

Academic Policy	
Access and Equity	
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1. Policy Statement	<p>The School of Audio Engineering (NZ) Ltd, trading as SAE Institute (SAE) embraces the concept and beliefs of 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 outcomes by all groups in society. By providing accessible and equitable education, employment and services, SAE students and staff will be able to develop knowledge and skills to enhance life and work opportunities.</p>
2. Purpose	To outline our principles regarding 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.
3. Scope	<p>This policy applies in the context of SAE operations in New Zealand, and is applicable to students enrolled with, or intending to enrol with SAE irrespective of their place of residence or mode of study.</p> <p>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.</p>
4. Associated Policies and Procedures	<p>This policy should be read in conjunction with the following policies and procedures:</p> <ul style="list-style-type: none"> ● Staff Code of Conduct ● Student Code of Conduct ● Learning and Teaching Policy ● Student Support Policy ● Student Grievance, Complaints and Appeals Policy ● Student Grievance, Complaints and Appeals Procedure ● International Students - Code of Practice Policy
5. Associated Documents	<p>This policy should be read in conjunction with the following documents:</p> <ul style="list-style-type: none"> ● Safe Space Statement

<p>6. Policy</p>	<p>6.1 Introduction</p> <p>SAE delivers accredited programmes and in doing so accepts its responsibility to deliver these in a fair and equitable manner.</p> <p>SAE shall ensure:</p> <ul style="list-style-type: none"> • 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. <p>6.2 Māori and Pasifika students and staff</p> <p>SAE acknowledges the distinct status of Māori as tangata whenua and is committed to partnerships that acknowledge the principles of the Treaty of Waitangi.</p> <p>SAE is committed to achieving equity in terms of student achievement including completion rates for our Māori and Pasifika students and ensuring that all Māori and Pasifika staff and students on campus are well supported. Accordingly, SAE will:</p> <ul style="list-style-type: none"> • Promote a culturally inclusive and safe environment for all staff and students, • Offer specialised Student Support for Māori and Pasifika students, • Provide support mechanisms for Māori and Pasifika students and staff on campus, • Embrace Te Reo Māori on campus including in everyday spoken language, campus signage, and in assignment submissions, • Promote Pasifika Languages on campus including acknowledging Pasifika Language Weeks, • Ensuring all programme development considers course content specific to Aotearoa New Zealand
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6.3 International students and staff

SAE recognises that there exist special requirements for international students and that, as a signatory, we must comply with the *Education (Pastoral Care of International Students) Code of Practice*. SAE will ensure non-discriminatory practices are applied to the selection of students and appointment of staff and that access to SAE services are fair and equitable for international students and staff. Specialised Student Support is offered for International students. For more information regarding International Students and SAE's adherence to the Code of Practice, please see the International Students policy.

6.4 Students and staff with a disability

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

- Whilst ensuring the academic integrity of courses offered is maintained at the highest standards, 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 the SAE Student Recruitment Officer 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.
- Acknowledge New Zealand Sign Language on campus including promoting New Zealand Sign Language Week

6.5 Female students and staff

SAE acknowledges that the number of female staff and students is relatively under represented on campus and is committed to addressing this specific imbalance. Accordingly, SAE will:

- Promote an inclusive and safe environment for all staff and students, regardless of gender
- Offer specialised workshops for women, run by women
- Provide support mechanisms for women on campus
- Ensure pay equity for female staff employed at SAE
- Strive to achieve a more equitable gender balance on campus

6.6 LGBTIQ+ students and staff

SAE aims to provide a safe and welcoming environment, and recognises that all at SAE need to feel a sense of belonging. SAE is committed to supporting Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Takatāpui + staff and students on campus. This includes ensuring the removal of any barriers to

accessing and succeeding at SAE, offering support mechanisms for LGBTIQ+ staff and students, and celebrating sexual and gender diversity on campus.

6.7 Gender Transitioning students and staff

Gender transitioning is a unique and personal experience and SAE supports staff or students who are transitioning or decide to transition during their employment or study with us.

While staff or students are not required to disclose their gender identity, they are encouraged to discuss their intention to transition with the Campus Director in the case of staff or Head of Department/Student Support in the case of students. In so doing, steps can be taken to support the staff member or student including, if required:

- an individual work or study plan
- updating staff or student records
- developing an appropriate communications plan
- access to personal leave for medical reasons if needed
- the right to privacy if requested
- providing access to counselling and other professional services through our EAP and SAP service if needed.

6.8 Other specialised groups

SAE will monitor terms and conditions of all staff and students including for those with family and caring responsibilities, diverse ethnic groups, specific religious responsibilities, under 18 year old students, mature aged staff and students, as well as temporary, part time and casual staff, to ensure fairness and inclusion for these groups. SAE acknowledges that in all these specialised groups, there may be specific needs and support required and will strive to address such requirements insofar as resources may reasonably permit.

6.9 Safe Space Statement

In accordance with our Staff Code of Conduct and Student Code of Conduct, SAE strives to provide a happy and safe space for all. Every person on campus deserves to feel safe and respected at all times. No forms of discrimination or prejudice will be tolerated. Discrimination includes unequal treatment, slurs, and any offensive remarks, jokes and other verbal, graphic, or physical conduct related to an individual's race, religion, colour, sex, age, physical status, sexual orientation or gender identity.

This Safe Space Statement, along with information regarding support available and contact information, will be placed around campus as a way to emphasize the Access and Equity policy at SAE.

	<p>6.10 Legislation Obligations</p> <p>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 includes:</p> <ul style="list-style-type: none"> ● Education Act 1990 ● Employment Relations Act 2000 ● Health and Disability Commissioner Act 1994 ● Human Rights Act 1993 ● Privacy Act 1993 ● State Sector Act 1988 ● The Equal Pay Act 1972 ● The New Zealand Bill of Rights Act 1990 ● The New Zealand Sign Language Act 2006
<p>7. Records</p>	<p>1_A_POL_AccessandEquity_190401</p> <p>DRAFT version released 22 May 2019</p> <p>FINAL version approved by Academic Board and released</p>

Title: ACCESS and EQUITY | **Filename:** 1_A_POL_AccessandEquity_190401 | **Author:**S MAJOR, Campus Director

Approval: SAE Auckland Academic Board | **Date:** 190603 | **Review Date:** 200603