

<b>Operational Policy</b>	
<b>Access and Equity</b>	
<b>1. Policy Statement</b>	<p>SAE Institute Pty Ltd trading as SAE Creative Media Institute (SAE) embraces the concept and beliefs of access and equity and strives to ensure that its decision-making processes reflect a commitment to access and equity and treats all staff, students or prospective students fairly.</p> <p>SAE acknowledges that this is dependent on non-discriminatory access to services and comparable education and training outcomes for all groups in society. By providing accessible and equitable educational programs, employment and services, SAE students and staff will be able to develop knowledge and skills to enhance life and work opportunities.</p>
<b>2. Purpose</b>	To establish guidelines for providing opportunities for all people, regardless of their background. SAE supports government policy initiatives and provides access opportunities whenever possible or alternatively seeks assistance for participants from the relevant agency or department.
<b>3. Scope</b>	This policy applies to all staff and students of SAE Institute in the context of SAE's operations in Australia and its approved offshore delivery sites, and is applicable to students enrolled with, or intending to enrol with SAE.
<b>4. Associated Policies and Procedures</b>	<p>This policy should be read in conjunction with the following policies and procedures;</p> <ul style="list-style-type: none"> <li>● Student Access Plan (Disability) Procedure</li> <li>● Student Assessment Policy</li> <li>● Learning and Teaching Policy</li> <li>● Student Support Policy</li> <li>● Student Progression Policy</li> <li>● Learning Environment Policy</li> </ul>
<b>5. Associated Documents</b>	<p>This policy should be read in conjunction with the following documentation;</p> <ul style="list-style-type: none"> <li>● Supporting Documentation Guidelines for Academic Adjustments</li> <li>● Disability Support Medical Documentation Form</li> </ul>



**6. Policy**

SAE delivers nationally accredited education and training programs and in doing so accepts its responsibility to deliver these in a fair and equitable manner.

SAE shall ensure:

- All staff and students shall be made aware of this position at orientation;
- Incorporation of non-discriminatory employee and student selection processes that encourage access for all;
- Access and equity statutes are considered when developing new products, policies, practices, systems and procedures;
- If required, appropriate counselling and training shall be provided to employees who are required to provide services to underrepresented groups;
- Policies and procedures are in place, which support the principles of access and equity;
- An ongoing commitment is maintained to eliminate access and equity barriers identified within the organisation’s processes, practices and business decisions;
- Liaising with disability support groups to ensure that special needs can be catered for in areas where SAE has no or limited knowledge or experience;

**Students with a disability:**

SAE aims to ensure an inclusive environment for people with a disability participating in study at the Institute. SAE will:

- Ensure the academic integrity of courses and programs offered is maintained at the highest standards, and make reasonable adjustment to ensure that people with disabilities have access to and participate in the academic and/or social activities of the Institute. Applicants should provide reasonable notice of the need for adjustments and necessary documentation to support this request. Students should discuss their needs for academic adjustment with a SAE Student Services Adviser in the first instance.
- Provide specific and appropriate support to students to enable them to pursue their academic or career goals insofar as resources may reasonably permit.

**Aboriginal and Torres Strait Islander Students:**

SAE recognises that there is much to be done to assist the process of reconciliation and that it is necessary for all Australians to work together towards a united Australia that respects our land and heritage of the Aboriginal and Torres Strait Islander peoples, and provides justice and equity for all. The Institute has identified a number of priorities that are guiding its work to this end. This includes the availability of full scholarships for First Nations peoples and transitioning support for new students. Further, student progression is closely monitored in line with the Student Progression Policy, and additional support is provided as needed.

This policy ensures that students from all disadvantaged backgrounds and those who identify as first in the family or who have particular support needs, are considered and supported accordingly.

**LEGISLATIVE OBLIGATIONS**

This policy acknowledges SAE’s legal obligations in relation to Access and Equity under relevant legislation, to ensure that SAE working and teaching practices are fair and equitable, and the working and learning environment is non-discriminatory.



**Relevant Legislation**

**Racial Discrimination Act 1975**

<http://www.comlaw.gov.au/Details/C2009C00388>

The Racial Discrimination Act promotes equality before the law for all persons, regardless of their race, colour or national or ethnic origin, and makes discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

**Sex Discrimination Act 1984**

<http://www.comlaw.gov.au/Details/C2010C00056>

The Sex Discrimination Act promotes equality between men and women and eliminates discrimination on the basis of sex, marital status or pregnancy and, with respect to dismissals, family responsibilities. The Act also eliminates sexual harassment at work, in educational institutions, in the provision of goods and services, in the provision of accommodation and the delivery of Commonwealth programs.

**Disability Discrimination Act 1992**

<http://www.comlaw.gov.au/Details/C2010C00023>

The Disability Discrimination Act eliminates discrimination against people with disabilities, promotes community acceptance of the principle that people with disabilities have the same fundamental rights as all members of the community, and ensures as far as practicable that people with disabilities have the same rights to equality before the law as other people in the community.

**Higher Education Support Act 2003**

<http://www.comlaw.gov.au/Details/C2011C00069>

The Higher Education Support Act requires that all students, or those seeking to enrol, are treated fairly.

SAE also acknowledges its legal obligations and also adhere to the following legislation:

- *Age Discrimination Act 2004* (Cth)
- *Anti-Discrimination Act 1991* (Qld);
- *Anti-Discrimination Act 1977* (NSW);
- *Equal Opportunity Act 1984* (SA);
- *Equal Opportunity Act 2010* (VIC);
- *Equal Opportunity Act 1984* (WA);
- *Workplace Gender Equality Act 2012* (Cth); and
- *Fair Work Act 2009* (Cth).

**Administrative Information and Version Control**

Date	Summary of Changes	Approved by
13 July 2007	Policy implemented	Governing Council
9 September 2009	Policy amended	Chair, Governing Council
4 September 2010	Policy approved	CEO and Managing Director
28 February 2011	Policy approved	CEO and Managing Director
29 August 2016	Policy updated with new contact details	Joseph Anthonysz Managing Director
1 December 2017	Policy Reviewed	Compliance Manager
22 September 2018	Policy Reviewed	Academic board