Academic Policy A02
Quality of Learning, Teaching and Assessment

1. Policy Statement

The Quality of Learning, Teaching and Assessment Policy:

- Emphasizes the importance of the high quality of teaching and learning processes and outcomes at all SAE campuses,
- Incorporates the significance of ongoing scholarship as integral to the development of effective teaching and learning, and
- Promotes learning as a self-directed lifelong quest for professional skills, knowledge and wisdom.

2. Purpose

The policy purpose is to provide for high quality learning and teaching processes and assessment outcomes in all courses at SAE Institute, and to achieve this, the policy supports a four-stage process for effective teaching and learning, namely:

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

3. Scope

This policy applies to all modules and courses of SAE Institute and the strategies in this policy will be evident in the planning, procedures, and learning and teaching processes for all courses of study.

4. Associated Policies and Procedures

This policy should be read in conjunction with the following policies and procedures:

- A01 Academic Standards and Quality Assurance Policy
- A03 Academic Honesty Policy
- A07 Academic Grievance Policy. Regulations, Policies and Procedures

5. Policy

5.1. The Design and Development of Curriculum

In the design and development of curriculum, SAE Institute expects that its courses and programmes:

a) Reflect an ongoing commitment to scholarship and pedagogy, and good teaching should be informed by relevant and recent research and knowledge;
b) Provide opportunities for self-directed learning and free enquiry for students;
c) Are designed to take account of equitable workloads, student support for learning,

student assessment, marking practices, assessment of competency or grade distribution, and formative feedback on progress;

d) Ensure that students receive parity in terms of planned learning resources provision;
e) Are developed with module coordinators having responsibility for the alignment of module objectives with assessment tasks and the associated teaching and learning activities;
f) Conform to all quality-related requirements, rules, policies and processes developed by SAE Institute;
g) Meet the learning needs of a diverse student profile. The learning needs are inclusive and meet the learning needs of a diverse student profile and
h) Address relevant national, professional and industry standards.

5.2. The Delivery of Programmes

In the delivery of programmes, the SAE Institute requires that:

1) Students who are correctly enrolled receive study materials, assessment tasks and assessment criteria within approved timeframes;
2) Systems are in place to ensure the development and delivery of study materials that are high quality and delivered on time;
3) Courses and modules are consistently well taught; Teaching that aims to be inspirational and the co-production and enhancement of creative and transformational learning, and a schedule of assessment that is effective both in supporting learning and safeguarding academic standards.
4) Consideration is given to the diverse range of backgrounds and learning needs of students;
5) Students receive parity in terms of learning resources provision and guidance to support their learning;
6) Academic staff cooperate to ensure that students in any unit of study are engaged and enjoy their learning and teaching experiences, particularly in relation to the moderation of assessment; Regulations, Policies and Procedures;
7) Staff plan for and accommodate the progression of student work from introductory tasks and knowledge to competency and proficiency with discipline specific skills, evaluative, critical and academic writing skills over the course of an award;
8) Programmes, modules and assessments are designed and delivered in a manner which provides for continual linking to, and engagement with, current industry practice, career planning and development of professional skills;
9) Modules should be delivered using the VLE/LMS in an inclusive and engaging manner, using diverse methods and forms of content both reinforcing lectures and workshops, as well as providing additional avenues of discovery for students and a natural progression platform for delivery such as Flipped Classroom;
10) Modules delivered in Distance Education should be regularly evaluated by Programme Leaders to ensure arity in student learner experience.

5.2.1. The First Period of Study

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

5.3. The Assessment of Students

5.3.1. Purposes of Assessment

The purposes of assessment are:

a) To promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the learner,
b) To measure and confirm the standard of student performance and achievement in relation to explicit learning objectives,
c) To reward student effort and achievement with an appropriate grade,
d) To formally certify student outcomes and achievement in terms of accountability to relevant internal and external accrediting bodies and communities of interest,
e) To provide relevant information in order to continuously evaluate and improve the quality of the curriculum and the effectiveness of the teaching-learning process,
f) To provide effective feedback to support learning through an ongoing dialogue between the student and staff, the student and their peers, and the student and an employer, for example, where the student is in a work-based or placement learning environment.

5.3.2. Assessment Requirements

In the assessment of students, SAE Institute requires that:

a) Both formative and summative types of assessment are used in the process of learning;
b) Both criterion-referenced assessment, which focuses on each student's achievements in relation to specified criteria, and norm-based assessment, where the achievement of a particular student is compared to the achievements of other students in a cohort, may be used to address the evaluation of student learning outcomes relating to professional and practical skills, critical thinking and cognitive ability, and relevant knowledge recall;
c) Additionally, competency based assessment may be utilized in the evaluation of student learning outcomes relating to professional and practical skills, creative and critical thinking and cognitive ability, and relevant knowledge recall, in accordance with set performance criteria;
d) At the time of announcement of assessment tasks (usually at the start of a module), students are provided with a clear description of the expected standards of performance and marking criteria; Regulations, Policies and Procedures

e) A student's burden of assessment is not unreasonably increased without prior delegated approval;
f) Special provision is made to provide opportunities for formative assessment and guidance to students on assessment tasks in their first period of study;
g) The conduct of student assessment is transparent and fair, and follows approved assessment standards for all assessment tasks which are provided to students;
h) Modules and courses employ systems and structures that where appropriate permit some choice in student learning and assessment;
i) Module coordinators and Campus Academic Managers shall have responsibility for appraising the quality of student assessment, for ensuring appropriateness, fairness and constructive alignment of assessment tasks, and for ensuring that assessment practices conform to all assessment and quality assurance policies;
j) Records of assessment are documented accurately and systematically in the VLE/LMS and SIS, and that the decisions of relevant assessment panels and boards are communicated in a timely manner;
k) A student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff;
l) Assessment practices are reviewed on an annual basis by Programme Leaders in consultation with Programme Coordinators, faculty and academic leadership in each region;
m) Formative feedback is appropriately provided to students on completed assessment tasks which addresses how performance might be improved;
n) Interdisciplinary common content modules explore themes such as: academic and digital literacies appropriate to the academic level of the student, enterprise and entrepreneurship, internationalization and ethical behavior.

5.4. The Further Improvement of Learning and Teaching Experiences for Students

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

a) Teaching, modules, module materials and courses are routinely and reliably evaluated with a view to formative improvement;
b) Student feedback and satisfaction data are regularly collected and reported, contribute to continuous improvement in teaching, learning and the curriculum, and information on improvements made is provided back to students;
c) Opportunities for the improvement of teaching practice, relevant scholarship, and knowledge about student learning shall be made available to teaching staff through, among other things, support with a PGCHE (Post Graduate Certificate in Higher Education Teaching and Learning) course or local equivalents, internal staff training and participation in external conferences etc. (either time off, financial assistance or a

combination will be provided by SAE to assist in this – individual terms, to be agreed by Campus Manager and relevant Academic Manager);

d) Academic staff maintain and develop their professional skills in teaching and the facilitation of learning, in student assessment practices, and in course and unit review procedures; Where practical work, or work placement is part of a programme, prior consideration of reasonable adjustments should be made to enable the participation of disabled students. Programme Leaders should consult regularly with industry experts and providers of placement or work-based learning opportunities to assure themselves that the learning outcomes are relevant and achievable.
e) Wherever possible academic staff be given opportunities to pursue relevant research in relation to pedagogy and the improvement of their teaching practices (either time, financial assistance or a combination will be provided by SAE, to be agreed by Campus Manager and Academic Manager);
f) Student support systems, including academic skills development and formative guidance on progress associated with assessment tasks be regularly reviewed;
g) Newly appointed academic staff be provided with a copy of this policy and an induction programme on teaching and assessment practices unless appropriate prior knowledge can be demonstrated;
h) The professional development needs of individual teaching staff should be discussed as part of annual Performance Review processes, in consultation with the regional Academic Manager;
i) Teaching staff who teach more than only on a casual basis should participate in peer teaching observation (PTO) at least once every academic year (see separate Peer Observation pack, included in the AC Induction pack).
j) New staff should normally take part in a PTO after about one month of teaching and then again after 6 months. Thereafter PTOs will continue annually, unless otherwise requested by the teacher themselves or the AC/CM, e.g. in the event where any concerns arise in a lecturer’s performance through student surveys, student rep. meetings and/or Board of Studies meetings.
k) Academic staff maintain and develop their skills in the utilization of educational technologies and electronic communication systems in support of student learning (either time, financial assistance or a combination will be provided by SAE to assist in this – individual terms to be agreed by Campus Manager and Academic Manager);
l) The Dean, Academic Manager and Programme Leaders should advise faculty on appropriate methods of delivery for each module, and facilitate regular forums for discussion and development of teaching and assessment practice;
m) Feedback from relevant stakeholders, including students, employers and professional practitioners, as well as national benchmarks and the provisions of the SAQF (Self-Assurance Quality Framework) and JNQF (Jordanian National Quality Framework) be taken into account in course and module reviews.

6. Policy History

Last Review: 27 February 2025

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