• an External Examiner should have appropriate standing, expertise and experience to maintain comparability of standards;
• an External Examiner should have enough recent external examining or comparable related experience to indicate competence in assessing students in the Subject area(s);
• if the appointment is to a Degree Centre where teaching and assessment takes place in a language other than English, the External Examiner must be competent both in that language and in English; reports must be written in English;
• External Examiners should be drawn from a wide variety of institutional/professional contexts and traditions in order that the programme benefits from wide-ranging external scrutiny;
• External Examiners should not be over-extended by their external examining duties;
• There should be an appropriate balance of expertise in the team of External Examiners;
• External Examiners should be impartial in judgement and should not have previous close involvement with the institution that might compromise objectivity;
• All External Examiners are usually appointed from September to August, normally for 4 years, subject to annual review. An extension of appointment may be requested for one year only as an exceptional matter.

d) CLTE screens nominations for appointment against the criteria set out above.

e) Within two weeks of approval CLTE issues an appointment/extension letter to ensure that all appointments have been made by the end of July preceding September start of term of office.

f) External Examiners are formally appointed on behalf of the University by the Head of CLTE. The Head of CLTE reserves the right to reject nominations. No appointment of an external assessor or auditor is valid unless the Head of CLTE indicates the University’s formal approval of the nomination.

g) CLTE holds a central database that holds all the information pertaining to the appointment of External Examiners. The information recorded includes: name, address, institution, Subject/Programme, dates of tenure, collaborative type, plus other personal data. This allows CLTE to monitor the gender composition and geographical and institutional spread of the University’s External Examiners in order to advise about the implications of their proposals. (Names of examiners are not deleted from the database when their term of office is over but made ‘not current’, in this way new nominations can be queried to ensure that the University does not appoint examiners from an institution that has been a source of examiners to a Subject/Programme during the last 5 years.)

h) Normally the University expects that all External Examiners fully meet the criteria set out in the Criteria for the Approval and Appointment of External Examiners. Where an institution nominates an External Examiner who does not fully meet these criteria each case will be judged on its case by case merits. To deal with such instances the University sets out associated criteria as detailed in Guidance 7(iii). Confirmation of approval will be granted following fulfillment of the associated criteria.

i) In accordance with University guidelines, one of the External Examiners shall be identified as Chief External Examiner; a second contract shall be issued to cover these additional duties.

j) The Chief External Examiner is responsible for maintaining an overview of the local or regional External Examiner operation covering all Degree Centres, acting in a moderating capacity. S/he attends the Assessment Board and has prior access to the website where sample assignments from all Centres are uploaded; s/he also sees the forms completed by all local and regional External Examiners confirming that they
have had adequate access to student work and agree the module grades proposed at their Assessment Panels.

k) The Chief External Examiner also sees annual reports submitted by local and regional External Examiners and comments on these in an overview report to CLTE.

2.5. Induction of External Examiners

a) UK-based External Examiners for the SAE programmes are offered the same external examining induction as for other University UK programmes. However, for External Examiners not based in the UK an alternative induction that does not require attendance at the University is offered. An induction pack is also provided by the Institute that covers operational aspects that are specific to the validated SAE programmes. The Institute is responsible for ensuring that the External Examiner is fully conversant with University and Institute procedures. Induction information can be found at the following website: http://www.mdx.ac.uk/aboutus/fpr/CLTE/induct.asp.

b) Since External Examiners on the SAE programmes are involved in several procedures that do not apply to other University programmes, they are given a specific induction covering the following points:
   • details of the group of External Examiners currently appointed;
   • details of the Assessment Panel and Assessment Board stages;
   • Assessment Panel operation;
   • respective duties of local External Examiners and the Chief External Examiner;
   • communication between External Examiners;
   • procedures for viewing sample assignments (the SAE Degree HelpCentre website);
   • other details of the programmes and their regulations, also accessible on the SAE Degree HelpCentre website.

2.6. External Examiner Reports

a) All External Examiners are required to submit an annual report to the Head of CLTE within 4 weeks of the final Assessment Board of the academic year. Reports should be about 2 sides of A4, and address the following areas using the template supplied:
   • Programme/Subject design, content and standards;
   • student performance (please avoid reference by name to individual students);
   • assessments: structure, design and marking;
   • effectiveness and quality of feedback to students;
   • Assessment Boards; role of the External Examiner;
   • recommendations or actions;
   • good practice.

b) Reports are public documents and should be considered at Boards of Study.

c) All External Examiner reports form a part of the quality/annual monitoring of Programmes. Reports are scrutinised, and any action taken in
response to a report goes forward as an agenda item to the subsequent Assessment Board meeting.

d) Once the report is received CLTE requests a response to all recommendations (and other significant issues identified by CLTE), to be sent to CLTE. The response is forwarded to the External Examiner after consideration by CLTE.

e) In the event that the Institute does not respond to an External Examiner’s report recommendations within 3 months, this will be reported to the next ASQC.

f) Upon submitting her/his annual report to the Head of CLTE, an External Examiner should, if the report refers to necessary actions or serious issues requiring immediate attention, expect to:
   • be informed by the Head of CLTE, within three weeks, that the report has been received and that the Institute has been asked to respond to the issues raised;
   • receive a letter from the Head of CLTE, within three months of submitting her/his annual report which has been acknowledged to refer to serious issues requiring immediate attention, explaining what actions have been taken or are planned to address these issues;
   • receive, within six weeks, payment for duties completed to the satisfaction of the University, and out of pocket expenses.

g) In addition, relevant staff will be expected to respond to all recommendations (necessary and advisable) raised in the reports by including an action plan in their Quality/Annual Monitoring Reports explaining what steps have been implemented. The Institute will also produce an overview on External Examiners’ reports in its Annual Monitoring Report, highlighting the key issues and stating what action has been taken. Quality Monitoring templates and guidance are set out in Section 8. CLTE keeps a record of the most important issues arising from the reports and an overview of generic issues is compiled and presented to ASQC in the autumn.

h) External Examiners who submit an inadequate report are asked to resubmit their report following the guidelines on the University’s Report Cover sheet. Payment of fees is withheld until a satisfactory report is received. (Details of the fees are available from CLTE or the CLTE website: http://www.intra.mdx.ac.uk/service/qaas/examiners/index.htm).

i) In the event that an External Examiner does not submit a report 4 weeks after the final Assessment Board the following actions will be taken:
   • within six weeks of the Assessment Board the AQIM will write to the External Examiner requesting submission of the report within 14 days;
   • if a report is still not submitted within one month, the Head of CLTE will contact the External Examiner in writing requesting submission within 14 days; thereafter if a report is still not submitted, such instances will be noted at ASQC and the Head of CLTE may have to terminate the contract.

2.7. Compliance with the Procedure

a) In the event that an external examiner feels that, despite reasonable requests, the Institute is failing, for no justified reason, to comply with the letter or spirit of this procedure, s/he shall be able to refer her/his concerns to
the Head of CLTE separately from the normal annual report. The Head of CLTE shall make inquiry into the matters raised, and report back to the examiner at the earliest practicable moment. Additionally, the Head of CLTE shall make an annual report to the ASQC of the University of any action necessitated under this sub-paragraph.

b) External examiners employed by the University are expected to undertake all the duties and responsibilities required of them to the best of their abilities. In particular, they are expected to:

- respect the confidentiality of Assessment Board meetings and of materials which they assess - in particular, of projects and dissertation work, details of which shall not be disclosed to any third party without prior permission;
- comment by the deadline specified on draft examination papers or other proposed forms of assessment referred to her/him;
- attend all Assessment Boards at which their attendance is required;
- submit within four weeks of the convening of end of year Assessment Boards annual reports which address, substantively and appropriately, issues identified in the notes of guidance, issued by CLTE, for the preparation of external examiners’ reports.

c) In the event that an external examiner or the University considers that early retirement is advisable 3 months’ notice will normally be required by either party. Examples of circumstances in which an external examiner might retire early are:

- inability to fully meet the requirements and responsibilities of the external examiner’s role due to a change in the external examiner’s personal or professional circumstances;
- unexpected conflict of interest which could affect impartiality of judgement and/or compromise objectivity.

d) The University reserves the right to terminate the contract for Service of any external examiner if, in the opinion of the Head of CLTE, there has been any breach of confidentiality on the part of the examiner, or if the performance of the examiner, in the context of this procedure, is deemed to be in any respect significantly inadequate. In such a case the Head of CLTE writes to the examiner.

2.8. Data Protection, Freedom of Information and Copyright

a) The University will use personal data submitted by the external examiner for the payment of fees and expenses, and for other necessary communication in connection with the external examiner’s contract. Where required for these purposes, this data will be shared with other departments of the University.

b) In accordance with the University’s Data Protection Policy which is based upon the Data Protection Act 1998, staff members must not disclose external examiners’ personal data, including contact details, to any person or body outside the University without the consent of the external examiner.

c) An external examiner’s report will be made available to University staff and/or collaborative programme partners as part of the quality/annual monitoring procedure.
d) External examiners’ reports may be circulated as part of an internal or external audit. All reasonable efforts will be made to anonymise the reports, if the external examiner makes a written request for this.

e) Marks, comments and opinions expressed by an external examiner about individual students during the assessment process may be disclosed to the student concerned, if the student makes a Subject Access Request under the Data Protection Act.

f) An external examiner is entitled to make a Subject Access Request under the Data Protection Act to see memoranda, emails and other communications relating to their appointment, including opinions expressed in a professional capacity about their appointment.

g) The University will consider any reasonable request from external examiners to anonymise their reports. Such a request should be made in writing and submitted with the report.

h) Copyright in all external examiners’ reports will be owned by the University. Examiners will not be permitted to retain their moral rights (under the Copyright Act) in the reports as the University may choose to anonymise the reports, as appropriate.

3. Status of this Document
a) This document draws together policy and procedural statements as set out in the University’s Quality Enhancement Handbook, tailored to the specific situation of the Institute operating with accredited status. It will be revised as necessary alongside any subsequent revisions of the University handbook.

4. Document Version Approval

Approval date: September 2010, following granting of Accredited Status by MU.

Revised: October 2011 (Approved, CEO)

Review date: as required by MU changes in regulations.
### Academic Policy: A11 Monitoring and Evaluation Procedure

1. **Purpose and Scope**
   This policy is intended to inform and assist SAE staff to ensure effective implementation of Middlesex University (MU) regulations after the granting of Accredited Status to SAE Institute in 2010, and it replicates those MU regulations and procedures.

   Monitoring considers the effectiveness of Programmes in achieving stated aims and intended learning outcomes/objectives, and identifying issues associated with the achievement of programme standards and the quality of the student experience. Enhancement is achieved by ensuring that appropriate actions are taken both to resolve issues and to improve standards and the student experience, the dissemination of good practice and by informing the planning process.

   Monitoring and enhancement is accomplished across all academic provision, using systematic consideration of evidence and the production of reports, which are presented via the appropriate advisory and approval structures and made available to Boards of Studies and External Examiners as indicated below.

2. **Responsibilities**
   **The University**
   The responsibilities and procedures of the University are set out in its Learning and Quality Enhancement Handbook.

   **The Institute**
   The Institute is responsible to the University for compliance with its monitoring and evaluation requirements. Within the Institute monitoring and enhancement is the overall responsibility of the International Standards and Quality Committee.

   **Schools and Degree Centres**
   SAE Schools and Degree Centres will ensure that throughout the academic year all Programmes are subject to monitoring and enhancement, completing live action reports, reflecting ongoing events, which then constitute monitoring reports for consideration. Annual Monitoring reports (AMRs) will be generated by Academic Coordinators and submitted to the Associate Academic Director who provides an overview report and submits the reports to ISQC within the Institute and to CLTE within the University.

3. **University AMR Requirements for Accredited Institutions**
   - The AMR will be a live document which should be updated regularly, following consideration of a series of milestones (evidence).
   - AMRs will be authored by the Institutional Link Tutor and following submission a commentary will be provided by the Accreditation Tutor.
• If necessary, the Accreditation Tutor will provide the institution with further guidance on the production of the AMR and ensure that staff teaching on the collaborative Programme(s) are informed of the University's monitoring procedures and timetable.

• The milestones/ evidence will be discussed with relevant colleagues, to determine points for consideration / action mechanism(s), success criteria / evidence, agreed timescales / responsibility and report back which will generate points for consideration / action mechanism(s).

• The monitoring process will dovetail with the planning process, allowing monitoring of progress at set intervals or the generation of ad hoc progress reports. It will be suitable for reactive and proactive actions, allowing enhancement and development, and be invaluable for review or audit.

• Phasing out programmes - following the approval of withdrawal by APPG, while the programme is phasing out a reduced report will be required addressing in particular the progression, achievement and support of remaining students.

• Notable success or strengths identified should be entered into the relevant table.

• Good practice will similarly be generated and entered into the relevant table.

• Accreditation Institution reports will be reviewed within CLTE

• CLTE will monitor progress against the success criteria and agreed timescales and provide feedback to the partner institution outlining the following:

  • Approval or otherwise of the report as fit for purpose
  • Identification of any major issues which may not have not been raised as actions
  • Identification of notable success, strengths or good practice which may not have been included in the table(s)
  • Recognition and follow up re. actions raised to be addressed at School or University level

• AMRs should be considered at the Programme Boards of Studies as appropriate with comments minuted for action at the committee concerned with academic quality and standards.

• Accreditation Institution reports will inform Institutional Monitoring.

The procedure for compilation and submission of Annual Monitoring Reports to the University is set out in the University’s LQE Handbook.

4. Review
In addition to review of AMRs within the University, SAE’s ISQC will oversee and review monitoring processes at its regular meetings and will ensure that effective guidance and procedures are in place throughout the Institute’s campuses. It will also ensure that quality monitoring feeds into quality enhancement and will liaise with the University with respect to any proposed changes to the procedure or document templates.
5. Document Version Approval

Approval date: September 2010, following granting of Accredited Status by MU.

Revised: October 2011 (Approved, CEO)

Review date: as required by MU changes in regulations.
Academic Policy: A12 Academic Review Procedure

1. Purpose and Scope
This policy is intended to inform and assist SAE staff to ensure effective implementation of Middlesex University (MU) regulations after the granting of Accredited Status to SAE Institute in 2010, and it replicates those MU regulations and procedures.

An Academic Review may be held as part of the usual six yearly cycle for review; or it may be specially convened:
• as a result of major restructuring to the programme structure/content – in these cases the Review focuses on the reasons that caused the review to take place and any requirements of external bodies;
• as a result of serious problems in relation to a programme (e.g. an adverse External Examiner report or other feedback). The issues need to be fully discussed in advance at the appropriate level of seniority and a proposed solution brought to the review;
• in response to a requirement laid down by the original validation – this review should focus on the particular issues identified (e.g. those associated with an experimental mode of delivery), or the review is intended to consider:
• changes to external reference points such as subject benchmark statements;
• changes in student demand, employer expectations and employment opportunities;
• the continuing validity and relevance of aims and outcomes in relation to research in the area, professional practice, etc.
• the effect of incremental change to the programme(s) during their period of validation;
• the extent to which the curriculum continues to support the achievement of outcomes and assessment continues to demonstrate achievement of outcomes;
• the extent to which the use of e-learning is appropriately embedded within the curriculum to support student achievement of the learning outcomes;
• the extent to which resources are appropriate to enable students to achieve learning outcomes;
• the effectiveness of mechanisms for quality assurance that seek to optimise the student learning experience (including student recruitment and admissions; student feedback; student issues; academic and pastoral support; peer observation; staff development plans);
• the effectiveness of mechanisms to assure standards;
• arrangements for APL/APEL in line with the procedure set out in the SAE/MU accreditation document;
• administrative communications between the University and the institution;
• University support of the staff of the institution including staff development and exchanges;
• the Link Tutor liaison;
• statistics on: application rates; offers and acceptances; cohort analysis; non-completion and deferment; pass and failure rates (by module); progression and final awards; first destination statistics;
• comparative performance of students across Degree Centres;
• students’ understanding of the link;
• students’ views on the accuracy of promotional material;
• students’ academic and social experience;
• student feedback and the programme’s response to it;
• the language of programme delivery and assessment (if applicable);
• External Examiner moderation of the programme;
• the handling of, and follow-up to, any complaints or problems encountered on programme delivery;
• the question of value-added – what do students gain from a University collaborative programme?

2. Procedure
The Review Panel is appointed to act on behalf of the SAE ISQC and takes full responsibility for its collective decision. An Officer is identified by the Institute to coordinate and manage the review process, including documentation, printing, organising the event, the panel, officering and reporting. The Officer (or nominee) acts as officer for the event and is responsible for follow-up to it.

The procedure for review is the same as that for validation, as set out in the SAE/MU accreditation documentation, but with a change in focus. If the review is for a distance education programme the relevant requirements as set out in the accreditation documentation should also be followed.

2.1. People Involved in a Review
Panel membership of review events is as required for validation with the addition of a student representative. Arrangements for review events are as required for validation with the addition of:
• a meeting with students who should represent a cross-section of the current cohorts;
• where possible, meetings with graduates of the programme;
• a meeting with student support staff.

Institutions make use of external participation at key stages for the review of programmes, as independence and objectivity are essential to provide confidence that the standards and quality of the programmes are appropriate.

2.2. Documentation
A review should include all the documentation detailed in the validation procedure document and the following additional documentation:
• the overview paper should contain: details of changes proposed to the programme concerned (e.g. new modules, change of pathways) and these
should be described fully. It should include an appraisal of the strengths and weaknesses of the proposals based on quantitative and qualitative evidence, of the learning opportunities available to students and of any changes in resources required;
• the programme handbook should include the full proformas for all modules;
• examples of teaching materials and module handbooks to illustrate how teaching, learning and assessment strategies, plans and policies are implemented;
• the Annual Monitoring Reports for the last two years including all appendices covering student feedback, external examiner reports and responses, statistical data;
• the most recent validation or review report;
• views of former students (where possible).

2.3. Circulation of Documentation
The SAE ISQC Chair, the SAE Registry Officer and the MU representative attending the event must be sent a full set of review papers and a copy of the confirmed report of the validation.

The Accreditation Tutor and the University Assistant Academic Registrar (Collaborative Programmes) must be sent a copy of the confirmed report of the validation.

Monitoring and review processes will be clearly communicated to those who are involved in them. In the event of a decision to discontinue a programme, measures will be taken to notify and protect the interests of students registered for, or accepted for admission to, the programme.

3. Document Version Approval
Approval date: September 2010, following granting of Accredited Status by MU.
Revised: October 2011 (Approved, CEO)
Review date: as required by MU changes in regulations.
Academic Policy: A14 Addition Of Validated Programme To An Approved Degree Centre

1. Purpose
In the event of a new programme being validated by Middlesex University, the following procedures need to be followed prior to an approved degree centre starts offering a programme. This is the process by which SAE Institute ensures that any degree centre is capable of offering, delivering and managing the additional programme in the appropriate standard. Within the framework of accredited status, the Institute is responsible to the University for any additional programmes added to an existing degree centre and reporting to the University.

In the event of an existing degree centre wishing to start offering a degree programme that was not included in the initial degree centre approval, the following process needs to be followed:

2. Documentation
The Campus Academic Coordinator shall prepare a proposal in consultation with the Group Academic Coordinator (if applicable), Campus Manager and Programme Coordinator (if applicable) and should make a formal request to the Senior Academic Coordinator in the form of a proposal containing the following information:

1. Background of Campus
2. Middlesex University validated programmes currently being offered
3. Rationale
4. Breakdown of any part of the programme that is already being offered, e.g. SAE Diploma
5. Students numbers projection for 1 year
6. Resources
6.1. Facilities
6.2. Hardware
6.3. Software
6.4. Books/access to local libraries/digital libraries
6.5. CVs of proposed staff for the programme
6.6. Additional resource investment for this programme, if any.

The campus manager should be copied to the correspondence.

3. Possible outcomes
The Senior Academic Coordinator will consult with the Director of Academic Affairs and:

1. May request further information or
2. If satisfied with the documents and evidence provided, make a recommendation to the Academic Director.

4. Decision
The Director of Academic Affairs will write to:
1. the Campus Academic Coordinator, Groups Academic Coordinator (if applicable), Senior Academic Coordinator, the Campus Manager, Regional Manager (if applicable), Associate Academic Director, Registry Officer and Middlesex University and approve the proposal, or
2. the Campus Academic Coordinator, Groups Academic Coordinator (if applicable), the Campus Manager, Regional Manager (if applicable) and approve Subject to conditions and/or recommendations, or
3. The Academic Director will write to the Campus Academic Coordinator, Groups Academic Coordinator (if applicable), the Campus Manager, Regional Manager (if applicable) reject and referred back for further work.

5. The Confirmation
The unconfirmed report should be circulated to all members of the academic group listed under the ‘decision’.

6. Post Approval
Immediately prior to the first intake, the campus should inform the Senior Academic Coordinator and the Registry Officer of course commencement.

7. Addressing conditions
Any conditions placed as a response to the proposal, the conditions should be fulfilled and the confirmation with evidence where applicable should be presented back to those copied in the correspondence within the set deadline.

8. Resubmission of Proposal
For any proposal that has been rejected, the full process would need to be followed when all points raised have been addressed.

9. Records
9 September 2009 policy implemented (Approved by Chair Academic Board)
28 February 2011 policy approved (by the CEO & Managing Director)
1 July 2013 Policy to be reviewed
General Policy: G01 Code of Conduct

1. Policy Statement
This Code of Conduct affirms that SAE Institute campuses in Europe, Licenced territories and campuses offering programmes in collaboration with Middlesex University, expects that all staff, students, Directors, Officers and appointed members employed by or acting on behalf of the Institute will adhere to the highest standards of professional conduct.

2. Purpose
All categories of staff and students at the Institute are expected to carry out their work in an ethical and collegial manner, to perform their duties with efficiency, fairness, impartiality and honesty, and to comply with the provisions of this Code. Compliance with this Code will foster and maintain student, staff, and public trust and confidence in the integrity and professionalism of the Institute. Staff are expected to promote and protect the interests of and maintain and enhance the reputation of the Institute at all times.

3. Scope
This policy applies in the context of all SAE Institute operations in Europe, Licenced territories and campuses offering programmes in collaboration with Middlesex University. It is applicable to all staff, officers and persons holding appointments with or employed by SAE Institute in any capacity at all campuses and branch campuses, and all students enrolled with or prospective students of SAE Institute irrespective of their place of residence, campus or mode of study.

This Code should be read in conjunction with the approved policies of the Institute. Failure to abide by the provisions of this code or approved policies of the Institute may lead to disciplinary proceedings, and in severe cases, the termination of employment.

4. Associated Policies and Procedures
This Code should be read in conjunction with the full range of approved policies and rules of SAE Institute, and with the relevant local, national or applicable regional legislation, as appropriate and amended from time to time, including but not limited to legislation relating to:

- Anti-Discrimination
- Child Protection
- Copyright
- Disability Discrimination
- Equal Opportunity for Women in the Workplace
- Human Rights and Equal Opportunities
- Occupational Health and Safety Regulations
- Privacy and Personal Information Protection Act
- Racial Discrimination
- Sex Discrimination.
5. Policy

5.1. Respect for Law and Governance
Staff and students of the Institute are required to observe and comply with all relevant laws, statutes, approved policies, procedures, prescribed requirements and published rules of the Institute.

5.2. Professional Conduct

For staff, the professional conduct required by the Institute includes, but is not limited to:

a) A commitment to professional standards in teaching and learning, research, administration and industry involvement;
b) Observance and promotion of the rights of students and other staff, including professional respect in all Institute activities;
c) Conduct which is professional at all times, and which has regard to the interests of the Institute and the interests of students and staff;
d) Awareness of relevant legislation and adherence to policies and procedures developed by the Institute.

For students, the professional conduct required by the Institute includes, but is not limited to:

a) A commitment to learning, appropriate methods of research, and appropriate behaviour at all times while on the Institute’s premises or elsewhere as a student;
b) Recognition and observance of the rights of fellow students and staff;
c) Conduct which is fair and has regard to the Institute interests;
d) Awareness of relevant legislation and adherence to policies and procedures developed by the Institute.

In conjunction with this code, students should also read, familiarise themselves with, and abide by the provisions of the Academic and General Policies which apply to students.

5.3. Academic Freedom

The Institute shall:

a) Promote academic freedom of both inquiry and expression provided such inquiry and expression does not contravene applicable legislation (such as defamation and privacy laws) and provided that if disputes arise, the provisions of this code and any relevant procedures are observed;
b) Encourage students and staff to express themselves using critical judgement and scholarship, subject to confidentiality obligations placed upon them by any privacy and research obligations;
c) Encourage officers and employees to express themselves using critical judgement and scholarship, subject to confidentiality obligations placed upon them by the Institute either through defamation or privacy laws, policy or under the terms of their contracts of employment.

5.4. Respect for Individuals
All staff and students of the Institute shall treat other members of staff and students as well as visitors and members of the community with respect, courtesy, fairness and equity. This involves, but is not limited to:

a) Fairness in supervising and dealing with students and staff;
b) Carrying out work with integrity and objectivity;
c) Making decisions that are procedurally fair;
d) A client-centred approach to work;
e) Avoiding unlawful discrimination, for example on grounds such as: gender, sexual orientation, race, cultural background, religion, or political conviction;
f) Avoiding behaviour which might reasonably be perceived as corruption, harassment, bullying or intimidation, or vexatious or malicious attribution, rumour or gossip;
g) Carrying out work in a safe manner and taking precautions to protect the health, safety and welfare of oneself and others;
h) Complying with any legislative, industrial or administrative requirements;
i) Avoiding behaviour which might reasonably be perceived as creating an unsafe or unhealthy environment, or constraining the legitimate rights of others;
j) Respecting an individual's right to privacy and undertaking to keep personal information in confidence;
k) Respecting privacy laws and confidential information given to them in the course of their employment or enrolment.

5.5. Conflict of Interest

Staff of the Institute should be sensitive to the potential for conflicts of interest to arise between their personal interests and their duties, obligations and responsibilities to the Institute, and shall take care to ensure that no actual conflict of interest arises.

Staff shall avoid situations in which their private interests (whether involving personal financial or pecuniary interests, or external associations, or personal and family relationships between staff or between staff and students) conflict with or might reasonably be thought to conflict with or influence judgements made during the course of their professional duties, and perceptions that an unfair benefit may have been attained or may be attainable. Potential conflicts of interest should be assessed in terms of the likelihood that a staff member possessing a particular interest could be improperly influenced, or might appear to be improperly influenced, in the performance of their duties on a particular matter.

Academic staff have a particular responsibility to their students to assess their work fairly, objectively and consistently across the candidature for their particular unit or course. Because personal relationships between students and staff may involve serious difficulties arising from the unequal power of the parties concerned, as well as difficulties in maintaining appropriate boundaries between professional and personal life, academic staff have a
responsibility to declare such potential or actual conflicts of interest to their supervisor as soon as they are aware of them.

Staff or students who believe they may be involved in, or that a potential situation of involvement may give rise to perceptions of, a conflict of interest, must inform and should seek advice from their supervisor or relevant Campus Manager or Campus Academic Coordinator, as the case may be, who will determine what action is to be taken. In the case of Campus Managers or other senior staff, advice should be sought and any potential conflict of interest discussed with the Regional Manager.

Members of staff should take particular care not to take part in the following matters in relation to any student with whom they have a personal relationship:

i) selection for entry to any course where this depends on a judgement other than a pre-determined score or grade in which they have not been involved;

ii) assessment procedures;

iii) selection for any scholarship or prize;

iv) postgraduate supervision.

Where a potential conflict of interest exists in relation to any student matters then the Campus Academic Coordinator or Campus Manager should approve alternative arrangements.

Failure to disclose a potential or actual conflict of interest by staff or students of the Institute may render any associated decisions null and void, and may result in disciplinary proceedings.

5.6. Reporting Corrupt Conduct

Where reasonable evidence exists, staff and students are encouraged to report suspected corrupt conduct, as well as maladministration and serious or substantial waste of resources, to the Campus Manager or Campus Academic Coordinator, or Group Academic Coordinator or Regional Manager as appropriate. Privacy and confidentiality should be strictly observed in all such cases, and particular care must be taken to avoid vexatious or malicious allegations.

5.7. Outside Work and Private Practice

The employment obligations of staff who receive full-time salaries are to the Institute as their employer. Full-time staff wishing to engage in outside work, including private practice, must seek approval to do so from the Campus Manager, who may approve or not approve such requests. Where a staff member wishes they may appeal such a determination to the Regional Manager, whose decision shall be final.

All staff, including those employed for less than full-time, should not accept outside work where it may cause a direct or indirect conflict with their duties for the Institute or otherwise adversely impact the conduct of their work or
reflect poorly on the reputation and public standing of the Institute, or where the possible work is for a competitor organisation where such work could cause loss or harm to SAE Institute, without first discussing it with their Campus Manager and/or senior management. Any such potential direct or indirect conflict must be reported to the Campus Manager in the first instance, and may be raised with the Regional Manager.

5.8. Duty of Care and Safety
Employees are required at all times to work safely and to observe all safety procedures. The staff and students of the Institute must take every precaution reasonable in the circumstances to protect the health, safety and welfare of all those in the workplace. In particular, they must comply with the relevant legislation and relevant Codes of Practice as well as specific Institute Workplace Health and Safety policies and procedures. Staff and students should also actively promote safe working practices and environments for everyone using the Institute’s facilities.

Staff should ensure that their personal behaviour does not affect work performance or the health, safety and welfare of others, especially students in their care. Relevant staff should take steps to ensure that all contractors engaged on site are aware of the Institute’s WHS Act obligations and are compliant with Occupational Health and Safety policies and procedures.

5.9. Discrimination and Harassment
Staff and students of the Institute must not harass or discriminate against their colleagues, students, members of the public or other persons with whom they may interact on the grounds of (including but not limited to) sex, marital status, pregnancy, age, race, ethnic or national origin, physical or intellectual impairment or sexual preference. Such behaviour may constitute an offence under legislation and will be considered a serious breach of policy. In addition, staff and students must not harass or discriminate on the grounds of political or religious convictions.

Managers and Coordinators must make every effort to ensure that the workplace is free from all forms of harassment and discrimination. They should understand and apply the principles of equal employment opportunity and ensure that the employees they supervise are informed of these principles.

5.10. Diligence
Staff are expected to be diligent in their work and to carry out their duties in a professional, responsible, and conscientious manner, and to be accountable for their official conduct and decisions. They have an obligation to carry out official decisions and adhere to policies faithfully and impartially.

All employees of the Institute are expected to maintain and enhance their skills and expertise and keep up-to-date the knowledge associated with their
particular field or area of work. High standards of performance and a keen focus on client service are expected.

5.11. Confidential Information
Official information must only be used for the work-related purpose intended and not for personal benefit. Officers and employees must make sure that they do not disclose, disseminate or make use of any information marked confidential without prior specific authorisation.

All staff of the Institute must take reasonable steps to ensure that any information marked confidential in any form (e.g. computer files), cannot be accessed by unauthorised people and that sensitive information is only discussed with people who are authorised to have access to it. Unauthorised disclosure or use of confidential information may result in disciplinary proceedings for misconduct.

5.12. Use and Security of Personal Information
All staff have a duty to maintain the confidentiality, integrity and security of information for which they are responsible. In addition, staff of the Institute have an obligation to:
   a) ensure that personal information concerning students or staff is secured against loss, misuse or unauthorised access, modification or inappropriate disclosure;
   b) report to their supervisor, or the Campus Manager, actual or suspected misuse of information.

5.13. Computer Usage
The Institute provides computing, internet and email facilities for work purposes, which should at all times be used in a responsible manner, and in compliance with the relevant Institute policies as well as relevant applicable legislation.

The Institute will not allow excessive or unreasonable personal use of Institute computers and computing systems, and a Campus Manager with approval of the Regional Manager may at any time initiate an audit of Institute email and data files.

5.13.1. Viruses
Any staff members or students that receive any email or files from someone they do not know, or any email or files which may give rise to concern, should not open them, but should contact their supervisor or lecturer or the System Administrator (or the Campus Manager) immediately.

5.13.2. Unacceptable Use of Internet/Email/Computers
The use of the Institute’s computers, internet and email facilities for the following purposes is expressly prohibited:
   a) Distribution or saving of material that is illegal in the country of destination
b) Distribution or saving of material that negatively reflects upon a particular race, gender, religious belief, nationality, marital status or sexual orientation, or is likely to cause offence.

c) Distribution of copyright material without permission of the author(s).

d) Distribution of material that may negatively reflect on the Institute’s reputation, or the issuing of any unauthorised statement as being attributed to the Institute.

e) Carrying out or attempting to carry out impersonation, misrepresentation of identity, forgery, substitution of mail, headers or any other identification marks.

f) Using the Institute’s computer systems for gambling or soliciting for personal gain or profit.

5.14. Security of Data
Staff members must not send, pass on or provide access to any confidential Institute material to unauthorised persons. All document and mailing addresses must be checked before email is sent to avoid mistakes or inappropriate disclosure of information.

5.15. Security Maintenance
Staff and on-site contractors must maintain adequate security of the Institute premises in which they are working and must maintain security of keys and swipecards issued to them for the purposes of opening, accessing and using buildings, vehicles, equipment and other facilities. Keys and access devices are to be used only in the performance of approved and scheduled duties, and use for any other purpose requires the prior approval of the Campus Manager.

5.16. Property
Unauthorised possession, unauthorised usage or unauthorised removal or relocation of Institute property or the property of other persons without authorisation or permission is strictly prohibited.

**Note:** All serious cases, particularly those related to unauthorised possession of property, will be referred to the Police. Any disciplinary action SAE Institute may take is quite separate from, and additional to, any action the Police may choose to take.

5.17. Attendance
Staff who are not able to attend work for any reason must make all reasonable effort to advise their manager or supervisor before their starting time on any day of absence, and where possible to notify other staff whose work may be directly affected. The manager or supervisor must be advised of the reason for the type of absence and the expected date of return to work. Absences due to sickness longer than three days should normally be justified with presentation of a medical certificate.
Where it is deemed appropriate by the Institute, staff may be required to comply with procedures regarding the recording of attendance.

5.18. Alcohol and Prohibited Drugs
No alcohol is to be consumed on the Institute’s premises without the express approval of the Campus Manager. No prohibited drugs are to be brought into the Institute’s premises, and any staff member so involved will be liable to summary dismissal. Employees on prescription drugs which may impair their personal safety, or the safety of other persons, should report the matter to their manager or supervisor to allow a proper evaluation to be made.

Any staff member who is suspected of having consumed alcohol or prohibited drugs or who, in the opinion of their manager or supervisor, is not capable of satisfactorily performing normal duties, will be stood down without pay, pending further investigation and disciplinary action.

5.19. Smoke Free Workplace
By law all workplaces must be smoke free. All staff and students must observe this requirement. Any rules relating to outdoor smoking areas, or areas near entrances or exits must be adhered to.

5.20. Media Statements and Social Media Networks
Statements to the media or to media representatives or public statements relating to any aspect of the Institute’s operations or business are prohibited without the express approval of the Regional Manager or the relevant delegated manager.

Staff are advised to exercise caution in making statements about their paid work or about the Institute and its operations on social media and networking sites, as in some cases such statements may constitute a publication in legal terms and may be the basis for formal action taken against the staff member or the Institute. Policy G02 on Public Information also applies.

5.21. False Declarations
Knowingly making false declarations or false statements in relation to any matters covered in this Code of Conduct is strictly prohibited and will be subject to disciplinary action.

6. Breaches
Any breach of this Code of Conduct may result in a decision by the Regional Manager to instigate a misconduct investigation and disciplinary action, and a serious breach of any of the provisions of this Code by a staff member may result in summary dismissal. Repeated instances of misconduct will be considered as serious misconduct and are grounds for dismissal.

7. Policy Version
Original Version: 2010
Revised: 5-12-2011 (CEO and Managing Director)
Review Date: November 2012
General Policy: G02 Public Information Policy and Approval Procedures

1. Policy Statement
This policy supports SAE Institute’s Strategic Directions, and provides for oversight, control and review over all public domain information about the Institute which is produced and distributed by the Institute.

2. Purpose
This policy aims to ensure that the provision of public information about SAE Institute is accurate, fair, reasonable and timely, and is intended a) to enable external audiences to form an accurate impression of SAE Institute; b) to allow students and other stakeholders to make appropriately informed decisions; c) to enable clear and effective communication about and within the organisation; and d) to meet any applicable legal obligations eg in relation to copyright.

3. Scope
This policy applies to all SAE Institute operations in Europe, in any Licenced territory operations, and all campuses offering programmes validated by Middlesex University, and covers information in printed, electronic or broadcast form which is intended to be made public and which refers to academic programmes, services, corporate strategies, and policies of SAE Institute or any aspect of its operations.

4. Associated Policies and Procedures
This policy should be read in conjunction with the following policies and procedures:
• G01 Code of Conduct
• G04 Student Engagement
• A01 Academic Standards and Quality Assurance
• A04 Intellectual Property Policy
• A05 Admissions and Selection Policy
• G06 Information Privacy Policy
• G07 Information Technology, Network Usage and E-mail Policy.

5. Associated Documents
This policy should be read in conjunction with the following documentation:
• Student Handbook
• Staff Handbook
• Social Media Guidelines (Attachment 1)

6. Policy
6.1. Prospective Students

6.1.1. Printed Material
The Institute’s Prospectus (“Course Details”) and relevant brochures for public distribution are produced under the editorial control of the Chief Executive Officer (CEO), who has ultimate responsibility to ensure that
contents of published materials meet the required standards of accuracy and clarity, and comply with all legal requirements.

The accuracy of academic content is verified as required on an ongoing basis, and at least twice yearly, by the Group Academic Coordinators and the Senior Academic Coordinator in consultation with Campus Academic Coordinators, and Academic Programme Leaders.

The accuracy of corporate and administrative content is verified as required on an ongoing basis, and at least twice yearly, by the Senior Management Group, including the Campus Managers and the relevant delegated officers of the Institute eg the Registry Administrator and the Marketing Manager, Europe.

All advertising materials are prepared by the Marketing Officer and reviewed by the Media and Public Relations Officer on an ongoing basis before publication, with academic materials verified by the Group Academic Coordinators and corporate materials verified by the CEO.

Information pertaining to programmes validated by Middlesex University should have the approval of the European marketing manager and Senior Academic Coordinator or delegated Group Academic Coordinator at the design draft stage and before any publication or transmission.

6.1.2. SAE Institute websites
Each campus of SAE Institute maintains a dedicated website which provides external audiences with information regarding the Institute’s courses, campuses, facilities, news and special events. It is the responsibility of the CEO to ensure that the website is accurate, informative and reflects current Institute offerings and operations.

The accuracy of academic content is verified as required on an ongoing basis, and at least twice yearly, by the Marketing Manager, Europe and the Senior Academic Coordinator or delegated Group Academic Coordinator in consultation with Campus Academic Coordinators and Academic Programme Leaders.

The accuracy of corporate and administrative content is verified as required on an ongoing basis, and at least twice yearly, by the Senior Management Group, including the Campus Managers and the relevant delegated officers of the Institute eg the Registry Administrator and the Marketing Officer. The usability and usefulness of the website are also regularly reviewed by the Senior Management Group including through feedback from students, staff and external stakeholders.

6.1.3. Social Media
SAE Institute utilises various social media channels such as Facebook and Twitter to provide external audiences with direct engagement as well as
information regarding the Institute’s courses, campuses, facilities, news and special events. It is the responsibility of the Media and Public Relations Officer to ensure that the use of social media accords with the SAE Institute Social Media Guidelines (attached) and that the information relayed is accurate and reflects current Institute offerings and operations.

All information relating to the admissions process should be clearly signposted and meet the provisions of A05 Student Admissions and Selection Policy.

SAE Institute shall provide and make widely accessible, all information intended to help prospective students select their programme with an understanding of the academic environment in which they will be studying and the support that will be made available to them.

The Institute and its officers shall make every effort to ensure that the processes of application and admission are accurately described and presented for all prospective applicants, and that prospective students are provided with all necessary or requested information to ensure they make an informed choice in the selection of their programmes of study.

Information on all available courses will be provided on the website, and personal invitations will be issued to all prospective applicants to visit the Institute, meet the staff, inspect the facilities, and form an accurate view of the learning environment and the support that will be provided to them.

6.2. Current Students
6.2.1. Printed Materials
The Institute produces various materials for internal circulation in particular the Staff and Student Handbooks, for which ultimate responsibility rests with the CEO.

The accuracy of academic content is verified as required on an ongoing basis, and at least twice yearly, by the Group Academic Coordinator and the Senior Academic Coordinator in consultation with Campus Academic Coordinators and Academic Programme Leaders.

The accuracy of corporate and administrative content is verified as required on an ongoing basis, and at least twice yearly, by the Senior Management Group, including the Campus Managers.

6.2.2. Electronic Materials
The Institute maintains a Student Portal for the provision of ongoing information intended to assist the work of students, and a Staff Portal for the ongoing provision of information to assist the work of Institute staff. Both the Student Portal and the Staff Portal are maintained on an ongoing basis by the Portal Officer and the Information Technology Officer, although ultimate responsibility rests with the CEO.
Academic content is verified by the Group Academic Coordinator and the Senior Academic Coordinator, in consultation with the Campus Academic Coordinators, and Academic Programme Leaders.

Corporate and administrative content is verified as required by the Senior Management Group or the relevant Campus Manager.

Details of the framework used for managing academic standards and quality assurance and enhancement together with the description of information used to support its implementation will be accessible for all staff and students of the Institute by the Group or Campus Academic Coordinators, together with all associated relevant policies.

The Institute makes daily and extensive use of e-mail for internal communications purposes, and such usage is governed by G09: Information Technology, Network Usage, and E-mail Policy.

It is the responsibility of the campus or regional manager to maintain records (by type and category) of all activity relating to professional, statutory or collaborative bodies that are subject to formal agreements.

6.3. Information for Students
On enrolment and commencement of studies, students shall be provided with the Student Handbook, Programme Handbook and access to the appropriate electronic information sites for current and ongoing information in relation to their programmes of study as part of an induction programme. They shall also be provided with information about the support that will be provided, what they can expect from the Institute, and the expectations of them and their responsibilities as students, including the Code of Conduct and the rules, regulations, policies and procedures that apply to them.

Students shall also be provided with information about how any information about them is maintained and stored, and how communications about progress in their studies will be maintained and updated. At the start of each module of studies students shall be provided with details of that module of studies and expectations of them in relation to performance and assessment. Appendices 1 and 2 of G04 the Student Engagement Policy also apply and should be consulted.

6.4. Graduates
On completion of their studies students shall be provided with a detailed and formal record of their studies in accord with Middlesex University policies on the provision of Diploma Supplements and records, and shall be provided with timely and sufficient information to allow them to participate in Middlesex University graduation ceremonies.
Students will also be provided with information on future access to their academic records and record retention.

6.5. Communications with the Press and Media
All official communications with the press and media are handled by the Media and Public Relations Officer, and remain the responsibility of the CEO. Press releases may only be issued on the authority of the CEO, and section 5.20 of the Code of Conduct provides directions and guidance to staff on media statements. Attachment A immediately following this policy provides social media guidelines.

Individual staff however may respond to legitimate external information requests relating to their areas of academic or professional expertise, but they are strongly advised to seek guidance from senior Institute staff and the Media and Public Relations Officer before doing so to ensure that their commentary is academic discipline specific and in no way reflects on the operations of SAE Institute. Section 5.20 of the Code of Conduct also applies.

6.6. Copyright Responsibilities
All members of SAE Institute should ensure that any published material conforms to the requirements of the Copyright Laws which apply in the relevant country of operation. For example, in the UK the Copyright, Designs and Patents Act of 1988 applies, and any subsequent legislative amendments to it. General guidance can be found from the UK Copyright Service at:

http://www.copyrightservice.co.uk/copyright/p01_uk_copyright_law

An informative guide to copyright issues in the Higher Education sector is available at:

http://www2.warwick.ac.uk/services/gov/legalservices/whentouse/copyright/

and copyright issues for creative works in the digital age are a matter of importance for both staff and students at SAE Institute.

Responsibility for observation and compliance of copyright provisions in all academic materials rests with the academic member of staff responsible for the modular material produced, under the guidance of the Group Academic Coordinators and where necessary the Senior Academic Coordinator, whose decision in relation to such matters shall be final.

Responsibility for observation and compliance of copyright provisions in all non-academic materials produced at Campus level rests with the Campus Managers, and responsibility for observation and compliance of copyright provisions at regional level rests with Media and Regional Marketing Manager, with ultimate responsibility at the CEO level.
Information about the need for copyright compliance and access to further information shall be provided to both staff and students as part of their induction, and shall be available on the Staff and Student Portals.

6.7. References to Middlesex University
The relevant officers of Middlesex University eg the Accreditation Tutor, the Subject Specialist Tutor) and the Collaborative Programmes Manager, are consulted on a regular and as needs basis in relation to any references to Middlesex University in SAE Institute publications whether printed or electronic. All references to degree programmes in SAE Institute publications are carefully scrutinised at time of preparation by the relevant delegated SAE officers to ensure accuracy in relation to the programmes of study and correct description as Middlesex University degrees and recognised programmes. Ultimate responsibility rests with the CEO.

7. Policy History
26th March 2012, Revised Policy approved (CEO & Managing Director)
26th April March 2013: Policy revised and approved (CEO, and Director of Academic Affairs).
Policy to be reviewed: April 2014.

Attachment 1 follows.
Attachment 1: Social Media Guidelines SAE Institute, United Kingdom
1. These guidelines are designed to inform and guide all staff of SAE Institute in their contribution to and use of social networks as employees of SAE Institute, or in any context where their individual views and opinions may be interpreted as being linked to the operations and reputation of SAE Institute by virtue of their employment, whether intended or not.
2. While individuals always retain the right to freedom of opinion and public participation, any public statement made by an individual which refers to or draws upon the link to their employment brings with it the responsibilities to recognise the legal and reputational rights of the employer.
3. Staff should always refer to the provisions of the Code of Conduct, and especially section 5.20, in any situation relating to the use of social media or public statements.
4. Staff should always refer to the provisions of the Code of Conduct, and especially section 5.20, in any situation relating to the use of social media or public statements.
5. What are Social Media? Social Media are social networks, internet communities and electronically accessed sites that offer a platform for the exchange of opinions, views, impressions and experiences. Among the better known are: Facebook, Twitter, mySpace, YouTube, XING, LinkedIn, etc.
6. Why does SAE Institute need Social Media Guidelines? Having a private opinion is everyone’s right, and a private matter. But when you make it public, you may be impinging on the rights of others, whether persons or organisations, and they, like you, have legal protections to ensure that their
good name, their reputation and their business should be protected from unsubstantiated assertions, gossip, or uninformed comments. In an increasingly digitally connected world, social networking sites are gaining more currency and daily usage, and many students and staff of SAE Institute are members in different online communities, and new opportunities for interaction occur daily. As the number of social network users continues to go up rapidly, companies may be using social networks for brand promotion and individuals may be using social networks for individual expression of views. However, the rights of all entities need to be protected, and staff should be aware of the ways that personal views expressed publicly may intentionally or inadvertently enhance or damage the good name and reputation of individuals or companies or organisations. Users often share their experiences, discuss their opinions and preferences, and in the best case scenario may refer to or promote their favourite brands or products. Due to the high multiplier effect that occurs within social networks, the image of any company or organisation such as SAE Institute can be often rapidly promoted, advocated, harmed or maligned. In that context, every employee who participates in social networks can willingly or inadvertently become an ambassador for the organisational “brand” and good name, sometimes independently of whether they actively publish information in the name of the company or by association. Brand recognition and brand promotion may therefore no longer be limited to official company websites but may happen through many different channels and may be executed by many different people, both staff and students, with different motivations and in many different conscious and unconscious ways. These guidelines offer advice and guidance from SAE Institute for constructive and legally acceptable behaviour in social media networks, in order to promote fairness and to avoid mistakes which may not only damage the reputation of the SAE Institute but in the worst case scenario could also lead to financial consequences for the organisation or for individuals.

7. Basic Principles for the Use of Social Media

7.1. **Engage constructively.** Only someone who actively looks to engage, participates in discussions and answers questions purposefully is taken seriously in the world of Web 2.0.

7.2. **Create additional value.** The SAE goal is not to spread short-term advertisement but to build a long-term, professionally based conversation about what we do and the services that we provide for our students. This can only be achieved with quality content. If you have nothing constructive to offer, it may be better not to say anything.

7.3. **Stop and think before you send.** Whatever you may feel, think first, write second, and think again about the effect of what you have written, before you send it. Each of us is responsible for our own comments. Do not write anything that you might later regret. Do not answer in the heat of the moment or too emotionally without thinking it over first. If you have to let your feelings out, then talk about it with someone you respect, or write and leave it. When in doubt, get a second opinion before you post a comment.
Remember: “The internet never forgets. Once it is online, it stays online, it is published forever”.

7.4. **Be honest, truthful, polite and fair.** False statements are harmful, may be subject to legal retribution, and once made publicly may be spread by others, causing consequences you had not intended, but for which you may be liable. Learn and follow internet netiquette: you are part of a community, so learn its rules of behaviour. Insults, hurtful or malicious or slanderous statements, derogatory, discriminatory or racist comments are not only unwelcome but are strictly prohibited and can be legally actionable. Stop any conversation if there is the danger that it may escalate unacceptably.

7.5. **Obey current laws.** Only publish material that is free of third-party rights or under a public domain license. Otherwise make sure that you are in possession of a written release certificate. Publish only pictures of people that have granted you permission to do so. **DO NOT** publish anything about the company or its courses or employees that you have not been given specific permission to publish. When in doubt ask your supervisor before you publish, and preferably always ask for advice in advance. Any information about SAE Institute should be accurate and helpful.

7.6. **Handling of error.** We all make mistakes, it is an essential part of learning. So learn from your error: do not attempt to cover up or pretend it did not happen or deny what has happened: seek advice, and try to correct.

7.7. **Keep your private life and work separate.** During work hours the use of social media platforms is acceptable and permitted if it is helpful to the organisation and addresses it strategic objectives. The private use of social media however is not allowed during work hours. Generally, private life and work should not be combined on the same page, blog or profile. Private pages have to be clearly specified and recognisable as such. Furthermore, nothing that might harm the reputation of SAE Institute and which might be embarrassing or unprofessional in any public context should be posted.

7.8. **Handling of confidential information.** Complete silence and confidentiality must be maintained about students, clients, colleagues, information about the company or any information which you have accessed through your work. Suggestive hinting, ironic remarks, aspersions or innuendo are not acceptable. Please refer to the Code of Conduct, especially sections 5.11 and 5.12.

7.9. **Distinguish between facts and opinions.** In order to avoid misunderstandings it is advisable to make clear what parts of your statement are provable facts and which ones are opinions. Furthermore it should be clear whether something is your own personal view or a stated company position. Anything published on private pages and private profiles should reflect personal opinion only, and should be clearly stated to be so.
7.10. *Be open, transparent and authentic.* Our goal is open communication characterised by trust, credibility and an enduring concern for our students. Part of this is that you stand behind your position within the company and represent and communicate its values and priorities to external audiences, especially if you are engaging online in the name of SAE Institute.
General Policy: G03 Equal Opportunity, Disability and Inclusion Policy

1. Policy Statement
SAE Institute embraces the concept and beliefs of equal opportunity for all students and staff, and strives to ensure that its decision-making processes reflect a commitment to access and equity and that all students or prospective students and staff are treated fairly irrespective of ethnicity, gender, beliefs or disability.

SAE Institute acknowledges that this is dependent on non-discriminatory access to services and comparable education and training outcomes by all groups in society. By providing accessible and equitable educational programs, employment and services, SAE Institute students and staff will be able to develop knowledge and skills to enhance life and work opportunities.

2. Purpose
To ensure effective guidelines for providing opportunities for all people, regardless of their individual or social background. SAE Institute supports government policy initiatives and provides access opportunities whenever possible or alternatively seeks assistance for participants from the relevant agency or department.

3. Scope
This policy applies in the context of SAE Institute operations in Europe and Licences operations, and is applicable to all staff employed with SAE Institute, and all students enrolled with, or intending to enrol with SAE Institute.

4. Associated Policies and Documents
This policy should be read in conjunction with the following policies and documents:
- G01 Code of Conduct
- G04 Student Engagement Policy
- A07 Academic Grievance Policy
- G06 Non-Academic Grievance Policy

5. Definitions
**Equal opportunity** refers to the attitudes, policies, guidelines and practices that ensure all students and staff are treated fairly and that SAE Institute educational programs are responsive to the diverse needs of all clients.

6. Policy
SAE Institute delivers nationally accredited or validated education and training programs and in doing so accepts its responsibility to deliver these in a fair and equitable manner, to proactively promote equality, and to identify and address any perceived or actual barriers for all students and staff to fully participate in and contribute to the work of SAE Institute.
SAE shall ensure:

• That all students are made aware of this position during orientation, and all staff are made aware during their induction;
• Incorporation of non-discriminatory student and employee selection processes that encourage access for all;
• That access and equity principles are considered when developing new products, policies, practices, systems and procedures;
• That if required, appropriate counselling and training may be provided to employees who are required to provide services to under-represented groups;
• That Institute policies and procedures which support the principles of access and equity are in place and actively implemented;
• That an ongoing commitment is maintained to identify, address and eliminate access and equity barriers which may be encountered within the organisation’s processes, practices and business decisions;
• Appropriate liaison with disability support groups to ensure that special needs can be catered for in areas where SAE Institute may have no knowledge or relevant experience;
• The provision of appropriate support e.g. with tutorial assistance, for any student who is encountering learning difficulties;
• Regular review of SAE access and equity policy and procedures to ensure they:
  • Meet legislative requirements
  • Address individual student needs
  • Enable participant learning outcomes to be met
  • Address relevant community needs;
  • Address any relevant circumstances which have been identified and not previously covered in the respective policies or procedures.

7. Legislative Obligations
This policy acknowledges the legal obligations of SAE Institute and all staff and students of SAE Institute in relation to Equal Opportunity under relevant legislation, to ensure that the Institute’s learning, teaching and assessment practices are fair and equitable, and that the working and learning environments are non-discriminatory.

The relevant legislation that staff and students should be familiar with includes but is not limited to:

• Equality Act (2010)
• Disability Discrimination Act (DDA) 2005
• Special Educational Needs and Disability Act (SENDA) 2001
• Employment Equality (Age) Regulations 2006
• Race Relations Act (RRA) 1976
• Race Relations Amendment Act (RRAA) 2000
• The Employment Equality (Religion or Belief) Regulations 2003
• Equal Pay Act (EPA) 1970
• The Employment Equality (Sexual Orientation) Regulations 2003
• The Equality Act (Sexual Orientation Regulations) 2007
• Civil Partnership Act 2004.

8. Making Contact
Students who have concerns in relation to any of the matters relating to this policy should in the first instance make contact with their Campus Academic Coordinator, who will ensure fair, appropriate and timely consideration of any such matter, and shall be advised by the Group Academic Coordinator and the relevant Campus Manager.

Alternatively or if not satisfied, students may pursue the formal provisions of the Student Grievance Policies (A07 and G06).

Staff who have concerns in relation to any of the matters relating to this policy should in the first instance make contact with their line-manager or the Campus Manager, who will ensure fair, appropriate and timely consideration of any such matter.

If not satisfied with the outcomes of that process, staff may make contact with or write formally to the CEO of SAE Institute detailing the nature of their concerns. The CEO may initiate appropriate action or may delegate the matter for resolution to a senior member of SAE staff who has had no previous involvement in the matter of concern.

9. Student Disability Policy
The Disability Discrimination Act (2005, Part 4) makes it unlawful to discriminate against disabled individuals in a learning environment. SAE Institute understands the importance of taking into account individual needs, and to work with students to find appropriate measures to support them throughout their time with SAE Institute.

The Disability Discrimination Act 1995 defines disability as "a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities".

9.1. Definition of ‘Disability’
For the purposes of the Disability Discrimination Act, 1995, a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Disability in this context can include a wide range of issues and conditions. Typically this could be one, or combination of, the following categories:
- Physical and sensory impairments
- Specifically recognised learning difficulties
- Autistic spectrum disorders
- Documented mental health issues
- Severe disfigurements
- Anyone with an HIV infection, cancer or multiple sclerosis
• Progressive documented conditions that affect normal day-to-day activities, including long term physical health issues. The above list should not be seen as exhaustive. If you feel that you do have a condition that could affect your ability to study effectively, you should contact the College Administration as soon as possible.

9.2. Disability Services
Due to the smaller size and specialised technical facilities of SAE Institute campuses, there is normally no dedicated on-campus disability service offered. The Campus Academic Coordinator together with the Campus Manager will be able to advice on potential support strategies on a case-by-case basis.

Each SAE Campus is continually improving its facilities to ensure equal opportunities and accessibility for all students with both physical and cognitive disabilities. Please discuss with the Campus Academic Coordinator the type of support you normally need in learning, teaching and assessment environments, prior to commencement of any programme. Support includes, but is not restricted to, feasible and reasonable special arrangements for examinations, liaison with tutors, and support for students provided through the Disabled Students Allowance.

9.3. Financial Services
Students will be advised on how they may contact their local authority directly for Disabled Students’ Allowance (please also see Appendix A, section 6). SAE Institute will also support students with any evidence that may be required to confirm enrolment and the nature of the programme.

9.4. Admission Process
SAE welcomes applications from people with disabilities and offers places solely on the basis of academic ability. We invite applicants with a disability to visit your preferred or local SAE Campus to evaluate our facilities and to talk in confidence with our staff. This way, applicants can assess for themselves the support available before deciding whether or not to apply or to accept an offer to study at that campus of SAE Institute. Please contact and inform the campus you wish to visit in order to ensure the appropriate staff members are available to make you welcome and to assist.

Disclosure of Disability
At the time of application, students considering applying to programmes at SAE Institute are strongly advised to ensure full disclosure of any physical or mental conditions which may impact on their ability to undertake a specified course of study and to advise what support may be required to enable them to complete their preferred study path. This helps SAE Institute to make a thorough assessment and to make any reasonable adjustments prior to course commencement.
No applicant will be refused a place at SAE Institute on the grounds of disability if full disclosure has been made before an opportunity has been provided for a full consideration of the support required and the related programme. SAE Institute may, exceptionally, reject an application on the grounds of disability if there are reasonable grounds to believe the student will not be able to complete the various academic, technical or professional requirements for the course.

You are advised to do this even if you do not believe that additional support is required. Your information helps us to monitor the success of our equal opportunities policies and enables each SAE Institute Campus to keep students informed of developments that may be of benefit or interest. The Academic and Administration team can discuss your needs and advise on action. Queries can often be resolved over the telephone or by letter, although personal visits are often the best way of assessing needs, facilities and the environment.

9.5. **Mobility Access**

Students considering applying to programmes at SAE Institute with mobility concerns are strongly advised to inquire about any support that may be required at the time of application and prior to being admitted on the course. Awareness of need in advance of requirements will enable SAE Institute to best serve the needs of the student, and to take into consideration and make any reasonable adjustments prior to course commencement. This may also be taken into consideration for emergency evacuation procedures.

Over the last few years considerable changes have been made to the physical environment of each SAE Campus. New buildings are based on architectural good practice and aim to provide facilitated accessibility for wheelchairs. However, some campuses are in older or heritage buildings, and accessibility does vary across campuses.

SAE is committed to a continuing programme of improving accessibility and incorporating provision for wheelchair users, and we welcome your advice and suggestions for improvement. Please contact your SAE Campus of choice for any questions related to disabilities.

9.6. **Acquired Disability**

If a student becomes disabled while being a student at SAE Institute, or suspects there is a need for investigation, the student must notify the Campus Academic Coordinator immediately so that appropriate consideration can be made and where needed, appropriate support can be provided.

9.7. **Learning and Teaching Arrangements**

SAE Institutes will operate systems to monitor the effectiveness of provision for disabled students, evaluate progress and identify opportunities for enhancement.
The relevant Campus Academic Coordinator will liaise with the academic staff members as necessary where special support is required. Special provision may include but need not be limited to:
• Providing learning resources in advance
• Providing learning resources in alternative formats
• Incorporating inclusive learning strategies
• Scheduling classes in rooms that are appropriate for your needs
• Alerting your tutors to your needs in terms of teaching and learning materials
• Permitting necessary breaks
• Permitting the use of assistive technology for the purpose of learning activities
• Permitting the assistance of an independent disability support worker, e.g. Sign interpreter, reader, note taker, or mobility support assistant.

Learning Disabilities
SAE supports the efforts of students with Specific Learning Difficulties (dyslexia, dyspraxia, ADHD). Support may include but need not be limited to:
• Special arrangements for examinations
• Use of a spell checker at exams
• Allowance for typing instead of writing
• Allowance for spelling
• Provision of documents in adjusted formats
• Reading material may be provided in advance
• Printed copies may be provided on coloured paper
• Permitting an independent support worker for reading or writing
• Giving agreed extra time consistently for all timed assessment tasks.

These arrangements will be made under the guidance of and with the approval of the Campus Academic Coordinator. Every effort will be made to provide disabled students access to the full range of student services that are provided by the institution.

9.8. Assessment Arrangements
The Campus Academic Coordinator will liaise with the academic staff members as necessary where special support is required. Special provision may include but need not be limited to:
• Providing assessment in alternative format
• Providing additional time to complete assessed work
• Permitting the use of assistive technology for the purpose of assessment
• Permitting the assistance of an independent disability support worker, e.g. Sign interpreter, reader, or mobility support assistant.

Special and flexible assessment arrangements are permitted on the recommendation of the Programme Coordinator or Campus Academic Coordinator, following discussion with the student and the submission of appropriate medical evidence; for example in the case of dyslexia, the official
disability assessment report. Arrangements may include provision of additional time to complete required learning assessments such as assignments and examinations, and additional facilities such as appropriate seating. Unless specifically excluded by examining professional bodies external to SAE Institute, and on appropriate recommendation, amanuenses (someone employed to write for you) may be permitted. These arrangements will be made under the guidance of and with the approval of the Campus Academic Coordinator.

9.9. Confidentiality
Wherever local regulations permit, information is collected by the campuses on disclosure of impairments and is used appropriately to monitor the applications, admissions and academic progress of disabled students. Any information relating to a Disability will be kept confidential and disclosure will occur only:
- with the explicit consent of the individual
- when it helps to facilitate the student’s learning experience
- if it is required within the provisions of the law
- for monitoring Equal Opportunity management.

9.10. Awareness
Institutions enable staff to participate in a range of continuing professional development activities in order to enhance their knowledge, reflect upon and develop their practice, and contribute towards a fully inclusive institutional culture.

The institution’s publicity, programme details and general information are accessible and include explanations of how the entitlements of disabled students are met.

10. Policy History
Sept 2010: Policy revised and approved (CEO)
Oct 2011: Policy revisions approved (CEO)
Feb 2012: Policy revisions approved (CEO)
Feb 2013: Policy to be reviewed.
General Policy: G04 Student Engagement Policy

1. Policy Statement
SAE Institute understands the importance of listening to and hearing ‘the student voice’ in a culture of continuous improvement, and in forming a collegial environment within a learning community. It is also important that students know their voice has been heard as part of their quality of learning experience. Student engagement is therefore systematically and proactively encouraged for the enhancement of learning and teaching and all other aspects of the student experience at SAE Institute.

2. Purpose
SAE Institute understands the importance of taking into account both individual student views about their needs as well as collective views for improvement, and consults and works with students and student representatives to find appropriate measures to support them throughout their period of study with SAE. Students will also be regularly updated on any actions taken as a result of their feedback and representations.

3. Scope
This policy applies to all SAE Institute operations in Europe, Licenced operations and to all students involved in collaborative programmes with Middlesex University, and to any approved sites for offshore delivery of such programmes.

4. Associated Policies and Procedures
This policy should be read in conjunction with the following policies and procedures:
- G01 Code of Conduct
- G02 Public Information Policy

5. Associated Documents
This policy should be read in conjunction with the following documentation:
- Student Handbook
- Programme Handbook
- Appendix 1 (attached): Provision of Information to Students
- Appendix 2 (attached): Feedback To and From Students

6. Policy
6.1. Benefits of Student Engagement
SAE Institute believes that:
- student feedback is important to genuinely meet the needs of students
- by encouraging student participation, social inclusion, a learning community and a culture of continuous improvement are maximised
- by listening to students and responding to their needs, the motivation of students can be increased, and the quality of their experience enhanced.

6.2. Student Engagement Activities
6.2.1. Student Representatives
SAE operates a student representative system intended to promote communication between the student body and college management. The student representative body is made up of a team of students consisting of one nominee from each class intake. It provides a forum for constructive debate and has been devised to gauge student concerns, criticisms and suggestions, with the aim of implementing effective measures to optimise the learning experience for current and future generations of students. Student representative meetings are normally held monthly except when there are Boards of Studies.

6.2.2. Boards of Studies
In accordance with Middlesex University rules and practice, each Programme holds a regular Board of Studies meeting, normally every six months. The membership includes:
• Student representatives
• Campus Academic Coordinator
• Campus Manager
• Academic staff aligned to the delivery of the Programme or modules
• Support services staff.

The purpose of the Board of Studies is to provide a forum for discussion between students and staff involved in all aspects of the relevant programme with a more formal procedure than is normally the case with the monthly class representative meetings, and in a broader panel.

The minutes are included with the Programme Quality/Annual Monitoring Report for consideration by the University. Students will be informed as soon as action has been taken and this is normally reported at the following Board of Studies.

6.2.3. Programme Feedback and Evaluation Forms/Surveys
Programme feedback forms are distributed throughout the academic year, normally after the completion of each module, and the aim of this feedback process is to elicit student views on the quality of the programme of study and the quality of learning experience. The forms and process are designed to protect anonymity for individuals and confidentiality of proceedings. Feedback data are normally analysed and evaluated by the Campus Academic Coordinator and the Campus Manager, and findings are reported in general terms at the relevant Board of Studies together with actions planned or taken.

6.2.4. Suggestions and Complaints
All SAE Institute campuses operate an open door policy where the members of staff can be approached directly. If unsatisfied, grievance procedures may be followed. Details of both the Academic Grievance Policy A07, and the Non-academic (General) Grievance Policy (G06) and procedures are made available to students at the beginning of the programme.
6.2.5. Participation in Validation and Review Events

Student representation and participation is actively sought in all formal validation and review events, e.g., where a new programme is validated by the University, there is a required student membership on the panel for the procedure. A student representative or, where that is not feasible, an appropriate student volunteer, will be invited to join the panel and will have a right to vote in any decision.

6.2.6. Reviewing of Public Information

Student views are constantly sought when updating or redesigning content for website, brochure or course material. Any changes made as a result of such consultations will be reported back to the students.

7. Policy Version History

Revised Policy: Sept 2010
Revised Approval Date: March 2012 (Prof. Z. Klich, CEO)
Review Date: February 2013

8. Appendices

Appendix 1: Provision of Information to Students
Appendix 2: Feedback To and From Students

Appendix 1: Provision of Information to Students
1. General Information on the Campus

At all times, the relevant SAE campus should provide students and prospective students with:

• general information on SAE;
• an introduction to resources and facilities available;
• written information on procedures and practices;
• the information could be provided by the campus website, brochures, leaflets and open days with this list not being exhaustive.

At the point of enquiry, the prospective student will be supplied with:

• a brochure including information on:
• the structure of the programme;
• the course requirements, including a statement of mandatory or recommended study;
• information on course choices and the relationship of courses;
• enrolment and application details;
• any additional information specifically for potential visa students.

During the admission process:

• all procedural correspondence will be the responsibility of the Campus Academic Coordinator (CAC).

On commencement of the course, students are normally provided with:

• ID Card;
2. Details of the Course
On commencement of the course the student will have access to:
- a statement of the aims and objectives of the programme of study and of the courses and modules which that programme comprises;
- a reading list, distinguishing items which are (i) Core texts, (ii) Recommended reading;
- information on the precise nature of the coursework the student is expected to complete and an indication of the overall weighting given to it;
- details of how the coursework is to be submitted;
- advice and guidelines pertaining to formatting, legibility, accuracy and clarity in the production and presentation of coursework;
- the deadlines for submission of all major items of coursework and the procedures to be followed either to request an extension to the deadline or in cases of ill-health or other adverse circumstances;
- advice on the consequences of late submission of coursework;
- details of the arrangements for making coursework available for scrutiny by the Internal and External Examiners;
- advice on coursework returned, of the quality, strengths and weaknesses of the work submitted, with a clearly defined grade or class.

3. Assessment
Students will be supplied with clear information on their student website, relating to:
- the full range of methods by which the student’s performance is to be assessed;
- how many pieces of coursework, assignments, presentations, viva voce, exams, etc., students are required to pass either to be allowed to proceed to the next level of course or to be awarded a degree or an honours degree;
- the relative impact on the student’s overall assessment of results in each course of the student’s programme of study;
- the weighting of components within each course module;
- the criteria to be used in the assessment process and advice on exactly how these are to be interpreted and applied;
- the consequences of plagiarism and cheating, and full details of the Academic Honesty Policy A03;
- whom to contact in the case of any grievance concerning the assessment process, and details of the Academic Grievance Policy A07 and the Non-academic Grievance Policy G06;
- how students will be notified of their results;
• any reasons which may lead to results being withheld;
• the consequences of failure;
• the possibilities of resubmissions and retakes.

During the course:
• students are required to check the student website for up-to-date news;
• important information is also circulated by email;
• feedback on individual assignments are circulated by the course coordinator individually;
• progress reports may be requested from the local campus coordinators;
• official transcripts can be obtained from SAE via the Campus Academic Coordinator;
• deferrals are dealt with by the Programme Coordinator or the CAC;
• extenuating circumstances in mitigation should be provided for deferrals or delayed submissions to the CAC;
• attendance will be recorded at each compulsory student contact time. Attendance warnings shall be sent at the third, sixth and ninth student absence, and in the case of international visa students, on the 10th absence it will be reported to the Immigration Authorities will be informed.

4. Responsible Persons for Related Documents
The Student Handbook and any local website content shall be updated jointly by the CAC and the Campus Manager as and when changes are applicable, and shall follow the procedures and responsibilities stated in G02 the Public Information Policy.

Course related information on the student website may updated and edited by the lecturer involved, under the guidance and responsibility of the CAC, on a weekly basis while a course in progress and thereafter at the beginning of each course.

5. Counselling of Students Policy
Due to the smaller class sizes and specialised nature of many of the courses, SAE offers opportunities for students to have one to one discussions with members of staff.

The lecturer involved or the CAC deal with general academic issues. Personal issues are dealt with by the course coordinator or when necessary the campus manager. In larger campuses a Student Support Officer or a Paraprofessional staff member may be the primary point of contact for students seeking information and guidance.

Opportunities are provided for the individual student to book half hour slots either as tutorials or meetings with academic staff. Appointments can be made to discuss issues with the Campus Manager as and when necessary,
and the majority of student matters are resolved by suitable advice and guidance.

In cases where the personal matter is beyond the capability of the staff member, the staff are aware that individual solutions to address specific issues may be required, and other options should be considered, such as guidance to self-help materials, links to relevant and reliable interactive websites, group work, individual support, and information about or referral to other support services.

Specific information and leaflets that are provided in campuses may include but not limited to: anxiety, bereavement, substance abuse, and undue stress.

Appendix 2: Feedback To and From Students

1. Feedback to Students
SAE’s policy is to provide helpful feedback to students on assignments they have submitted and on their overall progress; this may take the form of written comments or may be communicated verbally. A number of systems are in place whereby students may gain feedback on their progress during study. These vary according to course content, assessment criteria and methods.

1.1. Pre Assessment
For the most part, assignments involving individual research must be approved by a member of staff, usually the Programme Coordinator or Module Leader. Suitable supervisor(s) are appointed to discuss the student projects according to staff expertise and availability. The approval for any final research project is sought and granted by way of written approval of the proposals. Approvals for other assignments where student choice or self-direction is involved may be granted by individual discussion between the student and the assigned tutor.

Face to face and online individual on-demand tutorials (eg Skype) are provided as appropriate to discuss progress on specific assignments.

1.2. Submission
Unless otherwise specified, written assignments must be submitted on <http://www.turnitin> in addition to a hard copy; electronic and hard copy versions must be identical. Specific instruction for submissions will be provided for practical components and presentations.

1.3. Feedback on Coursework and Examinations
All assignments will be graded, commented upon and moderated. Once the sample has been moderated, all comments from assessor and moderator will be forwarded to the student. The turnaround time is aimed to be no longer than four weeks, and preferably less, although the SAE campus locations and programme distribution are such that sometimes necessary moderation
processes may delay the optimal timing. SAE staff will also provide feedback on student coursework and examinations in formal group sessions. If desired, students may discuss their progress on a personal basis, by arrangement, with the appropriate member of staff.

Transcripts of results may be obtained from administration at certain intervals by way of written request, and normally through the Campus Academic Coordinator.

2. Feedback from Students
SAE’s policy is to use feedback from students to:
• inform all aspects of the student experience that have scope for enhancement;
• help improve the quality of learning, teaching and assessment;
• ensure that quality management takes full account of student views.

Student feedback is obtained at module level, course level and at Campus level through various means.

3. Boards of Studies (see section 6.2.2 of the Policy earlier)
The purpose of the Board of Studies is to provide a forum for discussion between students and staff involved in all aspects of the programme. Student members of the Board are elected at the start of each semester/academic year, to ensure that all the various interests on the programme are adequately represented.

Each programme holds a Board of Studies meeting, normally at least twice per year. The dates for Boards of Studies are notified locally at each Degree Centre.

Board membership is as per section 6.2.2 of the Policy earlier. Student representatives represent their module or year group and are responsible for notifying the Board of any issues which have been brought to them by the students; student representatives should be briefed about the purpose of Boards of Studies and about their role as representatives. Students in general should be made aware of the function of the Board of Studies and should ensure that representatives are alerted in good time to raise any matters of concern, or to suggest initiatives.

Minutes are made of the discussion and decisions of each Board meeting, and these are circulated to members with outcomes. Actions taken from matters raised at previous Board meetings are also explained. The reports are included with the school annual monitoring report for consideration by the University.

4. Student Representatives
SAE’s belief is that in a setting and culture with lower staff-student ratios and lower class sizes, many student matters and student-related issues are
effectively addressed through informal processes that operate as part of the normal ebb and flow of staff-student communications in an educational organisation.

In addition, and to ensure effective and reliable systems of addressing student concerns and to benefit from student views and ideas, SAE operates a student representative system intended to promote communication between the student body and college management. It provides a forum for constructive debate and has been devised to gauge student concerns, criticisms and suggestions, with the aim of implementing effective measures to optimise the learning experience for current and future generations of students.

The student representative body at each campus is made up of a team of students normally consisting of one nominee from each class intake. Candidates are voted for by their peers, and meetings between representatives and college management are scheduled. The dates of these meetings are published at each SAE campus. Student attendance at these meetings is encouraged but is not compulsory.

Student representative meetings are not a forum within which to put forward or pursue matters of a personal nature. It is also not part of the college management, but it provides an important and valuable source of advice to management. Final decisions taken on matters arising in student representative meetings normally rest with the Campus Manager. The role of a student representative is one which carries certain responsibilities, both to management and the student body.

In short, representatives should be willing to:

- Gather information regarding students’ concerns, suggestions and criticisms, and table them at meetings with campus management and other representatives.
- Attend short meetings – one hour, approximately every eight weeks – with the campus manager and/or other senior members of staff.
- Provide feedback to peers on the outcomes of meetings.
- Representatives acting on behalf of degree classes may, in addition to regular meetings with management, be encouraged to be present at Board of Studies meetings.

5. Programme Evaluation Questionnaires

Module and programme feedback forms are distributed throughout the academic year. Both sets of forms will be completely anonymous. The aim of this feedback process is to elicit students’ views on the quality of all the modules they have taken, and their experience of being a student in that programme of study.
Module forms examine each module in some detail, while Programme questionnaires invite comment on students’ views on their programme experiences overall.

Students will receive feedback and normally a report on any issues that have been identified. The report will also describe the measures taken to resolve any problems. All reports will be an item for discussion during subsequent Boards of Studies and will, where necessary, be reported upon during the annual monitoring process. The whole feedback process will also be reviewed on a regular basis, to ensure that it is effective and helps to provide a good quality experience for students.

The staff responsible for courses, normally the CAC, shall produce summaries of overall satisfaction data for consideration at course and module level, and CAC’s and Programme Coordinators should comment on feedback data in their Annual Monitoring Reports.

6. Suggestions
The Institute is always interested to receive suggestions from students and staff that can lead to improvements to its facilities, programmes of study or organisational operations. These may be made informally to the appropriate staff member, or via questionnaires, surveys or Boards of Studies. The Institute undertakes to consider all suggestions and to let the person who made the suggestion know the outcome of any action taken.
General Policy: G05 Non-academic Grievance Policy (Students)

1. Policy Statement
SAE Institute is committed to providing a collaborative and collegial educational environment by undertaking all necessary actions to resolve complaints relating to any operations of SAE Institute in a fair and expeditious manner.

2. Purpose
This policy and procedure seeks to ensure that grievances within SAE Institute made by students are treated seriously and, if found to be valid, are acted upon to ensure that students’ interests are protected as far as it is possible for SAE Institute to do so.

3. Scope
This policy applies to all students involved in SAE Institute operations in Europe, all Licensed territory campuses and all SAE campuses offering collaborative programmes or operations with Middlesex University.

4. Associated Policies and Procedures
This policy should be read in conjunction with the following policies and procedures:
- G01 Code of Conduct
- A07 Academic Grievance Policy

5. Policy Definitions
All types of grievances other than academic grievances relating to student results and student progression (as defined in A07 Academic Grievance Policy).

6. Introduction
These grievance procedures are intended to provide fair and timely resolution for all grievances concerned with general and procedural matters within the operations of SAE Institute.

These grievance procedures and any decisions made under them are not intended to give rise to legal rights, or obligations on SAE Institute to pay compensation either in respect of a decision made pursuant to the procedures or for a breach of these procedures. These procedures are intended to facilitate the resolution of formal grievances brought to the attention of SAE Institute. Anonymous grievances will not normally be considered.

7. General Stipulations
In the event of a grievance by a student:
- the complainant will be given the opportunity to present their case;
- all matters arising shall be accurately noted and recorded. Records shall be maintained and treated as confidential in accordance with the SAE...
Institute Information Privacy Policy, and no other form of recording of the proceedings shall normally be allowed;
• a written statement of the outcomes will be issued at each stage of the process giving due reasons for decisions reached;
• the complainant will have the right to have a companion present during any discussions with SAE Institute or its appointed representatives;
• legal representation is not permitted, and communications from legal representatives will not be responded to;
• the complainant will not be required to meet any costs associated with lodging a grievance, provided the procedures contained herein are adhered to;
• the complainant shall not be subject to discrimination, victimisation or any other form of harassment as a result of actions taken under these guidelines.
• complaints shall not normally be considered if they are made more than 28 days after the incident or situation to which they refer.

8. Principles That Underpin These Grievance Procedures
The guiding principles of these procedures are that grievances shall be:
• treated seriously and with fairness;
• dealt with quickly, simply and at the level of the specific SAE Institute campus as far as is possible;
• treated consistently across SAE Institute;
• subject to the principles of natural justice;
• progressed through informal and formal stages;
• dealt with and resolved wherever possible without recourse to the formal stage, and shall be without prejudice to a complainant’s right to pursue available and legitimate pathways of complaint outside SAE Institute, having first exhausted the SAE Institute grievance procedures;

The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under statute or any other law.

9. Staff Responsibility
Improving the quality of student services and reducing dissatisfaction or grievances is the responsibility of all staff at SAE Institute. All staff are encouraged to informally and formally identify, report and where possible prevent or remedy problems and concerns related to the fair treatment of students or potential students. This may occur during general communication in the performance of their role, by discussion, participation in meetings and formally by submitting a report to the Campus Manager suggesting process improvement.

At each SAE Institute campus, the Campus Manager is responsible for reviewing and approving process improvement reports, for investigating the cause(s) of potential problems identified, for initiating preventative action to eliminate the problem or potential problem. The Campus Manager is also
responsible for verifying that approved process improvements have been implemented and that recommended preventative action has taken place to prevent or reduce future grievances or appeals and that this action complies with relevant legislation.

10. Procedures
Students are encouraged, wherever possible, to discuss and resolve concerns or difficulties directly with the relevant person(s) concerned.

10.1. Informal Stage 1
In the first instance a student who is aggrieved should seek to speak directly with the person perceived to be the cause of the alleged grievance in a spirit of goodwill intended to resolve the matter. If that process does not lead to a satisfactory resolution then the student should discuss the issue either with the relevant Student Support Officer or with the Campus Academic Coordinator, who will advise whether or not the grievance is best progressed through:

• a Board of Studies;
• meetings with specific persons who can assist to resolve the problem; or
• formal grievance procedures under this policy.

If it is decided to progress the grievance through these grievance procedures, the member of staff consulted shall discuss the grievance fully with the complainant and, with the complainant’s consent, with anyone else involved, to see if it can be resolved informally. This may involve referral of the grievance to a third party. The outcome of grievances dealt with informally should be briefly documented. Normally, grievances handled through Informal Stage 1 shall be dealt with within, at most, ten working days, briefly documented, and a copy of the decision sent to the complainant in writing.

In the event where the grievance is against the Campus Academic Coordinator, the student can go directly to Informal stage 2.

10.2. Informal Stage 2
If the complainant is dissatisfied with the outcome of Informal Stage 1, the grievance shall be referred to the Campus Manager of the SAE Institute campus involved, within ten working days of the completion of Informal Stage 1. The Campus Manager shall investigate the grievance fully and shall seek to achieve an informal resolution of the problem(s), either by correspondence or through discussion with the complainant and other relevant parties as soon as possible. The Campus Manager will provide a written report to the complainant on the steps taken to address the grievance within ten working days.

Where the grievance cannot be resolved through those processes, the Campus Manager may refer the grievance to formal process 10.3 below. In
the event where the grievance or complaint involves the actions of an SAE Campus Manager, the student can lodge a formal grievance.

10.3. Formal Grievance Stage
If a complainant is dissatisfied with the result of the two informal stages of this grievance procedure, or the Campus Manager so decides, the grievance may proceed to the Formal Stage. The student should put the grievance, and the reason why they are dissatisfied with the outcome of the two Informal Stages, in writing to the relevant Campus Manager within ten working days of the completion of Informal Stage 2. In the event where the grievance or complaint involves the actions of an SAE Campus Manager, the formal grievance should be referred to the Regional Manager who may nominate an alternative officer to deal with the formal stage, including another Campus Manager.

The nominated officer dealing with the formal grievance should:
• acknowledge receipt of the written grievance within five working days;
• advise, in writing and within five working days, any respondents to the grievance that a formal grievance has been received;
• consider the evidence, written or otherwise, and, if necessary, hold such discussions with the complainant and any other persons deemed appropriate in order to fully investigate the grievance.

The Campus Manager, or the nominated officer, having fully investigated the grievance over a period not normally exceeding ten working days from its receipt, shall decide whether:
• the grievance should be progressed through other procedures (e.g. disciplinary procedures), in which case the grievance shall be terminated at this stage; or whether
• there is reasonable justification for the grievance; or
• there is no reasonable justification for the grievance.

The Campus Manager, or the nominated officer, shall:
• make their decision known in writing to the complainant and to any respondents to the grievance;
• seek to resolve any justifiable grievance through recommendations which all parties involved in the grievance shall be invited to accept; and shall,
• if the recommendations are agreed, take steps to ensure that they are implemented in full within the agreed time period.

11. Appeals
If the student who has lodged the grievance is not satisfied with the decision at the conclusion of the Formal Stage, they may appeal in writing to the Regional Manager. The complainant shall submit the appeal in writing within ten working days of receiving the outcome of the Formal Stage. The Regional Manager having received the appeal shall:
• acknowledge its receipt within seven working days;
• inform the relevant Campus Manager of nominated officer from the Formal Stage that an appeal has been received;
• decide to enforce the implementation of the recommendations made at the end of the Formal Stage; or
• dismiss the case, giving reasons in writing; or
• seek agreement to an alternative set of recommendations; or
• determine whether there are sufficient grounds to convene a Grievance Appeal Panel and, if so, shall establish a Grievance Appeal Panel to hear the appeal.

11.1. Convening a Grievance Appeal Panel
• The Grievance Appeal Panel shall involve four persons. These shall be the member of staff who originally dealt with the grievance process; the relevant Campus Manager or nominee as appropriate; a student representative, and a senior SAE Institute officer who has had no prior involvement in the case as Chair.
• A Grievance Appeal Panel shall hear the grievance within ten working days of receipt in accordance with the procedures detailed below.
• Following due consideration and the application of the procedural rules below, the decision of the Panel shall be by majority vote. If necessary the Chair shall have a casting vote.
• The Chair of the Panel shall submit, within ten working days of the Panel meeting, a written report to the Regional Manager.
• The Chair of the Panel shall seek to ensure that any actions arising from the decision of the Panel are taken within the timescale identified in the report and shall report any failure to complete actions to the Regional Manager.

11.2. Procedural Rules for the Conduct of Grievance Appeal Panel Hearings
• Hearings shall take place in SAE Institute at dates and times notified in writing to the complainant, members of staff and other persons involved normally at least five working days before the hearing.
• The Chair of the Panel shall, at the same time as they notify the date of the meeting, indicate the names of any persons that the Panel intends to call to give evidence together with a copy of any statement obtained from those persons which are to be referred to at the hearing.
• A person of their choosing may accompany the complainant or any respondents directly involved in the grievance. If the complainant or any respondent intends to be accompanied, the name and contact details of the accompanying person shall be notified to the Chair not less than twenty-four hours prior to the meeting of the Panel. Legal representation is not allowed at a hearing other than in exceptional circumstances with the discretion of the Chair of the Panel.
• At the discretion of the chair, the complainant and respondents directly involved in the grievance and persons accompanying them shall be permitted to question any persons giving evidence to the meeting and to directly address the Grievance Appeal Panel.
• If the complainant or any respondent wishes to introduce documents to the Panel they shall supply copies of all such documents to the Chair on receipt of notification of the meeting and normally at least three working days before the date of the hearing. The Chair shall ensure these papers are circulated as soon as possible to the other party and to all members of the Panel. The Chair may decide to give time to examine the documents by adjourning or delaying the meeting of the Panel for a period of up to five working days.

• The Panel shall meet in private, and attendance and participation of persons other than Panel members shall at all times be at the discretion of and under the guidance of the Chair.

• The Panel shall initially decide and then inform all parties concerned how it will conduct the hearing subject to the procedures being consistent with the principles of these grievance procedures and of these procedural rules.

• The Panel shall establish the exact nature of the grievance, establish the facts as far as it is possible to do so, consider the facts in good faith, determine its decision, and report its decision in writing within five working days to the Regional Manager, copied to all parties involved in hearing the grievance.

12. Final Appeal
If the complainant is dissatisfied with the outcome of their appeal, they may make a formal written request to the Regional Manager seeking a review of the process and outcomes, and in such case the decision of the Regional Manager in the matter shall be final.

13. Policy History
Authorising Officer: Professor Z Klich, CEO and Managing Director
Approval Date: 10th September 2010
Revised: April 2013 (Approved by CEO, and Director of Academic Affairs).
Review Date: April, 2014.
General Policy: G06 Information Privacy Policy

1. Policy Statement
SAE Institute recognises the right to privacy of client files and client communications. As an organisation, SAE Institute is committed to complying with the provisions of the relevant Data Protection legislation where the campus is located.

2. Purpose
To inform students and staff of SAE Institute policy in relation to the collection, storage, use, security and disclosure of personal information collected about them and the right to access personal information.

3. Scope
This policy applies in the context of SAE Institute operations in Europe, in the Licenced territory operations and all SAE campuses offering programmes in collaboration or operations with Middlesex University, and is applicable to all students enrolled with, or intending to enrol with SAE Institute, and to all staff employed with SAE Institute.

4. Associated Policies and Documents
This policy should be read in conjunction with the following policies and documents:
• G01 Code of Conduct
• G02 Public Information Policy.

5. Policy
Personal data shall only be collected in accord with the principles specified in Schedule 1 of the Data Protection Act 1998. In complying with that Act, SAE Institute shall meet the minimum standards for the collection, use and disclosure of personal information in the following manner:

5.1. Collection
SAE Institute shall only collect personal information that is necessary to carry out legitimate activities. Information shall be collected in a legal and just manner and shall not, where reasonably possible, be intrusive. If practical, personal information shall normally be collected directly from individuals. When collecting personal information, SAE Institute shall take reasonable steps to inform the person about:
• The identity of this organisation
• The purpose of the information collection.

5.2. Use and Disclosure
SAE Institute shall only use or disclose information for the primary purpose (original reason for information being collected), for which it was collected. SAE Institute shall not use or disclose information for a secondary purpose (any other purpose than the primary purpose) unless the individual has
consented to the use or disclosure, or unless required by law. Please note: SAE Institute may be requested to make personal information available to authorised government departments or agencies when required. For example, information about international students studying with SAE Institute may be required by the Immigration Office. This information may include personal and contact details, course enrolment details and changes, and the circumstance of any suspected breach of a student visa condition. SAE Institute will in all cases normally accede to legitimate requests for information disclosure from authorised government agencies or departments, and SAE Institute will always comply with its legal obligations.

5.3. Data Quality
SAE Institute shall take all reasonable steps to make sure that personal information is accurate, complete and up-to-date at the time of collection and will ensure to the best of its ability that any personal information collected is not misleading.

5.4. Data Storage and Security
SAE Institute shall take all reasonable steps to ensure personal information is suitably and securely stored including ensuring that appropriate filing procedures are in place. SAE Institute shall take reasonable steps to ensure that the security of physical files, computers, networks and communications are maintained at all times.

SAE Institute shall also ensure personal information is safe from misuse, loss, and unauthorised access, alteration or disclosure. Personal information shall be destroyed or de-identified when it is no longer needed for either the primary or approved secondary purpose, subject to government or regulatory requirements for data maintenance and record keeping periods.

5.5. Openness
SAE Institute shall make available this Policy and the Public Information Policy (GO2) freely available to all staff and students. SAE shall also, on request and within reason, inform an individual of:
• The type of personal information that is collected and held
• The purpose for this information
• The method by which it is collected
• How it is used and disclosed.

5.6. Access and Correction
If requested, SAE Institute will provide individuals access under supervision to any personal information held about them free of charge subject to the provisions of sections (a) to (n) below, and if requested, the opportunity to have any relevant information updated. If requested, a copy of selected information which does not breach any other privacy or confidentiality requirements for others may be provided, if approved by the Campus Manager or the Regional Manager, and SAE Institute may choose to charge a
fee to make a copy of personal information. Should a fee apply, it will not be excessive.

This information is provided on the condition that none of the following exceptions apply:

a) providing access would pose a threat to the welfare, health or rights of any individual; or
b) providing access would have an unreasonable impact upon the privacy or rights of other individuals; or
c) the request for access is frivolous or vexatious; or
d) the information relates to existing or anticipated legal proceedings between the organisation and the individual, and the information would not be accessible by the process of discovery in those proceedings; or
e) providing access would reveal the intentions of the organisation in relation to negotiations with the individual in such a way as to prejudice those negotiations; or
f) providing access would be unlawful; or
g) denying access is required or authorised by or under law; or
h) providing access would be likely to prejudice an investigation of possible unlawful activity; or
i) providing access would be likely to prejudice the prevention, detection, investigation, prosecution or punishment of criminal offences, breaches of a law imposing a penalty or sanction or breaches of a prescribed law; or
j) the enforcement of laws relating to the confiscation of the proceeds of crime; or
k) the protection of the public revenue; or
l) the prevention, detection, investigation orremedying of seriously improper conduct or prescribed conduct; or
m) the preparation for, or conduct of, proceedings before any court or tribunal, or implementation of its orders by, or on behalf of, an enforcement body; or
n) an enforcement body performing a lawful security function asks the organisation not to provide access to the information on the basis that providing access would be likely to cause damage to local, regional or national government security.

When requesting access to personal information, individuals shall:
• request to access their personal information formally in writing
• provide two (2) acceptable forms to prove their identity
• clarify to exactly what information access is sought and for what purpose
• allow 10 working days for processing of the request.

If an individual considers their personal information to be incorrect, incomplete, out of date or misleading, or their personal circumstances have changed, they can request that the information be amended or updated. Where a record is found to be inaccurate, a correction will be made. Where
a student requests that a record be amended because it is inaccurate but the
record is found to be accurate, the details of the request for amendment will
be noted on the record.

5.7. Transborder Data Flow
SAE Institute will only transfer personal information to a foreign government
or company if:
• The foreign recipient has similar compulsory privacy limitations; or
• The individual has requested it or granted permission; or
• It is necessary to conduct business which involves the individual; or
• The request has the authorisation of a UK government agency.

5.8. Sensitive and Health Information
SAE Institute shall not collect personal information that is of a sensitive
nature unless it has been provided by the individual in relation to their studies
or prior permission has been sought from the individual.

6. Publication and Consent
This policy will be made available to students and prospective students by
electronic or hardcopy means as appropriate. In order to ensure that
students have given their informed consent for their personal information to
be disclosed to certain third parties as outlined in this policy, SAE Institute
will advise students on enrolment about this policy and acceptance of
enrolment shall signify provision of informed consent for the purposes and
provisions of this policy.

7. Version Control
July 2007 policy implemented (Governing Council)
September 2009 policy amendment (Governing Council)
October 2011 policy amendments approved (CEO and Managing Director)
April 2013: policy revisions approved (CEO, and Director of Academic
Affairs)
April 2014: Policy to be reviewed.
General Policy: G07: Information Technology Network Usage and E-mail Policy

1. Policy Statement
This policy provides for approved, legal and efficient use of E-mail and Internet services at SAE Institute campuses in Europe, in Licenced territory operations and at all SAE campuses offering programmes in collaboration with Middlesex University, and sets out the standards that apply to the use of the Information Technology (IT) network, and computer-based and e-mail communication systems.

2. Purpose
This policy aims to ensure the appropriate and legal use of the SAE IT Network and computer-based and e-mail communication systems. The policy provides specific information about what SAE Institute considers acceptable and unacceptable usage of these services.

3. Scope
This policy applies to all SAE Institute operations in Europe, in Licenced territory operations and at all campuses offering programmes in collaboration or operations with Middlesex University, and is applicable to all users of any IT systems or any computer-based communication systems or communication through the use of any other electronic devices. All staff, students and guest users are required to abide by the provisions of this policy in using any of the systems provided by or at SAE Institute. This policy applies to all users regardless of location, when the user is utilising SAE equipment (computers, laptops etc) or using SAE systems to communicate (e.g. via email), or connected to the SAE network remotely, or when accessing the SAE network or email IT systems on equipment which does not belong to SAE.

4. Associated Policies and Documents
This policy should be read in conjunction with the following policies and documents:
- G01 Code of Conduct
- G02 Public Information Policy
- G06 Information Privacy Policy.

5. Policy
5.1. Principles
The IT network, computer-based and e-mail communication systems are provided to students in order to facilitate their studies and to allow access to online learning and research material.

The IT network, computer-based and e-mail communication systems are provided to all SAE staff (part time, full time or in any employment or contractual capacity) in order to facilitate their work related activities and outcomes at SAE Institute.
Proper usage of all these systems is provided and encouraged to assist staff and students in their work, and to enhance the deployment of modern and emerging technologies to create greater efficiencies, better use of time at work, improved access to information and research data, and more effective modes of communication.

Such SAE Systems must however be used in accordance with this policy in order to protect SAE, its staff and its students from adverse risk which can arise from improper or non-approved use of these systems. Users should not access any systems or accounts except those for which they have been given formal authorisation.

5.2. Potential Risks

Examples of significant risks which may arise from unacceptable usage include, but may not be limited to:

- Breaches of confidentiality in relation to staff or student data
- Copyright infringement of intellectual property
- Harassment, defamation or slander of individuals
- Introduction of malware, viruses or spyware into the SAE network
- Electronic participation in illegal or criminal activities.

5.3. Unacceptable Usage and Behaviours

The viewing, downloading, listening to, posting or circulation of any material considered inappropriate or offensive is not allowed.

The following specific behaviours are unacceptable, and will be viewed as misconduct which could result in termination of studies or employment:

- Use of any electronic means in a way that breaches the provisions of the SAE Code of Conduct (Policy G01);
- Visiting internet sites or circulating any message or materials that include obscene, hateful, pornographic, racist, sexist, discriminatory, abusive, or malicious content;
- Using the internet or e-mails to send offensive, harassing, defamatory or slanderous material to other users internal or external to SAE Institute;
- Using computers to perpetrate any form of fraud, or software, film or music piracy or use of any kind of peer-to-peer or torrent software or structure;
- Participation or involvement in any electronic campaign intended to damage or bring disrepute to individuals or organisations;
- Downloading commercial software or any copyrighted materials which belong to third parties without appropriate authorisation or licence;
- Hacking into unauthorised areas of SAE Institute or other organisations;
- Publishing or circulating defamatory or false material about SAE Institute, fellow students or staff on social networking sites, ‘blogs’ (online journals), ‘wikis’ or any other form of online publishing format;
- Undertaking deliberate activities that waste staff effort or networked resources;
- Introducing any form of malicious software into the corporate network;
• usage which in any way infringes the reasonable rights of others members of staff or students;
• use of the network or SAE systems for unauthorised or non-approved personal gain or benefit;
• the use of network mapping software, or packet sniffers on any segment of the SAE network;
• the use of any software or systems in order to circumvent or bypass network security and access control.

5.4. Personal Use
Limited use of SAE systems for personal communications by staff or students is permitted provided that it is strictly kept to a minimum during working hours or formal study times, that it does not interfere with work duties or the normal responsibilities of the staff member or the academic work of the student, that it does not interfere with the normal academic activities or business operations of SAE, and that the usage conforms to the provisions of this policy.

Where a staff member or line manager has reason to believe that a student or staff member is making unreasonable private usage of SAE resources then this permission for personal usage may be withdrawn by the Campus Manager or other responsible senior staff member.

5.5. Monitoring and Control
All internet-related and electronic resources and systems are provided for study purposes or for work purposes. To ensure both policy and legal compliance SAE Institute maintains the right to monitor and log internet and network traffic, including browsing history, together with the internet sites visited in accordance with local legislation. The specific content of any electronic transactions or communications will not normally be monitored unless there are reasonable grounds to infer improper or illegal use. Any decision to monitor content should be authorised by the Campus Manager or an appropriate senior officer.

All staff email and communications sent or received using IT Systems are stored, and may be accessed after approval by a senior manager if required.

Examples of authorised purposes may include:
• to detect unauthorised use of the systems
• to protect systems against malware and exploitation
• to retrieve data in the event of computer failure
• to comply with legal obligation
• to prevent or detect crime
• to investigate a serious complaint.

Such gathered information will normally be stored for at least 1 year, and will not be shared with any parties unless authorised or as demanded by legal obligation.
5.6. Login Obligations
It is the responsibility of each user to ensure that the security and confidentiality of login credentials is maintained, and revealing access passwords to unauthorised persons in any part of SAE operations may incur disciplinary action.
Login and access passwords must be secure and adhere to the password policy:
• that unless otherwise approved, all passwords are required to be 6 characters or more in length, and contain a mix of at least 2 of the following:
  • Upper case characters
  • Lower case characters
  • Numbers
  • Non-alphanumeric characters.
Consecutive strings of characters are not permitted (e.g.: AbcdEfg or 1@345^ are considered weak passwords and are not permitted)

5.7. Internet Usage
5.7.1. Downloading
Software programs, modified applications, music or other creative or electronic content should not be downloaded by students onto any IT systems unless permission has been granted or specific instructions have been issued by the IT department or an appropriate SAE staff member (e.g. administrator, lecturer, or manager).

5.7.2. Use of E-mail
Email is stored, considered to be permanent and a publication in a court of law. Particular care should be taken with sensitive or confidential information transmission. The sending of email from any work account makes that person an agent of SAE, and care should be taken that any communication reflects well on SAE Institute.

Special care should be taken when opening attachments to email in case of spreading malware or any virus. Any student or staff member who believes they may have contributed to the spread of a virus or malware should immediately notify the IT officer.
Further advice and guidance on e-mail usage is attached in Appendices A and B.

5.7.3. Websites, Copyright and Social Media
Use of any SAE Websites is subject to the terms of this policy and or any policies contained in the websites.

Staff should ensure that any information placed on SAE websites is correct, complete and current, that it complies with all relevant policies (especially G02 Public Information Policy) and has been approved by the relevant manager.
Staff should ensure that all material posted on websites or social media is copyright free, or that the copyright is owned by SAE, and that relevant permission has been obtained for any copyrighted material. Further advice and guidance on the use of social media is in Appendix A of Policy G02 on Public Information.

5.8. Workstation and Network Security

Individuals are responsible for ensuring the security of their assigned workstation or laptop, and they must ensure that unauthorised persons do not access them.

All workstations and SAE laptops must have the relevant licensing software installed and running, and staff or students must not install or run any applications that have not been approved by the relevant IT officer or Campus Manager.

Log out of all services and websites should occur when leaving a workstation in order to prevent unauthorised access. The SAE network should not be used to download, distribute or access illegal, offensive or copyrighted materials unless (in the case of copyright materials) you have been granted permission to do so by the copyright holder. The use of peer-to-peer file sharing software and direct link download sites (rapidshare) is prohibited on any SAE network.

5.9. Software Use and Installation

Software use is limited by copyright and licensing. Only software installed by the relevant IT officer under authorisation from the Campus Manager and which the user has permission to access should be utilised. The copying or distribution of software without authorisation is strictly prohibited, and prior permission must be sought and granted before the installation of any software or plugins.

Staff or students working on an SAE laptop should ensure that all software installed on the laptop is fully licensed and conforms to this policy.

5.10. Data Protection

All staff are required to comply with the provisions of Policy G06 on Information Privacy as well as the current related local legislation, and must take all reasonable precautions to ensure that private information relating to staff or students is kept secure from unauthorised access.

6. Breaches and Disciplinary Action

Any breached or non-compliance with this policy will be treated as breaches of the Code of Conduct i.e. as misconduct, and may result in disciplinary proceedings.

7. Version Control

July 2007 policy implemented (Governing Council)
September 2009 policy amendment (Governing Council)
October 2011 policy amendments approved (CEO and Managing Director)
April 2012 policy revisions approved (CEO and Managing Director)
April 2013 Policy revised (approved CEO, and Director of Academic Affairs)
April 2014: Policy due for review.

APPENDICES A and B follow.
Appendix A: E-mail Use and Management Guide

1. Managing Emails
Employees and individuals must actively manage their e-mail and adhere to
the following guidelines;
   a) E-mail etiquette principles as per the E-mail Etiquette Guidelines
      (Appendix B)
   b) Size implications of e-mail.
   c) Storing and archiving e-mail.
   d) How to deal with unsolicited and/or inappropriate e-mail.
All employees and individuals are required to check their e-mail on a daily
basis.

2. Size of E-mail Messages
E-mail use involving large files (eg video files or large photo files) creates
congestion on the network and disruption to e-mail services. Employees and
individuals should be conscious of the size of the e-mail message they are
sending.
Employees and individuals should avoid:
   • Sending large attachments to users with a low-speed network
     connection.
   • Sending attachments to large distribution lists.
   • Sending, forwarding and/or replying to large distribution lists
     concerning non-SAE Institute business.
Multimedia attachments should only be sent as an e-mail attachment if
required for business reasons, that is, multimedia files are not normally to be
sent as part of personal e-mail.

How do I determine the size of an e-mail?
Employees and individuals are able to determine the size of an e-mail within
the e-mail client. Briefly, by saving the e-mail/attachment as a draft and
Pressing (Apple + I ) (or “Get Info”) to get information or selecting properties
from the file menu, you can determine the size of an e-mail or attachment.

What is an acceptable e-mail size?
It is important to be mindful of the size of an e-mail when sending a
message. This is to ensure that clients are able to access and download any
attachments in a timely fashion. The acceptable size, however, depends on
the bandwidth of the network link being used by the recipient. Always ensure
that you ask the recipient if they have any restrictions regarding the size of
attachments they may receive prior to sending it.
It is particularly important to use small messages when sending to distribution lists as these have the potential of putting severe strain on the network.

**How do I reduce the size of an e-mail?**

It is quite simple to increase the size of an e-mail message unknowingly. Some examples include inserting graphics in auto-signatures, including a background image in a mail message and using graphics within attachments. Where possible and practical employees and individuals should use the following techniques:

• Avoid sending large attachments, particularly to Distribution lists.
• Avoid the use of pictures as the background for messages, or inclusion of a picture in an auto-signature.
• Changing the font attributes (font size, colour, etc.) has little effect on the size of the message and is therefore quite acceptable (but remember some e-mail systems do not handle bolding or italics very well).
• Avoid sending large multimedia files. There may be some instances where this is necessary for valid business reasons but generally this should not be required.
• Do not spread non-work related messages, for example jokes, pictures, video clips and other multi-media files by forwarding them to all your colleagues.
• Avoid sending the same attachment in multiple formats (e.g. publisher and word).
• Convert large attachments to a web format and publish to a suitable web site and then advise your audience of the web address. This is appropriate for information that has to be disseminated to a large audience but can result in a significant delay whilst approval is sought to publish to the web.
• Use a compression tool (e.g. zip, stuffit, Winzip) that both the sender and recipient have and are familiar with to change an attachment from an unacceptably large size, to an acceptable size.
• Save the file in html format and send it.
• Send a shortcut or URL Link to a document or web page rather than the actual document when you are sure the recipients share the same file service on a local server.
• Save a large document as a series of smaller documents and send in stages.
• Avoid sending large images in the attachments, for example a bitmap logo in a Word Document.
• Make sure any necessary picture files are saved as .gif or .jpg, and preferably compressed or sent separately.
• Only use logos, decorative borders and pictures when absolutely necessary.

3. Storage and Archiving - Mailbox Management and Off-line Storage
When a message is sent to an e-mail address it is automatically stored in the associated mailbox. All Departmental mailboxes have an established size limit which is 7GB and is assigned by Google. Users will need to regularly monitor, store or cull e-mails they have received.

The use of personal and public folders enables you to store important e-mails to reference at a later date whilst still adhering to the mailbox size limit restrictions. As the messages are not stored in your mailbox but on a separate server or area on the e-mail Server, the messages stored do not affect the size of your mailbox. This process of storage is referred to as offline storage. You have the control of manually selecting and storing e-mail messages that need to be kept.

Public and personal folders allow you to store e-mails that are important to your work. Public folders are a repository for e-mails which are of significance to, and need to be shared with, other employees and individuals within your branch, or the organisation as a whole.

Storing e-mails with attachments fills up a mailbox rapidly. The best way to store messages with attachments is to save the attachment on a networked or local drive, delete the attachment from the message and then store the actual message offline, if required. It is important to ensure that copies of the attachments are not being saved by other employees and individuals. For efficiency purposes, only one copy of a document should be saved. It is important that you delete any e-mail messages that you no longer need to reference.

To ensure that personal use of e-mail does not result in additional costs to the organisation, non-work related messages (e.g. jokes, messages from family or friends) should not be stored on the e-mail server; messages of this type should be immediately removed after they have been read and dealt with.

4. Responding to Unsolicited and Inappropriate E-mail and Other Material
Inappropriate or offensive e-mail received by employees and individuals, usually falls into one of two categories;
• E-mail that you personally find offensive or that is used to harass you in a directed, specific manner; or
• E-mail that is sent as part of a mass mail out from a person unknown to you (commonly referred to as “spam”).
For further information relating to spam e-mail, please refer to the “Spam” section of this Policy following.
If the e-mail is directed at you as an individual you will need to keep the message and any attachments as evidence and:
• Advise the sender not to send such material to you again; or
• Ask your Campus Manager to advise the sender not to send such material to you again; and
• Report the incident to the Central IT.

5. Leave Procedures
Employees and individuals on extended leave such as annual leave or long service leave, or staff on sick leave of more than two days, must normally make provision for their e-mail to be dealt with during their absence, either through:
• Redirection of their e-mail to another employee or individual, or their manager; or
• Advise of their absence and provide alternate contact details through an out-of-office reply.

6. Generic Addresses
Some business units within the institution have a need for generic e-mail addresses. These are normally general mailboxes that can be monitored by a number of personnel, as opposed to the usual personal e-mail mailbox that each employee or individual receives.
Generally a generic e-mail address is used when a business unit provides a general service that is not specific to a particular person or position within our organisation.
All owners of generic e-mail accounts must ensure that they are checked daily.

7. E-mail Management
SAE Institute tracks and logs e-mail traffic for statistical and technical troubleshooting purposes. Additionally the institution has the right to inspect, monitor, or disclose e-mail activities if it suspects illegal or other activity that might affect the organisation or its employees.

Appendix B: E-mail Etiquette
The purpose of these guidelines is to ensure SAE Institute upholds a professional and untarnished representation in the public eye and amongst the staff body. Emails are one of the mediums used within the institution for communication between other employees and the general public.
It is important to always compose professional emails when addressing staff or partners of the institution.
The institution needs to implement etiquette rules for the following three reasons:
1) Professionalism: by using proper e-mail language our company will convey a professional image.
2) Efficiency: e-mails that get to the point are much more effective than badly worded e-mails.
3) Protection from liability: employee awareness of e-mail risks can protect our company and yourself from costly law suits.

Below is a list what we consider as the most important e-mail etiquette rules that apply within SAE Institute. Listed below under sub headings are basic
guidelines to remember when composing an email. Emails can quite often at times be taken out of context and it is important to make sure these guidelines are prevalent in your emails.

1. Be concise and to the point
Do not make an e-mail longer than it needs to be. Remember that reading an e-mail is harder than reading printed communications and a long e-mail can be very discouraging to read.

2. Answer all questions, and pre-empt further questions
An e-mail reply should answer all questions, and pre-empt further questions. If you do not answer all questions in the original e-mail, you will receive further e-mails regarding the unanswered questions, which will not only waste your time and your client’s time but also cause considerable frustration. Moreover, if you are able to pre-empt relevant questions, your recipient will be grateful and impressed with your efficient and thoughtful client service.

3. Use proper spelling, grammar & punctuation
This is not only important because improper spelling, grammar and punctuation give a bad impression of your company, it is also important for conveying the message properly. E-mails with no full stops or commas are difficult to read and can sometimes even change the meaning of the text. And, if your program has a spell checking option, why not use it?

Do not use abbreviated words like “wld u pls” or what is becoming more common, the use of abbreviated “SMS message” style communication: e-mail is a full text medium and should be used as such, and may be reproduced in meetings or records of decisions.

4. Make it personal
Not only should the e-mail be personally addressed, it should also include personal i.e. customised content. For this reason auto replies are usually not very effective. However, templates can be used effectively in this way.

5. Use templates for frequently used responses
The most commonly used template in the institution is probably the use of “Out of Office” and should be used in all instances of extended time away from the office. Some people prefer not to use e-mail to schedule meetings; this can be done by using the scheduling function in calendar for all meetings.

This can eliminate excessive responses in trying to find a suitable time, can insure that your calendar is up to date and accurate with your whereabouts, and may reduce effort for other users.
6. **Try to respond and reply swiftly**

Clients and students send an e-mail because they usually wish to receive a quick response. Therefore, wherever possible each work-related e-mail should be replied to within at least 48 hours and, whenever possible, preferably within the same working day.

If the e-mail is complicated, just send an e-mail back saying that you have received it and that you will get back to them. This will normally put the client’s mind at rest and this can facilitate and encourage further patience.

7. **Do not attach unnecessary files**

By sending large attachments you can annoy clients, clog up their mailboxes which may have size limitations, and may even bring down their e-mail system. Wherever possible try to compress attachments and only send attachments when they are productive. Moreover, you need to have a good virus scanner in place since your clients will not be very happy if you send them documents full of viruses!

8. **Use proper structure & layout**

Since reading from a screen is more difficult than reading from paper, the structure and layout is very important for e-mail messages. Use short paragraphs and blank lines between each paragraph. When making points, number them or mark each point as separate to keep the overview.

9. **Do not overuse the high priority option**

We all know the story of the boy who cried wolf. If you overuse the high priority option, it will lose its function when you really need it. Moreover, even if a mail has high priority, your message may come across as slightly aggressive if you flag it as ‘high priority’.

Your priorities don’t always have higher priority than someone else’s, and your haste is not always someone else’s problem to be welcomed. Give a reason.

10. **Do not write in CAPITALS**

If you write in capitals it seems as if you are shouting. This can be highly annoying, may appear abrasive, and might trigger an unwanted response in the form of a flame mail. Therefore, try not to send any e-mail text in capitals.

11. **Don’t leave out the message thread**

When you reply to an e-mail, you must include the original mail in your reply, in other words click ‘Reply’, instead of ‘New Mail’. Some people say that you must remove the previous message since this has already been sent and is therefore unnecessary. However, opinions vary. If you receive many e-mails you obviously cannot remember each individual e-mail.

This means that a ‘threadless e-mail’ may not provide enough information and you will have to spend a frustratingly long time to find out the context of
the e-mail in order to deal with it. Leaving the thread might take a fraction longer in download time, but it can save the recipient much more time and frustration in looking for the related e-mails in their inbox.

12. **E-mail disclaimers**
It is important to add disclaimers to your internal and external mails, since this can help protect our organisation and yourself from liability.

13. **Read the e-mail before you send it**
A lot of people don’t bother to read an e-mail before they send it out, as can be seen from the many spelling and grammar mistakes contained in e-mails. Apart from this, reading your e-mail through the eyes of the recipient will help you send a more effective message and avoid misunderstandings and inappropriate comments. It is also usually the last filter for good sense, effective communication and courtesy.

14. **Do not overuse Reply to All**
Only use Reply to All if you need your message to be seen by each person who received the original message.

15. **Take care with abbreviations and emoticons**
In business e-mails, try not to use abbreviations such as BTW (by the way) and LOL (laughing out loud). The recipient might not be aware of the meanings of the abbreviations and in business e-mails these are generally not appropriate. The same goes for emoticons, such as the smiley :-). If you are not sure whether your recipient knows what it means, it is better not to use it.

16. **Be careful with formatting**
Remember that when you use formatting in your e-mails, the sender might not be able to view formatting, or might see different fonts than you had intended. When using colours, use a colour that is easy to read on the background you have selected.

17. **Take care with rich text and HTML messages**
Be aware that when you send an e-mail in rich text or HTML format, the sender might only be able to receive plain text e-mails. If this is the case, the recipient will receive your message as a .txt attachment. Most e-mail clients however, are able to receive HTML and rich text messages.

18. **Do not forward chain letters**
Do not forward chain letters. We can safely say that all of them are hoaxes. Just delete the letters as soon as you receive them.

19. **Do not request delivery and read receipts**
This will almost always annoy your recipient before he or she has even read your message. Besides, it usually does not work anyway since the recipient could have blocked that function, or his/her software might not support it, so what is the use of using it? If you want to know whether an e-mail was
received it is better to ask the recipient to let you know if it was received eg “Please confirm receipt”.

20. Do not ask to recall a message
Biggest chances are that your message has already been delivered and read. It is better just to send an e-mail to say that you have made a mistake. This will look much more honest than trying to recall a message.

21. Do not copy a message or attachment without permission
Do not copy a message or attachment belonging to another user without permission of the originator. If you do not ask permission first, you might be infringing on copyright laws.

22. Do not use e-mail to discuss confidential information
Sending an e-mail is like sending a postcard. If you don’t want your e-mail to be displayed on a bulletin board, don’t send it. Moreover, never make any libellous, sexist or racially discriminating comments in e-mails, even if they are supposed to be a joke.

23. Use a meaningful subject
Try to use a subject that is meaningful to the recipient as well as yourself.

24. Use active instead of passive
Try to use the active voice of a verb wherever possible. For instance, ‘We will process your order today’, sounds better than ‘Your order will be processed today’. The first sounds more personal, whereas the latter, especially when used frequently, sounds unnecessarily formal.

25. Avoid using URGENT and IMPORTANT, unless really necessary
Even more so than the high-priority option, you must at all times try to avoid these types of words in an e-mail or subject line. Only use this if it is genuinely a very urgent or important message and your recipient will know why.

26. Avoid long sentences
Try to keep your sentences to a maximum of 15-20 words. E-mail is meant to be a quick medium and requires a different kind of writing than letters. Also take care not to send e-mails that are too long. If a person receives an e-mail that looks like a dissertation, chances are that they will not even attempt to read it!

27. Don't send or forward e-mails containing libellous, defamatory, offensive, racist, terrorist, harassing, derogatory, or obscene remarks
By sending or even just forwarding one libellous, or offensive remark in an e-mail, you and our organisation can face court cases resulting in substantial penalties. An e-mail is a publication.

28. Don't forward virus hoaxes and chain letters
If you receive an e-mail message warning you of a new unstoppable virus that will immediately delete everything from your computer, this is most probably a hoax. By forwarding hoaxes you use valuable bandwidth and sometimes virus hoaxes contain viruses themselves, by attaching a so-called file that will stop the dangerous virus.

The same applies for chain letters that promise incredible riches or ask your help for a charitable cause. Even if the content seems to be bona fide, the senders are usually not. Since it is impossible to find out whether a chain letter is real or not, the best place for it is the recycle bin.

29. Keep your language gender neutral
In this day and age, avoid using sexist language such as; 'The user should add a signature by configuring his e-mail program'. Apart from using he/she, you can also use the neutral gender; ‘The user should add a signature by configuring the e-mail program’.

30. Don't reply to spam
By replying to spam or by unsubscribing, you are confirming that your e-mail address is 'live'. Confirming this will only generate even more spam. Therefore, just hit the delete button or use e-mail software to remove spam automatically.
In the case of electronic mail, spam is any electronic mail message that is:
• Transmitted to a large number of recipients; and
• Some or all of those recipients have not explicitly and knowingly requested those messages.

It does not really matter what the content of the message is. It can be an advertisement for a commercial product, a solicitation for donations by a charity, or a religious pitch by somebody intent on saving your soul. If it meets the two criteria above, it is probably spam.
General Policy: G08 Staff Development Policy

1. Purpose
The purpose of this Policy is to provide sustained and targeted support for staff professional development activities which lead to the acquisition and development of knowledge, skills and expertise that are relevant to the changing demands of the vocational and higher education environments and which are aligned with the strategic priorities of SAE Institute.

2. Scope
This policy applies to all campuses and operations of SAE Institute in Europe, Licensed operations and campuses offering programmes in collaboration with Middlesex University.

3. Associated Policies and Procedures
This policy should be read in conjunction with the following policies and procedures:
• Strategic Directions
• A01 Academic Standards and Quality Assurance
• A02 Quality of Learning, Teaching and Assessment Policy
• G01 Code of Conduct

4. Principles
SAE recognises that its continued status as a world leader in education and training in the fields of creative media technologies will be heavily dependent on the ongoing excellence of its staff. The Institute is committed to the provision of opportunities and support for staff development in order to ensure that staff are best able to serve the needs of students and industry. Support for development activities related to extending current disciplinary and technological knowledge, professional expertise, and learning and teaching skills to ensure the effective transmission of knowledge and encouraging self-directed lifelong learning for students will have the highest priority.

It is characteristic of SAE that many staff members have outstanding credentials through industry experience and professional expertise. Further, given the relative 'newness' of the 'disciplines' in which SAE works, it is not surprising that, on the world market, there are few who have both outstanding industry credentials and high-level academic recognition. Currently, world-wide demand for 'hands-on' training in these creative media areas (a hallmark of SAE’s style of education and training) is increasing at a speed significantly greater than the current development of properly experienced and qualified staff. Therefore, as SAE Institute moves to provide more higher education courses, particular support for staff to make a successful transition on many campuses to working within the environment of higher education will be needed.

SAE will continue to provide financial incentives for staff development and will actively encourage staff to take advantage of this support especially
wherever it is complementary to SAE's strategic growth plans. Opportunities for completing higher degrees, professional qualifications, research, publication, and active professional dialogue will be coordinated and systematically supported, taking full advantage of the technological facilities available through SAE. Wherever possible commitment of time to support staff development should be approved in such a way that standards of service to students and normal work responsibilities are not put at risk, and opportunities to utilise modern electronic media should be maximised.

These principles apply equally to general staff as they do to academic staff, and a skilled and qualified professional staff workforce at all levels of operation is the continuing aim. The major objectives of the SAE professional development strategy at this time are to:

- Increase the capacity of the individual staff member and the organisation to meet the different requirements of delivering both higher education and vocational training
- Enable all teaching and administrative staff to develop a practical appreciation of a higher education learning culture
- Enable teaching staff to further develop expertise in subject knowledge, and appropriate teaching and learning strategies for higher education
- Enable staff to develop further expertise in implementing policy and procedures relevant to a higher education provider, and to
- Promote a culture of continuous inquiry and improvement.

5. Staff Needs Assessment
Annual performance reviews will be carried out for all staff and will involve retrospective evaluation of performance and achievement and assessment of prospective development needs. In the annual review of performance outcomes and developmental need, SAE takes into account:

- The judgement of senior staff and peers;
- Informed views offered by external examiners and representatives of professional bodies;
- Staff performance and ability measured against prescribed sets of criteria in role and responsibility statements;
- Feedback gleaned by formal and informal interview, discussion with students and student representatives, and the results of student questionnaires and other feedback mechanisms;
- The period and quality of service already rendered.

College Managers are responsible for the organization and conduct of annual performance reviews for all campus staff. Part of this review process will include assistance with individual professional development planning for each staff member for the twelve months ahead related to their performance and their needs in relation to their assigned responsibilities, and subsequent performance reviews will assess progress with those objectives.

6. Development Strategies
SAE sees the primary aim of staff development as the need to productively integrate the career plans of staff with the strategic aims and development plans of the Institute. SAE therefore recognises that the employer and employee have a mutual responsibility for staff development, and views staff development as a self-directed activity proactively supported by the employing organisation.

This is a two-stage process involving:

- **Career Planning**: The employee’s development of a career plan through the analysis of their own aptitudes, skills, qualifications, interests and values.
- **Career Management**: Support provided by the Institute, through the mechanisms outlined below, to produce a better workforce to address strategic priorities.

In implementing staff development procedures, SAE seeks to:

- Provide targeted opportunities through the design, delivery and coordination of in-house workshops and professional learning opportunities at the workplace;
- Expand upon current collaborative arrangements and partnerships with a view to creating staff development programs designed specifically for the unique learning environment catered for by SAE;
- Prioritise planned activities within realistic resource constraints;
- Increase awareness, amongst its employees, of the development opportunities available;
- Make development programs available to all staff;
- Regularly update and review its staff development procedures.

7. **Guidance and Clive Pascoe Fellowships**

Appendix 1 provides detailed Guidance on practical initiatives designed to support the professional development of academic staff as part of the growth of a higher education culture, including the provision of Clive Pascoe Fellowships. While framed predominantly for academic staff development and the improvement of Teaching and Learning, the principles, initiatives and support levels detailed there apply equally to professional development initiatives for general staff.

8. **Professional Development Activities and Approval**

Following is a list of Professional Development activities that may be supported by SAE Institute which is illustrative and not intended to be exhaustive. It is important to stress that the provision of support for any of these activities will depend on the individual’s approved performance review outcomes, the needs of the organization and any prevailing resource constraints or opportunities.

In principle, any levels of support to be provided and any approved related expenses should all be planned, discussed and approved before any commitments are made or activities undertaken.
Induction
It is the responsibility of the SAE Institute to ensure that effective arrangements are made for the induction of new members of staff. Staff induction should include a general introduction to SAE Institute, the relevant local Campus operations and programmes, and the role of the specific position. Where appropriate it should include an initial discussion of development needs and opportunities.

Courses, conferences and seminars
SAE Institute provides targeted in-house training sessions and workshops to all full-time and part-time staff and encourages relevant staff attendance at qualification courses, short courses, conferences and seminars. Time off may be granted to full-time staff for attendance at courses and other development events and, where appropriate, for taking examinations, guided by the principles of this policy.

Leave of absence
The Campus Manager in consultation with other staff may approve leave of absence for Professional Development purposes for up to one day, but should consult with the Regional Manager over longer periods.

Curriculum development
Academic staff may be included in teaching, learning and curriculum development projects for SAE which relate to their areas of expertise, and this may involve approval of allocated time for such activities.

Job enhancement
Opportunities exist for staff to undertake special responsibilities or projects to enhance their experience. Special projects can arise which a member of staff can be asked to undertake individually or as a member of a team, and which can involve partial or complete absence from their normal duties.

Secondments
A member of staff may be seconded to another part of the Institute or to an external organisation. This may include industrial exchanges to enhance staff professional knowledge of current or future industry priorities. Such arrangements need to be discussed initially with the Campus Manager, and final approval with the Regional Manager.

Research and further relevant qualifications
Research seeks to advance knowledge and understanding and is, therefore, developmental by its nature. It is important to SAE Institute that the importance of research is recognised, and therefore staff may be assisted in relevant research projects with resources and in-kind support. Staff are also encouraged and supported to gain further qualifications relevant to their areas of teaching expertise and these may involve postgraduate research degree programs.
Professional Practice
Professional practice can serve a range of objectives and needs for maintaining industry currency for SAE Institute academic staff and can be an approved developmental activity.

Peer Observation
It is essential that all teaching staff continue to enhance their skills as lectures. A mechanism used to continuously evaluate teaching quality can be by way of observation and feedback. Campus Academic Coordinators are responsible for the implementation of this practice and have the necessary documents.

9. Annual Reporting
All staff development activities, as an integral component of performance planning and review, are to be monitored across SAE Institute campuses, and a yearly summary of all professional development activities undertaken should be maintained by the Campus Manager.

10. Policy History
Policy approved: September 2009 (SAE Board and Governing Council)
Policy revised: October 2011; February 2012 (Managing Director and CEO)
Policy to be reviewed: July 2013

Appendix 1: A Systematic Approach to Academic Staff Development: Guidance for SAE Institute
1. Introduction
In the last five years, SAE Institute has undergone increasing numbers of accreditation processes for higher education courses in different locations around the world.

In Australia, having successfully completed more than 16 external registration, accreditation and review processes under various state, federal and overseas jurisdictions, SAE was fully approved by Government to offer undergraduate and postgraduate degrees in its own right. It was also granted the same access to Government student loan and support provisions as the university sector, and a complete Quality Audit by the Australian Universities Quality Agency resulted in one of the best private Higher Education Provider reports in the country (November 2011). In the United States, a strategic and coordinated approach to achieving accreditation pathways for higher education qualifications has now been adopted and is well under way. SAE Institute has increasingly worked closely with Middlesex University (MU). Originally agreed in 2003, a renewed Partnership Agreement was signed in 2009, and a revised Memorandum of Co-operation (MoC) for five BA and BSc degrees offered with Middlesex University was renewed in the same year. In September 2010, after an extended review of SAE Quality Assurance processes, MU granted Accredited Status to SAE, and in late 2010, a renewed MoC for postgraduate MA and MSc degrees was signed after formal validation processes. In 2011, a Special Associate College Agreement
for SAE-UK was signed with MU, and the 2009 MoC for the five undergraduate degrees was revised to provide a fully integrated and unified set of undergraduate awards.

In nearly all of these many processes, there has been a constant challenge, often highlighted by external Panels that our academic staff profile of appropriate qualification levels and relevant higher education experience needs to be improved.

Whatever the location, the external critique is typically presented as: “If this organisation wants to move successfully from its origins in vocational education to higher education, then staff need to become familiar with the culture of higher education, they need to learn about good teaching and learning practices in higher education, and they need supported career paths”.

Our response needs to be strategic as befits a global organisation determined to succeed and committed to high standards. Our response needs to be systematic, sustained, coordinated and consistent, if we are to deliver the potential benefits for staff and students cumulatively over time, and our response needs to be properly resourced and supported.

**Investing in the development of our staff is not optional: it is essential. If we are serious about success in higher education, at both undergraduate and postgraduate levels, then strategic investment in targeted and sustained staff development is vital, and this Guidance offers practical ways in which we can do that.**

2. **Upgrading Qualifications: Clive Pascoe Fellowships**

The overall and reasonable expectation in the higher education sector, which is rapidly becoming a requirement, is that every staff member teaching in a degree level program has a qualification at least one level above that which they are teaching. This is a standard and a challenge that we need to address, but we should do so strategically, with clarity of purpose, and with some caution.

For example, one of the strategic objectives of SAE Institute, and one of its traditional strengths, is that students will be “industry-ready”, that teaching staff have “professional credibility” ie are currently involved and successful in their field and remain well-connected with the latest developments in their profession, and that our courses draw upon current best practice. We should not lose that strength in a rush for “paper” qualifications (which some audio-engineers for example would see as being too “theory-based” and lacking in “studio and street credibility”). Many of our valuable professional staff who have served us well over previous years should also not be left “high and dry” in the new era of higher education.
However, it is already evident that without appropriately qualified staff we
may not be successful competitors in higher education, nor will we achieve
what independent reviewers, quality auditors and the university sector would
consider to be high quality standards in our higher education courses, as
opposed to the vocational education successes and industry credibility of
our past. And this pressure will continue to grow.

In some cases various initiatives have already been undertaken, and far-
sighted campus managers have encouraged staff to undertake honours
degrees or the MA degree route with Middlesex. But these advances have
not always been strategic or coordinated, and levels of support for staff
undertaking such programs have varied considerably. In addition, it is not
unusual for a staff member who, having gained additional postgraduate
qualifications, then chooses to leave our organisation to pursue greener
pastures elsewhere.

We have therefore adopted a systematic approach to this challenge, namely
the creation and use of “Clive Pascoe Fellowships”. Originally approved in
2010, these are essentially staff development fellowships with guidelines and
minimum specified levels of support to assist staff to gain further
qualifications appropriate to their field and to the needs of the organisation,
as well as a commitment to SAE from the relevant staff member.

They are named in honour of Professor Clive Pascoe, whose work made a
distinguished contribution to the educational and academic vision for SAE
Institute in its early years, and whose unfortunate illness and death in
December 2005 meant a great loss for his colleagues and friends at SAE
Institute.

In essence, ‘getting a Clive’ means that a staff member receives considerable
support from SAE Institute, both in terms of finance and time, to enable them
to study for a further qualification. The details need to be agreed by senior
management in each individual case, but these are guidelines.

The conditions for ‘getting a Clive’ normally are:

a) the staff member has given a period of valued service to the
organisation, or shows considerable promise as evidenced through a
performance review;

b) the staff member proposes to gain a qualification that will be
appropriate to their field of knowledge and their teaching program, and of
value to the organisation;

c) the staff member signs a written undertaking to remain with the
organisation for a period of at least two years after gaining the qualification
(or will proportionally reimburse the levels of support provided).

The benefits of ‘getting a Clive” normally are:

a) at least half the costs of study for the degree are subsidised by SAE
on the basis of the staff member providing regular satisfactory evidence of
successful progression through the study program (based on the view that
getting the qualification is valuable both to the staff member and the organisation, so sharing the costs is reasonable);
b) an individual may negotiate appropriate “time-release” for study, which could vary for example according to the type of degree and the nature of the study program, but could at the higher level comprise up to 30 “study days” per year for a doctoral award, to be approved however in such a way that does not put the normal work responsibilities of SAE at risk;
c) approved support for other necessary incidental costs associated with the individual study program.

The negotiations with the staff member and the recommendation to award ‘a Clive Pascoe Fellowship’ are normally the responsibility of the Campus Manager, but the final decision on the award, partly to ensure fairness and consistency, rests at the national level with the CEO or nominee. It is important to note that the “minimum” level of support for an award would be half the costs of the study program, but in exceptional cases, a Campus Manager could recommend higher levels of support, eg in the case of a valuable staff member with a distinguished record of contribution, full cost support might be considered (and a longer period of ‘sign-up’), but the final level of approval to ensure consistency, fairness and affordability, will always rest at the national level.

In general, the expectation is that every Campus which has been approved for delivery of degree level programs or is planning to run them, would award at least one Clive Pascoe Fellowship each year, and Campus Managers will be asked to produce annual reports on progress. Larger degree campuses, subject to funds availability, could award a number of Clives simultaneously, or in a planned annual sequence.

It is most important that appropriate records be kept and reviewed for various purposes, including an evaluation of this initiative over time. It is equally important to point out that while this is one way to assist our existing valued staff to gain required higher education qualifications appropriate to their teaching domain, it is only part of the solution to the broader challenge.

The organisation will also need to ensure that new academic staff who are hired have appropriate higher level qualifications for their planned duties, and that other forms of staff development (internal workshops; updates on relevant sector developments and changes; information about sector challenges ahead, etc) will also need to be sustained on an ongoing basis.

It is also critical that staff development initiatives such as these are not seen in isolation, but form part of a planned annual cycle including regular performance reviews, through which individual and organisational expectations are managed, and a system of recognising and rewarding staff achievements which reinforces the organisation’s sustained commitment.
3. Mentoring Programmes

The move for staff from vocational education to higher education, and from teaching undergraduate programmes to postgraduate courses, can be greatly assisted through organising and utilising mentoring programmes for campus staff groups.

An excellent example was initiated, carried out and evaluated in SAE Perth, Western Australia, as that campus moved to offer degree programmes. Responding to an external panel concern about “the need to establish a culture of higher education” SAE Perth responded by hiring not one but two qualified and experienced mentors from local universities who were engaged over a period of about four months to jointly participate in group mentoring sessions, to assist career development of staff and contribute to the academic culture of SAE Perth.

An evaluation report was then sent to the Ministry, and the response from the Chair of the Panel (which had expressed the original concern) is illuminating: “The members of the Higher Education Advisory Committee (HEAC) originally appointed to assess the SAE application and advise the Minister of Education have discussed the (staff development) report and arrived at a unanimous, positive conclusion.

As Chair, on behalf of the HEAC, I would like to compliment SAE for establishing an effective staff development program, which will certainly provide SAE Perth staff with the potential to make the successful transition from vocational education to higher education. Since staff development is an ongoing rather than a finite process, SAE has made an excellent decision to implement the staff development program on a continuing basis. It is evident that SAE has invested substantial time and thought in the development and implementation of the program. HEAC members have been impressed with the collegiality and cohesiveness of SAE Perth and the keenness of the staff to build the academic culture of the institution as it moves forward into delivery of higher education courses. The work and commitment is beyond the requirements of the conditions set, aspiring to the spirit of what a higher education institution is truly meant to be” (March, 2009).

So thanks to the commitment of staff and a forward thinking manager willing to think strategically and target appropriate resources, what was initially a perceived weakness was turned into an externally recognised strength. A similar initiative was also utilised in 2011 at SAE Dubai, with equally productive results.

The systematic implementation of targeted mentoring programs at selected campuses could have a range of benefits, including the familiarisation of staff with higher education sector norms, the improvement of teaching and assessment practices, the strengthening of a scholarly culture within SAE, creating professional and academic networks with local higher education institutions, creating benchmarking opportunities with local universities,
identifying potential supervisors for future postgraduate projects, identifying possibilities for future research projects, etc; the possibilities are extensive. A careful analysis of the local higher education landscape should be undertaken, and then strategic networking with for example, relevant departments or the Learning and Teaching Centre of the local university is often a good starting point.

It is important that such initiatives are planned, supported, documented and reviewed, and if done well, like the Perth experience, could become an academic strength as we move towards a successful future in undergraduate and postgraduate higher education.

4. Improving Learning and Teaching

It has become clear that academic teaching staff need sustained support over time as they move from and between the vocational education world focused on training for a specific job to higher education teaching with learning processes focused on education for a career and a lifetime of professional learning. SAE has run a number of internal workshops as part of the preparation for higher education, and SAE initiatives such as the “Guide to Good Teaching at SAE Institute” developed with Professor Graham Webb, and the “Pathways to Good Teaching Practice” project from Southern Cross University, are made available electronically through the Staff Portal.

There are also many external sources of related research, advice and guidance that can be drawn upon. Many universities have identified the need to improve their learning and teaching practices, and to re-emphasise the importance of good teaching and learning, and as a result almost every university has created a “Centre for the Enhancement of Teaching and Learning” (or similar, eg see: http://www.londonmet.ac.uk/celt/, and various universities run special events or activities to focus on the improvement of student learning (eg see Oxford Brookes series of Learning and Teaching Conferences: http://www.brookes.ac.uk/services/ocsld/resources/learn_teach_conf/).

As well as individual institutions, governments and major professional peak bodies in the higher education sector have also recognised the need and desirability of researching, supporting and rewarding good teaching in higher education, and some Governments have put considerable resources to that aim, while others have chosen to encourage professional bodies. In the United Kingdom, the Higher Education Academy (http://www.heacademy.ac.uk/) has operated since 2003, and its work was formally evaluated in 2008. It has various initiatives to support and reward teaching excellence, as well as many discipline specific initiatives which recognise that it is at the subject level where most networking and professional exchange is likely to take place.

In addition to institutional and national sources of expertise to improve teaching and student learning, individuals can also provide assistance and
mentoring at the local level. For example, Dr Barbara Workman who is the Link Tutor from MU for the MA and MSc degrees with SAE, and chairs that SAE Assessment Board, is also the Director of the Centre for Excellence in Teaching and Learning (CETL) at MU’s Institute for Work-Based Learning, and received prestigious recognition with a National Teaching Fellowship award from the Higher Education Academy in 2010.

If we are to compete seriously in the world of higher education then we need to have similar commitments to the highest standards of teaching and learning in our courses, and to create a high quality educational experience for our students. But we do not need to re-invent the wheel, and collaboration with established Government and University initiatives probably represents the most efficient way for us to address this particular challenge.

For example, most University Centres for Teaching have produced courses (typically called a Graduate Certificate in Teaching in Higher Education) which allow their staff to gain a formal qualification in teaching in this sector, and usually to do so by encouraging staff to focus on real-life professional issues connected with their day-to-day teaching responsibilities. SAE has a special arrangement in place with MU from 2011, which allows SAE teaching staff to enrol in the Postgraduate Certificate in Higher Education course with Middlesex University via distance learning.

In addition, every SAE degree centre is required to have an appropriate Library and Learning Centre, yet often these are envisaged as being primarily for students. It would be useful and helpful for every such Library or Resource Centre to have a section for staff development in relation to improving teaching, with relevant resources, supporting documentation, copies of relevant research projects and links to Government sites and current projects to improve teaching.

5. Performance Review, Recognition, and Reward
Staff engagement starts with a contract of employment. Employer expectations are stated in policies and guidelines, and individual and employer expectations for staff development are managed through the process of regular annual performance reviews. Staff development therefore needs to be seen as part of a system including regular performance reviews, as well as recognition and rewards for achievement.

We have introduced regular performance review processes through which staff development needs can be clarified, and staff achievements recognised. If we want to keep our best staff however, then we will also need recognition and reward systems at the institutional level eg staff awards, and career pathways to retain their services over time. Such processes will also act as draw cards for attracting and recruiting good staff in the future.
At this time, a serious and planned commitment to resources and initiatives to support staff development is a critical investment for our future success.

Professor Zbys Klich, Director of Academic Affairs 3rd February, 2012
General Policy: G09 Careers and Employability Policy

1. Policy Statement
This policy aims to embed a, strategic, systematic, entrepreneurial and creative approach to the provision of career education, information and practical support within SAE Institute in which all SAE employees have responsibility. The Senior Management team is committed to this policy, and it forms one of five key ‘pillars’ of the corporate strategic vision. The policy applies across teaching, academic, operational and administrative functions to ensure that all SAE staff are aware they can make a contribution towards fulfilling our students’ potential and supporting their career objectives.

2. Purpose
This policy aims to promote student employability and career prospects by providing students with access to an innovative blend of practical and ‘soft-skills’ career education, information and guidance programs, which will underpin the student’s employment and career objectives. This policy should be instrumental in helping address the key student motivations of self-fulfilment and the attainment of career aspirations.

A further purpose of the policy is to assist SAE Institute to be recognised as the sector leader in employability outcomes for our graduates and alumni, and to build upon the reputation of excellence which SAE has established as a leading music and creative media education provider internationally.

3. Scope
This policy applies to all students involved in SAE Institutes in Europe, at all SAE Northern campuses offering SAE Institute programmes or awards, including Licensed operations, and at all campuses providing collaborative programmes or operations with Middlesex University. As part of a process of continual improvement, innovation and expansion of our careers programs, the UK will act as the ‘testing ground’ for new initiatives and will then be expanded into other relevant geographies where appropriate.

4. Associated Policies and Procedures
This policy should be read in conjunction with the following policies, procedures and documents:
• G08 Staff Development Policy
• G03 Equal Opportunity, Disability and Inclusion Policy
• A11 Monitoring and Evaluation procedure
• Programme specifications and module narratives

5. Policy
5.1. Introduction
The individual elements of the SAE Institute Careers and Employability Policy have been drawn from a wide-range of sources including but not limited to:
• 37 years of accumulated IP obtained from operating a global music production and creative media education colleges in 26 countries.
• The individual experiences of SAE management, academics, tutors and operatives.
• The careers education programmes and related resources emanating from the careers division of SAE’s parent company Navitas.
• Commercial partners consisting of the leading audio, music production, film production and creative media companies globally.
• A global diaspora of SAE graduates ranging from top industry award winners to business leaders across a multitude of industry sectors.
• Networking with ‘leading-lights’, stars and eminent industry figures to provide inspirational insights.
• The pursuit to meet and/or exceed best practice among peer institutions globally.
• Engagement with educational and industry bodies such as QAA, Creative Skillset and major professional associations for each relevant sector.

5.2.
SAE Institute’s commitment to its Careers and Employability policy is manifested primarily by the identification and appointment of a dedicated senior staff member to ensure that employability is addressed at all stages of the student journey and that the objective of employment outcomes has clear links with other corporate plans and strategies for learning.

5.3.
In addition to the role internal stakeholders will play in advancing SAE Institute’s Career and Employability Policy, external stakeholders will be engaged to facilitate the transition of SAE Graduates into the world of work. These external stakeholders will consist of industry partners and affiliated employers for whom workforce requirements are aligned with the SAE curriculum on a technical basis, and for whom SAE’s employability and workplace effectiveness programs represent valuable preparation for entry level operatives.

5.4.
SAE Institute’s Career and Employability policy is designed to provide equal access to career education, information and opportunities for each student. In the event that personal student information is required, this information will be stored according to SAE’s data protection policies.

International students will be afforded access to immigration advice through the student services.

5.5.
Graduate skills are systematically and continuously built within curricula to up skill students. Guidance from Higher Education Academy (e.g. http://www.heacademy.ac.uk/resources/detail/employability/Learning_and_employability_series_1), and other governing and regulatory bodies will be continuously consulted in embedding employability with curricula.
In addition, Sir John Whitman’s GROW model for Performance Improvement through Coaching and Leadership Development (http://www.performanceconsultants.com/) is used as a basis for supporting students in this process.

G Goal This is the end point, where the client wants to be. The goal has to be defined in such a way that it is very clear to the client when they have achieved it.

R Reality The Current Reality is where the client is now. What are the issues, the challenges, how far are they away from their goal?

O Obstacles There will be Obstacles stopping the client getting from where they are now to where they want to go. If there were no Obstacles the client would already have reached their goal.

Options Once Obstacles have been identified, the client needs to find ways of dealing with them if they are to make progress. These are the Options.

W Way Forward The Options then need to be converted into action steps which will take the client to their goal. These are the Way Forward.

GROW Model

5.6.
The Student and Programme Handbooks are the means by which both staff and student are made aware of their obligations and responsibilities under the SAE Institute’s Careers and Employability Policy.

5.7.
Students are made aware of the features of SAE Institute’s Careers and Employability policy at frequent points along the student journey including at open days, induction, in-semester seminars as well as during their post-graduate job search stage.

The SAE Institute Alumni and post-graduate work placement opportunities are key mechanisms for assisting students achieve their career objectives beyond the period of registration with the Institute.

5.8.
An integral component of the SAE Institute Careers and Employability policy will be to actively encourage support and broker opportunities for students to be engaged in ‘real-world’, career relevant work. This may take the form of part-time employment, work placements, volunteering and graduate internships where the student’s work status allows.

Students will be prepared for engagement in these activities with the accompanying knowledge that is the combination of skills with experience that is most valued by employers.

5.9.
SAE Institute actively engages and collaborates with sector relevant external bodies to inform its Careers and Employability Policy and to support a process of continual improvement based on best practice. These external bodies within the UK include but not limited to: Creative Skillset, UKIE, AGCAS, BFI, Arts Council, TIGA, AIME, HECSU, ICeGS, Directors Guild of Great Britain, Imagine, PACT, BECTU, UK Film Council, (WFTV-Women in Film and Television).

5.10.
SAE institute actively engages and collaborates with industry bodies and employer representatives to ensure the needs of the global employment market are addressed by both the curriculum of study and the Careers and Employability provision.

SAE engages with the Local Enterprise Partnerships in each campus geography and UK Trade and Investment Nationally to build our employer network and gather employment market ‘intelligence’.

Employment agencies, labour market statistics, salary indicators and ‘hot-job’ websites are also sources of employment market data that SAE uses to ensure our students are equipped with skills that are current and relevant in a rapidly evolving global economic landscape.

SAE has a well-developed Alumni programme and its membership consists of a diverse network of creative professionals around the world. Engaged in a broad spectrum of industries, the SAE Alumni network is made up of creative freelancers, business owners, senior and middle management, production and creative directors who provide a valuable channel into the world of work. The Alumni members benefit from being part of a dynamic ‘community of practice’ that enhances their future career prospects and ongoing professional development.

SAE supports this network by hosting regular industry events, educational forums, conferences and an online jobs portal advertising job opportunities globally.

5.11.
SAE Institute fosters an institutional culture where all employees understand they have a part to play in furthering the employability and careers prospects of our students.

In addition to the dedicated SAE Staff member responsible for directing and implementing the Careers and Employability policy across the region, the Campus Academic Coordinator at each campus oversees the implementation of Careers and Employability policy, supported by a careers representative within the campus operations team.

5.12.
External academic and industry representatives will review the SAE Institute’s Careers and Employability policy for quality assurance and enhancement. This may take approaches similar to that of or aligned with the AAC (Academic Advisory Committee) and the IEP (Industry Expert Panel) in the UK.

Quality assurance and enhancement will also be achieved via validation processes, periodic academic review, campus Approvals, external examiners, and external assessors of curricula.

5.13. This policy will be continuously improved in accordance with A11 Monitoring and Evaluation procedure, and a yearly evaluation of outcomes will be presented to the AAC.

5.14. SAE Institute will use Destination of Leaver Statistics to help inform the future development of Careers and Employability services.

6. Records
Approval date: October 2013, Director of Academic Affairs, SAE Global.
Review date: September 2014
International Policy: INT01: International Student Policy

1. Policy Statement
SAE Education Ltd trading as SAE Institute in the United Kingdom, recognises that there exist special requirements and responsibilities for the recruitment and support of international visa students. SAE Institute is part of the Navitas group, and shares its strategic commitment to provide high quality of service and support to all students, and to comply with relevant United Kingdom government regulations, as well as addressing the specific circumstances and needs of international students.

2. Purpose
The international student policy outlines the provisions for international students that are enrolled or intending to enrol with the SAE Institute in the United Kingdom. It adheres to the United Kingdom Border Agency (UKBA) policy guidance for Tier 4 sponsors, the QAA Quality Code for Higher Education, and continues to be informed by the QAA Guidance for Higher Education Institutions: International students studying in the UK, and Good Practice Guides and Best Practice Case Studies as published by the UK Council for International Student Affairs (UKCISA).

3. Scope
This policy applies in the context of SAE Institute operations in the United Kingdom, and is applicable to all international students or prospective international students enrolled with, or intending to enrol with SAE Institute campuses in the UK irrespective of their place of residence, campus or mode of study.

Procedures for SAE campuses internationally may vary in compliance with statutory requirements in other countries of operation. International students registered with SAE-UK who transfer their studies to a campus outside the UK, will have their registration with SAE Institute in UK terminated, and the UKBA informed. Students are then required to adhere to the guidelines, policies and procedures of the SAE legal entity to whom they have transferred their registration.

Where any inconsistency or lack of clarity exists between this policy and provisions of the UKBA Guidance for Tier 4 sponsors, or those of any Navitas policies or procedures relating to the recruitment of international students, then the provisions of those documents shall prevail.

4. Associated Policies and Procedures
This policy should be read in conjunction with the following policies and procedures:
- A06 Academic Credit and RPL Policy
- INT02 International Education Agent Management Policy.

5. Associated Documents
This policy should be read in conjunction with the following policies and procedures:

- UKBA: Policy Guidance for Tier 4 Sponsors (latest edition)
- QAA: Quality Code for Higher Education
- QAA: Guidance for Higher Education Institutions – International students studying in the UK
- UKCISA: Good Practice Guides and Best Practice Case Studies.

6. Policy
6.1. International Student Selection and Admissions
6.1.1. Education Agents (see also INT02 Policy)

The Institute will take all reasonable measures to use education agents that have a comprehensive knowledge and understanding of the UK international education industry and will not use agents who are believed to be dishonest or lack integrity.

The Institute will enter into a written agreement with each education agent that it engages to formally represent it. The agreement shall specify:

- The responsibilities of the education agent and the registered provider and the need to be familiar with the British Council’s Education Counselling Service Guide to Good Practice for Education Agents.
- The processes for monitoring the activities of the education agent including where corrective action is required.
- Termination conditions, including provision for termination in the circumstances where the Institute has entered into an agreement with an education agent and subsequently becomes aware of, or reasonably suspects, the engagement by that education agent, or an employee or subcontractor of that agent, of the following misconduct:
  - Engaged in or to have previously been engaged in, dishonest practices, including the deliberate attempt to recruit a student where this clearly conflicts with the obligations of the Institute in accordance with the UKBA Guidance for Tier 4 Sponsors;
  - Negligent, careless or incompetent, or engaged in false, misleading or unethical advertising and recruitment practices, including practices that could harm the integrity of United Kingdom education and training;
  - Facilitating the enrolment of a student who the education agent believes or should know will not comply with the conditions of his or her student visa.

The Institute shall take immediate corrective and preventative action when it becomes aware of an education agent being negligent, careless or incompetent or being engaged in false, misleading or unethical advertising and recruitment practices, including practices that could harm the integrity of UK education and training. The Institute will ensure that their education agents have access to up-to-date and accurate marketing information. The Institute will inform the UKBA of the agents involved in a student’s application in accordance with the UKBA Guidance for Tier 4 Sponsors.
6.1.2. Normal Entry

International students may be admitted in accordance with the Institute’s relevant policies and can apply directly to the Institute for admission. International students seeking admission to the Institute must be at least 18 years of age. In addition, the Institute will abide by the UKBA Guidance for Tier 4 Sponsors and ensure it will only assign a CAS (Confirmation of Acceptance for Studies) to a student where the Institute finds the student meets the requirements under the Tier 4 category and they will comply with the conditions of their permission to stay in the UK.

The relevant Campus Academic Coordinator will assess applications from International applicants prior to admission using the Programme’s entry requirements as follows:

• Minimum age 18, and
• A minimum of 160 UCAS tariff points, and
• GCSE Maths and English Language at grade C or above, or
• For applications from mature students (aged 21 and above), we also consider work and life experience. In such cases SAE Institute requires applicants to provide satisfactory evidence of their ability to successfully complete the programme.
• For international equivalents of UK qualifications, students should contact SAE Institute UK directly.
• Also, overseas students whose first language is not English will need a qualification that demonstrates competence in English. Approved English Language Tests* include:
  • An overall IELTS band score of 6 (with no less than 5.5 within each component)
  • TOEFL: iBT: 80 (with no less than 17 within each component)
• The student is responsible for authorising the language test provider to release the results to the SAE campus that they wish to apply for;
• Certified/attested copies of all academic records and any official examination certificates must be provided;
• If the application is successful, upon arrival, the student must bring all original documents for verification;
• The applicant should also show detailed evidence of academic progression if he or she has been a student in the UK prior to enrolment in any SAE programme of study.

SAE Institute will only proceed with the application if it is satisfied that the student intends to and is able to follow and complete the proposed course of study.

The Institute will ensure at all times that its processes comply with the requirements of the UKBA Tier 4 Sponsor guidance and the QAA Quality Code for Higher Education.

(*Please check the latest UKBA Tier 4 Sponsor Guidance for the most up to date minimal entry requirements).
6.2. International Students Seeking to Transfer From the Institute to Another Tier 4 Sponsor
The Institute will generally agree to a request from an international student with due cause to transfer to another Tier 4 Sponsor. This will be treated as a withdrawal of studies and the UKBA will be informed as required by the UKBA Guidance for Tier 4 Sponsors.

6.3. International Students Seeking to Transfer to The Institute From Another Tier 4 Sponsor
The Institute will consider applications from students wishing to transfer from another Tier 4 Sponsor and will follow exactly the procedures as required by the UKBA Guidance for Tier 4 Sponsors and the Institute’s own selection and admissions procedures.

6.4. Course Progression and Exclusion for International Students
The UKBA Tier 4 Policy guidance is designed to support the integrity of the UK Government’s Immigration laws by requiring international students to attend regularly and to complete their course within its expected and allowable duration.
The mode of delivery of the chosen programme:
• should be full-time
• should be at least NQF level 6
• should not be distance learning.

The Institute is responsible for monitoring each international student’s attendance. In the event where students do not meet the minimal attendance requirements of the Institute, appropriate warnings will be issued following which the necessary action will be taken to report to the UKBA, to withdraw sponsorship as required by the UKBA Guidance for Tier 4 Sponsors, and terminate the enrolment with the Institute.

At a later time, if the student wishes to continue at the Institute, a new application will need to be made for the visa and Sponsorship as required by processes specified in the UKBA Policy Guidance for Tier 4 of the Points Based System.

6.5. Retakes
In accordance with the Institute’s policy, one resubmission of assessed work if permitted. If a re-take becomes necessary, the Institute will assess the student’s ability to pass the course prior to extending their sponsorship. Repeating a course of study will not be permitted more than twice.

The Institute will only consider extending the duration of the student’s study where it is clear that the student will not complete the course within the expected duration, as a result of:
• Compassionate or extenuating circumstances;
• The Institute being responsible for extension of the programme;
• The student not meeting satisfactory course progression requirements and a re-take being necessary. If the Institute intends to cease Sponsoring a student, the UKBA will be informed, and the necessary actions taken in accordance with the Institute’s Progression and Discontinuation provisions. **Note**: The student’s enrolment will be maintained until all appeals processes have been exhausted.

### 6.6. International Students deemed “at risk”

The Institute has systematic approaches for ensuring international student progression is routinely monitored and reviewed throughout a course of study. These processes include but are not limited to lecturers monitoring student attendance and performance during lectures and tutorials, routine attendance monitoring and assessment feedback where the student’s grade outcomes and progression do not meet course progression requirements. Once identified, a student deemed to be “at risk” will receive notification immediately and will be required to attend a progression meeting with the Programme Coordinator or Campus Academic Coordinator. The student’s individual needs will be assessed, and a personalised study plan will be developed through consultation between the Programme Coordinator and the student, to be approved by the Campus Academic Coordinator.

### 6.7. Academic Probation

The Campus Academic Coordinator may place an international student who fails to meet course progress requirements under Academic Probation. The students will need to attend a meeting to discuss their course progress and they will be informed in writing when they are placed on academic probation. While on academic probation a student is required to meet all conditions of probation as outlined in the written notification, which may include but are not limited to:

- Maintaining course attendance requirements of the scheduled course contact hours;
- Attending regular meetings with an academic supervisor or student support advisor;
- Successful completion of coursework.

The probationary period and any associated conditions shall be clearly stipulated in the written notification, but shall normally not be more than two consecutive trimesters of study. Where a student satisfies all conditions of probation they will be advised in writing when the probation is revoked. Where a student fails to meet conditions of academic probation they may be excluded from the Institute.

### 6.8. Credit Transfer and Recognition of Prior Learning for International Students

The Academic Credit and Recognition of Prior Learning (RPL) Policy A06 will be followed in the recognition and transfer of any credit points. If an International student has been granted advanced standing, the Institute must
ensure that a certified copy of any original evidence is placed in the student file and the original presented by the student upon arrival for verification. The format of study undertaken by international students who have been granted Credit Transfer or RPL must continue to meet the definition of full-time study as required by the UKBA.

RPL may not be granted after the application and admission process has been completed. Reference should be made to Policy A06 for further details regarding provisions for the award of academic credit and advance standing.

6.9. Deferment and Voluntary Suspension or withdrawal of Studies for International Students
In the event that an international student wishes to voluntarily suspend or withdraw their studies the UKBA will need to be alerted through the necessary provisions under Tier 4 Guidance.

An international student may have their enrolment deferred or temporarily suspended on the grounds of:
• Compassionate or compelling circumstances, or
• Misbehaviour by the student, or
• Unsatisfactory academic performance.

In all cases, the procedures specified in the UKBA Policy Guidance for Tier 4 of the Points Based System shall be adhered to.

7. Policy History
October, 2011 (Approved CEO)
Revised: February 2012 (Approved CEO)
Review date: December 2012, or as required by UKBA Guidance.
International Policy: INT02 International Education Agent Management

1. Policy Statement
SAE Education Ltd in the United Kingdom, trading as SAE Institute, recognises the role of International education agents in the recruitment of students and the need for quality management systems which are effective in ensuring a high standard of service in the interest of the Institute and the reputation of higher education provision in the UK.

SAE Institute is part of the Navitas group, and shares its strategic commitment to provide high quality of service and support to all students, and to comply with relevant United Kingdom government regulations, as well as addressing the specific circumstances and needs of international students.

2. Purpose
The purpose of this policy is to inform authorised International Education Agents, and the SAE Institute staff managing those agents, of their responsibilities and obligations while engaged in the business of recruiting students and prospective international students for SAE Institute in the UK.

3. Scope
This policy pertains to all International Education Agents of SAE Institute who are involved in promoting the Institute and recruiting prospective International students for study in the UK, as well as to those within SAE Institute responsible for managing these agents. Where any inconsistency or lack of clarity exists between this policy and provisions of the UKBA Guidance for Tier 4 sponsors, or those of any Navitas policies or procedures relating to the recruitment of international students or the management of Education Agents, then the provisions of those documents shall prevail.

4. Associated Policies and Procedures
This policy should be read in conjunction with the following policies and procedures:
• INTO1 International Student Policy

5. Associated Documents
This policy should be read in conjunction with the following policies and procedures:
• UKBA: Policy Guidance for Tier 4 Sponsors (latest edition)
• QAA: Quality Code for Higher Education
• QAA: Guidance for Higher Education Institutions – International students studying in the UK
• UKCISA: Good Practice Guides and Best Practice Case Studies.

6. Policy
1) Introduction SAE Institute will not use agents who demonstrate a lack of honesty or integrity and will take all reasonable measures to use education agents that have an appropriate knowledge and understanding of the United Kingdom Education Industry.

2) SAE Institute only engages the services of agents with whom they or Navitas have a formal, written agreement. This outlines the agent’s responsibilities and those of SAE or Navitas, as well as detailing processes for monitoring and correcting agent activities, and termination conditions.

3) SAE Institute or Navitas ensures that affiliated education agents receive formal training in regards to effective promotion of the organisation, and will provide ongoing support to agents inclusive of up-to-date and accurate marketing information.

4) SAE Institute will not accept students from or enter into an agreement with any agent that is known or reasonably suspected to have:
   a) Been engaged in dishonest practices;
   b) Facilitated the enrolment of a student that the agent believes or should know would not comply with the conditions of that student’s visa;
   c) Been negligent, careless or incompetent or engaged in false, misleading or unethical advertising and recruitment practices, including practices that could harm the integrity of United Kingdom education and training.

5) Should SAE Institute become aware of any of the above in relation to an agent with whom an agreement already exists, this shall constitute grounds for the termination of that agreement.

6) SAE Institute and Navitas monitor and evaluate the ongoing processes and activities of education agents, to ensure their integrity and compliance with SAE Institute and Navitas policies. Employed methods may include: meetings, teleconferences, spot checks, and surveys of students recruited by these agents. Should SAE become aware of an existing agent being involved in any careless, negligent, incompetent behaviour or unethical advertising and recruitment practices, immediate corrective and preventative action will be taken.

7) As prescribed by regulation, the Institute will inform the UKBA of the agent involved in a student’s application through the Sponsor Management System (SMS).

8) Marketing Information and Practices
   a) SAE Institute will endeavour to ensure that the marketing of its education services and programmes for international students is undertaken in a professional manner, with integrity and accuracy, whether by SAE Institute or by any agent or entity approved to act on its behalf. The provisions of Policy G02 Public Information shall apply in all circumstances.
b) All Marketing materials will
i) Clearly identify the Institute’s name
ii) Conform with the Middlesex University marketing guidelines for any courses validated by Middlesex University
iii) Will not provide any false or misleading information about:
• Associations with other providers
• Employment outcomes
• Automatic articulation into other courses
• Migration outcomes
• Other inaccurate claims.

7. Policy History
Original: July 2009 policy adapted and approved.
Revised: April 2011
Revised: October 2011 (Approved CEO)
Updated: March 2012 (Approved CEO)
Review date: December 2012