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1.0 PURPOSE AND STATUS OF YOUR STUDENT HANDBOOK
SAE Institute, through its wide international network of colleges, is able to adapt to the requirements of all its students in the various countries and to offer the best, most practical training in audio engineering, digital film, multimedia and animation. The courses and equipment at SAE Institute colleges around the world are constantly updated to reflect the latest developments and to keep up with the state-of-the-art of the audio, film, multimedia and animation technology.

2.0 MISSION STATEMENT
To provide lifelong learning opportunities that enable students to pursue their chosen careers in the fields of audio, creative media, film and other digital media.

3.0 VISION STATEMENT
SAE Institute aims to maintain and extend its role as the world’s leading educator in creative media technology.

4.0 CULTURE
Students come from diverse social, cultural, educational and artistic backgrounds, with different personalities and experiences. It is our goal to embrace those differences as an Institute and to allow each and every student to develop their own individual style and apply it onto the industry skills taught at SAE Institute. Our ultimate goal is to prepare the students for a realistic work environment making the course, facilities, lecturers as well as the atmosphere as close to the real world working environment as possible.
5.0 VALUES

Pursuit of Excellence
We strive for the highest professional standards in our work and aim to be the best in everything we do.

Students First
Our students are foremost in our minds all the time. We go the extra mile to exceed their expectations.

Concern for Staff
We value our staff and care for their well-being.

Integrity
We strive for fairness in all our business and working relationships.

Teamwork
We work with pride as a global team to achieve success together.

6.0 DIRECTOR STATEMENT – DR. TOM MISNER

Welcome to the creative media programs offered by SAE Institute. They are project-based programs directly relevant to the expressed needs of the ‘infotainment’ industry and are currently available at most SAE Institute centers around the world.

These courses bring together the various aspects of state-of-the-art communications technologies and the creative thinking of the cultures in which they operate. They provide hands-on opportunities for students to discover effective ways of building careers in audio engineering, multimedia, digital film, animation and games programming. Further, they have been structured to cultivate the mutual interests and concerns of creative media students because I believe that is the direction for the future.

When you earn your degree with SAE Institute you will have had opportunities to network with others who, with you, may well become the industry leaders of the future. So, I encourage you to take full advantage of the opportunities and unique experiences that SAE Institute has to offer and wish you the best of luck in your chosen career.

SAE Institute ensures that all its students are exposed to the latest techniques, practices and trends in practical work skills whilst also developing their theoretical knowledge and aesthetic values.

7.0 GENERAL MANAGER’S STATEMENT – DENNIS PHEE

Welcome to the SAE Institute located in Singapore, where students can learn how to excel in the creative media industry.

My faculty members and I are privileged to serve at SAE Institute located in Singapore, the first Asian branch of the largest creative media technology institute with over 50 campuses operating worldwide. Our students enjoy the perks of being in the international SAE Institute network, supported by 20 years of heritage of this campus.
Students can expect quality hands-on training by staff members who are industry veterans. Coupled with real-world experience, the faculty members share their knowledge and experience with real-world application in a brand new campus that houses state-of-the-art facilities.

Our students are groomed to lead the growing talent pool, aligned with the Singapore government’s Media Fusion 2015 master plan to further develop the industry. They also enjoy various industry on-the-job training programs with SAE Institute’s local industry partners to get a better understanding of the workings of the industry and their future careers.

We are committed to our students’ success and strive to provide quality education and look forward to building upon our legacy at the SAE Institute.

8.0 INTRODUCTION

SAE Institute, through its wide international network of colleges, is able to adapt to the requirements of all its students in the various countries and to offer the best, most practical training in audio engineering, digital film, multimedia and animation. The courses and equipment at SAE Institute colleges around the world are constantly updated to reflect the latest developments and to keep up with the state-of-the-art of the audio, film, multimedia and animation technology.

Currently, with over 50 colleges throughout Europe, Australia, USA and Asia, SAE Institute has itself developed into the industry standard in audio, film, animation and creative media education. The SAE Institute international headquarters in Oxford, UK works in close co-operation with the individual colleges around the world and with industry experts to create teaching and instructional methods and concepts for the development of its vocational courses that are highly relevant, practical and flexible.

Should students face any difficulties adapting to the new environment or any other course related difficulties, they should consult with the Student Services Representative of any of the staff. Every effort will be made to assist them. Contact details are listed below:

8.1 GENERAL INFORMATION

SAE INSTITUTE

The Riverwalk Galleria
20 Upper Circular Road #01-42/49
Singapore 058416

Phone: (+65) 6333-4384
Fax: (+65) 6333-4347
singapore@sae.edu

http://singapore.sae.edu
ACADEMIC AND EXAMINATION BOARDS

SAE Institute has set up an Academic Board and an Examination Board.

The Academic Board is to look into the academic quality and rigor of the private education institution.

Its responsibilities include:
Developing the policies and procedures to ensure academic quality and rigor such as:

- Ensuring that the content and duration of the modules or subjects, as well as the entry and graduation requirements of the course are appropriate; and
- Approving the deployment of teachers based on the requirements stipulated by the Council for Private Education

Facilitating the private education institution to implement and comply with the policies and procedures developed; and
Reviewing, at least once a year, the academic policies and procedures.

The Examination Board will be in charge of the development of examination and assessment procedures, such as developing and facilitating the implementation of procedures to:

- Ensure the security of examination scripts and answer scripts;
- Ensure the proper conduct of examinations and assessments;
- Define and ensure the proper discharge of duties and responsibilities of invigilators and markers;
- Conduct moderation of examination and assessment marks; and
- Handle appeals from students with regard to examination or assessment matters.

For the name and profiles of our Board members please refer to the Student Announcement Board and/or our website.
9.0 CONTACT DETAILS FOR SAE INSTITUTE STAFF

General Manager
Dennis Phee ................................................................. p.dennis@sae.edu

Head of Academics & Degree Lecturer
Hardie J. Tucker ............................................................... h.tucker@sae.edu

Head of Operations
C. Girishanker ................................................................. g.shanker@sae.edu

Student Admin Services
Isabella Rosalind .............................................................. i.rosalind@sae.edu

Academic Admin Services
Elliyana Binte Mamat .......................................................... e.mamat@sae.edu

Marketing Manager
Daniel Rucerito ................................................................. d.rucerito@sae.edu

Accountant
Tiffany Ong ................................................................. t.ong@sae.edu

Lecturers - Audio Department
Christelle Taillens- Head of Audio ........................................ c.taillens@sae.edu
Gerard William ............................................................... g.richard@sae.edu
Patrick Fernando ............................................................ f.patrick@sae.edu
Poh Li Ting ................................................................. p.liting@sae.edu

Lecturers – Digital Film Department
Foo Chee Yong- Head of Film ................................................ c.foo@sae.edu
Imran Ahmad ................................................................. i.ahmad@sae.edu
Rizal Mattar ................................................................. r.mattar@saesingapore.edu
Lionel Chok ................................................................. Lionel@gmail.com

Lecturers – Animation Department
Rizky Budiyanto- Head of Animation ...................................... r.budiyanto@sae.edu
Ang Yi Chen Ian .............................................................. a.ian@saesingapore.com

Lecturers – Games Programming
Foo Chee Yong- Head of Games .............................................. c.foo@sae.edu
Danien Chee ................................................................. c.danien@saesingapore.edu

Lecturer - Degree Department
Andrew Campbell .............................................................. a.campbell@saesingapore.edu

Technical Support Officers
Mohammad Anaiz .......................................................... m.anaiiz@sae.edu
Muhammad Faheem Bin Zalani ........................................... m.faheem@sae.edu
Lim Mei Yin ................................................................. meiyin_2@hotmail.com
Lee Yew jin ................................................................. yi.lee@saesingapore.com
10.0 OPERATING HOURS

Normal Operating Hours for General Administration
Monday to Friday .............................................. 10am – 6pm

Operating Hours for Facility
Monday to Friday .............................................. 10am – 10pm
Saturday .......................................................... 10am – 7pm
Sunday ............................................................ 10am – 6pm

Academic Staff hours
Lecturers have their own timing for when they are accessible to students outside class and what manner of communication they prefer. You may consult a lecturer to make the necessary arrangements.

Public Holidays
SAE Institute is closed for all public holidays and no lessons are conducted on the eve of all religious holidays. This includes General Administration, Facility Administration and Studios.

School Vacations
School vacations will last for two weeks in mid-year period and two weeks at the end of the year. In addition, all SAE Institute holidays will be communicated via notices indicated on the student Announcement Boards and/or channels such as email correspondence and phone.

11.0 PROGRAMMES

This handbook covers the following programmes offered by SAE Institute:
• Diploma in Audio Engineering
• Diploma in Digital Film Production
• Diploma in Music Business
• Diploma of Screen (Animation)
• Diploma of IT (Games Programming)
• Diploma of Digital Journalism

• BA (Hons) Audio Production
• BA (Hons) Digital Film Making
• BA (Hons) Interactive Animation
• BSc (Hons) Games Programming

Middlesex University
The degree programmes are validated by Middlesex University and supervised by the University's School of Arts. This means that students successfully completing all parts of their selected programme will receive the Middlesex University qualification of SAE Institute and may, if they wish, attend the appropriate Middlesex University graduation ceremony. Students enroll as
students of SAE Institute and, once their enrolment has been confirmed, they are registered with the University by the relevant SAE Institute Admin Services. There is no need for students themselves to register with the University.

If you do not complete the full degree programme you will be given a transcript recording any individual modules of the programme successfully completed.

12.0 GENERAL ADMINISTRATION

12.1 FEE PAYMENT
Students who want to pay course fees have to approach the Student Admin Services. Students will conform to the schedule and the amount payable as stated on Schedule 2 of the PEI-STUDENT CONTRACT, in force.

12.2 STUDENT FEE PROTECTION SCHEME (FPS)
SAE Institute hereby confirms and undertakes to the Student that it has in place a Fee Protection Scheme which is compulsory for PEIs that wish to collect more than two months of fees at a time from students. The Fee Protection Scheme (FPS) serves to protect students’ fees in the event a SAE Institute is unable to continue operating due to insolvency, and/or regulatory closure. The Fee Protection Scheme also protects students if SAE Institute fails to pay penalties or return fees to the students arising from judgment made against it by the Singapore courts. The insurance provider for SAE Institute located in Singapore is Lonpac Insurance BHD, which is the appointed insurance company by Council for Private Education. The insurance fee is 3% (+7% GST) of the insured course fees and it is payable to SAE Institute together with the course fee. Insured course fees consists of course fee excluding 7% GST. In the event of withdrawal by the student, the insurance fee will be refundable according to Lonpac Insurance BHD calculation. For more details on FPS including its benefits, please visit www.cpe.gov.sg.

12.3 FEE PROTECTION SCHEME CLAIMS
Please notify Aegis Insurance Services Pte Ltd as soon as an Insured Event occurs or may occur. All claims shall be made on prescribed forms and submitted to Lonpac Insurance Bhd as soon as reasonably possible together with all supporting documents and information. Any information required by Lonpac Insurance Bhd for assessing the claim shall be furnished by the Student at his/her expense.

12.4 STUDENT PASS
International students who wish to pursue full-time studies in Singapore in an EduTrusted private education institute (PEI) that is registered with the Council for Private (CPE) are required by the Immigrations and Checkpoints Authority (ICA) to apply for a student pass. An international student who wishes to take up a part-time course or a course conducted in the evening or weekend will NOT be eligible for a Student’s Pass. (http://www.ica.gov.sg/)
12.5 CANCELLATION OF STUDENT PASS
International students are required to surrender their Student's Pass cards for cancellation within seven (7) days from the date of cessation or termination of their study. (http://www.ica.gov.sg/)
Non attendance of classes by an international student will constitute a formal cancellation from the program and of the student pass. SAE Institute will send a report to ICA should there be any student who fails to maintain 90% monthly attendance or who is missing for seven (7) consecutive days.

12.6 ACCESS TO FORMS AND DOCUMENTS
All administrative forms and documents are available through the Student Admin services. Simply approach the staff, if you are not sure what specific form you require, explain what you need to do and they will hand you the appropriate form.

12.7 DOCUMENT REQUEST
Student requesting official letters from the Institute will have to send an email to the Student Admin Services. No verbal requests over the counter will be accepted. The School requires five (5) working days for preparation of such request.

12.8 COMMUNICATION WITH STUDENTS AND SAE INSTITUTE

STUDENT ANNOUNCEMENT BOARDS
The SAE Institute will post on bulletin boards information, relevant student notices and memos including student opportunities. It is the student’s responsibility to regularly check these boards for any updated information or important announcements by the management.

EMAIL
The primary mode of communication with students is email. It is important that students maintain an active email addresses or use the email address provided by the school during their studies and that they check this email address at least once a day.

STUDENT PORTAL
Distributes essential course information including schedules, teaching guides, unit outlines, assessment criteria and curriculum resource materials. Student may also upload assignments and make equipment and studio bookings through the portal.

PHONE
The SAE Institute will contact the students by phone for emergencies or urgent notification of changes or urgent request for information.

13.0 WITHDRAWALS, TRANSFER AND REFUNDS

13.1 Refund Policy
All clauses indicated in the refund policy refer to the PEI-Student contract clauses.
1.1 Notification and Arrangement
PEI shall inform the Student immediately within three (3) working days if
(i) It fails, for any reason, to commence the Course on the Course
Commencement Date;
(ii) It terminates the Course, for any reason, prior to the Course
Commencement Date;
(iii) It fails, for any reason, to complete the Course by the Course Completion
Date;
(iv) It terminates the Course, for any reason, prior to Course Completion Date;
or
(v) The Student’s Pass application is rejected by Immigration and Checkpoint
Authority (ICA)

The PEI shall, within seven (7) working days of notifying the Student in writing
of above circumstances (i) to (iv), provide the Student with information and
details of the alternative confirmed course arrangement to allow the Student to
make timely and appropriate decision on the alternative arrangement.

1.2 Withdrawal for Cause:
Subject to Clause 9, the Student shall be entitled to immediately withdraw from
the Course by giving written notice to the PEI of his/her intention to do so if the
PEI is in breach of any of its obligations under this Agreement or fails to
perform its obligation(s) under the circumstances in Clause 2.1 (i) to (iv).

1.3 Refunds for Withdrawal for Cause:
For circumstances under Clause 2.1, the PEI shall, within seven (7) working
days after notifying the Student, refund to the Student:
   (i) The entire amount of the Course Fees
   (ii) The Miscellaneous Fees

The PEI shall also, as soon as practicable after receiving the Student’s notice
of withdrawal under Clause 2.2 (and in any event no later than seven (7)
working days after receiving such notice) refund to the Student the amounts
stated in this Clause 2.3.

1.3.1 Registration Fees and International Student Pass Application Fees
Course registration fees and student pass application fees are non-refundable.

1.4 Refunds for Withdrawal Without Cause:
Where the Student withdraws from the Course for any reason other than those
set out in Clause 2.2 or Clause 9, the PEI shall, subject to Clause 3.5, as soon
as practicable after receiving the Student’s written notice of withdrawal (and in
any event no more than seven (7) working days after receiving such notice)
refund to the Student the following sums (less any applicable bank
administrative charges properly paid/payable under Clause 3):

<table>
<thead>
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<th>% of [the aggregate amount]</th>
<th>If Student’s written notice of withdrawal is</th>
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Students who have valid reasons to withdraw can approach the General
Manager to request for some refund and the amount of refund will be based on
agreed calculated amount. This refund is strictly out of goodwill and based on
the exit interview with the students.

### 1.5 Cooling-Off Period

The PEI shall provide the Student with a cooling-off period of 7 working days
after signing this Agreement. Within these 7 days and regardless whether the
Course Commencement Date has passed, the Student can submit written
notice of withdrawal to the PEI and receive the Maximum Refund amount
stipulated by the PEI under Clause 2.4 (less any Course Fees consumed by
the Student if the withdrawal date is later than the Course Commencement
Date and the Student has started the Course, any PEI administrative charges
which are stipulated in the Miscellaneous Fees and any applicable bank
administrative charges properly paid/payable under Clause 3). Any dispute in
respect of how much Course Fees have been consumed pursuant to this
clause shall be referred to mediation at the Singapore Mediation Centre (SMC)
or Singapore Institute of Arbitrators (SI Arb) through the CPE Student Services
Centre pursuant to Clause 5.4, and only in respect of such decision, the
decision of the Singapore Mediation Centre (SMC) or Singapore Institute of
Arbitrators (SI Arb) shall be final and binding on all parties.

The PEI shall also bring to the Student’s notice Schedule 3 by notifying the
student of his rights under the cooling-off period, and receive written
acknowledgement as provided therein by the Student that Schedule 3 has
been brought to his notice. In the event that the notice in Schedule 3 has not
been brought to the Student’s attention, the cooling-off period of 7 working days
shall only commence from the date that Schedule 3 has been brought to the
Student’s notice, and the Student has acknowledged the same. The Student
shall have the right to withdraw from the Course and receive a refund as stated

<table>
<thead>
<tr>
<th>% of [the aggregate amount of the fees paid under Clause 1.11 and 1.12]</th>
<th>If Student’s written notice of withdrawal is received</th>
</tr>
</thead>
<tbody>
<tr>
<td>[98]</td>
<td>(“Maximum Refund”) More than [14] days before the Course Commencement Date</td>
</tr>
<tr>
<td>[75]</td>
<td>Before, but not more than [14] days before the Course Commencement Date</td>
</tr>
<tr>
<td>[75]</td>
<td>After, but not more than [7] days after the Course Commencement Date</td>
</tr>
<tr>
<td>[50]</td>
<td>More than [7] days after the Course Commencement Date, but not more than [30] days after the Course Commencement Date</td>
</tr>
<tr>
<td>[0]</td>
<td>More than [30] days after the Course</td>
</tr>
</tbody>
</table>

Students who have valid reasons to withdraw can approach the General
Manager to request for some refund and the amount of refund will be based on
agreed calculated amount. This refund is strictly out of goodwill and based on
the exit interview with the students.

### 1.5 Cooling-Off Period

The PEI shall provide the Student with a cooling-off period of 7 working days
after signing this Agreement. Within these 7 days and regardless whether the
Course Commencement Date has passed, the Student can submit written
notice of withdrawal to the PEI and receive the Maximum Refund amount
stipulated by the PEI under Clause 2.4 (less any Course Fees consumed by
the Student if the withdrawal date is later than the Course Commencement
Date and the Student has started the Course, any PEI administrative charges
which are stipulated in the Miscellaneous Fees and any applicable bank
administrative charges properly paid/payable under Clause 3). Any dispute in
respect of how much Course Fees have been consumed pursuant to this
clause shall be referred to mediation at the Singapore Mediation Centre (SMC)
or Singapore Institute of Arbitrators (SI Arb) through the CPE Student Services
Centre pursuant to Clause 5.4, and only in respect of such decision, the
decision of the Singapore Mediation Centre (SMC) or Singapore Institute of
Arbitrators (SI Arb) shall be final and binding on all parties.

The PEI shall also bring to the Student’s notice Schedule 3 by notifying the
student of his rights under the cooling-off period, and receive written
acknowledgement as provided therein by the Student that Schedule 3 has
been brought to his notice. In the event that the notice in Schedule 3 has not
been brought to the Student’s attention, the cooling-off period of 7 working days
shall only commence from the date that Schedule 3 has been brought to the
Student’s notice, and the Student has acknowledged the same. The Student
shall have the right to withdraw from the Course and receive a refund as stated
in this Clause 2.5 anytime before the notice in Schedule 3 has been brought to
the Student’s attention.

This Clause 2.5 takes precedence over the PEI’s refund policy stated in Clause
2.4.

1.6 **Deemed Withdrawal:**
A Student who transfers from the Course to another course with the PEI shall,
for the purposes of this Clause 2, be deemed to have withdrawn from the
Course and the provisions of Clause 2.4 shall apply save as otherwise agreed
between the PEI and the Student.

1.7 **Change of Course:**
Further to Clause 2.6, a fresh PEI-Student Contract under this format shall be
executed between the PEI and the Student for any change of Course, whether
with the same PEI or otherwise.

1.8 **Refund for Deferment:**
For students who applied for course deferment, there will be no refund of
course fees paid. All the fees paid will be credited into the next course
enrollment.
This applied to upfront and installment plans.
For students who deferred and failed to turn up for the class, there will be no refund.

1.9 **Refund for Transfer from Part time to Full Time or vice versa**
For students who applied for transfer from full time to part time or part time to
full time, there will be no refund of course fees paid. All the fees paid will be
credited into the next course re-enrollment.

20 **Refund for FPS:**
In the event that there is a refund of FPS from the Insurance Company to the
students, due to deferment, withdrawal, transfer or any related matters, SAE
Institute will forward the full refund back to the student within 7 days.

13.2 **Refund Procedure**
Please refer to Appendix B1

13.3 **Transfer Policy**
If a student who has been accepted by SAE Institute decides to transfer to
another school/institute/university before or after course commencement, shall
be deemed as withdrawing from the Institute (refer to withdraw policy). The
request shall be subject to the refund policy.
The student is allowed to transfer to another course offered by SAE Institute and such request must be made within 30 days after the date of commencement of classes. Students will be advised on the possible course fees (updated price list available on website) difference, and any requirement top-up or qualified for refund of excess course fees.

International students who have the approval for transfer of course, SAE Institute will apply for Transfer of Student Visa to reflect the new course details.

SAE Institute will assess and reply to any request for transfer within a time frame of not more than 4 weeks.

SAE Institute will not charge the student any processing fees for the transfer of courses.

13.4 Transfer Procedure
Please refer to Appendix B3

13.5 Transfer of Campus Policy
SAE Institute has more than 57 campuses located at different part of the world and all SAE students have the opportunity to transfer between various SAE Institute campuses to obtain the Diploma education.
SAE Institute has a process to facilitate students who request to transfer of campus to another SAE Institute campus. Approval has to be sought from both SAE Institutes campuses.
Any unconsumed course fees will be transfer to the designated SAE Institute campus.
International students who have the approval to transfer, SAE Institute will cancel his/her student pass(s) as required by ICA.

SAE Institute will assess and reply to any request for transfer within a time frame of not more than 4 weeks.

SAE Institute will not charge the student any processing fees for the transfer of campus.

13.6 Transfer of Campus Procedure
Please refer to Appendix B4

13.7 Deferment Policy
All requests for deferment prior to or after commencement of course must fill up the “Change of Course Status Form”. Deferment request through the telephone will not be entertained. The student must have a meeting with the General Manager providing the reasons for deferment. Valid reasons due to medical problems, job related stress, financial reasons and family problems will be accepted. Approval for deferment is at the sole discretion of the SAE Institute and the decision of SAE Institute is final. There will be no course fees refund for
approved deferment request. Any unconsumed course fees will be carried forward to the next course.

If students do not resume their course within the stipulated deferment period (in the change of course status form), they shall be considered to have withdrawn from the course and not entitled for any refund.

International students who are approved for deferment, SAE Institute will cancel his/her student pass(s) as required by ICA.

SAE Institute will assess and reply to any request for deferment within a time frame of not more than 2 weeks.

SAE Institute will not charge the student any processing fees for deferment of course.

13.8 Deferment Procedure
Please refer to Appendix B3

13.9 Course Withdrawal Policy
Students enrolled in courses offered by SAE Institute are allowed to withdraw from the course that they enrolled.

To facilitate course withdrawal, SAE Institute has a process to assist the student to withdraw from the enrolled course. For refund, please refer to refund policy and procedure.

International students who have officially withdrawn from the course, SAE Institute will cancel his/her student pass(s) as required by ICA.

SAE Institute will assess and reply to any request for withdrawal within a time frame of not more than 4 weeks.

SAE Institute will not charge the student any processing fees for the withdrawal from course.

13.10 Course Withdrawal Procedure
Please refer to Appendix B2

14.0 STUDYING AT SAE INSTITUTE
SAE Institute courses are unique and innovative with an emphasis on aligning knowledge and skills with current industry demands. SAE Institute seeks constant industry feedback on the courses it provides. This means that SAE Institute courses are in line with industry trends and our students have the skills and knowledge the industry requires. Staff members at SAE Institute all have industry experience in their field. SAE Institute provides a full range of study and career options by offering both internationally recognized Bachelor degrees and an award winning range of Certificate and Diploma courses that can be studied face to face or via online.
14.1 STUDY MODES
Depending on the course, SAE Institute study may be offered in 2 modes:

- Full-time face-to-face study
- Part-time face-to-face study

Details of the modes of study available for a course/training course are usually outlined when you have initial discussions with SAE Institute staff.

14.2 STAFF TO STUDENT RATIO
SAE Institute maintains high level and continuous support to its students. At the Diploma level, the School has one teaching staff for every twenty students. While at the Degree level, the School has one teaching staff for every thirty students.

14.3 STUDY HOURS
The hours of study in a week vary according to the mode of study:
- Part-time students can expect to be onsite for 6 hours of study a week.
- For those students studying in full-time face-to-face mode you can expect to be at SAE Institute for 20 to 25 hours each week in accordance with their accredited courses.

SAE Institute operates a minimum attendance requirement of 90% at all formal classes and practical sessions. Failure to meet this requirement may result in a student not being allowed to continue with a course. In addition, the Institute is required, under Singapore law, to monitor international student attendance and report breaches of attendance regulations.

Non-attendance of classes or practical sessions does not release a student from their obligation to pay fees and does not constitute a course cancellation or deferment.

14.4 STUDYING AND WORKING
"Can I study full-time and keep a job at the same time?"
This is usually the first question asked by most full-time students and if it applies to you it is one that you must answer for yourself, mindful that your study at SAE Institute needs to be your first priority. Only you can really know how well you can organise your week to allow for the successful completion of your studies and your job. Lab sessions, where you can continue with your own work (assignments etc) are also available throughout the week. Lab attendance is essential, particularly for those with no computer and/or software at home, and could mean an extra 10–20 hours per week depending on the course.

While we endeavor keep to the weekly study schedule once organized, at times changes to a timetable cannot be avoided. You need to be flexible in your week especially if you are going to try to maintain a part-time job. Part-time or online modes of study may lend themselves more easily to working at the same time.

International students holding student pass are not allowed to engage in any employment or in any business, profession or occupation in Singapore during the validity of your Student's Pass. For further details on this matter, please refer to ICA website at http://www.ifaq.gov.sg/ica/apps/fcd_faqmain.aspx.
14.5 CLASS ALLOCATION
The Academic Admin Services allocates students to classes. Allocation takes into account the lecturers, class availability and timetabling constraints.

14.6 CLASS TIME AND TIMETABLE
90% attendance in classes is a requirement of your course and, in some cases, your assessment. We request that you arrive on time for classes.

Students will be given access to their Timetable via the Student Portal (saestudent.local) and from the Academic Admin Services. Changes will be notified as soon as information comes to hand with most changes being notified to students one week in advance via the Student Portal and, in some cases, via email through the Academic Admin Services.

14.7 EQUIPMENT
• Classroom Equipment
Technological innovations and software changes occurring within each year may cause alterations to some material delivered with individual courses/training programs. SAE Institute reserves the right to change software and hardware as required in order to enhance learning outcomes and to suit objectives of best practice in education delivery.

Writing materials should be brought to all lectures, tutorials and meetings with staff

Equipment is loaned through the main Technical Support Officer only in accordance to SAE Institute's rules and regulations outlined in a separate section in this handbook.
14.8 SCHOOL FACILITIES
SAE Institute is located in the Riverwalk Galleria occupying units on level 1 equipped with extensive resources to facilitate students. The following is a list of the future resources, labs, studios and offices.

Studios & Classrooms

Three professional Audio Recording/ Mix down/ Mastering Studios;
- **Audio Studio 1** comprises of audio production equipment with Digital Audio Workstation.
- **Audio Studio 2** is an audio production studio with the SSL AWS 924 console and Digital Audio Workstation.
- **Audio studio 3** is an audio mixing studio with the Control 24 and Digital Audio Workstation.

Film & Animation studio is equipped with chroma key facilities, production lightings and lighting truss
- **Media Lab 1** with Apple workstations
- **Media Lab 2** with Apple workstations
- **Animation Lab** with Windows workstations
- **Games Lab** with Windows workstations
- **Demo Room 1** with audio equipment
- **Demo Room 2** with audio equipment
- **Lecture Room**
- **Core Lecture Room**
- **Degree Lecture Room**
- **Student lounge** with Apple Workstations for students to work on course assignments

Student Library with course relevant reading materials for loan
- **Student Service Centre**
The Student Service Centre (SSC) provides a convenient one-stop service centre for students.
Services provided by the SSC consist of:
  · Orientation issues
  · Accommodation information
  · Equipment purchase
  · Student visa matters
  · Any matters relating to course of study
Students may drop in at the SSC any time during Operating Hours: Mon - Fri: 1000 - 1800

Alternatively, SSC can be reached by telephone at 6333 4384 or email singapore@sae.edu

Offices

- Student Services cum reception
- General Manager Office
- Manager Support Team Office
- HOD Office
- Waiting Area for enquirers and guests
- Staff Meeting Room
- Equipment Storage Room
- Photocopy Room
- Server Room

Aside from the facilities, various audio-visual equipment sets are available to students for use and booking. These equipment sets include HD Video cameras, tripods, microphones, Pro Tools system and Midi Keyboards.

14.9 STUDENT PORTAL

The Student Server allows our student to download course's assets and to upload their assignments. The server is accessible locally via the school's intranet. The Assignments are to be uploaded via ftp on the server.

How to connect to the server

Login: Department code (e.g. fmd, aed, dsc, dit)
Please check with you Head of Department for details.

At school (Intranet)

Connect to the student network

Wireless Network: SAE-Student

Suitable for light files and easy access.
WPA: stuaccess01

Ethernet ports are available in the LABs (Animation, Game, Media Lab 1 & 2)

Login to the Student Server (ftp)

The recommended software for FTP is Rumpus using any internet browser in the local area network
Address: saestudent.local
Login: Department code (e.g. fmd, aed, dsc, dit)
Password: will be given to the student the first day of class. Please check with the lecturers.

How to upload your Assignment

Assignments MUST be named using the following standard:
UNITCODE_Ass<#>_SURNAME_Firstname>_v<n>.doc
Where \# is the Assignment number, and \( n \) is the version number of the submission. For example: AED100.1_Ass1_JONES_Alice.doc

Submission must be in electronic format to SAE Institute Student Portal, and must be placed in the folder relevant to the course and assignment item.
(Eg:FMD_Assignments/FMD309/FMD100.2/Assignment_1/FMD_100.2_Ass1_JONES_Alices.doc)

If you are unsure, ask your tutor. The file must NOT be write-protected or password-protected. Assignments not following these standards may have to be resubmitted, and may incur late penalties. To assist with location of electronic submissions, we advise that you take a screenshot of the ftp window after copying your work. The screenshot should include the full pathname in the browser window.

**How to download assets:**
The Study guide, the unit outline and the Assessment criteria together with weekly lessons and tutorial can be downloaded via the FTP server within the Asset folder of your respective major.

**15.0 CODE OF CONDUCT FOR STUDENTS**

**15.1 STUDENT RESPONSIBILITIES**
- Conduct yourself professionally at all times;
- Respect the rights of others;
- Payment of tuition and fees by established deadlines;
- Know and abide by the SAE Institute code of conduct;
- Know the content of your student handbook and student agreement;
- Attend all scheduled classes and labs with punctuality;
- Do not miss scheduled studio/lab time;
- Complete all assigned work;
- Notify the Student Admin Services if you intend to withdraw from the school;
- Notify the Student Admin Services of any changes in your personal particulars (i.e. changes of address or telephone number etc.).

**15.2 IDENTIFICATION & ACCESS CARD**
All applicants enrolled in our SAE Institute courses (Full-time/Part-time/Short Course) might need to have a Student Access Card during the duration of their courses. Student can purchase the access card at SGD 50.00. At any point of time where the students do not need the access card, they can return the card and ask for a full refund.

ID's are valid for the duration of the student's enrollment at SAE Institute.

Students who are in the building for classes or who need to use equipment in the classrooms or studios outside of regular class times may be required to show a valid SAE Institute ID card.

**15.3 ATTIRE**
SAE Institute students are expected to be neat, clean, and appropriately attired while attending class or school functions. Clothing with pictures or language denoting violence, prejudicial biases, sexual acts or other inappropriate depictions or suggestions is not acceptable. Lecturers will
expect all students to be appropriately dressed in their classes, no bermuda shorts or slippers. Clothing does give an impression. Please remember that potential employers as well as guests visit the school.

15.4 GENERAL SCHOOL AND CLASSROOM CONDUCT

SAE Institute reserves the right to dismiss, suspend or place on probation a student

• who fails to maintain satisfactory grades;
• who fails to pay all tuition and fees as scheduled;
• who consistently violates the attendance policy;
• who disregards the authority of an lecturer, administrator, TSO or academic, administration and support staff of the Institute.
• whose behavior is in violation of the school's code of conduct or harassment policies.

Conduct considered harmful to the rights of others or to the reputation of SAE Institute will not be condoned.

Class Conduct

• Students are not permitted to use the classroom before a class
• Students are not permitted in “Staff Only” areas.
• Students will conduct themselves according to the guidelines throughout this handbook at all times and in accordance with SAE Institute policies.
• Eating and drinking is prohibited in all computer classrooms and studios or while using the school's equipments.

Drugs & Alcohol

All students are expected to maintain high standards of conduct and honesty. SAE Institute has adopted standards that clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on campus property. SAE Institute will impose disciplinary sanctions on students and employees consistent with SAE Institute policy and local, state, and federal laws. Sanctions may include expulsion, termination of employment, and referral for prosecution.

Authority

The lecturer has the primary responsibility for control over the classroom and studio behavior and maintenance of academic integrity, and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive behavior or conduct in violation of the rules and regulations of SAE Institute. Extended (such as through probation or suspension) or permanent exclusion (dismissal) from the classroom or school can be effected only through appropriate procedures of SAE Institute.

Plagiarism & Academic Dishonesty

Plagiarism refers to presenting as your own work the writings or creative works of others without due acknowledgment. Plagiarism is a form of academic dishonesty.

In the case of plagiarism, cheating, and other forms of academic dishonesty or misconduct the lecturer will report this to the Head of Department or Head of Academics, who will review all evidence before deciding on whether a penalty is required and if so the severity of the penalty. Penalties can include
failure of assessment or unit. For a full account of this procedure, students are advised to read the document “MU-SAE Academic Honesty Policy” that is available on the student portal.

Others
If the student believes that he/she had been erroneously accused of academic misconduct, and if his/her final grade had been lowered as a result, the student may appeal the case to the General Manager. A student desiring a hearing should contact the General Manager within 10 days of receiving notice of a penalty.

A student dismissed or suspended is entitled to due process in the form of a hearing (See Student Complaints/ Grievance Procedure). A student who wishes to pursue this option should contact the General Manager.

15.5 COMPLAINT & GRIEVANCES PROCEDURE

15.5.1 Non-Academic Complaint / Grievances and Appeal Procedure
Situations may arise in which a student believes that he/she has not received fair treatment by a representative of SAE Institute. Student who wishes to have a complaint addressed by SAE Institute should first use the following complaint procedure and then utilize the grievance procedure if the complaint procedure proves unsatisfactory. Students are encouraged to seek assistance with this process from their advisor, lecturer, or another member of faculty and staff, if appropriate.

All students are encouraged to discuss concerns, academic issues or complaints with the SAE Institute staff and faculty. Problems should first be discussed directly with the faculty member involved. Questions about non-academic matters should be discussed with an appropriate member of the administration.

In the event that the student and the school are unable to resolve a dispute in accordance with the feedback and grievance procedure referred to directly above, the student and the school shall refer the dispute to the Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SIArb) through the CPE Student Services Centre for mediation prior to instituting any legal action or proceedings.

15.5.2 Academic Grievances and Appeal Procedures
A student should lodge his/her academic grievance or appeal through writing and submit it to Head of Department. The Head of Department will present the recommendation to the examination board. The examination board will make a review based on key indicators of student performance. The key indicators are class attendance, practical attendance, academic trajectory and student assignment. The examination board will endorse the final decision outcome. Appeal result will be released within 4 weeks for in–house course and not more than 8 weeks for course administered by partner organization from the date of appeal.
15.6 PASTORAL COUNSELING
The Counseling Service for students aims to assist students to gain balance in their academic and personal well-being. The Counseling Service provides information, prevention, intervention and referral services on psychological, educational and emotional issues and concerns. The service provides guidance to both academic and non-academic staff to assist them in addressing any psychological issues that affect students’ academic performance.

Our counselor provides a baseline support for students and has gone through some training in counseling. For more complicated cases, students are referred to external qualified professionals or relevant national agencies.

For appointment, please contact Student Admin Services or email c.taillens@sae.edu.

15.7 HARASSMENT POLICY
Verbal or physical conduct by any employee, faculty member, or student that harasses, disrupts, or interferes with another's performance or which creates an intimidating, offensive, or hostile environment, will not be tolerated.

Each Technical Support Officer and lecturer has a responsibility to maintain a workplace and classroom environment free of any form of harassment.

Any employee, lecturer, or student who believes that the actions or words of a TSO, employee, lecturer, or fellow student constitute harassment has a responsibility to report or complain as soon as possible. It should also be noted that the definition of harassment is not limited to the Technical Support Officer–employee or lecturer-student relationship. Peer harassment will also be reported.

Other sexually harassing conduct at SAE Institute is prohibited. Such conduct includes, but is not limited to:
• Sexual flirtations, touching, advances, or propositions;
• Verbal abuse of a sexual nature;
• Graphic or suggestive comments about an individual's dress, or body;
• Sexually degrading words to describe an individual;
• The display of sexually suggestive objects or pictures

Any person who has a complaint regarding sexual harassment should contact the General Manager.

All complaints of any type of harassment will be investigated promptly, in an impartial and confidential manner.

Formal complaints of sexual harassment will be addressed by the General Manager in the following manner:
• Upon receipt of a written complaint, an in-depth investigation will be conducted. After evaluating the specifics of the investigation,
• The General Manager will issue a finding and attempt to resolve the matter.
• In cases in which a student chooses not to file a formal complaint, SAE Institute may still take appropriate action being mindful of the complainant's desire for confidentiality.
• In all cases, the person making a complaint is to be informed in writing about the findings and conclusions reached regarding the complaint.
Any employee or student who is found, after appropriate investigation, to have engaged in harassment will be subject to appropriate disciplinary action, possibly including dismissal.

Sexual harassment may also constitute a violation of local law and offenders may be referred to appropriate authorities.

15.8 DISCIPLINARY ACTION PROCEDURES

When a student fails to abide by the rules and regulations of SAE Institute or fails to obey the ordinances or laws of local governments, disciplinary action may be taken. The General Manager has authority in consultation with the involved parties to take the following action:

Students may be dismissed, suspended, or placed on a probationary period by the General Manager depending upon the seriousness or severity of the incidents as outlined in the registration booklet and / or this handbook.

15.8.1 Disciplinary Actions include but are not limited to:

Dismissal is the immediate and involuntary loss of the right to attend courses or be present on school premises. Students will be withdrawn effective the date of action and the permanent file will reflect the dismissal from the institution.

Suspension is the temporary loss of the right to attend courses or be present on school premises. Suspension shall not exceed five class days. Students that are suspended will be expected to make up all schoolwork and projects upon return to the school.

Disciplinary probation is a formal warning to the student to correct their behavior. The General Manager, depending upon the specific incident(s) and situation will determine the length of a suspension or probation. Disciplinary action may be appealed.

15.9 APPEALING DISCIPLINARY ACTION

A student may appeal any decision in writing. In the event of a formal appeal, the General Manager may reconsider his/her decision if new evidence is introduced. If the decision stands, the student may request a hearing consisting of the General Manager, a faculty member and an administrative staff member. A SAE Institute corporate officer may be consulted. Witnesses can be called to the hearing. If after the hearing the outcome remains unchanged then the decision is deemed final.

16.0 ACADEMIC POLICIES

16.1 GRADUATION REQUIREMENTS (DIPLOMA)

To complete requirements for graduation and receive a SAE Institute diploma students must:

• Satisfy the examination board on all modules of study with a minimum grade of 16 or better and have attended at least 90% of the class hours in the program.
• Have met all financial obligations to the school
• Students, who have borrowed equipment, books, CDs etc. and have not returned them by the last day of regular class, will be charged for the missing item(s). This will place the student in a situation of financial obligation to the school, and may prevent graduation until those obligations are met in full.
• Students who have met all the listed graduation requirements will be awarded a Diploma in the program of study.

16.2 STUDENTS PROGRESSING FROM THE DIPLOMA ONTO THE DEGREE LEVEL
Students who wish to progress onto the degree level of their studies at SAE must have successfully completed the diploma level. In order to completion the diploma level, students will need to pass all 14 (fourteen) units attainable in the programme. Where students have failed in any unit, they are allowed to resubmit or retake a particular unit. Students are allowed to retake any failed unit and complete the diploma programme within a 2 (two) year window. The 2 (two) year window starts from the commencement date of the programme enrolled.

16.3 ATTENDANCE REQUIREMENTS FOR DIPLOMA AND DEGREE COURSE (LOCAL AND INTERNATIONAL STUDENTS)
SAE Institute operates a 90% attendance requirement for all classes and reserves the right to cancel a student's course or withhold results should attendance fall below this required minimum. Exceptions will only be granted in the case of demonstrable mitigating circumstances and, should non-attendance have resulted for medical reasons, the student will be required to present the appropriate medical certificates.

Failure to maintain 90% attendance requirements without mitigation in a unit or module could disrupt the student's progression through the programme, as the student may be required to retake the unit or module. Where there is no mitigation for attendance failure, the student would need to pay for the unit or module retake. In certain circumstances, non-attendance of theory classes may result in a ban on the use of practical resources.

Students who have applied for funding should note that most lenders will monitor attendance and that financial support may not be on-going in the event of attendance falling below the stated minimum.

Where students are studying under country-specific student visas, SAE Institute is obliged to inform government authorities if attendance falls below the required minimum. Under these circumstances, a student could lose their right to hold a student visa and may be required, under immigration legislation, to leave their country of study.

17.3.1 Attendance Monitoring
Student class attendance is monitored daily and records are kept by Academic Admin Services. If you have missed one or several classes, it is the student’s responsibility to submit Mitigating Circumstances form (see below 17.6.3) and evidence of mitigation for absence (e.g. medical certificate) to Academic Admin Services. Where students present valid mitigation for absence, their attendance record remains complete.
Academic Admin Services makes regular checks on class attendance. Emails are sent to students who have unmitigated absences. Please respond immediately to these emails with required mitigation forms. Students who continue with unmitigated absences are sent a second letter, via post to their Singapore address, referring them to the General Manager.

16.4 POLICY ON LATE ARRIVAL
Students arriving more than 15 (fifteen) minutes late for theory or practical class, will be marked absent. In addition, and at the discretion of the lecturer, they may be marked as late without penalty if they arrive within the first hour of class. Students arriving more than 1 (one) hour late will not be permitted to enter the class and will be deemed absent.

16.5 ASSESSMENT FORMATS

16.5.1 Format for written documents
All written assessments must be typed and bound together in one form or another, stapling is allowed as long as the thickness does not exceed the staple size.

16.5.2 Format for Media Files
Media file formats are indicated with each assignment in the Assignment Criteria documentation.

16.6 ASSIGNMENT SUBMISSION PROCEDURES
- Students are required to submit assessment items at the time and date specified in the Course Assessment Guide. Assessment items submitted after the due date will be subject to a penalty unless the Head of Department has given prior approval in writing for an extension of time to submit that item.
- Where specified in the Course Assessment Guide, assessments can be submitted electronically, as a written paper or using other physical formats. Where assessment items are submitted electronically, the date and time the file was saved on the file-server will be considered the date and time of submission.
- All work must be the student's own work and must be new for each project. Duplication of work submitted in another class is not allowed without the expressed prior approval of the lecturer.
- Students who knowingly submit as theirs work done by others (plagiarism) will receive a failure grade for that assessment.
- Students who retake a module are required to submit all new work for class work and assignments.
- An assessment item submitted after the assessment due date, without an approved extension or mitigation, will be penalized. The standard penalty is the reduction of the mark to a maximum grade of a pass (16).
- The maximum extension granted is ten (10) working days from assessment due date. Work submitted after this date, without mitigation, will be penalized with a pass grade (16).
- An assessment item submitted after the assessment due date or extension due date must have valid mitigating circumstances to avoid penalty grade (16).
16.6.1 Deadline Extension Request (Form)

Request for extension of assignments is not encouraged by the SAE Institute. However, if under unforeseen circumstances student may request for such extension by completing the Assignment Extension Form (see Appendix A1). Such extension must be requested five (5) days before the deadline of the submission. The form is available from the Academic Admin Services.

Student must complete the form and state reasons for such request. Attached all documented proof to substantiate your request. Documented proof refers to medical certificate or hospitalization certificate etc. Submit the request to the Academic Admin Services and you will be notified within 5 days.

16.6.2 Examination Deferment Request Letter

Students who are unable to be present for any examinations are required to inform the Institute by writing. The letter with attached documentary proof must be submitted to the Academic Admin Services at least five (5) working days prior to the examination date. For emergency cases such as sickness or compassionate grounds, students are to submit the documentary proof at least 48 hours after the event.

Please do not assume that upon submitting documents, approval will be granted. Students will be notified of a deferred examination date. Requests for deferment will only be considered based on the following reasons:

<table>
<thead>
<tr>
<th>REASONS</th>
<th>DOCUMENTS TO BE SUBMITTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
<td>Medical Certificate (M.C.)</td>
</tr>
<tr>
<td>Outstation</td>
<td>Flight Tickets and/or copy of passport</td>
</tr>
<tr>
<td>Reservist In-Camp Training (I.C.T)</td>
<td>SAF 100A</td>
</tr>
<tr>
<td>Compassionate Ground (Death of Next-of-kin, Emergency Cases, etc…)</td>
<td>Death of Certificate, Hospitalization Documents, etc…</td>
</tr>
</tbody>
</table>

A student who is absent from a scheduled re-examination, re-test of any examinations shall be deemed to have sat and failed the examination unless the college is satisfied that there is a valid and acceptable reason (Mitigating Circumstances) for the absence.

17.6.3 Mitigating Circumstances Form

Where the student has missed the deadline for exams or assessment submission, valid mitigating circumstances is required to avoid penalty grade or examination failure. Mitigating Circumstances form (see Appendix A3) must normally be submitted to Academic Services Admin within five (5) working days of the missed deadline. The form is also available from the Academic Admin Services. Student must complete the form and state valid reasons for mitigation and, where applicable, nominate a new date for
submission, normally no longer than ten (10) working days from the missed deadline. Attached should be documented proof to substantiate the mitigation request.

16.7 GRADING SYSTEM (MIDDLESEX UNIVERSITY)
Students are graded using the British 20 Point Grade system, which is implemented by Middlesex University and will reflect the student’s final Diploma and Degree Mark on the Certification. Occasionally, students may receive their test or exam results in a percentage system first, which later will be transferred into the 20 Point Grade System and then inserted into the internal Academic Records System. For better understanding of the 20 Point System see the figure below;

<table>
<thead>
<tr>
<th>Grade</th>
<th>Honours Degree class</th>
<th>Diploma Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FIRST CLASS</td>
<td>DISTINCTION CLASS</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>UPPER SECOND CLASS</td>
<td>MERIT</td>
</tr>
<tr>
<td>6</td>
<td></td>
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<td>7</td>
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</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>LOWER SECOND CLASS</td>
<td>PASS</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>THIRD CLASS</td>
<td></td>
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<td>14</td>
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<td>15</td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>FAIL- MARGINAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compensation allowed</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>FAIL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compensation allowed</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>FAIL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compensation not allowed</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>FAIL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incorporating failure to participate in assessment necessary to achieve all learning outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compensation not allowed</td>
<td></td>
</tr>
</tbody>
</table>

* compensation allowed  
** Compensation not allowed

Assessment codes
X Attendance required not met  
Q Incomplete without good reason  
R Incomplete with good reason  
U Plagiarism/unfair advantage  
C Credit
18.0 FACILITY INFORMATION, USAGE RULES AND REGULATIONS

18.1 RESERVATION AND USE OF STUDIOS, LABS AND WORKSTATIONS

Operating hours
See Section 1.2

Reservation Procedures and Allocation Limits per Student
- The facilities may be reserved online via the Student Portal.
- It is important that students follow the instructions for using the facilities or they could have their reservations cancelled or subject to disciplinary actions. The booking/reservation rules are indicated in section 17.9
- Reservation of facilities is only allowed for 1 week in advance.

18.2 CHECKING IN AND CHECKING OUT (STUDIO AND EQUIPMENT)
All students attending the studio time must sign-in (name and time) at the Technical Support Officer counter. Upon completion of the scheduled studio/lab time, the student is required to sign-out accordingly. Any students falsifying or failing to complete the sign-in/out sheet is subjected to disciplinary actions.

18.3 TROUBLESHOOTING AND REPORTING FAULTS
If a student discovers a fault in the studio during a session, they are expected to report this fault in writing. The fault reporting form is with the supervisors. Failure to do so might result in the student bearing responsibility for the faulty equipment and that will mean paying for it.

18.4 HOOKING UP PERSONAL GEAR
Students are not allowed to alter the studio configuration in any manner. If students bring in personal gear that cannot be hooked up without altering the studio configuration, they are to approach the supervisors for assistance. Any student caught altering the configuration in any studio or lab will be subject to disciplinary actions.

18.5 DAMAGE OF EQUIPMENT
Students are responsible for the equipment in the studio during their sessions. The cost of replacement or repair of any equipment damaged by them or their guests will be borne by them.

18.6 POLICY REGARDING GUESTS AND MUSICIANS
Visitors are not allowed in the classrooms unless prior permission is granted from the Technical Support Officer. We do encourage spouses and family members of the student or student applicant to tour the school with a SAE Institute staff member. Family members such as visiting parents are also encouraged to tour the facilities. They are allowed to sit in for classes if they seek prior permission from the General Manager. Children are not permitted in the classroom as they may cause distraction to both the lecturer and other
students. Therefore, we ask that you refrain from bringing them to SAE Institute while class is in progress.

Musicians accompanying students to practical sessions must comply with all rules and regulations of SAE Institute. The student is responsible for all equipment and fixtures during practical sessions. In all cases, only SAE Institute students (not guests) are allowed to operate equipment. The student is also responsible for the actions of musicians (guests) that may result in theft of equipment and/or damage to equipment etc.

SAE Institute is not responsible for any musician or group of musician’s personal equipment and therefore is not covered by SAE Institute insurance.

SAE Institute does not supply musical instruments for sessions nor does the school provide musicians for studio projects, however lists of available musicians and groups are periodically posted on the bulletin board.

18.7 POLICY FOR FILM AND ANIMATION STUDIO
Food & Beverages are strictly not allowed in the studio. Personal water bottles are to be left outside the studio. This is to avoid staining or discoloration of the studio.

No Shoes Policy. Students and Staff should always have their shoes, slippers etc off while in the studio’s green area. Technician and operator can keep their shoes on only within the black painted area of the studio. The side of the studio to avoid clutters should place shoes and footwear, neatly at the entrance at all times. When actress and actor are required to use any footwear, the ground must be covered with green screen cloth to protect the flooring or to clean their soles prior stepping on the green area of the studio. Kindly refer to your storyboard and preproduction to efficiently plan your shoot with shots that may require footwear.

All Film & Lighting Equipment: DO NOT drag the tripods or lighting stands on the floor. This is to avoid chipping and scratches on the floor. Please refer to your lighting & camera setup plan before placing the lights and tripod. Lighting Stand should be anchored down with SANDBAGS. Barn doors and tripod legs must be inline to avoid toppling accidents. All electrical wiring MUST be gaffed or out of movement path. Do not plug more than 3 Red heads to 1 power point output. To prevent over loading of electrical outputs, please kindly check all equipment before using and returning to Technical Support Officers. If you noticed any chipped paint work, please kindly notify the Technical Support Officer. Packing and unpacking of equipment MUST be done outside the studio to avoid any scratches or chips to the flooring.

18.8 BOOKING OF CAMERAS
Please note that all bookings are done using the student portal via http://singapore.sae.edu/ - Student Portal.
To login to the portal you have to put in your username and password for your email address provided by the IT Coordinator (mail.saesingapore.com).

Other additional equipment, should all be written down under the "REMARKS" section in the STUDENT PORTAL
* One student is entitled to book ONE camera for ONE time-slot.
* Students are to LOAN OUT, and RETURN the camera PERSONALLY.
* All items are to be issued and returned to the Technical Support Officer on Duty.
18.9 BOOKING OF FACILITIES/RESOURCES ON STUDENT PORTAL
i. Please state your class number and student number in your info and the notes section on the STUDENT PORTAL. Please include a list of the equipments needed for the session as well.

ii. Students are allowed to book a minimum of 2 hours to a maximum of 4 hours per facility.

iii. Time slots are only allowed to start on even hours. (E.g. 10am, 12pm, 2pm, 4pm, 8pm)

iv. Multiple reservations of the same facility is not allowed and will be deleted.

v. However, you may submit another reservation after you have finished with your current reserved session. Points i and ii are still applicable.

vi. Students are allowed to use the facilities without having reserved any time slots if (a) resources are currently not booked or in use and (b) approved by TSO on duty.

vii. Extension of facility time is allowed, provided the TSO on duty is informed.

viii. Student’s talents and friends need to book in with the TSO on duty. Their names and NRIC will be recorded. Then they will be issued a visitor pass.

ix. Students are required to sign out their talents and friends at the end of the session and return the visitor passes to the TSO on duty.

x. At least one (1) student needs to remain in the facility if there are visitors (i.e. talents and friends). Failure to do so will result in (a) the session will end immediately and (b) a penalty will be imposed.

xi. All evening bookings will end at 2100 and all equipment should be returned at 2100

18.10 BOOKING IN/OUT EQUIPMENT FROM THE TSO OFFICE
i. Students are to report early (15 min for day sessions and 30 min for overnight sessions). Students are required to inform the TSO on duty, if they are late for booking in the equipment. Students can reach the TSOs at this number 6333 4384.

ii. The student booking the facilities is responsible for reporting to the TSO and drawing out the equipments.

iii. Students using Studio 1, 2 and 3 needs to return all equipments 30 min before the end of the session.

iv. All equipment drawn out and returned will be recorded by the TSO on duty.
v. Return the equipments to the TSOs personally and do not leave them lying around the campus.

vi. If there are unreturned equipments a penalty will be imposed on the student who drew out the equipment.

vii. All equipment that are drawn out must be returned and checked in before the end of a session and cannot be transferred over to the next student.

viii. Any damaged, faulty equipment/resource, loss of equipment must be reported immediately to the TSO on duty. Please call 6333-4384.

18.11 GENERAL HOUSEKEEPING
i. Ensure that you clean up the resources/facilities area after use. Do not leave any rubbish around.

ii. Food or drinks are strictly not allowed in the resources/facilities area. This rule is applicable to the student guests as well. A penalty will be imposed on the student if drinks or food are found or consumed in the resources/facilities area.

iii. Please make sure all cables are coiled properly before returning them to the TSO. All equipment must be returned in the original condition as they were drawn out.

iv. Do not move any of the equipments or disconnect any of the cables on the console, patch bays, computers. If you require help, please ask any of the TSOs on duty

18.12 DATA STORAGE/BACKUP AND EMAIL ADDRESSES
i. All students are advised to back up their work on their personal hard drives.

ii. All students are to store their files in the allocated Students Folders

iii. Any files found outside of the Students Folder will be deleted.

iv. SAE Institute is not responsible for any loss of data.

v. Students will not be granted assignment extensions for loss of data.

vi. No unauthorized programs should be installed on any computer nor should any of the installed software on any of the computers be uninstalled.

vii. All files on the workstation including student’s folder will be deleted on the 1st week and 3rd week of each month.

viii. Every active student will be provided a SAE Institute e-mail address. This e-mail address is strictly for communication between SAE Institute, its respective staff and the students.
ix. After completion or withdrawal from the respective course, an email from the IT Coordinator will be sent out informing students to backup their data before the account is deleted.

x. Two email groups will be created for every batch to facilitate communication between the students and the Institute.

xi. Students with a valid reason can request for an extension.

xii. The email account will be disabled 6 month after graduation.

xiii. Short course students will only use their personal e-mail.

xiv. All students are required to verify their e-mail address during first day of class.

18.13 WARNING & PENALTIES

i. Unless otherwise stated, failure to comply to any other rules stated in the above will result in a minimum one week ban from all facilities.

ii. 1st Offence will result in a formal warning.
2nd Offence will result in a ONE WEEK BAN FROM USING ALL FACILITIES
3rd Offence will result in a TWO WEEKS BAN FROM USING ALL FACILITIES

iii. All penalties are imposed and regulated by the management.

iv. Any requests for review of the penalty imposed should be forwarded to the General Manager.

18.14 DISCIPLINARY ACTIONS

Students who fail to comply with the rules and regulations stated above will be subjected to appropriate disciplinary action

- Suspension of facility reservations rights for 1 or 2 weeks: not allowed to reserve facilities
- Banned from the facilities for 1 or 2 weeks: Not allowed to use the facilities
- Pay for Damages.
19 LANGUAGE OF INSTRUCTION AND TUITION

19.2 BACKGROUND
SAE Institute has a wide global spread, with in excess of 50 colleges in 24 countries. Its language policy for the study of these degree programs, emphasizes the importance to students of English competence alongside their native language where it is not English. English competence is promoted partly because the degrees are awarded by a UK University and partly because English is the international language of computing and media.

Applicants’ English skills are a factor in the selection procedure and guest lectures and seminars at all degree centers are commonly in English. Nevertheless, within the terms of the approved language policy, classes at certain centers employ other languages. The following policy conforms to all relevant University criteria.

19.3 POLICY
• The Institute respects the cultural, communicative and intrinsic value of all languages represented by its student body. Thus, it seeks to encourage students to maximise effective use of their own language.
• In view of the fact that English is widely regarded as the major player in the communications sector, the Institute insists that its graduates be able to communicate their professional thoughts, ideas and experiences effectively through English.
• The priority within the college is for effective spoken English (the ability to describe, negotiate and discuss technical and aesthetic issues in spoken language) followed by the ability to read and write English. Consequently, emphasis is given to classroom activities, which encourage the development of English skills in accordance with the priority.
• Major project reports are permitted in a language other than English but, where this is allowed, a substantial abstract/summary in English (1000 words minimum) must be provided; alternatively, a related oral presentation in English may be required.

20 FEEDBACK TO STUDENT
A number of systems are in place whereby students may gain feedback on their progress during study. These will vary according to course content, assessment criteria and methods.

20.2 FEEDBACK ON COURSEWORK AND EXAMINATIONS
Student grades are published from time to time on Institute’s notice boards and transcripts of results may be requested at certain intervals. Practical assignments and marked written work be given constructive comment through grade-sheet feedback. SAE Institute 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.
20.2 INDIVIDUAL RESEARCH AND PROJECT PROPOSALS
For the most part, projects involving individual research must be approved by a member of staff, usually the Head of Department. This approval is sought and granted through individual discussion, proposal and pitching by the student to the assigned Lecturer.

21 SCHEDULES AND CALENDAR

21.2 CLASS SCHEDULE
The class schedule is available on the student portal and will be handed out to every student at the beginning of each module.

21.2 NOTIFICATION OF RESULTS, PROGRESS REPORTS AND FEEDBACK ON PERFORMANCE
Students will be notified of their results by the Academic Admin Services.

21.3 COUNSELING AND ADVICE FOR WEAK STUDENTS
Students, who have a learning difference that may adversely affect their class and/or academic performance, are advised to discuss them with the Academic Admin Services prior to enrollment so that any necessary and reasonable arrangements can be made. However, if such learning differences only became evident after commencement, such students should schedule a meeting with the Head of Academics or Head of Department to arrange an appropriate plan to facilitate any special needs or requirements.

22 ACADEMIC REPEAT PROCEDURES
A student may be advised and allowed to sit for the re-assessment or a re-submission on a particular assessment.
\*
- Students with a regular attendance record may re-sit the failed exam or re-submit the failed assignment within the duration of the course.
- The maximum grade for a re-sit of re-submission without mitigation is 16 (a marginal pass).
- At the end of the course, students who still have failed modules will have to pay to re-sit the assessments for the module. Only 1 re-sit is possible. The maximum grade for a re-sit is 16.
- Students who fail this re-sit will be advised to re-attend the relevant section of the course.
- The Student will have to pay the current (published) course fees upon confirmation, and must have a regular attendance record.
- All course practical and theoretical assessments must be re-done by the student.
- All grades obtained during the repeat of the course will be used to replace the original grades in the student’s assessment database.
- Note: For International student, the repeat procedure is subject to ICA granting the extension of the student visa.
- The cost of re-taking modules is listed Schedule 2.2, Miscellaneous Fees, of the PEI-STUDENT contract in force.
23 QUALITY ASSURANCE OF YOUR PROGRAMME

All programmes at SAE Institute are subject to rigorous programme approval, monitoring and review procedures by the Academic Board, a key feature of which is the involvement of external members to assure the standards and quality of SAE Institute qualifications.

Students have a very important role in enhancing programmes, feeding back on a regular basis via feedback forms, Boards of Study, questionnaires, and other mechanisms. Student feedback also plays a major role in annual programme monitoring and review.

24 CAREER OPPORTUNITIES AND PLACEMENT

SAE Institute maintains an active dialogue with the audio, multimedia, film, animation and games industries in an attempt to make potential employers aware of the quality of our graduates. At this point there are a vast number of SAE Institute graduates active in all aspects of the industry and one of our primary concerns is that our former students find success in their chosen careers.

Over the years, a large number of employers have approached SAE Institute seeking staff with suitable skills. During your studies, your progress will be monitored by staff who will advise in situations where someone with a particular range of skills and expertise is being sought by a prospective employer. Students who meet the correct criteria will be put in touch directly with the individual or company seeking staff. SAE Institute also encourages prospective employers to forward more general job offers and, when they are forthcoming, these opportunities are posted on the relevant college notice boards. Students seeking employment are encouraged to monitor these notices on a regular basis. A number of job opportunities are also sent via email to students.

A large number of SAE Institute staff are or were active in one of the industries for which we train. In fact, relevant industry experience is an important criterion used in the recruitment of staff. As such, many of them are well equipped to offer help and guidance on matters related to employment. Students are encouraged to take up informal dialogue with such members of staff. On a more formal level, careers advice can be sought from Academic Admin Services and Head of Departments as well as member of the college management.

SAE Institute is in the process of establishing an SAE Alumni association. It is hoped that this network of ex-SAE students will encourage ongoing dialogue and also help to develop employment opportunities for our graduates.

SAE Institute endeavors to select a range of guest lecturers from within the 'infotainment' industry. In addition (and where timetabling allows), students may have the opportunity to visit career seminars and other industry events, which could help to establish worthwhile employment links.

In addition to preparing you for employment, this also allows us to assess your suitability for employment in a 'real world' sense and thereby offer you advice for the future. SAE Institute has a policy of employing past and present students who exhibit suitable qualities. There are opportunities for current senior students to be employed as student demonstrators and a number of current SAE Institute staffs are successful former students. Those interested in job opportunities within SAE Institute should approach their local college management.
25 INTERNATIONAL STUDENT SUPPORT
SAE Institute’s world headquarters is in Oxford, UK. Because of this worldwide presence, students may seek support and advice from any SAE Institute, although, once registered, you are encouraged to deal directly with your centre of choice. A list of the addresses for each college is available from your local branch or at www.sae.edu. Students on degree programs should note that only certain branches of SAE Institute are certified as Degree Centres.

26 INFORMATION FOR STUDENTS WITH DISABILITIES
SAE Institute, in offering its programs, will make every effort to facilitate study by students with disabilities. However, each circumstance will need to be reviewed independently. Students who have a disability that may adversely affect their class and/or academic performance, are advised to discuss them with the Head of Department and Management prior to enrollment.

27 LEARNING RESOURCES
Learning resources will vary slightly from one SAE Institute to another. However, SAE Institute policy is to support theoretical tuition with a substantial practical component and, in serving this purpose, to provide and maintain technical resources akin to those found in the relevant industries. In this regard, SAE Institute is a forerunner. For practical tuition and project development, students in all disciplines have access to a wide variety of industry-standard formats, studios, recording, capturing, editing and mixing technologies and computer software.

Under the terms of the current Memorandum of Understanding, SAE Institute students do not gain access to resources on Middlesex University campuses.

28 CAREER ADVICE AND INTERNSHIPS
You will receive a Diploma/Degree after you have successfully completed your course of study at SAE Institute. SAE Institute stands ready and willing to help you with referrals to internships or with job referrals. We cannot promise you any particular placement; however, we do receive requests from large and small employers seeking for qualified personnel. We feel confident that our graduates will quickly prove themselves creative team members in many audio and multimedia businesses.

As dedicated lecturers, our greatest joy is to see our graduates becoming successful in their chosen field of endeavor. We want to see your name among prominent sound engineers, filmmakers, animators and multimedia authors providing creative services in the industry!

29 CO-CURRICULAR ACTIVITIES
You are encouraged to join the diverse co-curricular activities organized by the SAE Institute periodically. These include network events, seminars & workshops.

You are also encouraged to join the Facebook account to keep updated on the events and other activities organized by the SAE Institute.
30 HEALTH AND SAFETY

SAE Institute complies fully with the health and safety legislation applicable in all countries of operation. Students should note that government policy in this regard may differ from one country to another. Copies or applicable legislation are available, upon request, at each Institute.

In compliance with fire regulations, SAE Institute normally requests that students sign in and out when entering or leaving the premises. The Student Access card does this automatically. In addition, most SAE Institute premises are subject to regular fire drills. Students' attention is drawn to the applicable fire procedures published at strategic points throughout the building. The precise procedure will vary from one centre to another but please note that IN ALL CIRCUMSTANCES it is mandatory for all persons to leave the premises in the event of the fire alarm sounding and/or fire strobe lights being illuminated.

30.1 STUDENT MEDICAL INSURANCE COVERAGE

SAE Institute provides medical insurance coverage to the students under the Group Smartcare Executive Plan with AXA Insurance Singapore. This is an expense reimbursement plan that helps reduce the student's financial burden in the event of hospitalisation. The Student will be reimbursed with the following eligible expenses incurred according to the limits set out in the Benefits Schedule. Please see Appendix A6 for the Benefits Schedule for the Group Hospitalisation & Surgical Insurance Policy.

30.2 STUDENT MEDICAL INSURANCE CLAIM PROCEDURE

Insured Members (Students) are to submit the following documents to AXA Insurance within 30 days from the date of discharge from hospitalisation, from the date of death or from the date expenses were incurred for which the claim is made, whichever is applicable:

Admission to Government/Restructured Hospitals (Alexandra, Changi, KK Women’s & Children, National University, Singapore General and Tan Tock Seng)

- Duly Completed Claim Form
- A copy of the Inpatient Discharge Summary given to patient upon discharge
- A copy of the Day Surgery Authorization Form signed by the patient before surgery
- A copy of the Referral Letter, if any
- Final Original Hospital Bill showing the Medisave deduction
- Original Pre/Post Hospitalisation Medical Bills

Admission to a Private Hospital (EastShore, Gleneagles, Mount Alvernia, Mount Elizabeth, Raffles, Thomson Medical Centre and Day Surgery Centres/Clinic)

- Duly Completed Claim Form (see Appendix A5)
- Medical Certification of Treatment to be completed by the attending physician/surgeon
- A copy of Referral Letter if any
- Final Original Detailed Hospital Bills
- All Other Original Medical Bills related to admission/surgery

Please contact Student Admin Services for claim procedures for any medical insurance entitled to students if applicable. Pre-existing illnesses will not be covered.
31 ORIENTATION

Prior to the commencement of studies, on the first day of class, all SAE Institute students will attend an Orientation Session that has been designed to introduce them to the important aspects of SAE Institute’s operations, activities and opportunities. The students will be given a facilities tour following the Orientation Session. Senior teaching staff will address a number of issues that will be important to the student during the study period with SAE Institute. Some of the areas covered will be (but not limited to):

• Course / unit outlines
• Expectations of study times
• Forms of academic assistance available to students
• Library resources
• School facilities and equipments
• Student Support Services (e.g. emergency, health, legal services). Please see Appendix A7 Student Support Contact List for details.
• Annual Semester Plan & Semester Timetable
• Access to the SAE Institute computer network, student portal and email accounts
• Attendance required
• Pastoral Counseling
• Network Acceptable Use Policy

Students are encouraged to discuss any concerns with the relevant staff member at any time during the studies with SAE Institute. This includes their academic progress and any further studies they may wish to pursue.
32.0 Appendix A

Forms
# Appendix A1 Assignment Extension Form

## ASSIGNMENT EXTENSION FORM

Assignment Extension Form must be submitted 5 working days before the due date.

Assignment Extension Form will not be processed if it is not complete.

All documents of proof such as medical certificates must be attached to this form.

Your lecturer-in-charge will contact you within 5 working days or upon approval of your request.

I/We * ____________ wish to request for an extension of my/our individual/group* assignment which is due on ____________ .

We have attached the following document(s) to support our appeal for the extension: (*Delete as appropriate.)

- Progress Report
- "
- Others, please specify: ____________
- "

Indicate the required time for completion of your assignment: ____________

Name of assignment/ Lecturer-in-charge: ____________

Provide reason(s) for your assignment extension request:

________________________________________________________________________

________________________________________________________________________

Fill in your particulars accordingly.

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<th>Name:</th>
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<tr>
<th>Student No.</th>
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<th>NRIC / Passport No.:</th>
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<tr>
<th>Name of Course</th>
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<tr>
<th>Course Code/ Batch No.:</th>
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<tr>
<th>Correspondence Address:</th>
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<tr>
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<th>(O)</th>
<th>(HP/Pgr)</th>
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<th>Email:</th>
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<table>
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<tr>
<th>Parent/Guardian Name:</th>
<th></th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Parent/Guardian contact No.:</th>
<th>(H)</th>
<th>(O)</th>
<th>(HP/Pgr)</th>
</tr>
</thead>
</table>

FM-AE-001
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<th>For Official Use:</th>
</tr>
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<tbody>
<tr>
<td>Received By:</td>
</tr>
<tr>
<td>Date Received:</td>
</tr>
<tr>
<td>Lecturer-In-Charge:</td>
</tr>
<tr>
<td>Remarks:</td>
</tr>
<tr>
<td>Approval:</td>
</tr>
<tr>
<td>Yes ☐                         New Date for submission:</td>
</tr>
<tr>
<td>(To be completed by lecturer-in-charge)</td>
</tr>
<tr>
<td>Informed Student:</td>
</tr>
<tr>
<td>Yes ☐                         No ☐</td>
</tr>
<tr>
<td>(To be completed by lecturer-in-charge)</td>
</tr>
</tbody>
</table>

FM-AE-001
Appendix A2 Change of Course Status Form

CHANGE OF COURSE STATUS FORM

I. ________________ of ________________ (Name of Course/ Batch No.) wish to request for a change of my course.

Indicate your request by ticking the appropriate box □:

1. Course Transfer □
   - New Course Name: __________________________
   - New Course Code: __________________________

2. Course Withdrawal □
   - Course Name: __________________________
   - Course Code: __________________________

3. Course Deferment □
4. Transfer From Full-time To Part-time □
5. Transfer From Part-time To Full-time □

Please state your reason(s) for your request. Attach all relevant documents to support your request.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

☐ Student Pass Status :
☐ FPS Insurance :
☐ Refund :

FN-CC-002
Fill in your particulars accordingly.

Name:

Student No.: S

*NRIC / Passport No.:

Name of Current Course:

Course Code / Batch No.:

Correspondence Address:

Contact No.: (H) (C) (HP)

Email:

Parent / Guardian Name:

Parent / Guardian contact No.: (H) (C) (HP)

Signature of Applicant: _____________________________ Date: __________

Signature of Parent / Guardian: _____________________________ Date: __________

For Official Use:

Received By: _____________________________ Date Received: __________

Lecturer-In-Charge:

Remarks:

Approval: Yes ☐ No ☐ Duration of Deferment: _____________________________

Informed Student: Yes ☐ No ☐

FN-CC-002
Appendix A3 Appeal for Mitigating Circumstances Form

APPEAL FOR MITIGATING CIRCUMSTANCES FORM

NOTES:

• Definition of Mitigating circumstances:
  Circumstances outside of the student’s control that have had an adverse affect on the student’s work or
  ability to work and which have been deemed acceptable by the SAE management and educators.

• Circumstances will usually be medical or sympathetic in nature and accompanied by written
  documentation e.g. medical certificate.

• This form is to be completed by students applying for mitigating circumstances relating to an assessed
  form of coursework and absences only. (E.g. written assignment, practical assignment, exam etc.)
  • For circumstances relating to assessment, please indicate the assignment(s) and your proposed new
    deadline of submission.
  • For circumstances relating to absences, please indicate the exact date of absences and valid
    reasons.

• Discuss your application with your instructor prior to submitting this form.

• Submitting this form does not guarantee acceptance of the circumstances. This is at the discretion of SAE
  management and educators.

• Attach all supporting documentation

• Students under 21 years of age have to obtain Parent/Guardian signatures

Fill in your particulars accordingly.

Name: __________________________

Student No. ___________________ *NRIC / Passport No.: _______________________

Name of Current Course: __________________________

Course Code/ Batch No.: __________________________

Correspondence Address: __________________________

Contact No.: (H) (O) (HP)

Email: __________________________

Parent/Guardian Name: __________________________

Parent/Guardian contact No.: (H) (O) (HP)

FM-MC-001
Brief Outline of Circumstances

For circumstances relating to assessment:
New deadline of submission: ____________________

For circumstances relating to absences:
Date(s) of absence: ____________________

Attached Documentation

I hereby submit this application for mitigating circumstances. By submitting this document and supporting evidence, I certify that the circumstances described within are true. I am aware that the submission of false or exaggerated mitigating circumstances is viewed in an extremely serious light and may result in penalties, up to and including expulsion from the College.

_____________________________  ____________________
Signature of Applicant                      Date

_____________________________  ____________________
Signature of Parent/Guardian                Date
Appendix A4 Request for Refund Form

REQUEST FOR REFUND FORM

1. __________________________ of __________________________ (Name of Course/ Batch No.) wish to request for a refund

Indicate your request by ticking the appropriate box □.

1. Refund of Course Fee □
2. Refund of FPS insurance Fee □

Please state your reason(s) for your request. Attach all relevant documents to support your request.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Mode of payment (telegraphic transfer/cross cheque):

Bank Account Information:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Amount Refunded:

FN-RR-001
Fill in your particulars accordingly.

Name:

Student No. $ NRIC / Passport No.:

Name of Current Course

Course Code/ Batch No.:

Correspondence Address:

Contact No.: (H) (O) (HP)

Email:

Parent/Guardian Name

Parent/Guardian contact No.: (H) (O) (HP)

_________________________ ___________________________
Signature of Applicant Date

_________________________ ___________________________
Signature of Parent/Guardian Date

For Official Use:

Received By: ___________________________ Date Received: ___________________________

Remarks:

Approval: Yes ☐ No ☐

Informed Student: Yes ☐ No ☐
Appendix A5 Student Medical Insurance Claim Form

Axa Insurance Singapore Pte Ltd
143 Cecil street #01-01 GB Building
Singapore 06954
Tel: (65) 6338 728 Fax: (65) 6338 2522 www.axa.com.sg

Please complete this claim form fully.
Incomplete forms may delay claim settlement.

TYPE OF CLAIM & CHECKLIST please select
☐ Hospitalisation & Surgery
☐ Outpatient GP/AAE
☐ Original Medical Bills & Receipts
☐ Medico Report/Discharge Summary/Surgery Authorisation Form
☐ Outpatient Specialist
☐ Completed Claim Form
☐ Original Medical Bills & Receipts
☐ Medical Report for traffic accidents
☐ Referral Letter From GP

SECTION A DETAILS OF INSURED PERSON (STUDENT)
Name of Insured Student (as per bank account) Passport No. Student ID No/FIN No. Date of Admission to School

Please tick to select status
☐ Full Time Student. ☐ Part Time Student.
☐ Singapore Citizen/PR
☐ International (non-ETP)
☐ International (ETP)
☐ Date of Birth
☐ Male ☐ Female

Address (in Singapore)

SECTION B DETAILS OF STUDENT’S BANK ACCOUNT - Please complete if you tick claim payment by cheque to student’s bank (For Outpatient claims only)
Bank name (please tick)
☐ DBS/PRIME ☐ OCBC ☐ Other
Account No.

SECTION C DETAILS OF ILLNESS
1. Nature of Illness/Symptoms/Final Diagnosis
2. Date Symptoms First Noted

3. Type of Treatment/Operation
4. Date First Treated
5. Hospitalisation Period

SECTION D DETAILS OF ACCIDENT
1. Description of Accident how it happened?
2. Place of Accident
3. Date of Accident
4. Time of Accident
5. Nature of Injury
6. Treatment/Operation
7. Hospitalisation Period
8. Is this a school-related or other injury?
☐ No ☐ Yes

SECTION E OTHER INFORMATION
1. Has the Illness been treated before? Has the same part been injured before?
☐ No ☐ Yes, please state date first occurred
2. Are you making a claim for this treatment from any other insurance company?
☐ No ☐ Yes, please state name of insurer
3. Name & Address of Attending Doctor/Clinic/Hospital

SECTION F DECLARATION & AUTHORIZATION
I hereby authorize any hospital physician, person or organization who has attended to or examined me, or is authorized to maintain medical records to disclose when requested by to do so by Axa Insurance Singapore Pte Ltd any and all information with respect to any illness, injury, medical history, consultations, prescriptions or treatment and copies of all hospital or medical records. A photocopy of this authorization shall be considered as effective and valid as the original.

I hereby declare that the above information, statements, answers are true and complete to the best of my knowledge and belief. I agree that I have made, or if I shall make any false or untrue statement, suppression or concealment, the Policy shall be void and all rights to compensation shall be absolutely forfeited.

Signed of Insured Student
Date

TO BE COMPLETED BY SCHOOL/PRIVATE EDUCATION INSTITUTION
Is student registered with FEl on date of accident/injury?
☐ No ☐ Yes

Signature of WITNESS/Authorised Official (FEL)

Name of Authorised Official (FEL):

Designation of Authorised Official (FEL):
# Appendix A6 Student Medical Insurance Benefits Schedule

## BENEFITS SCHEDULE FOR SAE INSTITUTE PTE LTD

**Group Hospitalisation & Surgical Insurance**  
**Policy No. GSC/Q0031693**

<table>
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<tr>
<th>Benefits Schedule</th>
<th>Limits (SGD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a) Daily Room &amp; Board</td>
<td>As charged in B2 wards (6-bedder) in Singapore Government / Singapore Government Restructured Hospitals up to the overall maximum limit per policy period</td>
</tr>
<tr>
<td>1b) Intensive Care Unit</td>
<td></td>
</tr>
<tr>
<td>2) Hospital Miscellaneous Services</td>
<td></td>
</tr>
<tr>
<td>3) Surgeon's Fee</td>
<td></td>
</tr>
<tr>
<td>4) Anesthetist’s Fee</td>
<td></td>
</tr>
<tr>
<td>5) In-hospital Physician’s Visit</td>
<td></td>
</tr>
<tr>
<td>6) Pre-hospitalisation Specialist Consultation(^1) (up to 30 days before admission)</td>
<td></td>
</tr>
<tr>
<td>7) Pre-hospitalisation Diagnostic Services (^1) (up to 30 days before admission)</td>
<td></td>
</tr>
<tr>
<td>8) Post-hospitalisation Treatment (up to 90 days from discharge)(^2)</td>
<td></td>
</tr>
<tr>
<td>9) Emergency Outpatient Treatment (due to accident only)(^3)</td>
<td></td>
</tr>
<tr>
<td>10) Ambulance Fee</td>
<td></td>
</tr>
<tr>
<td>11) Medical Report Fees</td>
<td></td>
</tr>
</tbody>
</table>

Pro-rata factor will apply if student is warded in a higher ward in Singapore Government / Restructured Hospitals or in private hospitals in Singapore.

| Overall Maximum Limit Per Policy Period (Item 1 to 11) | 20,000 |
| Additional Benefit |  |
| 12) Hospital Confinement due to Mental Illness (with referral by General Practitioner or Specialist) | 1,000 |
| 13) Death Benefit | 3,000 |

\(^1\) Must lead to hospitalisation and/or surgical procedure within 30 days  
\(^2\) For expenses incurred within 90 days from the date of discharge from hospital or day surgery  
\(^3\) Treatment must be sought in a hospital or clinic or from a registered Traditional Chinese Medicine (TCM) practitioner within 24 hours from time of accident; follow-up charges by same physician covered up to 30 days from date of accident and for TCM practitioner not exceeding $300 per occurrence.
### Appendix A7 Student Support Contact List

<table>
<thead>
<tr>
<th>Student Support Contact List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Raffles Medical Group Ltd</strong></td>
</tr>
<tr>
<td><strong>Guardian Pharmacy</strong></td>
</tr>
<tr>
<td><strong>Singapore General Hospital</strong></td>
</tr>
<tr>
<td><strong>Tan Tock Seng Hospital</strong></td>
</tr>
<tr>
<td><strong>Singapore Association of Visually Handicapped</strong></td>
</tr>
<tr>
<td><strong>The Singapore Association for the Deaf</strong></td>
</tr>
<tr>
<td><strong>Alcoholics Anonymous Singapore</strong></td>
</tr>
<tr>
<td><strong>The Centre for Enabled Living Ltd (CEL)</strong></td>
</tr>
<tr>
<td><strong>Silver Ribbon (Counseling Services)</strong></td>
</tr>
</tbody>
</table>

Reviewed: Thursday, 1st April 2010

Reviewed: C. Girshanker
33.0 Appendix B

FLOW CHARTS
Appendix B1 Refund Procedure

Title: Refund Procedure – Student Withdrawal

Approved by:

Document No: DM-SPS-301
Revision: 1

Student notifies or submits change of course status form to request to withdraw from course

SAS checks student contract and Lornpac online system and calculate the refund amount based on contract clause and Lornpac proc. rate refund of FFS Insurance

Any Refund?

No

Proceed with the withdrawal (Refer to Withdrawal flow chart)

Yes

Student accepts the refund amount?

Yes

SAS will present the refund calculation letter to GM for approval, signatory and issuance of refund cheque. Refund will be done by cross cheque payable to the account name provided by student in change of course status form unless requested by student to be done in other means.

No

Student meets General Manager to discuss refund amount

No

Approved by GM

Yes

SAS sends email to student within 7 days informing them to collect the refund cheque during office hours.

SAS cancels the FPS.

Upon collection of cheque, student need to sign, indicate name and date on the copy of the cheque to acknowledge receipt of the cheque.

SAS informs GM that refund cheques has been collected and GM will adjust the accounting part in CAS system to reflect the refund amount.

Copy of refund calculations letter and copy of refund cheque is filed in the student folder, monthly folder and refund folder (with student signature).
Title: Refund Procedure – Course that is not Running

SAE Institute confirm not to commence course due to insufficient student enrolled (min 5 students)

Inform students immediately within 3 days

Student decision to defer to next commencement date?

Yes

Update student on next commencement date

No

Student wish to transfer to another course?

Yes

Proceed with the transfer of the course process (Refer to Deferrment/Transfer of Course Procedure flow chart)

No

SAS will present the refund calculation letter to GM for approval, signatory and issuance of refund cheque. Refund will be done by cross cheque payable to the account name provided by student in change of course status form unless requested by student to be done in other means.

Upon collection of cheque, student need to sign, indicate name and date on the copy of the cheque to acknowledge receipt of the cheque

SAS cancel the FPS.

SAS informs GM that refund cheques has been collected and GM will adjust the accounting part in CAS system to reflect the refund amount.

Copy of refund calculations letter and copy of refund cheque is filed in the student folder, monthly folder and refund folder (with student signature)
Title: Refund Procedure – Overpayment

Student made overpayment via TT payment due to:
- Bank charges
- Foreign currency exchange rate

Upon receipt of payment, SAS will input the payment record into CAS system which will immediately show any excess payment made.

SAS will present the refund calculation letter to GM for approval, signatory and issuance of refund cheque. Refund will be done by cross cheque unless requested by student to be done in other means.

SAS sends email to student within 7 working days informing them to collect the refund cheque during office hours.

Upon collection of cheque, student needs to sign, indicate name and date on the copy of the cheque to acknowledge receipt of the cheque.

SAS informs GM that refund cheques has been collected and GM will adjust the accounting part in CAS system to reflect the refund amount.

Copy of refund calculations letter and copy of refund cheque is filed in the student folder, monthly folder and refund folder (with student signature).
Title: Refund Procedure – TT

Student requests refund to be TT to their accounts

SAS prepares the TT documents and get the General Manager approval

SAS submits the signed TT forms to Bank

SAS informs students about the transfer

Inform Banks and re-submit if necessary

Has the student received the amount?

No

Yes

Update Records
Appendix B2 Withdrawal Procedure

Title: Withdrawal Procedure

Student fills in the Change of Course Status Form

Is student under 18 years old?

- Yes, Parent/guardian signature is required
- No, Student attends exit interview with GM. All financial matters, status of student pass and FPS Insurance status will be discussed during this meeting

Student proceeds with withdrawal?

- Yes, SAS issues formal letter to student to effect transfer/withdrawal
- No, Student continues with the current course

International student?

- Yes, SAS proceeds with cancellation of student pass by SOLAR system
- No, SAS notifies GM to terminate student in CAS system

Any refund agreement?

- Yes, SAS proceeds with the refund (Refer to Refund Procedure – Student Withdrawal flow chart)
- No, Termination of student contract

SAS proceeds with cancellation of FPS insurance within 3 working days (Refer to Change of Protection Status of FPS Insurance – Student Withdrawal or Transfer of Campus flow chart)

SAS updates the FPS file 1 for CPE submission

A
Title: Withdrawal Procedure

Document No: OM-SPS-002
Revision: 1

A

SAS transfers the physical student folder to withdrawal folder. AAS shall issue past attendance record upon request.

AAS informs all the respective lecturers about the withdrawal of student via email.
Appendix B3 Student Deferment and Transfer Procedure

Title: Deferment / Transfer of Course - Procedure

Document No: OM-SPS-401
Revision: 1

Student to fill in the Change of Course Status Form

- Student under 18 years old?
  - Yes: Parent/Guardian signature required on change of course status form
  - No: AAS will check on student grades and prepare the schedule for students to continue their study

- Student will meet the GM. All financial matters, Student Pass Status and FPS Insurance status will be discussed in their meeting. GM also assesses student situation based on AAS report on grades and new schedule. Deferment period has to be such in a way that student has to graduate within 2 years from initial commencement date for full time student and within 3 years for part time student. Transfer of course has to be done before 30 days after the commencement date of the course

- Deferment/transfer approved?
  - Yes: Students continue their study in current course
  - No: Student submits change of course status form to SAS

- SAS will request for student to fill in and submit ICA form 16 for renewal of student pass for international students (if required)
- SAS renew student pass (if required)

- SAS notify GM to terminate student in CAS system
- SAS re-enroll student in the new course/batch in CAS system

- Renewal approved?
  - Yes: Student appeal and can only attend class if student visa is approved
  - No: Students continue their study in current course
**Title:** Deferment / Transfer of Course - procedure

**Document No:** C4GSPS-001

**Revision:** 1

**GM** to check the accounting part in CAS system to ensure that it reflects the correct information.

SAS proceed with cancellation of FPS insurance for old courses within 3 working days. (Refer to Change of Protection Status of FPS Insurance - Student Deferment, Change of Course, Student Visa Rejected)

SAS immediately re-purchase the FPS insurance. Prints the following document: insurance certificate to student folder, proposal and confirmation slip to FPS insurance folder; debit note to accountant.

SAS prepares the student contract reflecting new course including the fees involved based on GM and student meeting.

SAS sends the new student contract and FPS insurance certificate to student via email.

SAS explains the contract clauses to student including the maximum refund within 7 days cooling off period. Any amendment have to be acknowledged by both parties.

Student and SAS sign on both copies of the student contract in the presence of witness. One copy of original student contract is submitted to SAS to be filed in the student folder. The other copy is retained by student.

Proceed with the cancellation of student contract.

Student attends new class.

SAS sends IPA and all forms required for the completion of formalities of student visa to student via email.

SAS requests for copy of student pass to be filed in student folder.

AAS informs all the relevant HODs and lecturers about the student's deferment by email.
Appendix B4 Student Campus Transfer Procedure

Title: Student Campus Transfer Procedure

Academic admin services will check on student grades

Student meets with GM. GM checks student information such as payment details, attendance, and grades through CAS. GM explains all matters relating to transfer including amount of fees to be transferred to other campus, status of student pass and FPS Insurance status. Meeting will be documented in Meeting Form.

- Student confirms transfer to another SAE campus?
  - No
    - Student submits a letter stating the amount of money transferrable to another campus and carry out the student contract termination.
    - GM issues formal letter to student to effect transfer/withdrawal.

- Yes
  - Is student under 18 years old?
    - No
      - Student continues with the current course in the current campus.
    - Yes
      - Parent/Guardian signature required on change of course status form.
      - Upon receipt of invoice by Winter, student admin services will prepare telegraphic transfer slip and present to GM for approval and signature.
A

International Student?

Yes

SAS proceeds with cancellation of student pass by SOLAR system

No

Student Admin services proceed with cancellation of FPS Insurance (Please refer to cancellation of FPS Insurance flow chart)

After student pass cancellation acknowledgement is out, SAS will send it to student via email.

Student admin services update FPS file 1 for CPE submission
34.0 Appendix C
Middlesex University
Handbook
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

Student Programme Handbook
2012/13

Validated by Middlesex University, London, UK

Institutional Link Tutor: Jennifer George

Middlesex Link Tutor: Ian Pearson

Version: November 2012
Information in alternative formats

This handbook can be found on the student website.

If you have a disability which makes reading this handbook or navigating our website difficult and you would like to receive information in an alternative format, please contact your Campus Academic Coordinator.

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy on non-white paper
- printed copy with enlarged type
- Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can and include details of your disability.

PURPOSE AND STATUS OF YOUR STUDENT HANDBOOK

The purpose of this handbook is to provide you with information about your Programme of study and to direct you to other general information about studying at SAE Institute and information about Middlesex University who validate these programmes.

The material in this handbook is as accurate as possible at the date of production however you will be informed of any major changes to the information in this handbook in a timely manner.

This handbook must be read in conjunction with the University Regulations at www.mdx.ac.uk/regulations/ and the regulation of your campus. The material in this handbook is as accurate as possible at the date of production.

Your comments on any improvements to this handbook are welcome - please email them (with name and version of handbook) to Jennifer George at jennifer.george@sae.edu
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<td><strong>LEARNING, TEACHING AND ASSESSMENT</strong></td>
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<td>21</td>
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ACADEMIC CALENDAR
Unlike most universities, SAE Institute normally offers degree course intakes more than once in each calendar year. These dates vary from one Degree Centre to another and may be influenced by demand and local resources. Information regarding course schedules, class times and other important events is provided at each Centre and Campus Academic Co-ordinators can be consulted for clarification. For students wishing to transfer between colleges, details regarding the schedules at the branch to which you wish to transfer can be obtained from your local administration department who will also advise you of the most suitable timing for your transfer.
INTRODUCTION TO SAE INSTITUTE

The School of Audio Engineering was founded by Tom Misner in 1976 in Sydney, Australia. Since then it has grown to be the largest private college of its kind and currently comprises in excess of forty campuses globally. It is presently known internationally as SAE Institute and, in Australia, as SAE College.

From the outset through the mid-1990s, SAE Institute concentrated its energies and talents on the professional operation of audio and related equipment. Its short courses, certificate, and diploma programmes focused attention on the development of skills needed to operate recording studio and live sound equipment, in a professional manner, for the benefit of performers.

However, in recent years this clear distinction between the artist and the engineer has all but disappeared; most artists are skilled in the use of a wide range of technical equipment and many audio engineers are actively involved in some aspect of the performance. A merger has taken place, and this has changed the manner and operation of the recording process and of the psychology of studio management.

In 1993 SAE Institute expanded and introduced multimedia programmes at certificate and diploma level. These courses established pathways for creative people interested in becoming proficient with multimedia equipment, ideas and the creative thinking which embraced the development of computer technology at the time.

In 1999 SAE Institute branched into digital film with the introduction of a course at diploma level. Following a similar line of thought to that which had seen the introduction of the multimedia qualifications, these courses were conceived for creative people interested in animation and digital film-making using modern professional computer-based equipment.

Degree-level study was introduced at SAE Institute in 1998 through an exclusive collaboration with Middlesex University, England. In 2010, SAE Institute was awarded accredited status. Currently, BA / BSc (Hons) degrees in Audio Production, Film Making, Web Development, Interactive Animation and Games Programming are validated, assessed and awarded by the University. All the programmes connect technical knowledge and understanding with creative thinking and working. However, the aims and content of the courses are determined by specialised industry needs and vary accordingly. They can be completed within a two year period and are equivalent to the more commonly-encountered three-year programmes offered by many of the world’s universities. During study on one of these programmes, students are enrolled with SAE Institute and registered with the University. All students who successfully complete one of the SAE degrees are invited to attend the University awards ceremony, held in London, England, in July each year.

SAE Institute is now also a member of the Navitas group, a world leader in the development and provision of educational services and learning solutions.
INTRODUCTION TO MIDDLESEX UNIVERSITY

Although you will enrol at and attend SAE Institute, these programmes are validated by Middlesex University and therefore you are a student of both. Within Middlesex University the programme is part of the Media and Performing Arts.

Being a Middlesex student on this validated collaborative programme means, in brief, the following:

• If you successfully complete the programme you will receive the Middlesex qualification;
• You may attend the appropriate Middlesex University graduation ceremony;
• You do not receive a Middlesex ID card but your own SAE Institute ID may mention the University;
• You are not a member of the Middlesex University Students’ Union;
• The programme you are enrolled on abides by Middlesex University Regulations which are available online at; http://www.mdx.ac.uk/aboutus/Strategy/regulations/index.aspx

This list is not exhaustive and therefore please refer to the student welcome letter and entitlement sheet that has been provided by the University and contact your Campus Academic Coordinator if you have any questions about your entitlements as a Middlesex student.

The Middlesex University Regulations

In the first instance, the programme abides by SAE Institute’s own regulations. Once these have been exhausted, Middlesex University Regulations will apply.

Although it is not necessary to read the Regulations in their entirety you should know where you can find them and also be aware of the following key details:

Appeals

Please note that SAE Institute uses its own regulations for handling student appeals. More information about the appeal process is available further in this document.

Academic Misconduct

Please note that SAE Institute uses its own regulations for handling academic misconduct. More information about Academic Honesty is available from A03 Academic Honesty Policy on your student portal or website.

Also available for consultation are the following important documents:

• The Memorandum of Co-operation. This is the formal agreement between Middlesex University and SAE Institute on the delivery of the Programme. The Memorandum, among other things, sets out the responsibilities of both SAE Institute and Middlesex University. In brief these include:
  o SAE Institute is fully responsible for providing Learning Resources and student support services as agreed at the points of approving the delivery centre. Students are normally not entitled to accessing resources of Middlesex University.
  o SAE Institute is responsible for delivery and assessment of programmes.
  o SAE Institute may be subject to a review from the Quality Assurance Agency, UK
  o SAE Institute has a responsibility to run at least 2 Boards of Studies per year.
  o SAE Institute is responsible for supplying Diploma Supplements while University of Middlesex in responsible for the Certificates.
- Students of SAE Institute have a right to participate in Middlesex University Graduation Ceremonies.
- SAE Institute will abide by its own regulations approved by Middlesex University. Once these procedures have been exhausted, Middlesex University’s regulations would apply.

- Quality Assurance Agency for Higher Education (QAA) UK Quality Code, chapter B10; Management of collaborative arrangements.

The QAA is an independent agency appointed by the UK Government to be responsible for safeguarding quality and standards in UK higher education. To ensure standards are comparable across the UK they have produced the UK Quality Code which outlines the key principles that all UK Universities should operate in accordance with. The most relevant to you is the chapter on collaborative programmes as it describes how Middlesex should go about ensuring that both your student experience and the award you get are comparable and equivalent to a student studying at the university.

This chapter of the UK Quality Code can be viewed online at the address given below, however the indicators contained Quality Code are thoroughly embedded within this collaborative programme; [http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-B10.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-B10.pdf)
WELCOME TO THE SCHOOL OF MEDIA AND PERFORMING ARTS AT MIDDLESEX UNIVERSITY

As a student on the degree programme at SAE institute you are enrolled on a programme which is validated by Middlesex University, London. Your programme is quality assured and managed through our School of Media and Performing Arts at Middlesex University and you will meet our University link tutor at your Boards of Study.

The School of Media and Performing Arts is proud to collaborate with SAE Institute in overseeing your programme. Our work with collaborative partner institutions is one of our great strengths. From our hub in North London we work with collaborative partners in the UK and overseas in Hong Kong, Cairo, and in 24 countries world wide through our partner SAE Institute. We are actively working with new partners all around the world and we have our own campuses in Dubai and Mauritius. So you are part of a thriving global community.

Media and Performing Arts is a dynamic School, with an enviable reputation in the UK and across the world. Our School comprises two specialist departments with award winning success in the Creative Industries. Our academic staff are acknowledged as world class researchers and internationally renowned practitioners as dancers, musicians, choreographers and writers.

We have more than 2,000 students studying at our Hendon campus in North London, within easy access to the vibrant cultural centres in the UK’s capital. In line with the rest of Middlesex University, the School offers a global perspective – we attract students from every continent, bringing together people from different backgrounds and allowing them to draw on different perspectives in their learning.

We have spent more than £200million on our new campus, which boasts the most up to date facilities in the UK, including a Sony designed TV studio, a radio studio, animation studios, photography and specialist facilities for music, theatre arts and dance. The campus has been designed as an inspirational place to think, create and learn, equipped with the latest technologies and extensive exhibition and performance spaces throughout.

I am certain that your forthcoming period of study will be challenging, rewarding and, above all, enjoyable. I am equally certain that solid achievement on your course will provide you with a positive start in your chosen career, or a springboard for career development if you are already in employment. I wish you every success with your study with Middlesex University.

The Dean’s Office
Middlesex University, London
PROGRAMME LEADER’S WELCOME

I warmly welcome you as you continue your education here at SAE Institute.

Ahead of you is a programme consisting of knowledge, challenge and experience. During your time in the programme, I encourage you to actively participate in every opportunity and challenge yourself to push your limits. Discuss and debate ideas both in class and outside. Strive to learn more than what is written, spoken or given. Always remember that knowledge is not just transferred, it is acquired.

During your time in the degree programme at SAE Institute you will develop your skills, talent, career and also form friendships and discover working relationships.

With the qualified and skilled staff, well equipped facilities and carefully crafted curricula, I assure you an invaluable educational experience during your time at SAE Institute. During your degree programme, you will learn to contextualise your technical skills by bringing together academic research, insight into the current industry and its business, market and legal perspectives, and understanding of various cultures. You will also learn advanced practical skills and techniques in your chosen programme of study and hands on experience in juggling many projects and deadlines.

I encourage you to take advantage of every opportunity so that at the end of your time as a student here, you should be able to proudly say that you worked hard and earned your degree.

Thank you for choosing SAE. I wish you an exciting, challenging and rewarding time at SAE Institute and the very best in your future.

Jennifer George
*Senior Academic Coordinator*
jennifer.george@sae.edu
CONTACTS AND COMMUNICATION

Programme staff list and contact details

Broadly speaking, the staff body at SAE Institute’s campuses consist of two main groups – management and administration; lecturers and supervisors/tutors.

Lecturers are responsible for the presentation of formal theory and practical classes. Please refer to the Campus Student Handbook for management and administrative staff details. Audio supervisors and digital film supervisors are responsible for, amongst other things, assistance outside of formal class time when you are using the practical resources within the college. In effect, they are ‘on call’, the aim being that they will guide you through any problems that you may experience with the equipment.

Campus Academic Coordinators

At campus level, the smooth running of each degree course is the responsibility of a Campus Academic Coordinator. Part of this role is to handle degree related queries, interviews and enrolments. In addition, Campus Academic Coordinators communicate issues of relevance to their Group Academic Coordinator or Senior Academic Coordinator and oversee lecturing staff.

For a detailed list of staff at campus, please refer to the student website.

<table>
<thead>
<tr>
<th>Middlesex University Link Tutor</th>
<th>SAE Institute Institution Link Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Ian Pearson</td>
<td>Name: Jennifer George</td>
</tr>
<tr>
<td>Address: Head of Academic Quality</td>
<td>Address: SAE London</td>
</tr>
<tr>
<td>Centre for Learning and Teaching</td>
<td>297 Kingsland Road</td>
</tr>
<tr>
<td>Enhancement</td>
<td>London</td>
</tr>
<tr>
<td>Middlesex University</td>
<td>E8 4DD</td>
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<td>The Burroughs</td>
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<tr>
<td>London</td>
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<tr>
<td>NW4 4BT</td>
<td></td>
</tr>
<tr>
<td>Tel. +44 (0) 208 411 5764</td>
<td>Tel. +44 (0) 207 923 9159</td>
</tr>
<tr>
<td>Email: <a href="mailto:i.pearson@mdx.ac.uk">i.pearson@mdx.ac.uk</a></td>
<td>Email: <a href="mailto:jennifer.george@sae.edu">jennifer.george@sae.edu</a></td>
</tr>
</tbody>
</table>

All information will be communicated by email or through the student website. In addition to this, in class announcements may also be made.

Student Website

All course related information will be made available on the student website. Information will include lectures, reading material, timetable, assignment guidelines, deadlines and other important information. You are strongly advised to check this website regularly, especially the time table to be aware of any changes.

Your campus may request you to submit all written assignments on turnitin. If so, more details on accessing turnitin will be provided by the Campus Academic Coordinator.

Accessing your own records and letter requests

If you require any details of your progression, fees or have any letter requests, please contact the reception for a form and submit a request.
Your contact and personal details

You should ensure that we are kept up to date of your contact details to ensure that all important communication reaches you. Should your contact details change, you are responsible for informing SAE Institute at the earliest opportunity.

Giving your feedback – suggestions and complaints

Grievance procedures specific to these collaborative degree programmes are published by SAE Head Office and can be accessed on line on your course home page.

The guiding principles are that these matters will be:

- treated seriously and with fairness;
- dealt with without undue delay, and in as straightforward a manner as possible;
- treated consistently across the University or institution;
- dealt with and resolved, wherever possible in an informal way;
- progressed through stages leading, if necessary, to a formal stage.

If you have a suggestion or a complaint about any aspect please raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can progress the matter through informal and formal procedures step by step up the management structure of SAE Institute.

The internal complaints and grievance procedures must be followed and have been fully exhausted before the Middlesex University “Complaints in relation to collaborative partner institutions” (http://mdx.ac.uk/regulations/) may be followed.

Data Protection and Privacy

The information that you provide at enrolment is held on a computerised database and maintained in accordance with the Data Protection Act. We ensure that the data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law.

Language of instruction

SAE Institute has a wide global spread, with in excess of 40 colleges in 15 countries. Its language policy for the study of these degree programmes, emphasises the importance to students of English competence alongside their native language where it is not English. English competence is promoted partly because the degrees are awarded by a UK University and partly because English is the international language of computing and media. Applicants’ English skills are a factor in the selection procedure and guest lectures and seminars at all degree centres are commonly in English. Nevertheless, within the terms of the approved language policy, classes at certain centres employ other languages. The following policy conforms to all relevant QAA and University criteria.

Policy

- The Institute respects the cultural, communicative and intrinsic value of all languages represented by its student body. Thus, it seeks to encourage students to maximise effective use of their own language.
• In view of the fact that English is widely regarded as the major player in the communications sector, the Institute encourages its graduates to be able to communicate their professional thoughts, ideas and experiences effectively through English.

• The priority within the campus is for effective spoken English (the ability to describe, negotiate and discuss technical and aesthetic issues in spoken language) followed by the ability to read and write English. Consequently, emphasis is given to classroom activities which encourage the development of English skills in accordance with the priority.

• Major project reports are permitted in a language other than English but, where this is allowed, a substantial abstract/summary in English (1000 words minimum) must be provided.
YOUR PROGRAMME
This handbook covers the following degrees offered by SAE Institute in collaboration with Middlesex University:

- 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

These programmes are validated by Middlesex University and supervised by the University's School of Arts and Education. This means that students successfully completing all parts of their selected programme will receive a Middlesex University degree certificate and may, if they wish, attend the appropriate Middlesex University graduation ceremony. Students enrol as students of SAE Institute and, once their enrolment has been confirmed, they are registered with the University by the relevant SAE administration department.

If you do not complete the full programme you will be given a Diploma Supplement recording any individual elements of the programme successfully completed and in some case awards of Diploma of Higher Education may be made.

Accessing your timetable
You are allocated to timetabled lectures, labs, seminars, and workshops based upon your module registrations. If your timetable is incomplete or if you have any queries about your timetable then please contact your Campus Academic Coordinator.

Programme structure diagram
An explanation and diagram relating to the structure of the programme and sequence of modules is contained in the Programme Specifications, available on the student portal.

The modules you will study
The validated modules of the programme consists of one FHEQ level 5 module and two FHEQ level 6 modules.

All students in the degree will undertake the following module:
SAE 502 Creative Media Practice

According to the choice of programme offered in the campus, students will undertake one of the following courses.
- Audio 601 Advanced Audio Practice
- Film 601 Advanced Digital Film Practice
- Web 601 Advanced Web Practice
- Animation 601 Advanced Interactive Animation Practice
- Games 601 Advanced Games Programming Practice
- Cross Media 601 Advanced Cross-Media Practice

According to the choice of the major project, students will choose one of the following options.
- SAE 610 Major Project (BA)
- SAE 620 Major Project (BSc)*
Details of the modules can be found in the appendix.

**How you will be taught**
Your learning experience will include lectures, seminars, tutorials, group and self-study. More information can be found in the SAE Learning, Teaching and Assessment Policy available in your student portal.

**Learning Resources**
Learning resources will vary slightly from one SAE Centre to another. However, SAE policy is to support theoretical tuition with a substantial practical component and, in serving this purpose, to provide and maintain technical resources akin to those found in the relevant industries. In this regard, SAE is a forerunner. For practical tuition and project development, students in all disciplines have access to a wide variety of industry-standard formats, studios, recording, capturing, editing and mixing technologies and computer software.

Online resources are available for access to technical information, journal articles etc. E-learning material will increasingly be made available.

At course commencement, you will be given comprehensive guidelines regarding the access that you have to the learning resources at your chosen Degree Centre.
Under the terms of the current *Memorandum of Understanding*, SAE students do not gain access to resources on Middlesex University campuses.

**Learner Development**
Your campus, at their own discretion may organise any additional extra curricular activities or assistance. For example, assistance with academic writing (essay writing, presentations, referencing etc) on a one to one or group basis, numeracy skills, etc.

**Personal Development Planning**
Personal Development Planning (PDP) will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work and other activities; you will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

In order to help you reflect on, and record evidence of these skills, we have integrated this into the curricula.

**How and when you will be assessed**
There will be exams and assignments throughout the programme in both summative and formative forms. You will be provided with the deadline ahead of each module.

**IMPORTANT**: Please note that assessment deadlines do occasionally change and while every effort has been made to ensure this is correct at the time of publishing you should ensure you check with your programme coordinator to ensure that you are aware of any changes.
Attendance requirements

SAE operates a 90% attendance requirement for all classes and reserves the right to cancel a student's course or withhold results should attendance fall below this required minimum. Exceptions will only be granted in the case of demonstrable extenuating circumstances and, should non-attendance have resulted for medical reasons, the student will be required to present the appropriate medical certificates. In certain circumstances, non-attendance of theory classes may result in a ban on the use of practical resources.

Students who have applied for funding should note that most lenders will monitor attendance and that financial support may not be on-going in the event of attendance falling below the stated minimum.

Where students are studying under country-specific student visas, SAE Institute is obliged to inform government authorities if attendance falls below the required minimum. Under these circumstances, a student could lose their right to hold a student visa and may be required, under immigration legislation, to leave their country of study.

Policy on late arrival

Students arriving late for class will be marked as ‘Late' for attendance. In addition, and at the discretion of the lecturer, they may be excluded from class until a suitable break in proceedings. Students who are persistently late for classes may have their programme of study suspended.
Health and Safety requirements

SAE Institute complies fully with the health and safety legislation applicable in all countries of operation. Students should note that government policy in this regard may differ from one country to another. Copies or applicable legislation are available, upon request, at each Degree Centre.

Students attending SAE Institute are insured against accidents whilst on SAE Institute’s property. In compliance with fire regulations, SAE Institute normally requests that students sign in and out when entering or leaving the premises. In addition, most SAE Institute premises are subject to regular fire drills. Students’ attention is drawn to the applicable fire procedures published at strategic points throughout the building. The precise procedure will vary from one centre to another but please note that in all circumstances it is mandatory for all persons to leave the premises in the event of the fire alarm sounding and/or fire strobe lights being illuminated.

Feeding back on your programme

Board of Study and student representation

The purpose of the Board of Study is to provide a forum for discussion between you and staff involved in all aspects of your Programme.

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.

You choose class representative from each course at the start of each academic year to ensure that all the various interests on the Programme are adequately represented. The student representatives body is made up of a team of students consisting of one nominee from each class intake. Candidates are voted for by their peers and meetings between representatives and college management are scheduled.

Student representative meetings are not a forum within which to put forward matters of a personal nature. It is also not part of the college management. Final decisions taken on matters arising in student representative meetings rest with the College 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 college management and other representatives.
- attend short meetings – one hour, approximately every eight weeks – with the manager of the college 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 required to be present at Board of Studies meetings.

Each Programme holds regular Boards of Study. The membership includes:

- Student representatives
- Campus Academic Coordinator
- Campus Manager
• Academic staff aligned to the delivery of the Programme or modules
• Support services representatives

Your student representative represents the Programme or year group and is responsible for notifying the Board of issues which have been brought to them by you. You should be aware of the function of the Board of Study, and should ensure that representatives are alerted in good time to 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. 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 will be formally reported at the following Board of Study.

Meeting dates
Boards of Study will be held at least biannually and the dates for the Boards of Study will be communicated to you by the Campus Academic Coordinator.

Student representatives are elected to ensure that the interests of students on the programme are adequately represented (they normally represent a year group of a particular programme) and to feedback the outcomes of any meeting they attend to those students. You will appoint your class representative. If in doubt, do consult your programme coordinator.

Being a student representative can be immensely rewarding as much of the experience you gain can be linked to personal development and employability. The employment market is very competitive and prospective employers are looking for people who stand out and can demonstrate, with real examples, skills listed in CVs. As a student representative you get to put skills into action, such as communication, leadership, teamwork, problem solving, time management etc.

As well as attending Boards of Study meetings student representatives are often asked to give their feedback on other issues relevant to students through focus groups or other committee meetings which are organised on a more ad-hoc basis.

Programme feedback survey
Programme feedback forms are distributed throughout the academic year. The forms are completely anonymous. The aim of this feedback process is to elicit your views on the quality of your programme of study.

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

Employability
SAE Institute is committed to supporting you in enhancing your employability and helping you to develop professionalism in your field of choice as employers constantly tell us that they are looking for polished graduates who not only have a good degree but who also have the right skills, attributes and values to support their knowledge.

The Confederation of British Industry (CBI) defines employability as 'a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the
capability of being effective in the workplace, to the benefit of themselves, their employer and the wider economy'.

**Employability and your programme**

The development of employability skills – for example, team work, self-management, business and customer awareness, communication, literacy and numeracy – are all integral parts of the programme although this may not always be evident to you as they will not always be presented as such. Please refer to the skills in the module narratives to understand them. Although this highlights to a certain extent how employability has been embedded in the curriculum, it is still your responsibility to actively seek out these skills and identify what is covered where.

**Personal Development Planning (PDP)**

PDP will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work and other activities. You will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

It is your responsibility to actively consult your lecturers, programme coordinators, campus academic coordinators and any learning support staff to develop this.

**Placements**

SAE Institute has a policy of employing past and present students who exhibit suitable qualities. There are opportunities for current senior students to be employed as student demonstrators and a number of current SAE Institute staff are successful former students. Those interested in job opportunities within SAE Institute should approach their local college management.

**Careers Service**

SAE Institute maintains an active dialogue with the audio, multimedia, film and games industries in an attempt to make potential employers aware of the quality of our graduates. At this point there are a vast number of SAE Institute graduates active in all aspects of the industry and one of our primary concerns is that our former students find success in their chosen careers.

Over the years, a large number of employers have approached SAE Institute seeking staff with suitable skills. During your studies, your progress will be monitored by staff who will advise in situations where someone with a particular range of skills and expertise is being sought by a prospective employer. Students who meet the correct criteria will be put in touch directly with the individual or company seeking staff. SAE Institute also encourages prospective employers to forward more general job offers and, when they are forthcoming, these opportunities are posted on the relevant college notice boards. Students seeking employment are encouraged to monitor these notices on a regular basis. A number of job opportunities are also posted on SAE websites.

A large number of SAE Institute staff are or were active in one of the industries for whom we train. In fact, relevant industry experience is an important criterion used in the recruitment of staff. As such, many of them are well-equipped to offer help and guidance on matters related to employment. Students are encouraged to take up informal dialogue with such members of staff. On a more formal level, careers advice can be sought from Campus Academic Coordinators and members of the college management.
SAE has established an Alumni association which promotes on-going dialogue and also helps to develop employment opportunities for our graduates.

SAE Institute endeavours to select a range of guest lecturers from within the 'infotainment' industry. In addition (and where timetabling allows), students may have the opportunity to visit career seminars and other industry events which could help to establish worthwhile employment links.

**Student Exchanges**

One of the great advantages of studying with SAE is the option to transfer between SAE Centres. This is normally possible subject to certain timetabling and resource considerations. If you are interested in spending time at more than one SAE Centre, you should discuss your options, in the first instance, with your Campus Academic Coordinator. Please note that not all branches of SAE are certified as Middlesex University Degree awarding centres.
LEARNING, TEACHING AND ASSESSMENT

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give you prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

Learning and teaching methods

You will be actively involved in a range of learning, teaching and assessment approaches as part of the programme. Such active approaches aim to put you at the centre of your learning so you are involved and engaged in all aspects of your assessment and learning. Your programme will require your active participation in learning activities and engagement with your fellow students both individually and collaboratively, working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

Your learning will also be supported by technology. Increasingly your tutors will be using existing and emerging learning technologies to engage you in e-learning activities. Your programme may be facilitated using a variety of media and online tools which will allow you flexible access to a diverse range of online resources and learning materials.

By engaging with e-learning you will also be developing skills which are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

Assessment methods

Assessment is an integral part of learning and you may hear it referred to as formative or summative.

Formative assessment is developmental in nature and designed to give you feedback on your performance and how it can be improved. As a result you will get detailed feedback on formative assessment but not a grade. Formative assessment is an important part of the learning process and has been shown to contribute to enhancement of learning and the raising of standards.

Summative assessment is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner and on the programme this will mainly comprise of written and practical assignments, class activities, exams, portfolios and a variety of plans and reports.

Assessment may also involve self, peer of group approaches. For example, you may be asked to self-assess your own work indicating where you feel you have clearly demonstrated your understanding and also identifying areas where can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another’s work. Group assessment may also be part of your programme where part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

Please see the module narratives in this handbook for more detail about on the assessment for each module.
Submission, receipt, marking and return of assessment

Details of assessment schedule and guidelines can be found in the student website.

Assignment Deadlines
Assignments must be submitted by the set deadlines. If a deadline is missed the work can be resubmitted by a deadline determined by the Assessment Board, but with a penalty of a maximum grade of 16 unless extenuating circumstances are accepted by the Assessment Board.

Submission and receipt of coursework
All written assignments must be submitted online on turnitin and an automatic receipt from turnitin will be issued immediately upon successful submission.

Marking, second marking and marking moderation
A minimum of 10% of all assignments and examinations will be moderated and in smaller classes, a higher number or all assessments will be moderated. All coursework and examinations which are failed work and major projects will be blind second marked.

This is undertaken to eliminate bias resulting from the subjective nature of creative material. In addition, external examiners and others without personal knowledge of the student, are involved in the checking and moderation of results.

Return of coursework
The Institute will endeavour to return to students assessed work which has significant intrinsic value whenever a student explicitly requests this. The institute will normally provide feedback on all coursework within one month of the deadline.

The Institute will retain assessed work pending possible appeals. The Institute will retain any assessed work that has not been returned to the student not more than six months after the Assessment Boards have taken place, except in cases of partial completion of the assessment in a module due to failure or deferral, whereby items should be held until six months after the remainder

Assessment Officer Support
Assessment is an important aspect to your programme but you may find that at times personal circumstances can impact on your studies. Should you have circumstances which mean you need to defer your assessment, you must complete the Extenuating circumstance form which can be obtained from the student website and the reception and return it to the Campus Academic Coordinator.

of the assessment has been completed.

Assessment Feedback
Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect on it and to use this feedback as the basis for learning and to improve your work. Feedback can take many forms and may be informal. For example it may be given and discussed in the classroom or it may be more formal and delivered in written or audio form from peers or academic staff. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff. You will receive feedback including grades and comments from both the assessor and moderator (where applicable) by email from your Campus Academic Coordinator. You may also receive feedback by appointment with the tutor or assessor. In the case of presentations, general feedback may be given in class immediately following the presentations.
Receiving feedback on your work is an essential and important part of learning and therefore all programmes provide regular opportunities for formative assessment, the purpose of which is to get detailed feedback on your performance so you get a regular update on how you are developing and to prepare you for any summative assessment.

Feedback on summative assessment will be offered in a variety of forms and all work will be marked and moderated in line with the University Regulations’ Code of Assessment Practice which can be found online at: [http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectionm.aspx](http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectionm.aspx) and is described in detail below (Marking, second marking and marking moderation).

Feedback for assignments may vary according to the type of assignment and student numbers. However, effort will be made to provide feedback no later than a month from the submissions.

### Progressing on your programme

#### Academic Levels

Each module that you take will have one of the academic levels below assigned to it:

<table>
<thead>
<tr>
<th>Academic level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Foundation level</td>
</tr>
<tr>
<td>4</td>
<td>Certificate level (e.g. Cert HE)</td>
</tr>
<tr>
<td>5</td>
<td>Intermediate level (e.g. FdA or Dip HE)</td>
</tr>
<tr>
<td>6</td>
<td>Honours level (e.g. BA, BSc)</td>
</tr>
<tr>
<td>7</td>
<td>Masters level (e.g. MA, MSc)</td>
</tr>
</tbody>
</table>

**Academic levels** reflect how complex and demanding the learning will be as well as the depth of study and how independent you are expected to be as a learner. The University **module level descriptors** describe the characteristics of each academic level at Middlesex and can be found online at; [http://www.mdx.ac.uk/regulations/moduleleveldescriptors.aspx](http://www.mdx.ac.uk/regulations/moduleleveldescriptors.aspx)

It is suggested that you read these to get an idea of how each academic level is different and to some extent what will be expected of you.

#### Your grades

The University has a 1-20 grading scale, with grade 1 being the highest grade and 20 the lowest, **16 is the minimum required to achieve a pass**. The chart below illustrates how the grading scale equates to the level of classification:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class of Honours Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 4</td>
<td>First</td>
</tr>
<tr>
<td>5 - 8</td>
<td>Upper second (2:1)</td>
</tr>
<tr>
<td>9-12</td>
<td>Lower second (2:2)</td>
</tr>
<tr>
<td>13-16</td>
<td>Third</td>
</tr>
<tr>
<td>17</td>
<td>Fail – marginal Compensation allowed</td>
</tr>
<tr>
<td>18</td>
<td>Fail Compensation allowed</td>
</tr>
<tr>
<td>19</td>
<td>Fail Compensation not allowed</td>
</tr>
</tbody>
</table>
Further administrative grades are also used to indicate re-assessment, deferrals and academic misconduct etc. The full scale is contained in the Middlesex Regulations available online at; http://www.mdx.ac.uk/aboutus/Strategy/regulations/index.aspx

Grade criteria
When assigning grades the 20 point grading scale is used in conjunction with the University grade criteria guide as well as module descriptors mentioned earlier. The grade criteria describes what standards and competencies you must achieve to get each grade and is available within section M of the Middlesex regulations: http://www.mdx.ac.uk/regulations/gradecriteriaguide.aspx

BA and BSc awards
In those programmes where both BA and BSc outcomes are available, the distinction between BA and BSc lies mainly in the final project.

During the major project proposal approval, your preference for BA or BSc is explored, and if you are aiming at a BSc award you will be offered tutorial guidance about specific BSc issues when planning the work you will submit for assessment. Up to the point when your Major Project Proposal is formally approved, you may request to change your intended award from BA to BSc or vice versa; any such request is subject to approval by the Campus Academic Coordinator.

In particular, if you are aiming at the BSc award, your Major Project Proposal must contain a convincing justification of the technological or scientific element in the final project that is BSc-worthy. Guidance about this is given in tutorials prior to submission of the Major Project Proposal, and a final decision about whether the award will be BA or BSc is made by the Campus Academic Coordinator.

Classification of Honours awards
A pass in the SAE Diploma that forms the first 50% of the program allows progression to the degree phase unless you meet the entry requirement to enrol on the entire degree from the beginning of the SAE Diploma but does not contribute to the calculation of honours classifications. The method for determining honours classification, in line with the principles underlying that set out in the University regulations, is as follows:

- for all classification levels, minimum grades of 16 for all modules and, additionally:
  - for the award of first class honours a minimum grade of 4 for the final project module (SAE 610 or 620) and 8 for either Audio/Film/Web/Animation/Games 601 or SAE 502;
  - for the award of upper second class honours a minimum grade of 8 for the final project module (SAE 610 or 620) and 12 for either Audio/Film/Web/Animation/Games 601 or SAE 502;
  - for the award of lower second class honours a minimum grade of 12 for the final project module (SAE 610 or 620).

The 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.
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.

If you have any questions about what your grades or status mean then you should contact your Campus Academic Coordinator.

Re-assessment
Although no one anticipates failing a module, it is important that you are aware of what happens if you do. Normally you would be entitled to one re-assessment opportunity if you don’t pass and there is no financial cost associated with this second attempt. You should however contact your campus academic coordinator if you have any questions.

Deferral of assessment
Should you wish to take a break from your studies for any reason, or have extenuating circumstances that result in the delay of your programme completion, you must contact your Campus Academic Coordinator as soon as you are aware of any difficulties.

Extenuating Circumstances
Students who wish the Assessment Panel / Board to take account of extenuating circumstances (including health and other problems) which have affected their performance must bring them to the attention of the Assessment Board by informing their Coordinator in writing. This notification must be accompanied, where appropriate, by documentary evidence (e.g. a medical certificate). This should be presented as soon as possible and before the date of final assessments. Any such information will be treated confidentially.

Assessment Boards and results
All grades/results are considered by a local or regional Assessment Panel, attended by an External Examiner. These grades and recommendations relating to mitigating circumstances etc are then passed to an Assessment Board chaired by the University School’s Dean or nominee. This Board includes a Link Tutor, Campus Academic Coordinator and the Chief External Examiner to ensure fairness and to maintain strong links with industry standards. The report of the Assessment Board is forwarded to the University, and becomes the basis for the award of degrees to those who have successfully completed all aspects of their programme.

Certificates
When you graduate your final qualification certificate will be issued by Middlesex University and will have the details of your qualification. Your certificate will be sent to SAE World Head Quarters in Oxford by Middlesex University within 4 months of the date the qualification is awarded (usually the Assessment Board date) who will then forward it to your local Campus. They may in turn either dispatch it by post or keep it ready for collection. Once it has arrived it will then be forwarded to you at the address we hold for you. It is therefore very important that you keep your Campus updated of your address details if they change at any point until you receive your certificate.

Full details of the information which will appear on your certificate are set out in the Middlesex Regulations, section E13.5: http://www.mdx.ac.uk/regulations

Diploma supplement
All students are issued with a diploma supplement verified by Middlesex University. Your diploma supplement will include the modules you have taken with grades achieved and state your qualification with the classification and title but it additionally contains information on the nature, level, context, content and status of the studies undertaken and successfully completed. Diploma
supplements are intended to help external parties such as current or future employers or other Higher Education providers understand more about your programme in addition to your grades.

**Academic Misconduct**

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one’s own work previously assessed or published which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by SAE to be a serious offence. SAE Institute will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is available from campus learning resource centres. Academic misconduct also covers cheating in examinations.

Detailed information can be obtained at Academic Honesty Policy in the student portal or website.

**Appeals**

Circumstances may arise from time to time in which a student feels that the appropriate (published) examinations procedures were not followed and, thus, that an appeal against the grade/result may be possible. SAE Institute has adopted, for the purposes of the degree programmes, the conditions used by Middlesex University. A summary of the system is a follows.

• you may only appeal against an Assessment Board’s formal published decision - not against an informal mark or grade which has yet to be approved by the Board.
• you cannot appeal against the academic judgement of an Assessment Board.
• you cannot make an appeal based on a claim that you did not know or fully appreciate the assessment regulations and procedures, or that you were unaware of the appeals procedure, or your rights and responsibilities which includes the process for presenting extenuating circumstances to the Assessment Board.
• YOU MUST ENSURE THAT ANY APPEAL IS MADE IN WRITING WITHIN 14 DAYS OF THE DATE OF THE RESULTS BEING PUBLISHED to the Chair of the Assessment Board. You may contact the Institute's Link Tutor for contact details.
SUPPORT

Although you are expected to be independent and to take responsibility for your own academic and personal life, there is still a lot of help available to support you throughout your programme.

Academic Support

Academic staff
Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. Seek advice from academic staff either during their office hours or by email or telephone.

In addition to lectures and seminars, students may book individual or group tutorials with their tutor or Campus Academic Coordinator. Held with assignments can also be obtained from the campus paraprofessional who would normally be the first point of contact for student support.

Link Tutors
As stated on the front of this handbook the link tutor at SAE Institute for this programme is Jennifer George (jennifer.george@sae.edu) and the link tutor at Middlesex is Ian Pearson (i.pearson@mdx.ac.uk). Both tutors are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved. You can contact either if you have a query or suggestion that is not addressed within your campus.

Support services at SAE Institute

Campus Academic Coordinator and Programme Coordinators
For all academic matters, the first point of call would be your Campus Academic Coordinator or your Programme Coordinator. In additional, you may also have student support services.

Counselling
In view of the relatively small numbers of students at SAE Schools, it would not be economically viable to appoint specialist counsellors for personal issues; however, when such a need arises Campus Academic Coordinators make arrangements for students affected to be put in contact with external specialist counsellors (of which a local register is maintained for timely response) and in the last few years there have a small number of such cases. With respect to counselling on academic or other program-related issues, Academic Coordinators undertake this as an important part of their duties.

International Student Support
SAE Institute is aware that students from overseas countries at any of its Degree Centres need additional support. This is the responsibility of Campus Managers and Coordinators.

Disability Support Service
SAE Institute is committed to ensuring wherever possible that their programmes are accessible to students with motor and learning difficulties. Due to the relatively small number of students enrolled on our programmes SAE Institute does not provide a dedicated Disability Support Service department. The requirements of students with disabilities are dealt with on a case by case basis in consultation with the Campus Academic Coordinator and college management whereby, if possible, suitable provision is agreed prior to such students enrolling on their programme of study.
Examples of special provision include:

1) Additional time for dyslexic students to complete examinations. Students on the Diploma year of the degree, for example, typically have an extra ½ hour on top of the standard 2 hour examinations

2) Students with ADHD may, if required, sit exams in a separate room from other students

3) Students with dyslexia may have an additional week beyond the normal deadline to complete written assignments

4) Provision is made for wheelchair users. Classrooms and practical areas (workstations and studios) at some SAE Institute campuses are accessible to wheelchair users, and toilets with disabled facilities are provided throughout the college.

In order for SAE Institute to negotiate suitable provision prospective students must be registered with the NHS and formally disclose any disabilities they are known to have in their application form. The application must include evidence of the nature and scope of their condition, for example medical certificates or education psychologist’s report. All applications are treated in the strictest confidence.

Students who develop, or suspect that they have developed a disability or learning difficulty during the course of their studies are advised to inform their Campus Academic Coordinator at the earliest opportunity.

Student Union membership

As you are not attending a Middlesex University campus you are, unfortunately, not a member of Middlesex University Students’ Union (MUSU). You are however still entitled to the following benefits:

NUS Extra Card – UK based campuses only
This is a student discount card which can be used at a very large number of retailers, please see the NUS website for further details: [http://www.nus.org.uk/en/NUS-Extra](http://www.nus.org.uk/en/NUS-Extra). To apply for an NUS Extra Card you will need to contact MUSU who will confirm that you are a student member of Middlesex University. Please email musuinfo@mdx.ac.uk in the first instance.

ISIC cards – full time students only
As a full time student you can apply for an International Student Identification Card which will give you discounts on travel, shopping and experiences world wide. The ISIC card costs £9 (price as of March 2012) and is available from STA Travel; [http://www.statravel.co.uk/cps/rde/xchg/uk_division_web_live/hs.xsl/ISIC-card.htm](http://www.statravel.co.uk/cps/rde/xchg/uk_division_web_live/hs.xsl/ISIC-card.htm)

International Youth Travel Card (IYTC)
Part time students under 26 can apply for the International Youth Travel Card (IYTC) which offers similar benefits to the ISIC. Again details are available from: [http://www.statravel.co.uk/cps/rde/xchg/uk_division_web_live/hs.xsl/ISIC-card.htm](http://www.statravel.co.uk/cps/rde/xchg/uk_division_web_live/hs.xsl/ISIC-card.htm)

Additionally as SAE Institute currently does not have its own Students’ Union then you are also not eligible to be a member of the National Union of Students (NUS).
QUALITY OF YOUR PROGRAMME AND EXPERIENCE

To ensure the high standards and quality of Middlesex University provision, all programmes are subject to the University’s academic quality assurance procedures (which include procedures related to programme approval, monitoring and review). A key feature of these processes is the input from external subject experts (external examiners) who ensure that Middlesex awards are comparable to those of other UK higher education institutions, and that the programme curriculum, teaching, assessment and resources are appropriate.

You also have a very important role in enhancing our programmes by feeding back on a regular basis via student surveys, Boards of Study and other formal and informal mechanisms. Your feedback plays a major role in programme monitoring and review.

Middlesex University, and its programmes, are subject to periodic audit or review by external quality agencies such as the Quality Assurance Agency for Higher Education (QAA). These audits and reviews place confidence in the quality and standards of provision as operated at Middlesex University. The most recent QAA audit of Middlesex was conducted in 2011 of programmes delivered in collaboration with a partner institution (like this programme). The outcomes were that confidence can reasonably be placed in the soundness of the University’s current and likely future management of the academic standards of its provision, and, of the quality of the learning opportunities available to students. QAA review and audit reports of Middlesex can be viewed at: http://www.qaa.ac.uk/institutionReports/Pages/default.aspx

The most recent QAA Review for Educational Oversight was conducted at SAE UK in June 2012 of all programmes and the judgements were as follows:

- The team has confidence in SAE Institute’s management of academic standards for which it is responsible
- it has confidence in SAE Institute’s management and enhancement of the quality of learning opportunities
- reliance can be placed on the accuracy and/or completeness of the information that SAE Institute is responsible for publishing about itself and the programmes it delivers.

External Examiners

What do External Examiners do?

External Examiners play a central role in assuring the quality and enhancement of your programme. They are experienced, senior academics or industry professionals with expertise in the field of your programme who are identified by SAE Institute but are appointed by and report to Middlesex University. Their role is to act as independent moderators and to consider student attainment with impartiality. By drawing on their expertise and experience External Examiners provide one of the principal means by which Middlesex University and SAE Institute ensures the programme remains comparable to UK national standards. The impartiality of External Examiners is paramount to ensuring equity for students and furthermore to ensuring the fair application of the regulations.

The duties of External Examiners include the following:

- To attend meetings of the Assessment Board of which they are a member.
- To comment when consulted on the content and form of all assessments.
• To scrutinise all work which has been recommended for first class/distinction grades or for failure by internal examiners and a representative sample of work in each classification (where applicable).

• To advise on the appropriateness and effectiveness of the internal assessment processes, 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.

External Examiners Reports
Additionally each External Examiner is required to produce a report at the end of the academic year in which they comment on:

• programme design, content and standards,
• student performance (general comments, no individuals are named),
• assessments: structure, design and marking,
• effectiveness and quality of feedback to students on their work,
• Assessment Boards; organisation and operation,
• role of the External Examiner,
• recommendations or actions for change and
• areas of good practice which should be shared.

These reports are an integral part of the University's monitoring procedures and are considered by the University and SAE Institute as well as being an item for discussion at Boards of Study which is where student representatives are given the opportunity to view the report. If you are not a student representative but would like to see the External Examiners' report then you should contact Jennifer George (jennifer.george@sae.edu).

In line with the new QAA Quality Code requirements for External Examining (Chapter B7 available at: http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B7.aspx) your External Examiner's details can be found in the Appendix. However, as a person acting independently of Middlesex University and SAE Institute, it is inappropriate for you to contact the External Examiner directly.
# MODULE NARRATIVES

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Module Title</td>
<td>Creative Media Practice (SAE 502)</td>
<td></td>
</tr>
<tr>
<td>2. Level</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3. Credit Points</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>4. Trimester</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5. Pre-requisite</td>
<td>SAE Diploma</td>
<td></td>
</tr>
</tbody>
</table>

### 6. Aims
- To investigate the structure and operations of the culture industries.
- To explore relationships between culture and consumers of culture and the implications for the marketing of creative media products.
- To adapt the student's skill set to the wider industry.

### 7. Syllabus

#### Overview
This module aims to position the discipline specific knowledge and skills acquired during the diploma phase within a wider industry, business and cultural context. The structure and operations of the culture industries are examined together with the meanings produced in the interplay between culture, cultural products and the consumer. The resulting implications for the pitching of creative media ideas and the marketing of creative media products are also considered, as are the legal and ethical aspects of creative media activity. Students take their existing skills and adapt them for a range of markets, cultures and platforms, requiring students to understand other cultures and assimilate other disciplines into their practice.

#### Indicative Summary of Topics:
- structure and operation of the culture industries;
  - positioning in the industry;
  - overview of the industry;
  - impact of technology;
  - contemporary industry issues.
- interplay between culture, cultural product and consumer:
  - definitions of culture;
  - types of culture: ethnic and religious culture, political culture, mass culture, sub-culture, national culture, professional culture, corporate culture, lifestyle and consumer culture, genre culture, counter culture and avant-garde, gender and sexual culture, high and low culture...
  - cultural product: object, activity, process, modes of production, modes of interaction/consumption, time & space, abstraction & realism;
  - cultural styles and aesthetics, art & design, science and art, technology and culture written and oral communication;
  - individual and group psychology of aesthetics: perception, emotion, cognition, mind & body, conscious/unconscious structure;
  - decoding culture: communication, meaning and semiotics.
- pitching and marketing of creative products:
  - target audience – demographics, psychographics, market research, long tail, niche/mass/client, producer, investor, government, collaborator;
  - marketing & promotional strategies – defining an image & brand, target media, distribution and delivery, pricing, warranties and quality assurance;
8. Learning Outcomes

Knowledge
On successful completion of this module students will have acquired knowledge of:
K1 the structure and operations of the culture industries;
K2 the interplay between culture and consumers of culture;
K3 business, legal and ethical aspects of creative media activity;
K4 the development, pitching and marketing of creative media products within the framework of legal and cultural constraints.

Skills
On successful completion of this module students will have developed skills in:
S1 developing a proposal in response to a creative media brief, with due consideration of financial, contractual and legal factors;
S2 presenting a creative media pitch;
S3 incorporating other disciplines into their creative media skill set.

9. Learning and Teaching Strategy

Learning activities include lectures, workshops, tutorials, seminars, presentations, private study as directed in the programme handbook and the production of both practical and written work.

• lectures will introduce theoretical, aesthetic and practical issues related to the key topics of the syllabus; they will include guidance for further private study, will open up associated issues and invite student questions and subsequent discussion;
• seminars and workshops will enable students to engage critically with the module topics as well as provide opportunities to reflect on their learning and work in progress. Sessions may also be initiated by individual or group led presentations and subject to peer review;
• practical skills will be facilitated in lectures and workshop sessions;
• where possible, activities will be organised on a teamwork basis;
• guest lectures from professional practitioners may be given in order to provide students with additional perspectives and insights from within the creative media industries;
• depending on the nature of the subject matter, some teaching may be delivered to specialist groups and some to cross-discipline groups;
• a substantial part of students learning will be constructed through independent study;
• both formative and summative assessment approaches are employed in assessing the students’ learning.

10. Assessment Strategy

All the following assessment components must be passed. Failed components may be
submitted for reassessment, but will be awarded a maximum grade of 16.

Formative assessment
Formative assessment will take place throughout the module in the context of student centred activities such as seminars, in class presentations, group activities and short written assignments.
Assessment criteria: attendance, participation in and successful completion of these activities are required to pass (ungraded).

Summative assessment:
Summative assessment will take the form of a portfolio of work demonstrating that the student has met the learning outcomes of the module. The portfolio will normally be constituted as follows:

Essay (Learning Outcomes K1-2; S1) – 30%:
A critical discussion of the relationships between culture, culture industries and consumers of culture, reflecting on their implications for the creative media practitioner and including background research and informed opinion drawn from a range of authoritative sources (e.g. theoretical texts, peer reviewed journals and industry professionals) in support of the discussion.
Grading criteria: coverage of subject, critical and conceptual analysis, perceptive judgements and insights, command of literary skills, use of received opinion. Word count: 3,500 words +/-10%, not including references, bibliography and appendices.

Practical research (Learning Outcomes K1-4, S2) – 30%:
Practical research into aspects of the media sector the student is interested in (whether a historical, business or technical study).
Grading criteria: match with given brief; clarity and thoroughness of planning; reference to other related work/projects; effectiveness and persuasiveness of presentation.

Pitch Presentation (20%) and contextual documentation (20%) (Learning Outcomes K2-4; S1-2):
A proposal for a creative-media related project in response to a given brief, pitched orally and including an analysis of the intended audience as well as a strategy for introducing it into the market place. Legal, contractual and ethical issues relevant to the proposal should also be addressed. Appropriate documentation should be submitted in support of the proposal and pitch.
Grading criteria: match with given brief; clarity and thoroughness of planning; reference to other related work/projects; effectiveness and persuasiveness of presentation.

11. Learning materials
NB the materials identified here are indicative and will be replaced or supplemented for degree centres outside the UK. In addition, learning materials relevant to the specialist degree strands are listed in module 601.

Essential:
Recommended:

General

<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Advanced Audio Practice (SAE 601)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Level</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Credit Points</td>
<td>60</td>
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<td>4.</td>
<td>Semester</td>
<td>5</td>
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<td>5.</td>
<td>Pre-requisite</td>
<td>Creative Media Practice (SAE 502)</td>
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<td>6.</td>
<td>Aims</td>
<td></td>
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<tr>
<td></td>
<td>• To build on previous knowledge and skills by engaging in more conceptually and technically advanced production challenges;</td>
<td></td>
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<tr>
<td></td>
<td>• To examine the tensions between creative application of technology and the legal, contractual and ethical requirements of professional practice;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To explore options for continual professional development.</td>
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</table>

| 7. | Syllabus                                  |                                   |
|    | Overview                                 |                                   |
|    | This module aims to develop discipline specific knowledge and skills to more sophisticated conceptual and technical levels through the realisation and evaluation of advanced audio applications. Legal, contractual and ethical factors introduced in SAE 502 are here considered significant, with the expectation that they are reflected upon maturely in relation to the student’s creative practice. |
|    | Finally, students are offered the opportunity to reflect on their career options, engage in professional practice and consider strategies for continuing professional development. |
|    | Indicative Summary of Topics              |                                   |
|    | • strategies for continuing professional development: |
|    | o industry role models: composers, producers and directors, writers, artists, designers – study of development and change in their works; |
|    | o job placement and workplace reflection; |
|    | o defining yourself as a business entity, personal career goals and development; |
|    | o researching opportunities in the industry local, regional, global. |
|    | • advanced audio applications: |
|    | o electro-acoustic composition theory and practice; |
|    | o sound design for interactive applications; |
|    | • project development and management: |
|    | o business models and financial strategies, budgeting and accounting; |
|    | o deals and negotiations; |
|    | o models of project management; |
|    | o workflows, pipelines, productivity, artistic expression and satisfaction; |
|    | o quality assurance & quality management. |

| 8. | Learning Outcomes                        |                                   |
|    | Knowledge                                |                                   |
|    | On successful completion of this module students will have acquired knowledge of: |
|    | K1 advanced audio applications; |
|    | K2 project development and management; |
|    | K3 their continual professional development needs. |
|    | Skills                                   |                                   |
On successful completion of this module students will have developed skills in:
S1 conceiving, developing, realizing and evaluating an advanced audio application;
S2 making appropriate creative decisions in accordance with the legal, contractual and ethical requirements of a brief;
S3 adapting their skills to the demands of the work place.

9. Learning and Teaching Strategy
Learning activities include lectures, workshops, tutorials, seminars, presentations, private study as directed in the programme handbook and the production of both practical and written work.
• lectures will introduce theoretical, aesthetic and practical issues related to the key topics of the syllabus; they will include guidance for further private study, will open up associated issues and invite student questions and subsequent discussion;
• seminars and workshops will enable students to engage critically with the module topics as well as provide opportunities to reflect on their learning and work in progress. Sessions may also be initiated by individual or group led presentations and subject to peer review;
• practical skills will be facilitated in lectures and workshop sessions;
• where possible, activities will be organised on a teamwork basis;
• guest lectures from professional practitioners may be given in order to provide students with additional perspectives and insights from within the creative media industries;
• depending on the nature of the subject matter, some teaching may be delivered to specialist groups and some to cross-discipline groups;
• specific aspects of the curriculum relevant in a BSc context will be dealt with separately for those students;
• a substantial part of students’ learning will be constructed through independent study.

10. Assessment Strategy
All the following assessment components must be passed. Failed components may be submitted for reassessment, but will be awarded a maximum grade of 16.

Formative assessment
Formative assessment will take place throughout the module in the context of student centred activities such as seminars, in class presentations, group activities and short written assignments.
Assessment criteria: attendance, participation in and successful completion of these activities is required to pass (ungraded).

Summative assessment:
Summative assessment will take the form of a portfolio of work demonstrating that the student has met the learning outcomes of the module. The portfolio will normally contain an equal balance between written/oral and creative/practical elements.
A typical portfolio is constituted as follows:

Professional Development Analysis (Learning Outcomes K3, S3) – 25%:
Identification of one or more professional roles in the creative media, commenting on the essential and desirable attributes for the role(s), taking into account knowledge, experience, skills (transferable and role specific) and personal aptitudes. Examples and case studies are included that illustrate how such attributes may be effectively applied, and there is reflection on the student’s strengths and weaknesses and how these would impact on their abilities to carry out the role(s), drawing conclusions about their continuing professional development needs. Background research and informed opinion is drawn from a range of authoritative sources (e.g. theoretical texts, peer reviewed journals and industry professionals) in support of the discussion. As part of their research strategy students are encouraged to seek out work placement opportunities that will allow them to observe and engage with professional practice first hand. Grading criteria: coverage of subject, critical and conceptual analysis, perceptive judgments and
**Advanced Audio Project** (Learning Outcomes K1-2; S1-2) – 50%:
Students will undertake a self-directed audio-based project in response to a set brief, which will consolidate and apply knowledge and skills gained during previous and current modules.
Grading criteria: adherence to brief; creative application of technology; quality of end product; quality of presentation.

**Production Analysis** (Learning Outcomes K1-2; S1-2) – 25%
A discussion of the theoretical foundations of the project, a description and analysis of the creative process; an analysis of the project development and management aspects of the project; an analysis of the legal, contractual and ethical issues relevant to the process and end product; a reflective evaluation of the project as a whole that takes into account the knowledge and understanding gained during this module.
Grading criteria: critical and conceptual analysis; depth of insight; command of literary skills. Word count: 3,500 words, +/- 10%, not including references, bibliography and appendices. Production documentation must be submitted in support of the analysis – e.g. evidence of project development and management (pass/fail).

<table>
<thead>
<tr>
<th>11. Learning materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB the materials identified here are indicative and will be replaced or supplemented for according to the demands of the industry.</td>
</tr>
</tbody>
</table>

**Essential**

**General**

**Recommended**

**General**

SAE601 Advanced Digital Film Practice

<table>
<thead>
<tr>
<th>1. Module Title</th>
<th>Advanced Digital Film Practice (SAE 601)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Level</td>
<td>6</td>
</tr>
<tr>
<td>3. Credit Points</td>
<td>60</td>
</tr>
<tr>
<td>4. Trimester</td>
<td>6</td>
</tr>
<tr>
<td>5. Pre-requisite</td>
<td>SAE 502: Creative Media Practice</td>
</tr>
</tbody>
</table>

6. Aims
To build on previous knowledge and skills by engaging in more conceptually and technically advanced production challenges.
To examine the tensions between creative application of technology and the legal, contractual and ethical requirements of professional practice.
To explore options for continual professional development.

7. Syllabus
Overview
This module aims to develop discipline specific knowledge and skills to more sophisticated conceptual and technical levels through the realisation and evaluation of an advanced film application. Legal, contractual and ethical factors introduced in SAE 502 are here considered significant, with the expectation that they are reflected upon maturely in relation to the student’s creative practice.
Finally, students are offered the opportunity to reflect on their career options, engage in professional practice and consider strategies for continuing professional development.

Indicative Summary of Topics
- Strategies for continuing professional development:
  - Industry role models: composers, producers and directors, writers, artists, Designers – study of development and change in their works;
  - Job placement and workplace reflection;
  - Defining yourself as a business entity, personal career goals and development;
  - Researching opportunities in the industry local, regional, global.
- Advanced film applications:
  - Screenwriting for film and television;
  - New media applications for moving image.
- Project development and management:
  - Business models and financial strategies, budgeting and accounting;
  - Deals and negotiations;
  - Models of project management;
  - Workflows, pipelines, productivity, artistic expression and satisfaction;
  - Quality assurance & quality management.

8. Learning Outcomes
Knowledge
On successful completion of this module students will have acquired knowledge of:
K1 Advanced film applications;
K2 Project development and management;
K3 Their continual professional development needs.
Skills
On successful completion of this module students will have developed skills in:
S1 Conceiving, developing, realizing and evaluating an advanced film application;
S2 Making appropriate creative decisions in accordance with the legal, contractual and ethical requirements of a brief;
S3 Adapting their skills to the demands of the work place.

9. Learning and Teaching Strategy
Learning activities include lectures, workshops, tutorials, seminars, presentations, private study as directed in the programme handbook and the production of both practical and written work.
• Lectures will introduce theoretical, aesthetic and practical issues related to the key topics of the syllabus; they will include guidance for further private study, will open up associated issues and invite student questions and subsequent discussion;
• Seminars and workshops will enable students to engage critically with the module topics as well as provide opportunities to reflect on their learning and work in progress. Sessions may also be initiated by individual or group led presentations and subject to peer review;
• Practical skills will be facilitated in lectures and workshop sessions.
• Where possible, activities will be organised on a teamwork basis;
• Guest lectures from professional practitioners may be given in order to provide students with additional perspectives and insights from within the creative media industries;
• Depending on the nature of the subject matter, some teaching may be delivered to specialist groups and some to cross-discipline groups;
• Specific aspects of the curriculum relevant in a BSc context will be dealt with separately for those students;
• A substantial part of students learning will be constructed through independent study.

10. Assessment Strategy
All the following assessment components must be passed. Failed components may be submitted for reassessment, but will be awarded a maximum grade of 16.

Formative assessment
Formative assessment will take place throughout the module in the context of student centred activities such as seminars, in class presentations, group activities and short written assignments.
Assessment criteria: attendance, participation in and successful completion of these activities is required to pass (ungraded).

Summative assessment:
Summative assessment will take the form of a portfolio of work demonstrating that the student has met the learning outcomes of the module. The portfolio will normally contain an equal balance between written/oral and creative/practical elements.

A typical portfolio is constituted as follows:
Professional Development Analysis (Learning Outcomes K3; S3) - 25%
Identification of one or more professional roles in the creative media, commenting on the essential and desirable attributes for the role(s), taking into account knowledge, experience, skills (transferable and role specific) and personal aptitudes. Examples and case studies are included that illustrate how such attributes may be effectively applied, and there is reflection on the student’s strengths and weaknesses and how these would impact on their abilities to carry out the role(s), drawing conclusions about their continuing professional development needs. Background research and informed opinion is drawn from a range of authoritative sources (e.g. theoretical texts, peer reviewed journals and industry professionals) in support of the discussion. As part of their research strategy students are encouraged to seek out work placement opportunities that will allow them to observe and engage with professional practice first hand.

Grading criteria: coverage of subject, critical and conceptual analysis, perceptive judgments and insights, command of literary skills, use of received opinion. Word count: 3,500 words (not
including references, bibliography and appendices).

**Advanced Film Project (Learning Outcomes K1-2; S1-2) - 50%**

Students will undertake a self-directed film-based project in response to a set brief, which will consolidate and apply knowledge and skills gained during previous and current modules.

Grading criteria: adherence to brief; creative application of technology; quality of end product; quality of presentation.

**Production Analysis (Learning Outcomes K1-2; S1-2) - 25%**

A discussion of the theoretical foundations of the project, a description and analysis of the creative process; an analysis of the project development and management aspects of the project; an analysis of the legal, contractual and ethical issues relevant to the process and end product; a reflective evaluation of the project as a whole that takes into account the knowledge and understanding gained during this module.

Grading criteria: critical and conceptual analysis; depth of insight; command of literary skills.

Word count: 3,500 words, +/- 10%, not including references, bibliography and appendices.

Production documentation must be submitted in support of the analysis – e.g. evidence of project development and management (pass/fail).

### 11. Learning materials

NB the materials identified here are indicative and will be replaced or supplemented for Degree Centres outside the UK.

**Essential**

**Recommended**


General


1. **Module Title**  
**Advanced Web Practice (SAE 601)**

2. **Level**  
6

3. **Credit Points**  
60

4. **Trimester**  
6

5. **Pre-requisite**  
Creative Media Practice (SAE 502)

6. **Aims**
To build on previous knowledge and skills by engaging in more conceptually and technically advanced production challenges.
To examine the tensions between creative application of technology and the legal, contractual and ethical requirements of professional practice.
To explore options for continual professional development.

7. **Syllabus**

   **Overview**
This module aims to develop discipline specific knowledge and skills to more sophisticated conceptual and technical levels through the realisation and evaluation of advanced web applications. Legal, contractual and ethical factors introduced in SAE 502 are here considered significant, with the expectation that they are reflected upon maturely in relation to the student’s creative practice.

Finally, students are offered the opportunity to reflect on their career options, engage in professional practice and consider strategies for continuing professional development.

   **Indicative Summary of Topics**
   - strategies for continuing professional development:
     - industry role models: composers, producers and directors, writers, artists, designers – study of development and change in their works;
     - job placement and workplace reflection;
     - defining yourself as a business entity, personal career goals and development;
     - researching opportunities in the industry local, regional, global.
   - advanced web applications:
     - e-learning application development;
     - decision support system application development.
   - project development and management:
     - business models and financial strategies, budgeting and accounting;
     - deals and negotiations;
     - models of project management;
     - workflows, pipelines, productivity, artistic expression and satisfaction;
     - quality assurance & quality management.

8. **Learning Outcomes**

   **Knowledge**
On successful completion of this module students will have acquired knowledge of:
K1: advanced web applications;
K2: project development and management;
K3: their continual professional development needs.

   **Skills**
On successful completion of this module students will have developed skills in:
S1: conceiving, developing, realizing and evaluating an advanced web application;
S2: making appropriate creative decisions in accordance with the legal, contractual and ethical requirements of a brief;
S3: adapting their skills to the demands of the work place.

9. **Learning and Teaching Strategy**
   Learning activities include lectures, workshops, tutorials, seminars, presentations, private study as directed in the programme handbook and the production of both practical and written work.
   - lectures will introduce theoretical, aesthetic and practical issues related to the key topics of the syllabus; they will include guidance for further private study, will open up associated issues and invite student questions and subsequent discussion;
   - seminars and workshops will enable students to engage critically with the module topics as well as provide opportunities to reflect on their learning and work in progress. Sessions may also be initiated by individual or group led presentations and subject to peer review;
   - practical skills will be facilitated in lectures and workshop sessions.
   - where possible, activities will be organised on a teamwork basis;
   - guest lectures from professional practitioners may be given in order to provide students with additional perspectives and insights from within the creative media industries;
   - depending on the nature of the subject matter, some teaching may be delivered to specialist groups and some to cross-discipline groups;
   - specific aspects of the curriculum relevant in a BSc context will be dealt with separately for those students;
   - a substantial part of students' learning will be constructed through independent study;

10. **Assessment Strategy**
   All the following assessment components must be passed. Failed components may be submitted for reassessment, but will be awarded a maximum grade of 16.

   **Formative assessment**
   Formative assessment will take place throughout the module in the context of student centred activities such as seminars, in class presentations, group activities and short written assignments.
   Assessment criteria: attendance, participation in and successful completion of these activities is required to pass (ungraded).

   **Summative assessment**:
   Summative assessment will take the form of a portfolio of work demonstrating that the student has met the learning outcomes of the module. The portfolio will normally contain an equal balance between written/oral and creative/practical elements.

   A typical portfolio is constituted as follows:
   **Professional Development Analysis (Learning Outcomes K3; S3) - 25%:**
   Identification of one or more professional roles in the creative media, commenting on the essential and desirable attributes for the role(s), taking into account knowledge, experience, skills (transferable and role specific) and personal aptitudes. Examples and case studies are included that illustrate how such attributes may be effectively applied, and there is reflection on the student's strengths and weaknesses and how these would impact on their abilities to carry out the role(s), drawing conclusions about their continuing professional development needs.
   Background research and informed opinion is drawn from a range of authoritative sources (e.g. theoretical texts, peer reviewed journals and industry professionals) in support of the discussion.
   As part of their research strategy students are encouraged to seek out work placement opportunities that will allow them to observe and engage with professional practice first hand.

   Grading criteria: coverage of subject, critical and conceptual analysis, perceptive judgments and insights, command of literary skills, use of received opinion. Word count: 3,500 words (not including references, bibliography and appendices).
Advanced Web Project (Learning Outcomes K1-2; S1-2) - 50%
Students will undertake a self-directed web-based project in response to a set brief, which will consolidate and apply knowledge and skills gained during previous and current modules. Grading criteria: adherence to brief; creative application of technology; quality of end product; quality of presentation.

Production Analysis (Learning Outcomes K1-2; S1-2) - 25%
A discussion of the theoretical foundations of the project, a description and analysis of the creative process; an analysis of the project development and management aspects of the project; an analysis of the legal, contractual and ethical issues relevant to the process and end product; a reflective evaluation of the project as a whole that takes into account the knowledge and understanding gained during this module.

Grading criteria: critical and conceptual analysis; depth of insight; command of literary skills. Word count: 3,500 words, +/- 10%, not including references, bibliography and appendices. Production documentation must be submitted in support of the analysis – e.g. evidence of project development and management (pass/fail).

11. Learning materials
NB the materials identified here are indicative and will be replaced or supplemented for Degree Centres outside the UK.

Essential
- General

Recommended
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**General**

<table>
<thead>
<tr>
<th>Source</th>
<th>Title</th>
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</table>
1. **Module Title**  
Advanced Web Practice (SAE601)

2. **Level**  
6

3. **Credit Points**  
60

4. **Trimester**  
6

5. **Pre-requisite**  
Creative Media Practice (SAE 502)

6. **Aims**  
To build on previous knowledge and skills by engaging in more conceptually and technically advanced production challenges.  
To examine the tensions between creative application of technology and the legal, contractual and ethical requirements of professional practice.  
To explore options for continual professional development.

7. **Syllabus**  
**Overview**  
This module aims to develop discipline specific knowledge and skills to more sophisticated conceptual and technical levels through the realisation and evaluation of advanced web applications. Legal, contractual and ethical factors introduced in SAE 502 are here considered significant, with the expectation that they are reflected upon maturely in relation to the student’s creative practice.  
Finally, students are offered the opportunity to reflect on their career options, engage in professional practice and consider strategies for continuing professional development.

**Indicative Summary of Topics**
- strategies for continuing professional development:  
  - industry role models: composers, producers and directors, writers, artists, designers – study of development and change in their works;  
  - job placement and workplace reflection;  
  - defining yourself as a business entity, personal career goals and development;  
  - researching opportunities in the industry local, regional, global.
- advanced web applications:  
  - e-learning application development;  
  - decision support system application development.
- project development and management:  
  - business models and financial strategies, budgeting and accounting;  
  - deals and negotiations;  
  - models of project management;  
  - workflows, pipelines, productivity, artistic expression and satisfaction;  
  - quality assurance & quality management.

8. **Learning Outcomes**  
**Knowledge**  
On successful completion of this module students will have acquired knowledge of:  
K1: advanced web applications;  
K2: project development and management;  
K3: their continual professional development needs.

**Skills**  
On successful completion of this module students will have developed skills in:  
S1: conceiving, developing, realizing and evaluating an advanced web application;  
S2: making appropriate creative decisions in accordance with the legal, contractual and ethical requirements of a brief;
9. **Learning and Teaching Strategy**

Learning activities include lectures, workshops, tutorials, seminars, presentations, private study as directed in the programme handbook and the production of both practical and written work.

- lectures will introduce theoretical, aesthetic and practical issues related to the key topics of the syllabus; they will include guidance for further private study, will open up associated issues and invite student questions and subsequent discussion;
- seminars and workshops will enable students to engage critically with the module topics as well as provide opportunities to reflect on their learning and work in progress. Sessions may also be initiated by individual or group led presentations and subject to peer review;
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- where possible, activities will be organised on a teamwork basis;
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- specific aspects of the curriculum relevant in a BSc context will be dealt with separately for those students;
- a substantial part of students' learning will be constructed through independent study;

10. **Assessment Strategy**

All the following assessment components must be passed. Failed components may be submitted for reassessment, but will be awarded a maximum grade of 16.

**Formative assessment**

Formative assessment will take place throughout the module in the context of student centred activities such as seminars, in class presentations, group activities and short written assignments.

Assessment criteria: attendance, participation in and successful completion of these activities is required to pass (ungraded).

**Summative assessment:**

Summative assessment will take the form of a portfolio of work demonstrating that the student has met the learning outcomes of the module. The portfolio will normally contain an equal balance between written/oral and creative/practical elements.

A typical portfolio is constituted as follows:

**Professional Development Analysis (Learning Outcomes K3; S3) - 25%:**

Identification of one or more professional roles in the creative media, commenting on the essential and desirable attributes for the role(s), taking into account knowledge, experience, skills (transferable and role specific) and personal aptitudes. Examples and case studies are included that illustrate how such attributes may be effectively applied, and there is reflection on the student's strengths and weaknesses and how these would impact on their abilities to carry out the role(s), drawing conclusions about their continuing professional development needs.

Background research and informed opinion is drawn from a range of authoritative sources (e.g. theoretical texts, peer reviewed journals and industry professionals) in support of the discussion. As part of their research strategy students are encouraged to seek out work placement opportunities that will allow them to observe and engage with professional practice first hand.

Grading criteria: coverage of subject, critical and conceptual analysis, perceptive judgments and insights, command of literary skills, use of received opinion. Word count: 3,500 words (not including references, bibliography and appendices).
**Advanced Web Project (Learning Outcomes K1-2; S1-2) - 50%:**
Students will undertake a self-directed web-based project in response to a set brief, which will consolidate and apply knowledge and skills gained during previous and current modules.
Grading criteria: adherence to brief; creative application of technology; quality of end product; quality of presentation.

**Production Analysis (Learning Outcomes K1-2; S1-2) - 25%**
A discussion of the theoretical foundations of the project, a description and analysis of the creative process; an analysis of the project development and management aspects of the project; an analysis of the legal, contractual and ethical issues relevant to the process and end product; a reflective evaluation of the project as a whole that takes into account the knowledge and understanding gained during this module.
Grading criteria: critical and conceptual analysis; depth of insight; command of literary skills.
Word count: 3,500 words, +/- 10%, not including references, bibliography and appendices.
Production documentation must be submitted in support of the analysis – e.g. evidence of project development and management (pass/fail).

### 11. Learning materials
NB the materials identified here are indicative and will be replaced or supplemented for Degree Centres outside the UK.

**Essential**
- General

**Recommended**

General
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</table>
1. **Module Title**  
**Advanced Interactive Animation Practice (Animation 601)**

2. **Level**  
6

3. **Credit Points**  
60

4. **Trimester**  
6

5. **Pre-requisite**  
Creative Media Practice (SAE502)

6. **Aims**  
To build on previous knowledge and skills by engaging in more conceptually and technically advanced production challenges.

To examine the tensions between creative application of animation technology and the legal, contractual and ethical requirements of professional practice.

To explore options for continual professional development.

7. **Syllabus**  
**Overview**  
This module aims to develop discipline specific knowledge and skills to more sophisticated conceptual and technical levels through the realisation and evaluation of an advanced interactive animation application. Legal, contractual and ethical factors introduced in SAE502 are here considered significant, with the expectation that they are reflected upon maturely in relation to the student's creative practice.

Finally, students are offered the opportunity to reflect on their career options, engage in professional practice and consider strategies for continuing professional development.

**Indicative Summary of Topics**

- strategies for continuing professional development:
  - industry role models: composers, producers and directors, writers, artists, designers – study of development and change in their works;
  - job placement and workplace reflection;
  - defining yourself as a business entity, personal career goals and development;
  - researching opportunities in the industry local, regional, global.

- advanced interactive animation applications:
  - advanced character animation;
  - games character animation
  - architectural applications of animation.

- project development and management:
  - business models and financial strategies, budgeting and accounting;
  - deals and negotiations, models of project management;
  - workflows, pipelines, productivity, artistic expression and satisfaction, fun;
  - quality assurance & quality management.

8. **Learning Outcomes**

**Knowledge**  
On successful completion of this module students will have acquired knowledge of:

K1 advanced interactive animation applications:
K2 project development and management;
K3 their continual professional development needs.

**Skills**  
On successful completion of this module students will have developed skills in:
S1 conceiving, developing, realizing and evaluating an advanced interactive animation
S2 making appropriate creative decisions in accordance with the legal, contractual and ethical requirements of a brief;
S3 adapting their skills to the demands of the work place.

9. Learning and Teaching Strategy
Learning activities include lectures, workshops, tutorials, seminars, presentations, private study as directed in the programme handbook and the production of both practical and written work.
• lectures will introduce theoretical, aesthetic and practical issues related to the key topics of the syllabus; they will include guidance for further private study, will open up associated issues and invite student questions and subsequent discussion;
• seminars and workshops will enable students to engage critically with the module topics as well as provide opportunities to reflect on their learning and work in progress. Sessions may also be initiated by individual or group led presentations and subject to peer review;
• practical skills will be facilitated in lectures and workshop sessions.
• where possible, activities will be organised on a teamwork basis;
• guest lectures from professional practitioners may be given in order to provide students with additional perspectives and insights from within the creative media industries;
• depending on the nature of the subject matter, some teaching may be delivered to specialist groups and some to cross-discipline groups;
• a substantial part of students learning will be constructed through independent study;

10. Assessment Strategy
All the following assessment components must be passed. Failed components may be submitted for reassessment, but will be awarded a maximum grade of 16.

Formative assessment
Formative assessment will take place throughout the module in the context of student centred activities such as seminars, in class presentations, group activities and short written assignments.
Assessment criteria: attendance, participation in and successful completion of these activities is required to pass (ungraded).

Summative assessment:
Summative assessment will take the form of a portfolio of work demonstrating that the student has met the learning outcomes of the module. The portfolio will normally contain an equal balance between written/oral and creative/practical elements.
A typical portfolio is constituted as follows:
Professional Development Analysis (Learning Outcomes K3:S 3) - 25%:
Identification of one or more professional roles in the creative media, commenting on the essential and desirable attributes for the role(s), taking into account knowledge, experience, skills (transferable and role specific) and personal aptitudes. Examples and case studies are included that illustrate how such attributes may be effectively applied, and there is reflection on the student’s strengths and weaknesses and how these would impact on their abilities to carry out the role(s), drawing conclusions about their continuing professional development needs.
Background research and informed opinion is drawn from a range of authoritative sources (e.g. theoretical texts, peer reviewed journals and industry professionals) in support of the discussion.
As part of their research strategy students are encouraged to seek out work placement opportunities that will allow them to observe and engage with professional practice first hand.

Grading criteria: coverage of subject, critical and conceptual analysis, perceptive judgments and insights, command of literary skills, use of received opinion. Word count: 3,500 words (not including references, bibliography and appendices).
Advanced Interactive Animation Project (Learning Outcomes K1-2; S1-2) - 50%
Students will undertake a self-directed games-animation project in response to a set brief, which will consolidate and apply knowledge and skills gained during previous and current modules.

Grading criteria: adherence to brief; creative application of technology; quality of end product; quality of presentation.

Production Analysis (Learning Outcomes K1-2; S1-2) - 25%
A discussion of the theoretical foundations of the project, a description and analysis of the creative process; an analysis of the project development and management aspects of the project; an analysis of the legal, contractual and ethical issues relevant to the process and end product; a reflective evaluation of the project as a whole that takes into account the knowledge and understanding gained during this module.

Grading criteria: critical and conceptual analysis; depth of insight; command of literary skills.

Word count: 3,500 words, +/- 10%, not including references, bibliography and appendices. Production documentation must be submitted in support of the analysis – e.g. evidence of project development and management (pass/fail).

11. Learning materials
NB the materials identified here are indicative and will be replaced or supplemented for Degree Centres outside the UK.

Essential:

Recommended:
- Berger, J (1972) *Ways of Seeing*.
USA: New Riders Publishing

- Game Design Theory and Practice, Second Edition by Richard Rouse III
- Premier Press Cincinnati, Ohio USA
- Wordware Publishing © 2005  www.books24x7.com
<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Advanced Games Programming Practice (Games 601)</th>
</tr>
</thead>
<tbody>
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<td>2.</td>
<td>Level</td>
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<td>3.</td>
<td>Credit Points</td>
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<tr>
<td>5.</td>
<td>Pre-requisite</td>
<td>Creative Media Practice (SAE502)</td>
</tr>
<tr>
<td>6.</td>
<td>Aims</td>
<td>To build on previous knowledge and skills by engaging in more conceptually and technically advanced production challenges. To examine the tensions between creative application of games programming technology and the legal, contractual and ethical requirements of professional practice. To explore options for continual professional development.</td>
</tr>
<tr>
<td>7.</td>
<td>Syllabus Overview</td>
<td>This module aims to develop discipline specific knowledge and skills to more sophisticated conceptual and technical levels through the realisation and evaluation of an advanced games programming application. Legal, contractual and ethical factors introduced in SAE 502 are here considered significant, with the expectation that they are reflected upon maturely in relation to the student’s creative practice. Finally, students are offered the opportunity to reflect on their career options, engage in professional practice and consider strategies for continuing professional development. Indicative Summary of Topics</td>
</tr>
<tr>
<td>8.</td>
<td>Learning Outcomes</td>
<td>Knowledge</td>
</tr>
</tbody>
</table>

Knowledge
On successful completion of this module students will have acquired knowledge of:
K1 advanced games programming applications;
K2 project development and management;
K3 their continual professional development needs.

Skills
On successful completion of this module students will have developed skills in:
S1 conceiving, developing, realizing and evaluating an advanced games programming
application;
S2 making appropriate creative decisions in accordance with the legal, contractual and ethical requirements of a brief;
S3 adapting their skills to the demands of the work place.

9. Learning and Teaching Strategy
Learning activities include lectures, workshops, tutorials, seminars, presentations, private study as directed in the programme handbook and the production of both practical and written work.
• lectures will introduce theoretical, aesthetic and practical issues related to the key topics of the syllabus; they will include guidance for further private study, will open up associated issues and invite student questions and subsequent discussion;
• seminars and workshops will enable students to engage critically with the module topics as well as provide opportunities to reflect on their learning and work in progress. Sessions may also be initiated by individual or group led presentations and subject to peer review;
• practical skills will be facilitated in lectures and workshop sessions.
• where possible, activities will be organised on a teamwork basis;
• guest lectures from professional practitioners may be given in order to provide students with additional perspectives and insights from within the creative media industries;
• depending on the nature of the subject matter, some teaching may be delivered to specialist groups and some to cross-discipline groups;
• specific aspects of the curriculum relevant in a BSc context will be dealt with separately for those students;
• a substantial part of students learning will be constructed through independent study;

10. Assessment Strategy
All the following assessment components must be passed. Failed components may be submitted for reassessment, but will be awarded a maximum grade of 16.

Formative assessment
Formative assessment will take place throughout the module in the context of student centred activities such as seminars, in class presentations, group activities and short written assignments.
Assessment criteria: attendance, participation in and successful completion of these activities is required to pass (ungraded).

Summative assessment:
Summative assessment will take the form of a portfolio of work demonstrating that the student has met the learning outcomes of the module. The portfolio will normally contain an equal balance between written/oral and creative/practical elements.
A typical portfolio is constituted as follows:

Professional Development Analysis (Learning Outcomes K3; S3) - 25%
Identification of one or more professional roles in the creative media, commenting on the essential and desirable attributes for the role(s), taking into account knowledge, experience, skills (transferable and role specific) and personal aptitudes. Examples and case studies are included that illustrate how such attributes may be effectively applied, and there is reflection on the student’s strengths and weaknesses and how these would impact on their abilities to carry out the role(s), drawing conclusions about their continuing professional development needs.
Background research and informed opinion is drawn from a range of authoritative sources (e.g. theoretical texts, peer reviewed journals and industry professionals) in support of the discussion.
As part of their research strategy students are encouraged to seek out work placement opportunities that will allow them to observe and engage with professional practice first hand.

Grading criteria: coverage of subject, critical and conceptual analysis, perceptive judgments and insights, command of literary skills, use of received opinion. Word count: 3,500 words (not
including references, bibliography and appendices).

**Advanced Games Programming Project (Learning Outcomes K1-2; S1-2) - 50%**

Students will undertake a self-directed games-programming project in response to a set brief, which will consolidate and apply knowledge and skills gained during previous and current modules.

Grading criteria: adherence to brief; application of technology; quality of end product; quality of presentation.

**Production Analysis (Learning Outcomes K1-2; S1-2) - 25%**

A discussion of the theoretical foundations of the project, a description and analysis of the creative process; an analysis of the project development and management aspects of the project; an analysis of the legal, contractual and ethical issues relevant to the process and end product; a reflective evaluation of the project as a whole that takes into account the knowledge and understanding gained during this module.

Grading criteria: critical and conceptual analysis; depth of insight; command of literary skills. Word count: 3,500 words, +/- 10%, not including references, bibliography and appendices. Production documentation must be submitted in support of the analysis – e.g. evidence of project development and management (pass/fail).

## 11. Learning materials

NB the materials identified here are indicative and will be replaced or supplemented for Degree Centres outside the UK.

**Essential:**


**Recommended:**


- Leffingwell, D. & Widrig, D. Managing Software Requirements – A Unified Approach. Addison-Wesley
<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Advanced Cross-Media Practice (Cross-Media 601)</th>
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<tbody>
<tr>
<td>2.</td>
<td>Level</td>
<td>6</td>
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<tr>
<td>3.</td>
<td>Credit Points</td>
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<td>4.</td>
<td>Semester</td>
<td>5</td>
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<td>5.</td>
<td>Pre-requisite</td>
<td>Creative Media Practice (SAE502)</td>
</tr>
<tr>
<td>6.</td>
<td>Aims</td>
<td>To build on previous knowledge and skills by engaging in more conceptually and technically advanced production challenges. To examine the tensions between creative application of technology and the legal, contractual and ethical requirements of professional practice. To explore options for continual professional development.</td>
</tr>
</tbody>
</table>
| 7. | Syllabus     | **Overview**

This module aims to develop discipline specific knowledge and skills to more sophisticated conceptual and technical levels through the realisation and evaluation of advanced cross-media applications. Legal, contractual and ethical factors introduced in SAE502 are here considered significant, with the expectation that they are reflected upon maturely in relation to the student’s creative practice.

Finally, students are offered the opportunity to reflect on their career options, engage in professional practice and consider strategies for continuing professional development.

**Indicative Summary of Topics**

- strategies for continuing professional development:
  - industry role models: journalists, producers and directors, writers, artists, designers – study of development and change in their works;
  - job placement and workplace reflection;
  - defining yourself as a business entity, personal career goals and development;
  - researching opportunities in the industry local, regional, global.

- advanced cross-media applications:
  - writing and publishing for large scale cross-media projects;
  - interacting with sponsors and judging panels for large scale cross-media projects.

- project development and management:
  - business models and financial strategies, budgeting and accounting;
  - deals and negotiations;
  - models of project management;
  - workflows, pipelines, productivity, artistic expression and satisfaction;
  - quality assurance & quality management.
8. Learning Outcomes

Knowledge
On successful completion of this module students will have acquired knowledge of:
1. advanced cross-media applications;
2. project development and management;
3. their continual professional development needs.

Skills
On successful completion of this module students will have developed skills in:
4. conceiving, developing, realizing and evaluating an advanced cross-media application;
5. making appropriate creative decisions in accordance with the legal, contractual and ethical requirements of a brief;
6. adapting their skills to the demands of the work place.
7. integrating in a large scale media project.

9. Learning and Teaching Strategy
Learning activities include lectures, workshops, tutorials, seminars, presentations, private study as directed in the programme handbook and the production of both practical and written work.

• lectures will introduce theoretical, aesthetic and practical issues related to the key topics of the syllabus; they will include guidance for further private study, will open up associated issues and invite student questions and subsequent discussion;
• seminars and workshops will enable students to engage critically with the module topics as well as provide opportunities to reflect on their learning and work in progress. Sessions may also be initiated by individual or group led presentations and subject to peer review;
• practical skills will be facilitated in lectures and workshop sessions.
• where possible, activities will be organised on a teamwork basis;
• guest lectures from professional practitioners may be given in order to provide students with additional perspectives and insights from within the creative media industries;
• depending on the nature of the subject matter, some teaching may be delivered to specialist groups and some to cross-discipline groups;
• specific aspects of the curriculum relevant in a BSc context will be dealt with separately for those students;
• a substantial part of students’ learning will be constructed through independent study.

10. Assessment Strategy
All the following assessment components must be passed. Failed components may be submitted for reassessment, but will be awarded a maximum grade of 16.

Formative assessment
Formative assessment will take place throughout the module in the context of student centred activities such as seminars, in class presentations, group activities and short written assignments.
Assessment criteria: attendance, participation in and successful completion of these activities is required to pass (ungraded).

Summative assessment:
Summative assessment will take the form of a portfolio of work demonstrating that the student has met the learning outcomes of the module. The portfolio will normally contain an equal balance between written/oral and creative/practical elements.
A typical portfolio is constituted as follows:
1) Professional Development Analysis 25% (learning outcomes 3; 6):
Identification of one or more professional roles in the creative media, commenting on the essential and desirable attributes for the role(s), taking into account knowledge, experience, skills (transferable and role specific) and personal aptitudes. Examples and case studies are included that illustrate how such attributes may be effectively applied, and there is reflection on the student’s strengths and weaknesses and how these would impact on their abilities to carry out the role(s), drawing conclusions about their continuing professional development needs. 

Background research and informed opinion is drawn from a range of authoritative sources (e.g. theoretical texts, peer reviewed journals and industry professionals) in support of the discussion. As part of their research strategy students are encouraged to seek out work placement opportunities that will allow them to observe and engage with professional practice first hand.

Grading criteria: coverage of subject, critical and conceptual analysis, perceptive judgments and insights, command of literary skills, use of received opinion. Word count: 3,500 words (not including references, bibliography and appendices).

2) Advanced Web Project 50% (learning outcomes 1; 2; 4; 5).

Students will undertake a self-directed web-based project in response to a set brief, which will consolidate and apply knowledge and skills gained during previous and current modules

Grading criteria: adherence to brief; creative application of technology; quality of end product; quality of presentation.

3) Production Analysis 25% weighting (learning outcomes 1; 2; 4; 5).

A discussion of the theoretical foundations of the project, a description and analysis of the creative process; an analysis of the project development and management aspects of the project; an analysis of the legal, contractual and ethical issues relevant to the process and end product; a reflective evaluation of the project as a whole that takes into account the knowledge and understanding gained during this module.

Grading criteria: critical and conceptual analysis; depth of insight; command of literary skills. Word count: 3,500 words, +/- 10%, not including references, bibliography and appendices.

Production documentation must be submitted in support of the analysis – e.g evidence of project development and management (pass/fail).

11. Learning materials

NB the materials identified here are indicative and will be replaced or supplemented for Degree Centres outside the UK.

Essential

Cross-Media

  Publishing
  Washington: CQ Press
  Management for Web and Convergent Media, Third Edition, Book 2). New Jersey:
  Addison Wesley.
  Independents
  Oxford: Focal Press.
  Charleston: CreateSpace;

General

  Press, USA.
  London: Routledge.

Recommended
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<thead>
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<th>Cross-Media</th>
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<tbody>
<tr>
<td>General</td>
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</table>

1. **Module Title** | **Major Project (BA) (SAE 610)**
2. **Level** | 6
3. **Credit Points** | 60
4. **Trimester** | 6
5. **Prerequisite** | SAE 601
6. **Aims**
   - To provide a structured opportunity for students to undertake a large-scale self-directed creative based practical or investigative project that displays the depth and breadth of their abilities.
   - To establish methodologies, skills and attitudes essential to undertaking successful research in the field.
   - To explore and reflect on the professional as well as the relevant theoretical, creative and logistical considerations within a project of this scale.
7. **Syllabus**
   **Overview**
   The major project is self-generated and may take one of many different forms. There is however an expectation that the final deliverable will be of a calibre that will help progress the student into employment or postgraduate work.

   The project is intended to demonstrate a range of advanced skills in accordance with the requirements of a substantial level six project. Through successful completion the student will also exhibit their capacity to conduct independent research and manage a large-scale venture. Central to the module is an exploration of research methodologies and how they may be successfully employed. Students will develop a project proposal and submit this for approval. They will project manage all aspects involved in preliminary and planning phases through to realisation.

   **Summary of Topics**
   - Potential avenues for research in the field;
   - Research methodologies relevant to the major project;
   - Development of project proposal and resources for the research project;
   - Advanced project development and management skills.
8. **Learning Outcomes**
   **Knowledge**
   On successful completion of this module students will have acquired knowledge of:
   - K1 their chosen field of enquiry;
   - K2 creative aspects of their specialised field;
   - K3 appropriate methodologies needed to effect reliable and valid research;
   - K4 the complex processes involved in the planning and implementation of a major project.

   **Skills**
   On successful completion of this module students will have acquired skills in
   - S1 evaluating, selecting, applying and reviewing methodologies needed to effect reliable and valid research;
   - S2 academic and creative/practical fields appropriate to level six study;
   - S3 managing a major project independently, professionally and efficiently;
   - S4 communicating outcomes effectively.
9. **Learning and Teaching Strategy**

   Learning activities include lectures, workshops, tutorials and seminars, however the majority of learning will be achieved through independent study in fulfilment of the project.
   - Inputs and tutorial support may be delivered in blended learning mode;
   - Tutorials with the student’s project supervisor will provide ongoing formative assessment and feedback throughout the duration of the project;
   - Students will develop their knowledge and skills through independent study;
   - Both formative and summative assessment approaches are employed;
   - Group projects are permitted so long as it is possible in the assessment process to identify and evaluate the contribution of individual students.

10. **Assessment Strategy**

   **Formative assessment:**

   Formative assessment will take place throughout the module in the context of student centred activities such as lectures, seminars, in-class presentations, group activities, short written assignments and one to one tutorials, or equivalent activities in blended learning mode.

   Prior to starting work on their projects students are expected to submit a project proposal for approval by a specified date as an item of formative assessment which may be within the project module itself or in an earlier module as determined by the Degree Centre. Students who do not gain formal approval will not be debarred from proceeding with their projects but will not be entitled to allocation of resources or supervisory support until their proposals have been approved.

   **Summative assessment:**

   **Major Project (Learning Outcomes K1-4; S1-4) - 100%:**
   - The nature of the project and weighting between written and practical/technical/scientific elements may vary, however for practical/technical/scientific projects at least 25% should consist of a written report reflecting on the project, the process of working on it and the main points learned;
   - The guideline word counts of the written element are 14,000 words for a 100% written project, and a minimum of 7,000 words for 50% written and 3,500 for 25% written (excluding appendices);
   - Individual Degree Centres may require their students, or offer them the opportunity, to supplement their written project report with an oral presentation and may, on the basis of the presentation, increase the overall grade awarded for the module by up to two 20-point grades;
   - Project reports are permitted in a language other than English but, where this is allowed, a substantial abstract/summary in English (1000 words minimum) must be provided.

   **Assessment Criteria:**
   - Assessors will draw from the following criteria dependent on the nature of the project: adherence to project proposal; coverage of subject, critical and conceptual analysis, perceptive judgements and insights, command of relevant communication skills; application of investigative, creative and/or practical skills appropriate to the level of study; quality of end product; overall quality of presentation. Participation in and successful completion of all activities is expected.

11. **Learning materials**

    NB Additional recommendations will be made relevant to the student’s specific research / project area.
## Essential

## Recommended
1. **Module Title**  |  **Major Project (BSc) (SAE 620)**
---|---
2. **Level**  |  6
3. **Credit Points**  |  60
4. **Trimester**  |  6
5. **Prerequisite**  |  SAE 601

6. **Aims**  
- To provide a structured opportunity for students to undertake a large-scale self-directed technically/scientifically based practical or investigative project that displays the depth and breadth of their abilities.
- To establish methodologies, skills and attitudes essential to undertaking successful research in the field.
- To explore and reflect on the professional as well as the relevant theoretical, technical and logistical considerations within a project of this scale.

7. **Syllabus**  
**Overview**  
The major project is self-generated and may take one of many different forms. There is however an expectation that the final deliverable will be of a calibre that will help progress the student into employment or postgraduate work.

Since the SAE 620 project is central to the BSc award the level and appropriateness of its technical or scientific focus will be a criterion in the approval process.

The project is intended to demonstrate a range of advanced skills in accordance with the requirements of a substantial level six project. Through successful completion the student will also exhibit their capacity to conduct independent research and manage a large-scale venture. Central to the module is an exploration of research methodologies and how they may be successfully employed. Students will develop a project proposal and submit this for approval. They will project manage all aspects involved in preliminary and planning phases through to realisation.

**Summary of Topics**  
- Potential avenues for research in the field;
- Research methodologies relevant to the major project;
- Development of project proposal and resources for the research project;
- Advanced project development and management skills.

8. **Learning Outcomes**  
**Knowledge**  
On successful completion of this module students will have acquired knowledge of:
- K1 their chosen field of enquiry
- K2 technical/scientific aspects of their specialised field;
- K3 appropriate methodologies needed to effect reliable and valid research;
- K4 the complex processes involved in the planning and implementation of a major project.

**Skills**  
On successful completion of this module students will have acquired skills in:
- S1 evaluating, selecting, applying and reviewing methodologies needed to effect reliable and valid research;
- S2 academic and technical fields appropriate to level six study;
- S3 managing a major project independently, professionally and efficiently;
- S4 communicating outcomes effectively.
9. **Learning and Teaching Strategy**
   Learning activities include lectures, workshops, tutorials and seminars, however the majority of learning will be achieved through independent study in fulfilment of the project.
   - Inputs and tutorial support may be delivered in blended learning mode;
   - Tutorials with the student’s project supervisor will provide ongoing formative assessment and feedback throughout the duration of the project;
   - Students will develop their knowledge and skills through independent study;
   - Both formative and summative assessment approaches are employed;
   - Group projects are permitted so long as it is possible in the assessment process to identify and evaluate the contribution of individual students.

10. **Assessment Strategy**
    **Formative assessment:**
    Formative assessment will take place throughout the module in the context of student centred activities such as lectures, seminars, in-class presentations, group activities, short written assignments and one to one tutorials, or equivalent activities in blended learning mode.
    Prior to starting work on their projects students are expected to submit a project proposal for approval by a specified date as an item of formative assessment which may be within the project module itself or in an earlier module as determined by the Degree Centre. Students who do not gain formal approval will not be debarred from proceeding with their projects but will not be entitled to allocation of resources or supervisory support until their proposals have been approved.

    **Summative assessment:**
    Major Project (Learning Outcomes K1-4; S1-4) -100%:
    - The nature of the project and weighting between written and practical/technical/scientific elements may vary, however for practical/technical/scientific projects at least 25% should consist of a written report reflecting on the project, the process of working on it and the main points learned;
    - The guideline word counts of the written element are 14,000 words for a 100% written project, minimum of 7,000 words for 50% written and 3,500 for 25% written (excluding appendices);
    - Individual Degree Centres may require their students, or offer them the opportunity, to supplement their written project report with an oral presentation and may, on the basis of the presentation, increase the overall grade awarded for the module by up to two 20-point grades;
    - Project reports are permitted in a language other than English but, where this is allowed, a substantial abstract/summary in English (1000 words minimum) must be provided.

    Assessment Criteria: Assessors will draw from the following criteria dependent on the nature of the project: adherence to project proposal; coverage of subject, critical and conceptual analysis, perceptive judgements and insights, command of relevant communication skills; application of investigative, technical or scientific knowledge appropriate for a BSc award; quality of end product; overall quality of presentation. Participation in and successful completion of all activities is expected.

11. **Learning materials**
    NB Additional recommendations will be made relevant to the student’s specific research /
Essential


Recommended

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