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

Programme Handbook
UK Group 2013/2014

Validated by Middlesex University, London, UK

Institutional Link Tutor: Jennifer George

Accrediting Institution Link Tutor: Dr Michael Wing

Version: January 2014

SAE Degree Centres are accredited by Middlesex University. You will receive a Middlesex award on successful completion.
Information in alternative formats

This handbook can be found on the student portal.

If you have a disability which makes reading this handbook or navigating the portal 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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1 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.
1 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 a 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 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.
2 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.

2.1 The Middlesex University Regulations

Unless indicated otherwise, the programme abides by SAE Institute’s regulations (which in general are closely modelled to those of Middlesex University). In the case of: A07 Academic Grievance Policy and A03 Academic Honesty Policy, once SAE processes have been exhausted, Middlesex University Regulations will apply. Relevant regulations can be found at: http://uk.sae.edu/en-gb/content/13726/SAE_Institute_Quality_Assurance. Where indicated in the 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:

2.1.1 Appeals

Please note that SAE Institute uses its own regulations for handling student appeals A07 Academic Grievance Policy and G05 Non-Academic Grievance Policy. More information about the appeal process is available further in these documents.

2.1.2 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
- SAE Institute has a responsibility to run at least 2 Boards of Studies per year.
- SAE Institute is responsible for supplying Diploma Supplements while University of Middlesex is 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)
3 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
4 CONTACTS AND COMMUNICATION

4.1 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.

4.1.1 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 portal.

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

<table>
<thead>
<tr>
<th>National Academic Quality Coordinator (UK Group Academic Coordinator)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong> Mr Rene Ferm</td>
<td><strong>Address:</strong> SAE Headquarters Oxford Armstrong Road Littlemore-Oxford OX4 4FY</td>
</tr>
<tr>
<td><strong>Tel.</strong> +44 (0) 186 578 7150</td>
<td><strong>Tel.</strong> +44 (0) 208 411 5764</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:r.ferm@sae.edu">r.ferm@sae.edu</a></td>
<td><strong>Email:</strong> <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 portal. In addition to this, in class announcements may also be made.
4.1.2 Student Portal

All course related information will be made available on the student portal. 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.

The student portal can be accessed here:  [https://students.saeuk.com/login/index.php](https://students.saeuk.com/login/index.php)

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

4.1.3 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.

4.2 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.

4.3 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/](http://mdx.ac.uk/regulations/)) may be followed. Internal complaints procedures may be found at:  [http://uk.sae.edu/en-gb/content/13726/SAE_Institute_Quality_Assurance](http://uk.sae.edu/en-gb/content/13726/SAE_Institute_Quality_Assurance)

4.4 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.
4.5 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.

4.6 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.
5 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 awarded by Middlesex University. 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.

5.1 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 Programme Coordinator or Campus Academic Coordinator.

5.2 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.

5.3 The modules you will study

The validated modules of the programme consists of two FHEQ level 4 modules, two FHEQ level 5 modules and two FHEQ level 6 modules. These modules are typically delivered over a two year, trimester based model where students normally complete one module per trimester.

In the first year of each programme students will study discipline specific modules:
- Audio 401, 402 and 501
- Film 401, 402 and 501
- Web 401, 402 and 501
- Animation 401, 402 and 501
- Games 401, 402 and 601

In the second year all students will undertake the following common module:
- SAE 502 Creative Media Practice

According to the students enrolment they will undertake one of the following discipline specific modules.
- 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

According to the choice of the major project, students will choose one of the following options.
SAE 610 Major Project (leading to the Bachelor of Arts award)
SAE 620 Major Project (Leading to the Bachelor of Science award)*

Details of the modules can be found in the Module Narratives and Programme Specifications available on the student portal.

* students in the Games Programming programme can only complete the BSc.

5.3.1 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.

5.3.2 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.

5.3.3 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.

The Library and Learning Centre (LLC) at each UK campus runs a number of these support seminars throughout the year. See the local library and learning support officer for details about the availability and scheduling of these sessions.

5.3.4 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.

5.3.5 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.

5.4 Attendance requirements
SAE operates a 80% 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. The Institute conducts regular attendance audits throughout the programme. Students that are not meeting the attendance requirements may be flagged, and where there is deemed to be a risk of the student not meeting the course progression requirements, At Risk and Academic Probation provisions may be enforced to ensure appropriate monitoring of student progression.

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.

For international students studying with SAE in the UK under Tier 4 Sponsorship please refer to the UK BA website for details regarding the provisions published by the Home Office. Available here: http://www.ukba.homeoffice.gov.uk/visas-immigration/studying/adult-students/

Students subject to these provisions will be given further details during induction and can seek further information from campus administration.

5.4.1 The X Grade
It is important that you attend all your lectures, seminars and tutorials as otherwise you may not be able to achieve the learning outcomes for your modules. As your attendance is important all modules have a minimum level of required attendance of 80%. If your attendance fails to meet these requirements you may be excluded from the assessment and be given a grade of X for the assessment and subsequently, the module.
The definition of the X grade is “ineligible for assessment due to unsatisfactory attendance/participation but may be retaken with permission”. It is not a punishment for poor attendance but recognition that you have not been able to prepare yourself for assessment in the content of the module. The full regulations regarding attendance are in Section C of the University Regulations: www.mdx.ac.uk/regulations

5.4.2 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.

5.5 Fitness for practice/ Professional capabilities
It is important that students abide by academic and non-academic regulations of the campus. These may be found in the Code of Conduct, Student Handbook and other policies available to you.

5.6 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.

5.7 Feeding back on your programme

5.7.1 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 representatives from each cohort 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 regularly throughout the year.

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 six weeks – with the manager of the college and/or other senior members of staff.
• provide feedback to peers on the outcomes of meetings.

A group of senior representatives acting on behalf of students enrolled in each degree programme 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 that 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.

5.7.2 Meeting dates

Boards of Study will be held once per trimester and the dates for the meetings will be communicated to you by the Campus Academic Coordinator, who chairs the meetings.

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.
5.7.3 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.

5.7.4 How we consider your feedback
The feedback you give through your student reps, through surveys and at Boards of Study meetings plays an important part in reviewing the programme during and at the end of the academic year. Some of the changes we have made to the programme have been a result of student feedback. Should you like to find out more about these, please contact your campus academic coordinator.

5.8 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'.

5.8.1 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.

5.8.2 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.

5.8.3 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.

5.8.4 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 or dedicated career advisors where available.

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.

5.8.5 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 approved by Middlesex University to offer Middlesex University Degrees.
6 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.

6.1 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.

6.2 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.
6.3 Submission, receipt, marking and return of assessment

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

6.3.1 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.

6.3.2 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.

6.3.3 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.

6.3.4 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 of the assessment has been completed.

6.3.5 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 portal and the reception and return it to the Campus Academic Coordinator.

6.4 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) from your Programme Coordinator or 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 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.

6.5 Progressing on your programme

6.5.1 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

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.

6.5.2 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</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Compensation not allowed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20</th>
<th>Fail - Incorporating failure to participate in assessment necessary to achieve all learning outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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](http://www.mdx.ac.uk/aboutus/Strategy/regulations/index.aspx)

### 6.5.3 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](http://www.mdx.ac.uk/regulations/gradecriteriaguide.aspx)

### 6.5.4 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 you will be offered tutorial guidance about specific BA or 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.

Your Major Project Proposal must contain a convincing justification of the creative, artistic elements that is BA-worthy and 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.

### 6.6 Classification of Honours awards

Where a student has completed the SAE Diploma, it forms the first 50% of the programme 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. Where a student is enrolled in the full two-year degree programme, all first year modules must be successfully completed, but they do not contribute to the calculation of the final 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.

6.6.1 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. You will be offered only one opportunity for the second attempt and the deadline proposed by the Campus Academic Coordinator is final.

6.6.2 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.

6.6.3 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.

6.6.4 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.

6.6.5 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

6.6.6 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.

6.7 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.

6.8 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 may find the appeals procedures at: http://uk.sae.edu/en-gb/content/13726/SAE_Institute_Quality_Assurance

• 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.
7 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.

7.1 Academic Support

7.1.1 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.

7.1.2 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 Ruth Carter (r.carter@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 or group.

7.2 Support services at SAE Institute

7.2.1 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 addition, you may also have student support services.

7.2.2 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.

7.2.3 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.

7.2.4 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.

### 7.3 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:

#### 7.3.1 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.

#### 7.3.2 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)

#### 7.3.3 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).
8 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 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.

8.1 External Examiners

8.1.1 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.

8.1.2 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 below. However, as a person acting independently of Middlesex University and SAE Institute, it is inappropriate for you to contact the External Examiner directly.

Chief External Examiner and UK External Examiner
Name: Thomas Greenough
Organisation: Glasgow School of Art, UK
Email: t.greenough@gsa.ac.uk