

A04 Academic Governance

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1 Policy Statement

SAE Institute is committed to providing effective academic governance, leadership and management that is meaningful, decisive, and effective and impacts positively on all stakeholders involved with the Institute.

2 Scope

This policy addresses the academic governance structures of all campuses involved in the delivery of UK-validated degrees. It should be noted that academic governance structures differ from corporate governance structures across these campuses.

SAE Institute is responsible to AD Education as its corporate governing body. For further detail regarding corporate governance, please refer to the AD Education Board. Some SAE campuses and business units are subject to additional corporate governance through Boards of Directors (or equivalent) with external membership.

Governance of SAE at a regional level is managed by the General Manager (or equivalent), who leads an Executive Leadership Team (ELT) of senior managers within the region. Academic governance is integrated alongside this corporate governance at all levels.

2.1 Related Documents

This policy should be read in conjunction with:

- Terms of Reference for Committees and Boards listed
- A05 Academic Quality Assurance Policy
- A08 Assessment Policy.

3 University Partnership Standards and Quality Committee

The role of the University Partnership Standards and Quality Committee (UPSQC) is to provide leadership and governance to ensure the quality of learning and teaching, and the assurance of quality standards as set out by the University partner in their regulations. The UPSQC meets monthly, chaired by one of the regional Deans, and is comprised of the regional Deans and General Managers. Learning Managers and Quality Managers responsible for validated campuses are regularly invited to attend. The Manager of University Partnership acts as secretary.

The UPSQC does not receive direct reports from any other bodies but retains oversight of (amongst other things) all alignment of policies, procedures and best practices with the University partner; identifies and disseminates information on good practice in learning, teaching and assessment; and advises on transnational delivery of validated programmes. Further information on the UPSQC can be found in the Terms of Reference for the committee.

4 Academic Boards

The Academic Boards are the peak academic bodies of SAE Institute. They are the principal academic bodies responsible for establishing and maintaining the highest standards of teaching, learning, scholarship and research across the campuses. They provide independent, authoritative advice on all academic matters. There are three Academic Boards—one for the UK, one for Germany, Switzerland and Austria, and one for South-West Europe.

The Academic Board will normally meet three times per year at a venue to be decided by the Chair in consultation with the General Manager(s) and Dean. The location of meetings should alternate between campuses at the discretion of the Dean in consultation with the Chair.

Functions of the Board include:

- To oversee and monitor the development of the academic activities within the Institution.
- To receive reports from, and provide feedback and/or actions to, the various standing committees listed herein, and through them to the broader academic community of SAE Institute.
- To maintain and promote regular links with relevant professional organisations and industry groups to ensure that the Institution's academic programs maintain industry relevance and create work-ready graduates.
- To respond to any matters referred to it by the General Manager(s) or the Corporate Governing Body.
- To provide advice to management and the Corporate Governing Body on academic matters that relate to and affect SAE's teaching, learning, assessment, scholarship, and research activities, including advice on academic priorities and policies; and on any academic matters that it considers to be of strategic or current importance.

- To maintain academic standards in higher education and in vocational education within SAE Institute as required by the UK Quality Code and relevant jurisdictional Academic Quality Frameworks.
- To ensure effective consultation with students, academic staff and professional or industry leaders on the content and directions of higher education programs.
- To approve, through its own specified quality assurance processes, all changes to existing programs and courses for implementation in the relevant campus and transmit these changes to the relevant regulatory bodies.
- To maintain a current register of academic policies that operates within the Institution and to monitor and review the implementation of these policies.
- To provide advice concerning changes and requirements as they occur in the higher education and vocational education sectors in the UK.
- To benchmark key activities against those of other higher education providers in the UK, and other countries of operation.

Further detail can be found in the Academic Board Terms of Reference.

The Academic Board is Chaired by an external academic of high standing, appointed by the General Manager(s). The Chair will then work with the General Manager to appoint further external Board members for fixed terms, who should have expert knowledge and experience in higher education governance and quality assurance, as well as academic or professional expertise in a discipline related to those taught at SAE. There should be a minimum of three external members at all times, to ensure that, with the SAE Dean and General Manager, the Board remains majority external. Other SAE staff may attend meetings of the Board as observers, in a reporting capacity, or for the purpose of taking minutes. Participants from the host campus, and student representatives are regularly invited to attend.

5 Academic Standards and Quality Assurance Committee

The Academic Standards and Quality Assurance (ASQA) Committee operates within each relevant region of SAE and advises the Academic Board for the UK on all matters relating to quality assurance and academic standards. Further information can be found in the ASQA Terms of Reference.

The Committee is chaired by an appropriate member of the SAE UK Directorate of Academic and Student Services (DASS). Core membership consists of Academic Coordinators from the SAE UK region, of whom greater than 50% must be present for a meeting to be quorate. Invited attendees may also include:

- Regional Deans
- Quality Managers from other academic units or regions
- Academic Coordinators from other campuses, by invitation
- Programme Leader(s) for Postgraduate programmes
- Executive Leadership Team members from any region, by invitation
- Student representatives, by invitation.

The ASQA committee meets three times annually (usually once per trimester, aligned with the UK academic calendar).

6 Learning and Teaching Committees

Learning and Teaching Committees (LTC) operate within each region of SAE Institute, with every validated campus represented at one committee. LTCs will advise the Academic Boards on matters relating to learning, teaching and assessment. Further information can be found in the LTC Terms of Reference.

The Committee is chaired by the regional Dean, and core membership consists of Programme Leaders (or Programme Committee Chairs) for each SAE programme, regional Learning Manager(s), and may include Academic Coordinators or student representatives from relevant campuses by invitation.

The LTC may review feedback from External Examiners, Boards of Studies, and/or the Industry Advisory Councils, and will receive reports from each of the Programme Committees within their jurisdiction.

A particular focus is on ensuring communication, development and implementation of best practices, initiatives, and enhancements across programmes (including in the running of 'common' modules which may run on multiple programmes, or with cross-disciplinary groups of students).

Learning and Teaching Committees meet a *minimum* of three times annually (usually once per trimester, aligned with the UK academic calendar).

7 Programme Committees

Programme Committees are formed for each discipline within a region or academic unit(s) (where expedient due to limited numbers, programme committees of multiple disciplines within the same cognate group may be formed).

These committees meet a *minimum* of six times annually (but usually more frequently) and report regularly to the Learning and Teaching Committee(s) for their region or unit, with the Chair of each Programme Committee an ex officio member of the LTC. Programme Committees also work closely with the Dean, Learning Manager, Academic Coordinators, and programme faculty to provide continual recommendations on the development and delivery of the programme.

In particular, the functions of the Committee are to:

- Monitor and provide ongoing advice on the development and delivery of the programme(s), noting trends and developments in the industry.
- Review course documentation and student-facing information published on the VLE to ensure accuracy.
- Conduct periodic reviews of the programme(s) and make recommendations to the LTC for any changes or improvements.
- Recommend any changes to the nature, form, timing or detail of assessment.
- Discuss and distribute best practice in learning and teaching for the programme(s).
- Oversee the development and sharing of learning and teaching resources, especially through the VLE.

Programme Committees are formed from the Programme Coordinators for the given programme, from all campuses within the region or unit. A Chair is appointed from the committee, to organize and administer the meetings, set the agenda and delegate tasks. This position should be rotated between suitable members after a fixed period (normally two years). Committee meetings may also be attended by any members of faculty involved in the delivery of the programme; the Dean or DASS members; students of the programme, by invitation; representatives from the partner University; or industry advisors.

From time to time, combined Programme Committees—formed by representatives from Committees for all regions or academic units—may be formed by the UPSQC for the completion of specific tasks or projects where discussion and agreement across all of the validated campuses is required, for example, during the process of programme validation.

8 Boards of Studies

Boards of Studies (BoS) are the primary formal vehicle for student representatives to communicate with their campus on all issues related to programme delivery, learning, teaching and assessment, student experience and campus life.

Each Board of Studies meets once per teaching period. The Academic Coordinator chairs the meeting, ensuring that the agenda and papers are circulated in advance, and that accurate minutes are taken. The minutes of each meeting are shared with the Academic Board and the ASQA Committee for review, and published to all students through the VLE.

Boards are attended by student representatives from each programme and cohort of the campus, Programme Coordinators, and other key SAE campus staff. Observers and other guests, including representatives of the partner University, may be invited to attend. Each Board meeting:

- Receives, considers, and responds to written reports from each student representative.
- Considers and discusses student survey responses and any other feedback mechanisms.
- Discusses facilities and student experience at the campus.
- Discusses External Examiner reports, finalist outcome reports and any other relevant programme information.
- Considers any suggestions for improvements to the delivery, syllabus and/or curriculum of each programme, to be passed on to the Programme Committees.
- Produces and monitors an ongoing action plan for the campus, through effective liaison of staff and students from all programmes.

9 Assessment Boards

The formation and operation of assessment boards is covered in the A05 Academic Quality Assurance Policy.

Assessment Boards are the primary vehicle through which External Examiners exercise oversight of academic quality and standards. Collaborative Partnership Leaders and other partner University representatives also attend these Boards and have similar oversight.

Alongside other responsibilities, each tier of assessment boards has a responsibility to review statistics related to student achievement and progression—through assessment—across campuses or regions as applicable. Where any questions arise related

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to specific cohorts, campuses, modules or programmes, the Assessment Board will action a further investigation by one or more of the relevant Committees or Boards, and/or ask External Examiners or other Board members to investigate directly and receive a report and outcome.

10 Industry Advisory Councils

SAE Institute holds paramount the relationship between its programs and their relevance to industry and professional practice. To this end SAE seeks the input of leading industry experts for their counsel and insight to inform the quality and development of SAE programs. Industry Advisory Councils (IACs) are held within SAE's taught disciplines, regions or nations as appropriate, to give guidance on local as well as global industry, with every validated campus addressed by at least one IAC. Each IAC provides SAE Institute with industry advice and feedback on:

- industry best practices in all relevant subject areas
- changes in industry and any impacts on SAE programme content and delivery
- industry trends and potential future developments
- SAE graduate attributes and destinations.

Appointment to the Council is by invitation of General Managers or Deans. The membership will reflect the disciplines of SAE programs and will be drawn from eminent industry practitioners of national and international standing, and representatives of industry peak bodies.

The IAC is chaired by the regional Dean of SAE, or another SAE staff member appointed by the Dean. SAE management and academic leadership in attendance may include, but not be limited to, the following office holders:

- Dean
- General Manager
- Chair of Academic Board
- Marketing and/or Recruitment Manager(s)
- Learning Manager
- Quality Manager
- Programme Leaders.

11 Policy History

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