SAE Auckland.

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Academic Policy	
Student Assessment	
1_A_POL_StudentAssessment_190301	
1. Policy Statement	The School of Audio Engineering (NZ) Ltd, trading as SAE Institute (SAE), recognizes that the quality of assessment is a central component to not only meeting the accredited outcomes of its programmes, but is also a key element of engaging and developing students.
2. Purpose	Assessment is the process of collecting relevant evidence and making informed judgments to evaluate students' achievement of learning outcomes. The purposes of this policy are: ● to ensure that all student assessment tasks are appropriately designed to determine the extent to which students have met the learning and skills outcome requirements within a course and programme of study; ● to assist teaching staff to make decisions about the performance of individual students within a course of study; ● to assist in formulating a set of academic standards in courses offered by SAE; ● to guide the development of responsive and adaptable assessment practices which can meet local contexts and diverse student needs whilst still meeting centrally defined standards or Graduate Profile Outcomes (GPOs); ● To define assessment processes which will develop the behavioural attributes of SAE's students in order to achieve the institute's published graduate outcomes.
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: ● Learning and Teaching Policy ● Student Progression and Graduation ● Assignment Submission Monitoring Policy ● Student Support Policy
5. Associated Documents	This policy should be read in conjunction with the following documentation: ● Student Handbook

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6. Policy	**6.1 Introduction**
	The purposes of assessment are:
	1. to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the learner.
	2. to measure and confirm the standard of student achievement in relation to explicit learning objectives.
	3. to recognise student achievement with an appropriate grade.
	4. to formally certify student outcomes and achievement in terms of accountability to relevant internal and external accrediting bodies and communities of interest.
	5. to provide relevant information in order to continuously evaluate and improve the quality of the curriculum and the effectiveness of the teaching-learning process.
	6.2 Principles and Requirements for Assessment of Students
	Student assessment is a mechanism for ensuring the attainment and maintenance of academic standards.
	SAE Institute requires student assessment strategies are:
	● Fair
	● Valid
	● Flexible, and
	● Reliable
	SAE will ensure assessment requirements are effectively communicated to students. Where appropriate, and with approval by the Academic Manager,, students may be afforded some degree of flexibility in the means by which they can demonstrate their achievement of the learning outcomes in a course of study.
	SAE will ensure that programme design ensures that learners meet all learning outcomes before they can be awarded the qualification.
	As specified in the Learning and Teaching Policy, for the assessment of students SAE Institute requires that:
	a) formative and summative assessments are used during a programme in the process of learning
	b) assessment task specifications will be published in the Course Outline and include a clear description of the standards of performance and marking criteria and indicative rubric where appropriate
	c) provision is made to provide opportunities for formative assessment and guidance to students on assessment tasks
	d) the conduct of student assessment is transparent and fair

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e) assessment outcomes are calibrated and moderated in order to ensure parity of student performance
f) courses and programmes employ systems and structures that permit flexibility in assessment where appropriate
g) assessment practices are reviewed on a regular basis
h) feedback which addresses how performance might be improved is provided to students on completed assessment tasks.

Full details of assessment methods are supplied in controlled documents such as course outlines and assessment rubrics which are provided to students at the commencement of each course. It is essential that students thoroughly familiarise themselves with this information.

6.3 Assessment under Project Based Learning
As outlined in the SAE Institute Framework for Teaching and Learning, all courses are delivered in a project-based learning methodology and are assessed across four domains:
- creative output,
- creative process,
- research context and
- professional practice.

While the specific form an assessment may take can vary from course to course, all assessments will ultimately reside within these four domains. That means students are able to reflect holistically across multiple courses to determine their areas of strengths and weaknesses regarding their creative output work, their creative process work, their research skills and their professional practice skills.

6.4 Forms of assessment
As a practice based institute, SAE uses forms of assessment which mirror contemporary industry practices and reflect current research and best practices in authentic assessment. SAE's curriculum uses the following forms of assessment:
- **Projects & Practical Assignments** which emphasize the integrated application of skills, knowledge and behaviours in the development of creative media artefacts. Students are assessed on the learning that occurs during these processes as opposed to the functionality of the artefact itself. Students are provided an opportunity to engage in open intellectual inquiry in an environment that supports an opportunity to learn through action. This type of assessment is mostly done in groups in accordance with the institute's group work policy.
- **Written Assessment** which develops a number of key scholarly and professional writing and comprehension skills. Written assessment covers a range of specific areas such as technical writing, report writing, critical reflection and evaluation, collaborative writing (cloud based document

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development and knowledge pooling), computer assisted (AI) writing, patch-work texts and importantly essay writing.

- **Peer Review** which is used to develop students' abilities to critique the work of others constructively, build their understanding of the terminology and quality standards in creative media, and importantly, develop their ability to learn from and respond to criticism as part of SAE's Transferable Skills Framework.
- **Practical -** These tasks are designed to assess students' abilities under authentic conditions and normally take place at one of the Institute's practical facilities. Students are normally questioned by examiners individually.
- **Transferable Skills Assessment** is a key element of SAE's approach to developing the employability skills of its graduates. The process of transferable skills assessment is used to not only develop important employability skills and behaviours but is also used as a mechanism for students to develop their metacognitive knowledge.

Further to this, SAE applies a range of feedback and evaluation mechanisms to maximize the benefit of assessment for students. These feedback and evaluation mechanisms include:

- Formative assessment
- Summative assessment
- Competency Based Assessment
- Peer assessment

Assessment tasks will be graded by faculty and will be moderated by processes overseen by the Course Coordinator, Head of Department, as well as the Academic Manager and Quality Assurance Manager. Peer review processes will be overseen by appropriately qualified faculty and students will be provided with the protocols for peer assessment prior to embarking on such practices.

Alternative forms of assessment

Where appropriate, and with approval by the Academic Manager, students may be afforded some degree of flexibility in the means by which they can demonstrate their achievement of the learning outcomes in a course of study.

Therefore, on the basis that course assessment should allow for some flexible delivery modes in some circumstances - and at the same time ensure equality and fairness for all learners in the same course - an alternative assessment may be arranged on a case-by-case basis, providing it fulfils the following specifications —

    a) Sufficient and compelling reasoning and evidence must be supplied in order for an alternative assessment to be granted;

and

    b) When applying for an alternative assessment the student assumes all responsibility for supplying such reasoning and evidence to their HoD (who verifies this with the Academic Manager for approval) within a

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timeframe well ahead of the commencement of the course in which an alternative assessment is desired;

and

c) An alternative assessment contains the same course assessments, addresses the same Learning Outcomes to the same level expected in the originally prescribed assessment, requires full participation in the same number of course directed and self-directed study hours, and is of an equivalent project scale and standard, but **with a changed delivery mode**.

6.5 Transferable Skills

The development of professional creative behaviours represented as Transferable Skills is the fundamental focus of Professional Practice courses CC500, CC600 and CC700 and is used as a mechanism for industry mentors and SAE facilitators to provide depth and breadth to a student's ongoing development. The Transferable Skills framework underpins this work, ensuring personal and professional growth in line with industry practice and expectations. As shown in Figure 1, the Transferable Skills framework addresses six behavioural domains.

Figure 1
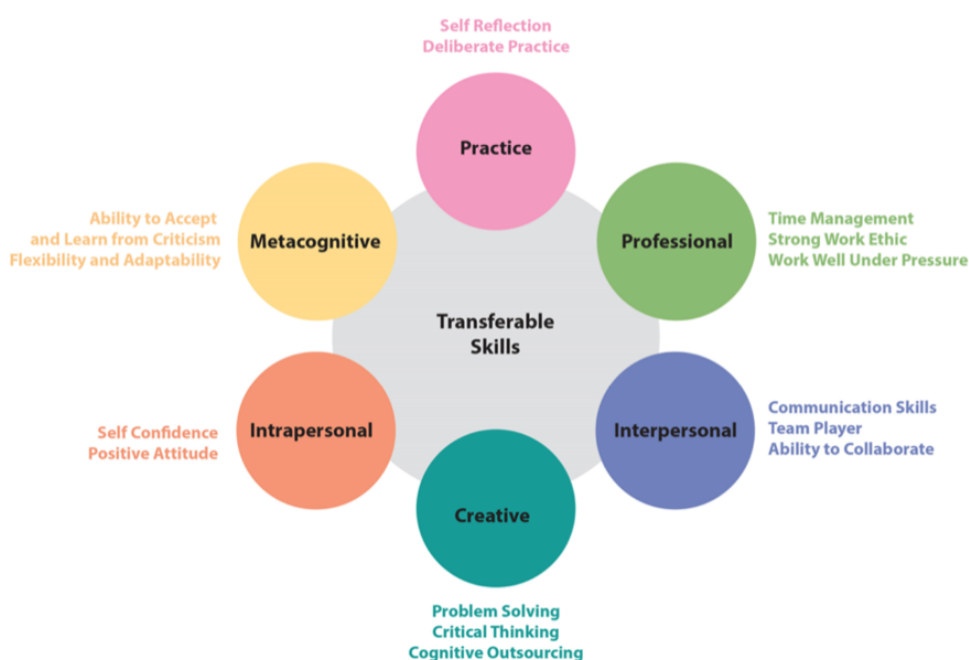
The credits for Professional Practice courses are awarded on the basis of satisfactory completion of tasks and acquisition of professional skills and appear in a student transcript as PO - Ungraded Pass, as listed in the SAE Grade Scale below.

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6.6 Assessment in Te Reo
Fluent Te Reo speakers are within the broader SAE community and can be called upon as required. Students are supported to speak Te Reo while on campus, and may submit assessable work in Te Reo if preferred.

6.7 Submission of Assessment Items
Students are required to submit assessment items at the time and date specified by the Course Coordinator and in the Course Outline. Assessment items submitted after the due date will be subject to a penalty unless the Course Coordinator or Academic Manager has given prior approval in writing for an extension of time to submit that item.

Assessments should be submitted in the form specified in the Course Outline or as notified by the Kaiako/Lecturer or Head of Department. Where assessment items are submitted electronically, the date and time the file was saved on the server will be considered the date and time of submission. Written papers or other physical submissions are to be time and date stamped as a record of receipt.

6.8 Assessment Deadlines and Associated Penalties
A penalty will be incurred for late submission of work where no prior arrangement has been made, as follows:
- Work submitted up to 5 calendar days after the due date without an extension will be subject to a maximum grade of Pass
- Work submitted 6 calendar days or more after the due date without an extension will not be marked and receive a zero mark and a fail grade (FF)
- Work submitted on or before the due date that is of insufficient quality to pass will be eligible for resubmission with a maximum grade of Pass.

6.9 Extensions
An extension to a deadline will only be considered where there are extenuating circumstances, such as illness, accident, disability, bereavement or other compassionate circumstances. A request for an extension must be made using the Online Extension Form at least 24 hours prior to the stated submission time (e.g. if an assessment is due at 5pm, the extension form must be submitted no later than 5pm the day before). The Head of Department and/or Course Coordinator will consider the request. If approved, students will receive a reply with an amended submission date. There are no penalties if the extension is approved.

In the eventuality that an extension application has not been submitted, and unforeseen circumstances arise, a student may be afforded an extension or an individual study plan will be developed to meet the learning outcomes of the course. All such special consideration cases are at the discretion of the Academic Manager.

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If a learner does not submit work by the due date of the extension, and no further extension has been arranged, then a zero mark and fail grade will be recorded.

6.10 Individual Study Plans

Individual study plans are used to support flexibility in assessment practices and allow learners to specify key deliverables to satisfy Learning Outcomes for either an individual course or multiple courses of study. The implementation of an Individual Study Plan is at the discretion of the Academic Manager and acts as a mutual agreement between the Faculty and the students. Each study plan must consist of individual milestones which demonstrate a student's ability to meet the learning outcomes for either an individual course or multiple courses of study.

6.11 Grading and Return Policy

Student coursework assignments submitted by the due date will normally be returned with feedback in a timely manner and within the maximum period of three weeks.

6.12 Multiple Grading

Most assignments, particularly those which carry a significant weighting towards final results, may be subject to the judgment of more than one assessor. This is undertaken to accommodate the qualitative nature of assessing creative material. Where appropriate and practicable, external expert examiners may be involved in the assessment and moderation of significant assignments. In all cases involving multiple judgments or moderation between markers, the Academic Manager will be responsible for the determination of the final result.

6.13 Reconsideration of individual items of assessment

Students are provided the opportunity to query any assessment result that they believe to be unfair.

a. A student who considers that the grade awarded for any individual item of work is unfair should consult the Course Coordinator, and should present the basis for their concern in relation to the assessment criteria, learning outcomes and the feedback provided by the assessor. The Course Coordinator should address any concerns by referring to the marking rubric used for that item, but is not required to re-grade the work.

b. If the student does not feel able to discuss the matter directly with the Course Coordinator, or if they consider that the matter has not been resolved, they should contact the relevant Head of Department and/or Academic Manager who, if they consider there is sufficient cause, will attempt to resolve the matter with the Course Coordinator.

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c. If the discussion reveals that the assessment was unfair and/or an assessment is re-graded as directed by the Head of Department and/or Academic Manager, the Course Coordinator will amend the grade for that item of assessment as appropriate.
d. Even if it is concluded after reconsideration that a lower grade should have been awarded, the first grade determined for the student must stand.
e. Any student who remains dissatisfied with an outcome may lodge a formal appeal through the Students Grievances, Complaints and Appeals process.

6.14 Grading Scale
The following grade scale is applied to all assessment at SAE:

All assessments are graded using a five-point weighted average letter grading scale, this being **A+, A, B, C, D/Fail**.

5-Point Letter Grading Scale	
Letter Score	**Equivalent Numerical Brackets %**
A+	90-100 %
A	80-89 %
B	65-79.9%
C	50-64.9%
D/Fail	0-49.9%

This replaces the original 11-point domain-based abbreviation grading scale of HD, DD, CR, PP, PC, FF, FX, PO, ZZ, ZD.

The link between the Grading Scales and Learning Outcomes is provided below.

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Grade	Learning Outcome
A+ range	The Assessment Task meets the **associated Learning Outcome/s** because it — • evidences creative work made with exemplary technical and conceptual proficiency, and/or • evidences an extensive engagement with creative process, and/or • evidences an exceptional standard research into context and methodologies, and/or • evidences an exemplary professional practice across transferable skills set
A range	The Assessment Task meets the **associated Learning Outcome/s** because it — • evidences creative work made with high technical and conceptual proficiency, and/or • evidences a high standard of engagement with creative process, and/or • evidences a high standard of research into context and methodologies, and/or • evidences a high standard of professional practice across transferable skills set
B range	The Assessment Task meets the **associated Learning Outcome/s** because it — • evidences creative work made with variably good technical and conceptual proficiency, and/or • evidences a variably good standard of engagement with creative process, and/or • evidences a variably good standard of research into context and methodologies, and/or • evidences a variably good standard of professional practice across transferable skills set
C range	The Assessment Task meets the **associated Learning Outcome/s** because it — • evidences creative work made with adequate to low technical and conceptual proficiency, and/or • evidences an adequate to low standard of engagement with creative process, and/or • evidences am adequate to low standard of research into context and methodologies, and/or • evidences an adequate to low of professional practice across transferable skills set
D / Fail	The Assessment Task does not meet the **associated Learning Outcome/s** because it — • does not adequately evidence creative work nor technical and conceptual proficiency, *and/or* • does not adequately evidence engagement with creative process, *and/or* • does not adequately evidence research into context and methodologies, *and/or* • does not adequately evidence professional practice across transferable skills set, *and/or* • has not been put forward for assessment by the due date, *and/or* • has not been put forward for assessment

6.15 Academic Appeals Procedure

There are four grounds for lodging an academic appeal:
a. Performance in an assessment suffered through illness or other factors that the student was unable or, for valid reasons, unwilling, to disclose before the results were awarded. An appeal under such grounds will normally be dismissed unless an acceptable explanation is given for not presenting the extenuating circumstances in advance of the results having been awarded.
b. An assessment was not conducted in accordance with the approved programme regulations.
c. There was a material administrative error in the conduct of an assessment or other academic decision.
d. Some other material irregularity occurred in making an academic decision.

Academic appeals lodged on grounds other than illness, may only be made against formal published decisions - not against informal marks or grades that

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	have yet to be approved. Assessment marks are formalised at the end of trimester following a moderation and validation process.
	SAE will not accept academic appeals based on a claim by the student that they did not know or fully appreciate the assessment regulations and procedures, or that they were unaware of the grievance procedure, or their rights and responsibilities, which includes the process for presenting extenuating circumstances.
	Any student who believes due process has not been followed and who wishes to appeal an academic decision or grade should refer to the Student Grievance, Complaints and Appeals Policy and Procedure.
	6.16 Granting of Awards The Examiners Committee reports to the Academic Board in relation to assessment and moderation of student results and makes recommendations to the Academic Board for conferment of final awards for SAE programmes and qualifications. The Chair shall ensure the committee fulfils its responsibilities, and that committee matters are effectively carried out and reported to the Academic Board.
	6.17 Posthumous Awards The Academic Board may grant awards posthumously. If the Examiners Committee determines that a deceased student had completed sufficient coursework to earn an award, the Academic Board has the authority to grant the qualification posthumously.
7. Records	**1_A_POL_StudentAssessment_190301** DRAFT released for consultation 6 May 2019 FINAL version approved by Academic Board 21 May 2019 and released Re-drafted August 11, 2021 and tabled to Academic Board NEW version approved by Academic Board 1 Sept 2021 and released Updated to include Alternative Assessments and new grading scale details. NEW version approved by Academic Board 14 December 2022 and released