

Academic Policy	
Access and Equity	
1_A_POL_AccessandEquity_190401	
1. Policy Statement	The School of Audio Engineering (NZ) Ltd, trading as SAE Institute (SAE) embraces the concept and beliefs of equity. It strives to ensure that our decision-making processes reflect a commitment to access and equity and treats all staff, students or prospective students fairly. SAE acknowledges that this depends on non-discriminatory access to services and comparable education outcomes by all societal groups. By providing accessible and equitable education, employment and services, SAE students and staff are empowered to develop knowledge and skills to enhance life and work opportunities.
2. Purpose	The purpose of this policy is 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	This policy applies in the context of SAE operations in New Zealand, and applies to students enrolled with, or intending to enrol with SAE irrespective of their place of residence or mode of study. 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: • Staff Code of Conduct • Student Code of Conduct • Learning and Teaching Policy • Student Support Policy • Student Grievance, Complaints and Appeals Policy and Procedure • International Students Policy
5. Associated Documents	This policy should be read in conjunction with the following documents: • Safe Space Statement
6. Policy	6.1 Introduction SAE delivers NZQA accredited programmes, as well as non-accredited courses and in doing so accepts its responsibility to deliver these fairly and equitably.

SAE shall ensure:

- All staff and students shall be made aware of SAE's commitment to fair, equitable and inclusive education at induction/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;
- All staff are routinely educated/upskilled on DEI (diversity, equity and inclusion) best practices such as by means of formal and informal workshops
- 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;
- opportunities to support community organisations, initiatives or events that promote diversity, equity and inclusion are pursued, e.g. sponsorship.

6.2 Māori and Pasifika students and staff

SAE acknowledges the distinct status of Māori as tangata whenua and is committed to partnerships that acknowledge the principles of Te Tiriti o Waitangi.

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:

- Promote a culturally inclusive and safe environment for all staff and students,
- Offer specialised Student Support for Māori and Pasifika students,
- Embrace Te Reo Māori on campus including in everyday spoken language, campus signage, and assignment submissions,
- Promote Pasifika Languages on campus such as by acknowledging Pasifika Language Weeks,
- Ensuring all programme development considers course content specific to Aotearoa New Zealand
- Develop, implement and sustain a Māori Strategy that - through a process of co-creation with members of the Māori community (staff, students and external) - aims to elevate SAE's knowledge of issues pertaining to Māori and how best to reduce barriers to study completion. The strategy also aims to advise on how

re-indigenisation can be achieved on campus through policy and programmes.

- Develop, implement and sustain a Pacific Strategy that positions SAE Auckland as a place where Pacific learners, staff, creatives, and communities experience belonging, excellence, and opportunity, and where Pacific identities, knowledge, and creative expressions are respected, protected, and amplified.

6.3 International students and staff

SAE recognises that there exists special considerations for international students and that, as a signatory, we must comply with *The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* (the Code). While the Code supports the wellbeing of both domestic and international students, SAE recognises that we hold a particular responsibility to those who move to New Zealand to study or work in that non-discriminatory practices are provided, that access to SAE services are fair and equitable, and that international students and staff are well supported. Specialised student support is consequently offered for international students.

6.4 Students and staff with a medical disability or learning difficulty

SAE aims to ensure an inclusive environment for people with a disability participating in study or work at the Institute. For clarity, disability may include physical disability or medical conditions. SAE is also mindful of staff or students with specific learning difficulties (SpLDs) such as any of various neurodevelopmental conditions affecting either general intellectual ability or the learning and use of specific academic skills such as reading, writing, or mathematics. In relation to such cases, SAE will:

- Whilst ensuring the academic integrity of courses offered is maintained at the highest standards, make reasonable adjustments to ensure that people with disabilities have access to and can participate in the academic and/or social activities of the Institute. Applicants should provide reasonable notice of the need for adjustments and (where appropriate) necessary documentation to support this request. Students should discuss their needs for academic adjustment with the SAE Outreach, Admissions and Success Coordinator at the point of application OR Student Support while studying, at which point our 'Supporting Students with a Disability' procedure can be enacted if needed.
- Provide specific and appropriate support to students and staff 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.
- Continually up-skill staff in disability support services and resources available.
- Develop resources to assist staff and students with learning difficulties.

6.5 Neurodivergent students and staff

SAE recognises that neurodiversity, ADHD, and autism are present throughout our student and staff community and that we hold an obligation to minimise any barriers that may be created by environments, systems, and attitudes that fail to account for human diversity. Accordingly, a strategy entitled Āhei has been developed to advocate, educate, and create meaningful change across SAE Auckland so that all learners and staff members are empowered to participate fully, safely, and authentically within our institution.

6.6 Women students and staff

SAE acknowledges that the number of female staff and students is relatively underrepresented 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 access to 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
- Develop and maintain strong relationships with external stakeholders, organisations and initiatives that promote pathways for women within the creative industries

6.7 LGBTTQIA+ 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 all members of the Rainbow Community, staff and students alike. This includes ensuring the removal of any barriers to accessing and succeeding at SAE, offering support mechanisms for LGBTTQIA+ staff and students, and celebrating sexual and gender diversity on campus. SAE is committed to ensuring staff undergo regular training in regard to the Rainbow Community and to ensuring a RainbowSAE student group is promoted and supported on campus. A Diversity, Equity and Inclusion (DEI) focused Student Success Advisor oversees such initiatives on campus and offers advocacy and support for LGBTQIA+ students.

6.8 Gender transitioning students and staff

Gender transitioning is a unique and personal experience. SAE supports staff or students transitioning or deciding 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. 6.9 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, specific needs and support may be required and will strive to address such requirements insofar as resources may reasonably permit. 6.10 Safe Space Statement The following Safe Space Statement and information regarding available support and contact information will be clearly placed around campus to emphasise the Access and Equity policy at SAE. <i>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.</i> 6.11 Legislation 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 includes: • 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
7. Records	1_A_POL_AccessandEquity_190401 DRAFT version released 22 May 2019 FINAL version approved by Academic Board and released

	Reviewed with minimal updates. Re-released for consultation 19 May, 2023 UPDATED version approved by SAE Auckland Academic Board 2 June 2023 UPDATED 6 June 2024. Staff notified of updates 4 July 2024. UPDATED as part of 3 yearly review on 20 July and released to staff for consultation. Revised FINAL version approved by Academic Board 5 August 2026 and released
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