

Procedure	
Student Access Plan Disability (SAPD)	
1. Purpose	To identify and eliminate disadvantage or disincentive to students with a disability. SAE is committed to making <i>reasonable adjustments</i> in modules/program design, delivery and assessment, in order to provide equal access to learning. Its responsibilities in this regard arise under the aegis of the Disability Discrimination Act 1992.
2. Scope	This procedure covers all domestic and international applicants and students at SAE Institute Pty Ltd Trading as SAE Creative Media Institute (SAE) .
3. Associated Policies and Procedure	This procedure should be read in conjunction with the following policies and procedures: <ul style="list-style-type: none"> • Access and Equity Policy • Learning and Teaching Policy • Student Assessment Policy • Student Consultation Policy and Procedure • Student Support Services Policy and Procedure
4. Associated documents	This policy should be read in conjunction with the following documentation: <ul style="list-style-type: none"> • Guidelines for Supporting documentation when requesting reasonable adjustments • Disability Support Medical Documentation Form • Disability Discrimination Act 1992
5. Procedure	<p><u>5.1 Definitions and terms:</u></p> <p>Disability: For SAE policies, the term encompasses ‘disability’ as defined in the Commonwealth Disability Discrimination Act (1992).</p> <p>The Commonwealth Disability Discrimination Act (1992) defines ‘disability’ in relation to a person as:</p> <ol style="list-style-type: none"> Total or partial loss of the person’s bodily or mental functions; or Total or partial loss of a part of the body; or The presence in the body of organisms causing disease or illness; or The presence in the body of organisms capable of causing disease or illness; or The malfunction, malformation or disfigurement of a part of a person’s body; or A disorder of malfunction that results in the person learning differently from a person without the disorder or malfunction; or A disorder, illness or disease that affects a person’s thought processes, perceptions of reality, emotions or judgment or that results in disturbed

behavior, and includes a disability that:

- Presently exists; or
- Previously existed but no longer exists; or
- May exist in the future; or
- Is imputed to a person.

Reasonable Adjustment: A change to a module or program which may alter, within reason, the specific activities without compromising the essential learning objectives and/or the inherent requirements of the module or program.

Inherent requirements: The Australian Human Rights Commission states inherent requirements, in the circumstances of each job, may include:

- The ability to perform tasks or functions which are a necessary part of the job productivity and quality requirements;
- The ability to work effectively in the team or other type of work organisation concerned; and
- The ability to work safely.

In assessing whether an adjustment to a module or program in which a student is enrolled, or proposes to be enrolled, is reasonable, the Institute is entitled to maintain the academic requirements of the module or program, and other requirements or components that are inherent in or essential to its nature (Disability Standards for Education). Further explanation of these and related concepts can be found in the Commonwealth and State legislation and at Employment and the Disability Discrimination Act.

5.2: Overview:

Teaching and assessment modes should be appropriate in terms of achieving learning outcomes, applying one academic standard to all students and meeting the needs of students with disabilities. The following guidelines address adjustments in teaching, learning and assessment modes for students with disabilities. These guidelines provide the procedural elaboration of the SAE Policy on the Provision of Alternative Academic Arrangements for Students with a Disability policy which addresses adjustments in program design and delivery; and the variations in procedures addressed in the Arrangements for Reasonable Adjustment in Examinations for Students with a Disability policy.

Adjustments must always be tailored to the individual's needs. The Student Access Plan (Disability) has been developed, which details the specific learning and assessment needs of a student with a disability and the strategies recommended to respond to them.

5.3 The procedure is as follows:

5.3.1: Student Access Plan (Disability)

A Student Access Plan (Disability) (SAPD) may be devised for each student with a disability, to facilitate a partnership between the student, academic staff and Student Services in relation to managing information on, and the responsibilities of providing services and reasonable adjustments for the student.

Development of a SAPD is voluntary. The approach to managing SAPDs should be consistent with SAE's *Record Management and Archiving Policy* and *Information Privacy Policy*.

5.3.2: Consultations / Procedures

The development of a Student Access Plan (Disability) (SAPD) involves several steps:

1. The Student Services Adviser will assess the student with a disability in relation to the implications of the disability for the student's learning needs and the nature of any specific adjustments needed, and will explain to the student the need for consultation with all the appropriate personnel involved in developing the Plan.
2. The Student Services Adviser is responsible for initialising the SAPD and completing details on **assessment and identification of learning/educational requirements of the student and recommendations in response to these requirements**. The SAPD will include suggested adjustments for teaching and learning and assessment. Suggested adjustments and strategies on the SAPD should prevent either advantage or disadvantage for students with disabilities.
3. Once the SAPD has been initialised, it will be sent to the Department Coordinator of the student. The Department Coordinator is invited to review and respond to the suggested adjustments on the SAPD. As experts in their subject area, feedback from the Department Coordinators will enable the development of a plan that facilitates student access to the specific requirements of the course. This response may also include barriers or issues that may arise, OH&S concerns and/or encouraging a meeting with the student to further discuss how they can be best supported.

Once the Department Coordinator has responded to the SAPD, it will progress to the Academic Coordinator of the relevant SAE Campus for final comment. Once the Academic Coordinator has submitted his or her final comment, the SAPD will return to the Student Services Adviser to be finalised.

Please note: the Department Coordinator and Academic Coordinator must respond in a timely manner, and have up to a maximum of **3 working days to respond**.

5.3.3: Reconciliation / Further Consultation

It is not anticipated that there will be frequent discrepancies between suggested adjustments by the Student Services Adviser and responses from either the Department Coordinators or Academic Coordinators. However, if there are major discrepancies or the student has concerns about the Plan, a meeting between the student, the Student Services Adviser and the relevant academic/s will be held as

soon as possible, and the Plan will be revised and re-issued.

5.3.4: Communications

All course/program outlines will include the following statement:

“Any student with a disability who may require the provision of alternative academic arrangements in the course/program is encouraged to seek advice at the commencement of the semester from the Student Services Adviser at Student Services”.

Publications such as the Undergraduate and Postgraduate Handbooks will continue to publicise SAE’s obligation and commitment to providing equitable assessment. Liaison, counselling on issues relating to disability, and information on inclusive teaching practices and modes of assessment for students with a disability will be available from the Student Services Adviser.

5.3.5: Examination Adjustments

Note: The process for organising examination adjustments is separate from that of the SAPD.

Students requiring reasonable adjustment in Examinations will register their support needs with a Student Services Adviser. Students will require supporting medical documentation which, in conjunction with consultation, will be used to ascertain the appropriate arrangements for reasonable adjustments in examinations. Upon authorisation of the National Manager of Student Experience (or nominee) these adjustments will be forwarded directly to Student Services for processing.

Administrative Information and Version Control

Date	Summary of Changes	Approved by
29 July 2016	Policy implemented	Joseph Anthonysz, Managing Director
July 2017	Policy review	