

A16.2 Equality, Inclusion and Diversity Policy

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1 Introduction

SAE Institute embraces the concept and belief of equal opportunity for all students and strives to ensure that all activities and decisions reflect a commitment to embedding equality, inclusion and diversity into the culture of the organization, to ensure that all students and prospective students are treated fairly. SAE strives to develop a community that welcomes and thrives on diversity.

SAE acknowledges that this is dependent on non-discriminatory access to services and comparable education and training outcomes by all groups in society. SAE aims to provide accessible and equitable education programmes and services for all students, supporting local government policy initiatives and providing access opportunities wherever possible, or alternatively seeking assistance for participants from the relevant agency or department.

2 Policy Purpose, Scope and Application

2.1 Purpose

This policy clarifies the principles of SAE Institute's approach to equality, diversity and inclusion, as well as the responsibilities of staff and departments within the Institute to create a positive environment for students of any gender, gender identity, disability, ethnic origin, religion or belief, sexual orientation, marital or transgender status, age, or nationality.

2.2 Scope

This policy applies to all students enrolled to an SAE campus involved in delivery of UK-validated programmes. It covers the approach that all staff and students should take, in all interactions, behaviours and processes to ensure that policy initiatives are supported and provides guidelines to ensure that opportunities are there for all students regardless of their background.

An Equality, Inclusion and Diversity policy for SAE staff is available through SAE Institute's intranet.

2.3 Application

All campus managers and staff involved in recruitment, support, assessment, or delivery of programmes to students have a responsibility to be familiar with and apply the principles within this policy.

2.4 Related Policies and Documents

This policy should be read in conjunction with:

- A01 Student Selection and Admissions Policy
- A03 Student Record Management and Data Processing Policy
- A13 Student Engagement Policy
- A14 Complaints Policy
- A16 Student Support Policy
- A18 Student Code of Conduct.

SAE Institute acknowledges the differing and specific legal obligations for each of its campuses, operating within different legislative environments, which includes a positive duty to eliminate unlawful discrimination. Responsibilities related to ensuring equal opportunities and a non-discriminatory learning environment are considered locally and regionally; for further information on what legislation is applicable, please contact your local or regional staff.

3 Policy

SAE Institute delivers UK-validated programmes across multiple campuses and nations, and in doing so accepts the responsibility to deliver these in a fair and equitable manner, to proactively promote equality, and to identify and address any perceived or actual barriers to student access, participation, and success.

SAE will ensure that:

- All students are made aware of this policy during their enrolment and orientation.
- Student selection processes are non-discriminatory and encourage access for all.
- Training will be provided where required for relevant staff in the principles of equality, inclusion and diversity.
- Appropriate on-campus support (e.g. tutorial assistance) is provided for any student where required and where reasonable.

- Appropriate liaison with external support services is maintained to enable SAE staff to signpost students towards specialist services that may not be available on campus.
- Access and equity principles are considered when developing new programmes, policies, practices, procedures, and systems.
- All legislative requirements for local campuses relating to equality and non-discrimination are met.
- An ongoing commitment is maintained to identify, address and eliminate access and equity barriers which may be encountered within the Institute.

3.1 Individual Merit

SAE is committed to ensuring that our activities, processes, and decisions are based on the principle of individual merit, equality and fairness. This means that all students are treated on the basis of their individual performance, ability, skills, knowledge and experience.

3.2 Applications

SAE is committed to ensuring equality in admissions processes (see A01 Student Selection and Admissions Policy).

SAE welcomes applications from students of all backgrounds and offers places on its programmes solely on the basis of academic ability. Marketing and recruitment strategies will consider the diverse information needs of applicants and will be relevant and accessible.

Applicants are invited to visit their preferred campus to evaluate the facilities and support available, to speak with campus staff, and in this way to assess for themselves the capacity of the campus to support diverse needs.

3.3 Mobility Access

Any applicant to an SAE programme with mobility concerns is strongly urged to speak with their preferred campus about what support might be required to facilitate their engagement with the programme. Awareness of requirements will enable SAE to consider and make any reasonable adjustments possible prior to the student commencing studies (including consideration of emergency evacuation procedures).

Accessibility does vary between SAE campuses, some of which are based in older or heritage buildings. SAE Institute is committed to a continuing programme of improving accessibility and welcomes advice or suggestions for improvement.

3.4 Student Support

Due to the small, specialist nature of SAE Institute, dedicated on-campus student support services are often limited. In line with the A16 Student Support Policy, campus staff (Academic Coordinators, Programme Coordinators, and any other staff involved in a student support function) will advise on a case-by-case basis of what support is available, in line with local Reasonable Adjustments Guidelines, and signpost students to external support services where appropriate.

3.4.1 Support for Learning and Teaching

SAE Institute will continually monitor the effectiveness of provision for disabled students, evaluate progress, and identify opportunities for improvement. Where special support may be required for learning and teaching activities, the campus will be responsible for providing or facilitating any reasonable adjustments that can be made. Recognising the diversity of educational needs, SAE will seek to ensure that all programme content and pedagogical approaches are accessible and inclusive.

3.4.2 Support for Assessment

Where special support may be required for assessed activities, the campus will be responsible for providing or facilitating any reasonable adjustments that can be made. In the interests of quality assurance and fairness, any changes to assessment must be made following discussion with the student and on the basis of identified and evidenced issues.

3.5 Confidentiality

All students' personal data, including any disclosures about personal health or disability, will be treated appropriately as per policy A03 Student Record Management and Data Processing.

3.6 Accountability, Further Information or Concerns

Responsibility for the implementation of this policy, and for ensuring that the principles herein are put into action, rests first and foremost with the Campus Manager of each SAE campus.

Monitoring processes will be implemented at regional and campus level to assess and review the implementation of these principles, with the aim of continuous improvement. This will include, where relevant, publication of anonymized and aggregated data related to access and participation for particular groups of students.

Equality, inclusion and diversity will be discussed as a recurring item through meetings of the Executive Leadership Team (ELT), and may be raised for discussion with student representatives through any relevant forum (such as a Student Council, or Board of Studies, as applicable).

Students who want to discuss or have any concerns regarding any matters relating to this policy should make contact with staff at their local campus (usually the Academic Coordinator or Campus Manager) who will ensure fair, appropriate, and timely consideration of anything raised. Alternatively, or if not satisfied, students should refer to the A14 Complaints process to register any concerns or complaints.

4 Policy History

Policy Created:	September 2021
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