SAE Auckland.
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Academic Policy	
Learning and Teaching	
1_A_POL_LearningandTeaching_190301	
1. Policy Statement	The Learning and Teaching policy assures the high quality of Learning and Teaching processes and outcomes at SAE Auckland which promotes the importance of teaching excellence based on scholarship, and of effective learning as a self-directed lifelong quest for skills, knowledge and wisdom. It also underpins curriculum design and ethos.
2. Purpose	To provide for high quality Learning and Teaching processes and outcomes in all courses at the School of Audio Engineering (NZ) Ltd, trading as SAE Institute (SAE). The Learning and Teaching policy supports a staged process for effective teaching, namely: ● the design and development of the curriculum; ● the delivery of programmes; ● the assessment of student work; and ● the further improvement of Learning and Teaching experiences for students.
3. Scope	This policy applies in the context of SAE's operations in New Zealand, and is applicable to students enrolled with SAE. Procedures for SAE campuses internationally may vary in compliance with statutory requirements in other countries of operation. Students registered with SAE Institute who transfer their studies to a campus outside New Zealand, will have their registration with SAE in New Zealand terminated and are required to adhere to the guidelines, policies and procedures of the legal entity to whom they have transferred their registration.
4. Associated Policies and Procedures	This policy should be read in conjunction with the following policies and procedures: ● Programme Development Policy ● International Student - Code of Practice Policy ● Student Assessment Policy ● Work Integrated Learning Policy ● Academic Integrity Policy
5. Associated Documents	This policy should be read in conjunction with the following documents: ● SAE 2019 Framework for Learning and Teaching ● Teaching Observation Framework

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6. Policy	**6.1 The Design of SAE's Programs - Ethos**
	The cognitive design of the SAE Institute programmes serves to prepare the formation of professional practitioners in creative media. SAE's curriculum design scaffolds the transition of students from secondary education to situated learning environments where students cultivate and develop broad and deep knowledge and skills and behaviours.
	To achieve this, SAE utilizes a common design methodology, overseen by the Academic Board for all of its programmes. This framework is referred to as "Ethos" and is described in detail in this Learning and Teaching Policy.
	Ethos outlines the common learning outcomes, learning activities, structural elements, behavioural skills development and teaching methodologies of SAE's programmes. By having a common framework to the design of its curriculum SAE's programs are able to ensure that all students have the ability to engage with an opportunity based pedagogical approach which enables:
	● authentic, contemporary exploration of creative media practice in professional and scholarly contexts,
	● an environment that promotes open intellectual enquiry, provides flexibility and customization of the learning journey to match their own aspirations,
	● extensive collaboration opportunities with other students to achieve new and novel creative media and scholarly artefacts,
	● applied use of augmentation and cognitive outsourcing to enhance scholarship and creative practice,
	● development of transferable skills to safeguard students employability in a world which will continue to be disrupted by technology,
	● meaningful interaction with local communities, business and students from different geographical and cultural backgrounds,
	● flexibility to meet the learning needs of a diverse profile of students, and
	● a curriculum delivery model which embodies current best practice in learning and teaching.
	6.2 Cognitive Design of SAE Programs
	SAE programmes are arranged and sequenced primarily by cognitive design and scaffolding of learning outcomes, aligned to the New Zealand Qualifications Framework (NZQF). The details of this cognitive scaffolding are provided below:
	● **Level 5** - applied to learning outcome design in trimesters 1, 2 and 3 courses. Students undertake a curriculum which is scaffolded, analytic, transformative and iterative.
	● **Level 6** - applied to learning outcome design in trimesters 4, 5 and 6 courses which offer a synthetic approach to content and delivery;

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constructive teaching of professional expertise and transferable skills, attitudinal development, critical thinking and professional etiquette.
- **Level 7** - applied to learning outcome design in trimester 7, 8 and 9 and culminating in a Fundamental Research Project, students develop their artistic statement, engage with competitive and compelling technologies and methodologies.

6.3 SAE Common Core

All SAE Programmes are designed upon a "common core" of knowledge dimensions which our students interact with throughout the courses in more complex and sophisticated contexts. The SAE Common Core is overseen by the Academic Manager and Programme Committees. SAE's programmes encourage ongoing application and refinement to the demonstration of these domains of knowledge, building sophisticated in application and increased judgement and autonomy.

The Common Core is made up of learning outcomes built upon the following themes:
- Scholarship and life-long learning
- Academic integrity and intellectual property
- Collaboration and interdisciplinarity
- Reflection and continuous improvement methods.
- Project Management
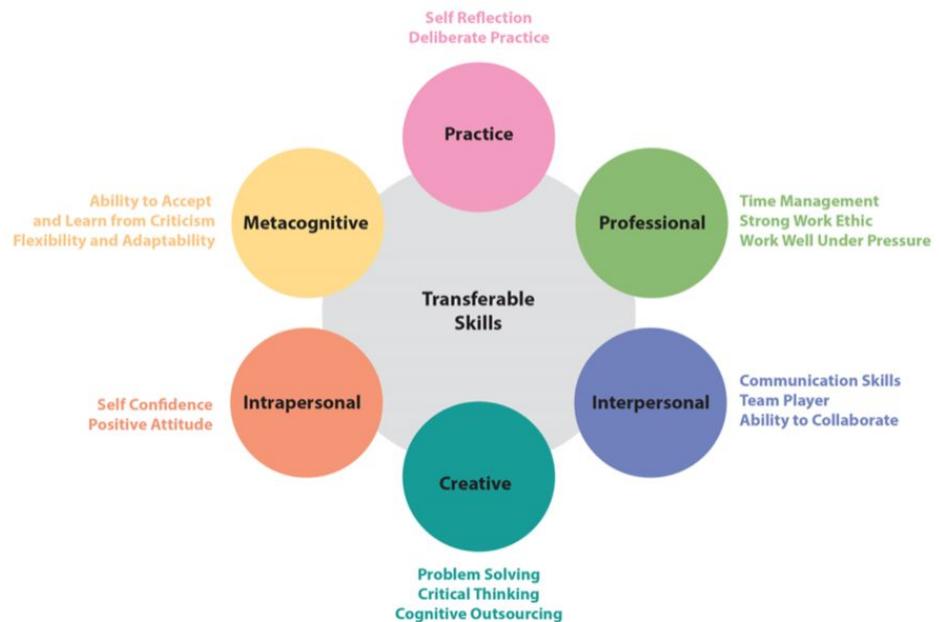- Foundational business, marketing and legal acumen.

6.4 Transferable Skills Development

SAE programmes develop students in the domains of Knowledge, Skills, Application of Knowledge and Skills and **Behaviours.** The development of behaviours is guided by the Institutes Transferable Skills Framework, a tool designed to assist in the development of metacognitive knowledge of the student.

SAE's Transferable Skills Framework is designed to develop the unique dimensions of human capability which will be essential for graduates to mitigate the risk of disruption posed by increased cognitive outsourcing to artificial intelligence. Such capabilities include the capacity to augment their own intelligence through direct engagement with these artificial intelligence systems.

The Transferable Skills Framework is a structured framework that develops the metacognitive knowledge and behavioural attributes of our graduates through building six main domains of uniquely human cognitive function. (Figure 1).

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Figure 1

6.5 The Delivery of SAE Programmes

The delivery of SAE's programmes is designed to provide an engaging, authentic and collaborative learning environment which reflects best practice in contemporary teaching practice. As a teaching institution, SAE faculty skilled in the three domains of the TPACK model;

- Content Knowledge
- Pedagogical Knowledge
- Teaching with Technology

The delivery of SAE programmes is aligned to the Institute's Educational Ethos and designed to support students in achieving the stated outcomes of their programme in a way which reflects the ongoing development of individual judgement and autonomy in their learning journey.

- **Level 5** - Project Based Learning and Blended delivery, grouping of students within cognate discipline groups for learning activities.
- **Level 6** - Project Based Learning and Blended delivery, incorporating elements of SAE's external learning environment such as Work Integrated Learning. Learning outcomes are mapped to projects and learning strategies are customised and personalised. Projects are made available to students according to cognitive development stage.

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 More autonomy in self-directed learning activities, guided by learning outcomes and project requirements. Grouping of students into interdisciplinary and diverse cohort groups to achieve more sophisticated project outcomes. (Vertical and Horizontal Integration).
● **Level 7** - More autonomous learning involving greater application of judgement, guided by group work roles and responsibilities and led by SAE faculty. Grouping and project design is largely at the discretion of students, with quality and scope control provided by SAE faculty.

SAE faculty will deliver the Institute's curriculum in a way which is fair, consistently taught, well planned, considerate of the diverse needs of students and importantly, achieves the Institute's educational ethos.

Faculty have the ability to customize learning activities for their learners in order achieve the stated course and programme learning outcomes, and to bring authentic, real world projects into the educational experience of each SAE student.

Students will be supported in the adaption of their learning journey, commensurate with the Programme Outcomes, Learning Outcomes and Graduate Attributes and Transferable Skills of the Institute. Customization of learning activities will be guided by the Institute's policies and quality assured at the point of delivery by the local campus.

6.6 SAE Faculty
SAE gives primacy to the practice of creative media. Preferences given to practitioners who have substantive work experience. SAE will follow a workforce plan that blends emerging and established practitioners, scholars with practice based research to achieve its educational ethos and support students.

SAE faculty are appointed based on the Institute's approved position descriptions, which are quality assured, by the Dean and Campus Director and SAE HR for positions relating to Academic Leadership. SAE faculty are assigned to coordinate and deliver courses and elements of curriculum commensurate with their skills and knowledge and are overseen by local campus leadership.

In accordance to the regulatory requirement, all teaching faculty are qualified at least one level above that which they are teaching (known as Q+1). Teaching faculty are required to also engage in ongoing tertiary teaching training and professional development.

SAE recognizes that students benefit from the currency of professional practice skills, brought to the institution through the appointment of industry practitioners. As such, SAE utilizes industry and guest lecturers to assist in the delivery of its curriculum and enhance student experience where appropriate.

6.7 Engagement with the community, industry and respect for Māori and Pasifika

SAE's approach to curriculum design, delivery and assessment provides ongoing and significant means for students to have agency in their learning process and develop meaningful connections with the local community, industry and Māori and Pasifika people and communities. SAE encourages students and faculty to seek out opportunities to support and enhance community bodies, industry as well as Māori and Pasifika people and communities through collaborative projects.

6.8 Design of Assessment
Where appropriate, SAE's assessment design supports students in achieving both the Programme Outcomes and SAE's Graduate Attributes. SAE's approach to holistic assessment balances a range of factors, constructively aligned to the program outcomes. Such inclusion of SAE Graduate Attributes is designed to encourage and reward emergent behaviours and creative thinking practices. Further information can be found in the SAE Assessment Policy.

6.9 Work Integrated Learning
Work Integrated Learning is a feature of Level 6 and Level 7 courses and designed to ensure that students are developing the professional and transferable skills required for success in the creative industries. Work Integrated Learning provides students with an opportunity to practice and seek feedback on their Transferable Skills in a legitimate creative media enterprise. For further information, please refer to the Work Integrated Learning Policy.

6.10 Continuous Improvement of the Learning and Teaching Experiences for Students
The Academic Board considers that the student learning experience depends on exemplary teaching, effective student learning support, and sound curricula that adheres to its plans for effective learning and teaching. To achieve this, SAE applies continuous improvement to its learning and teaching policies and frameworks and ensures that:
- courses, course materials and programmes are routinely and reliably evaluated by staff, students and third parties with a view to formative improvement;
- 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;
- faculty have their teaching observed in accordance with the Institute's Teaching Observation Framework and opportunities for the improvement of teaching practice, relevant scholarship, and

	knowledge about student learning are made available to teaching staff; ● academic staff maintain and develop their professional skills in teaching and the facilitation of learning, in student assessment practices, and in program and module review procedures; ● academic staff engage in research informed teaching
7. Records	**1_A_LearningandTeaching_19030** DRAFT released for consultation 18 April 2019 FINAL copy approved by Academic Board 21 May 2019 and released

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