SAE Auckland.
12 Heather Street,
Parnell, Auckland, 1052
T: +64 (0) 9 373 4712.
E: auckland@sae.edu.
auckland.sae.edu

Operations Policy

Learning Environment
1_O_POL_LearningEnvironment_190501

1.	**Policy Statement**	The programmes delivered at the School of Audio Engineering (NZ) Ltd, trading as SAE Institute (SAE), are underpinned by a defined common Learning Environment, which consists of four key pillars: physical, services, virtual and external. Effective processes of quality assurance, overseen by the SAE Academic Board ensure that the Learning Environment is commensurate with the numbers of students, types of courses and specialised hardware and software required for students to achieve the course and programme learning outcomes.
2.	**Purpose**	This policy describes the objectives, design and continuous improvement frameworks of SAE's Learning Environment. By doing so, this policy outlines the principles SAE utilises to: ● Establish and maintain a learning environment which is conducive to achieve SAE's Learning and Teaching Policy; ● Provide staff and students with the specialist resources they require to achieve the outcomes of SAE's curriculum; ● Ensure parity of learning environment, facilities and infrastructure across SAE's global operations; ● Evaluate the effectiveness of the learning environment and ensure continuous improvement.
3.	**Scope**	This policy applies in the context of SAE operations in New Zealand. Policies and procedures for SAE campuses internationally may vary in compliance with statutory requirements in other countries of operation. Nevertheless, due to the desire to ensure parity of learning environments across SAE globally, this New Zealand policy is comparable to and connected with the Learning Environment policies across the entire company.
4.	**Associated Policies and Procedures**	This policy should be read in conjunction with the following policies and procedures: ● Learning and Teaching Policy ● Student Support Policy
5.	**Associated Documents**	This policy should be read in conjunction with the following documents: ● Occupancy Levels spreadsheet
6.	**Policy**	**6.1 Overview** SAE is a global, practice based, independent tertiary institute focusing exclusively on programmes in creative media. SAE's curriculum is delivered

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in accordance with its Learning and Teaching Policy which focuses on project based learning, promoting the importance of interdisciplinary practice and the development of professional behaviours (in addition to the traditional domains of knowledge, skills and application of knowledge and skills).

To support our students, SAE's strategic vision and learning and teaching approach is supported by a learning environment, built around the four pillars;

1. **Physical** - a campus model which supports SAE's Learning and Teaching Policy through a standardised structure of exceptional industry standard physical resources, qualified and experienced faculty, staff and services.
2. **Services** - extracurricular support services including library services, student support services including counselling, employability and careers services and technical support.
3. **Virtual** - technologies and processes which connect students to a global pool of expertise and allow students and faculty to engage in remote practice.
4. **External** - engagement with community, industry and the global SAE network to support student success and staff professional development.

The Campus Director, Operations Manager, Academic Manager and Academic Board ensure that the SAE learning environment:

- is fit for purpose
- accommodates the number of students (current and future) within relevant Building Regulations as per the Occupancy Levels Spreadsheet attached
- enables the institutes approach to learning and teaching
- is subject to continuous improvement, and
- is factored into SAE's forward planning.

To help achieve this, SAE is advised by the Academic Board and it's sub-committees including the Creative Industries Advisory Committee, which provides expert advice on:

- The requirements of curriculum delivery
- Specialised hardware and software requirements of each course
- Industry trends and changes

SAE plans for future growth by considering the unique capital and resource requirements of each discipline, anticipated student study-load within each discipline (informed by historical demand and EFTS projections), and input from local campus management. This information is used to create detailed budgets for operational resourcing and capital expenditure (CAPEX).

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6.2 SAE Auckland campus

In alignment with the global operations, the SAE Auckland campus provides students with modern, practical environments for creative media study. The physical resources include industry standard equipment, software and reference materials. The layout of the campus is designed to achieve an appropriate balance between:

- Specialist media production facilities
- Digitally enabled, dedicated teaching spaces
- Library and student social spaces
- Collaborative working spaces (physical and online)

The design and layout of the SAE Auckland campus takes into consideration the type of programmes, current and projected student make-up, and SAE's Learning and Teaching Policy (which outlines the common learning and scholarly activities undertaken at the campus).

The Campus Director, Operations Manager and Academic Manager defines a set of specialist hardware and software options for each course. The CAPEX Committee, chaired by the Operations Manager, is responsible for overseeing all CAPEX requirements and planning to ensure specialist hardware and facilities meet local delivery requirements. The Campus Director and Operations Manager further monitor the utilisation of the facilities, hardware and software as part of ongoing planning processes and to ensure continuous improvement.

6.3 SAE Services

SAE provides its students with a range of services, both locally and remotely, designed to support learning as well as the wellbeing and safety of students. The coordination, monitoring and continuous improvement of services is overseen by the Campus Director, Operations Manager and Academic Manager.

6.3.1 Student Support Services & Counselling

SAE maintains effective Student Support services, including dedicated roles for supporting the priority groups of Māori, Pasifika and International students.

As part of the orientation process, students are introduced to the support services available. The orientation programme includes discussing notions of academic integrity, the significance of health and safety, as well as discussing mental health issues within the context of tertiary education.

The Student Support team work closely with new students during their first course of study in order to develop strong and nurturing relationships. This is maintained throughout their study via:

- informal meetings in areas such as the student 'hangout' lounge

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- formal one-on-one meetings with students as required and/or deemed 'at risk', and
- social activities and events

A Student Support Advisor is available, on site, during working hours Monday through Friday. Student Support Advisors are available to assist students with attendance issues, engagement with content, interaction with and delivery of assessable materials, management of self-directed creative activities and general contribution to a positive creative community. Individual study plans are developed for students who require additional one-on-one support as a result of absence or difficulty grasping a concept. When further teaching is required, a faculty member works with Student Support to provide these additional tutorials.

As part of the ongoing support of students, SAE has developed strong relationships with external agencies who offer professional services such as counselling. These include EAP*Access*, as well as local medical facilities. Student Support can help students access such appropriate professional services when required.

Alongside supporting all SAE students, each Student Support Advisor also holds a particular responsibility for a priority student group. One Student Support role specifically focuses on Māori and Pasifika students; the other also specifically supports International students:

Māori and Pasifika Student Support Services
The Māori and Pasifika Student Support Advisor liaises with all students who identify as Māori or Pasifika during which their role in providing advice, advocacy and mentoring to assist Māori and Pasifika students with their academic, personal and cultural needs is outlined. One-on-one or group meetings continue throughout the course of their studies. A whānau day is held annually to encourage students to bring family members on campus and introduce them to the SAE environment. Fluent Te Reo speakers are on available as needed and students are supported to speak Te Reo while on campus, including submitting assessable work in Te Reo if preferred.

International Student Support Services
The pastoral care of International students is a responsibility of all staff, but also specifically the International Student Support Advisor. This staff member meets all new international students when they arrive on campus and helps orientate them to the SAE environment. Providing academic, personal, cultural or administrative support to international students forms part of that role, as well as assisting international students in gaining access to wider community activities including sports, recreational, social

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networks, churches, cultural organizations, translator services and relevant government and non-government agencies.

SAE Institute is a signatory to the NZQA Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 and adheres to the principles within that Code.

6.3.2 Studio Supervisors and Technical Support

Studio Supervisors are an essential part of the creative community of SAE Institute. Providing technical support in sonic and screen practice, the supervisory team oversees the functionality of all studio environments in support of teaching and learning. The Head Studio Supervisor, a full time staff member, is the first point of contact for all students with booking requests and any studio-based concerns. A primary focus of this role is engagement with the student learning community via the studio landscape, and communicating ongoing technical needs to the team of contract supervisors who manage the studios after hours.

Additional sonic and screen equipment is booked and issued by Studio Supervisors via a catalogued digital database.

6.3.3 Industry Liaison/Career Advisory Services

As a practice based, industry aligned provider of higher education programmes, SAE's learning environment incorporates external placement of students in Work Integrated Learning. SAE employs an Industry Liaison/Career Advisor who is responsible for the coordination and quality assurance of Work Integrated Learning. This service also extends to Career Advice for students throughout their study. The Industry Liaison/Career Advisor further supports SAE graduates/alumni with ongoing career advice and industry related events.

6.3.4 Library Services

The SAE Auckland campus houses a comprehensive collection of analytical texts, biographies, technical guides, scholarly publications (including JSTOR), and films/documentaries/tutorial materials via SAE Australasia Library and Learning Services. Students have access to this SAE Library as well as online resources including LinkedIn Learning. Students are able to search the library catalogue and other such learning resources via Axis, a student portal that links to the customised student management system Navigate.

SAE Australasia Library and Learning Services is a global Library Services Platform (LSP), a multi-faceted library management system assisting SAE's Library in resource management, discovery and access, and reference query needs. It provides students and staff centralised discoverability to all of SAE's collections, as well as 7000 other OCLC (Product Vendor) libraries worldwide. It provides access to licensed material both on and off campus,

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as well as facilitates interlibrary loans amongst the OCLC group (the aforementioned 7000 libraries). The global communications system (QuestionPoint) enables students and staff to interact directly with SAE subject specialist librarians anywhere within the world.

6.3.5 Information Technology Support

IT support is provided on campus for all students and staff during working hours. The responsibility of the IT Systems Administrator is to ensure the high performance and stability of SAE's standard operating equipment (SOE) to enhance the educational experience for students and productivity of staff. Studio Supervisors, who are also technically competent and particularly trained in the operation of all SAE studios, are available through to 10pm each evening, including weekends.

SAE Institute, and its parent company Navitas, invests heavily in capital expenditure to ensure our IT infrastructure, studio environment and campus facilities are of a high quality. Students have free access to wifi on campus and computer facilities are available to all students until 10pm each evening, including Saturdays.

6.4 Virtual Infrastructure

SAE's virtual infrastructure is designed to create a collaborative, unified, secure and robust set of resources designed to:

- Support and promote intra and inter-campus collaboration
- Provide a platform for secure, robust digital communications
- Provide access to a consistent, quality assured suite of learning resources which supports face to face, blended and online delivery modes
- Provide secure access to student and staff information, commensurate with appropriate security permissions.

SAE virtual infrastructure supports SAE's Learning and Teaching Policy, with governance and management oversight provided by the Campus Director, Operations Manager and Academic Manager, with support from SAE's IT System Administrator. Support of these systems is also provided by SAE's parent company, Navitas.

6.4.1 Moodle

SAE delivers all of its accredited programmes in a mix of face-to-face, blended and online via Moodle - the SAE learning management system. Moodle provides students with 24 hour access to course resource, news (announcements), forums and other learning resources.

The objective of Moodle is to create a centralised repository of quality assured materials that enable students to benefit from the shared expertise of SAE's faculty, regardless of their location.

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Moodle content is quality assured by the Academic Manager and Heads of Department and managed by the local Moodle Coordinator.

6.4.2 Navigate
Navigate is SAE's Student Management System which is designed to provide secure and comprehensive information relating to SAE students, curriculum and student communications. Access to editing rights within Navigate is restricted depending upon the staff role at SAE.

6.4.3 Student Portal (Axis)
SAE provides students with secure, digital access to range of resources such as timetable information, communication systems, results and other wellbeing and services information via a student portal. The student portal integrates content from Navigate and Moodle into a central contact point for SAE's students.

6.4.5 Policy, Procedure & Handbooks.
SAE maintains a current set of academic and non-academic resources for students on its public website. Oversight of these resources is provided by the relevant SAE corporate and academic governance Committees. Hard copies of the Student Handbook, outlining relevant policies and procedures is also available across the campus as well as linked directly via Axis.

6.5 External Learning Environment
SAE aims to integrate external industry and community engagement to benefit staff and students and achieve its Teaching and Learning policy objectives. The external learning environment is integrated via the following formal mechanisms:

6.5.6 Work Integrated Learning
SAE aims to provide the opportunity for Work Integrated Learning (WIL) for all students enrolled in its Degree programmes. As a practice based institution which seeks to develop the professional behaviours of its students, Work Integrated Learning is a key strategy of SAE's approach to curriculum design and delivery. By undertaking WIL, students are presented with multiple opportunities to demonstrate their skills, knowledge and behaviours in professional contexts. Work Integrated Learning provides students with qualitative assessment of their transferable skills development, in an authentic professional environment.

Work Integrated Learning is overseen and quality assured by the campus based Industry Liaison/Career Advisor, with governance oversight provided by the Academic Manager and Programme Committees.

6.5.7 Authentic, Project Based Learning
SAE utilises project based learning to achieve its Learning and Teaching Policy approach and ensure that students achieve the learning outcomes of

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	their course and programs. Local campus leadership provide quality assurance and oversight of these projects and ensure that SAE's policies are applied fairly and consistently. **6.5.7 Global Mobility** SAE students may be eligible to study at any one of SAE's international campuses and have that study count towards their SAE studies. These arrangements are coordinated and quality assured by the Academic Manager at the SAE Auckland campus in conjunction with the Director of Academic Services (DASS) globally.
7. Records	**1_O_POL_LearningEnvironment_190501** DRAFT version released 29 May 2019 FINAL version approved by Academic Board 24 July 2019 and released Reviewed, with minimal updates. Re-released for consultation 29 May, 2023 UPDATED version approved by SAE Auckland Academic Board 2 June 2023

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