

Dr JOHN KAYE: Across each of the courses. How many students in your New South Wales operations have disabilities

Students self-nominate if they have disability. SAE records this in our student management system under the following categories:

- Long term medical condition
- Hearing disability
- Learning disability
- Mobility disability
- Visual disability
- Current medical issue
- Other.

We also record if the student would like to receive any support from SAE.

As of 13 October 2015, 266 students (11 of the national student population) indicated at least one of these disability groups, including 44 students at SAE Sydney and 24 students at SAE Byron Bay.

The academic leadership at each campus can make adjustments to assist students in achieving their goals. Following are mechanisms that SAE uses to ensure flexibility for all students:

- Reduction in study load
- Alternative assessments
- Consultation time with faculty
- Opportunity for assessment resubmissions
- Additional technical classes
- Flexibility of assessment
- Student-driven learning contracts
- Customised study progressions
- Special consideration for documented medical conditions.

Dr JOHN KAYE: Will you provide on notice more detail about the adjustment support you provide?

SAE employs dedicated Student Services Advisors (SSA) on each campus, whose role is to provide pastoral care for all students. Further to this, all Faculty roles involve pastoral care.

Our support to students is underpinned by the SAE [Access and Equity Policy](#). Specific student support services are outlined in the [Student Support Services](#) Policy on our website at www.sae.edu.

SAE regularly offers professional development to faculty and staff to better support student needs. For example, all student services leaders, assistant managers and SSAs received Mental Health First Aid Training in 2014. In 2015, SAE provided self-care, mindfulness and resilience training to key staff.

Dr JOHN KAYE: How many Aboriginal and Torres Strait Islander students do you have?

Students self-nominate whether they are either Torres Strait Islander or Aboriginal. Currently, 50 students have identified as Torres Strait Islander or Aboriginal, including 11 at SAE Byron Bay and seven at SAE Sydney.

Dr JOHN KAYE: Is that a scholarship for one person? How many students can access a scholarship?

SAE initiated the Creative Indigenous Scholarship in 2014 for Aboriginal or Torres Strait Islander students who have demonstrated high academic achievement, strong leadership skills and a creative passion during secondary school. The aim of this scholarship is to assist Indigenous Australians and provide them with an opportunity to develop skills and achieve their goals within the creative media industry.

This is a full scholarship and covers all module fees for the duration of the program.

At least one scholarship is offered annually and SAE therefore has numerous scholarship recipients studying at any one time.

Historically, SAE Sydney had an arrangement with Koori Radio whereby Aboriginal and Torres Strait Islander students were awarded scholarships to undertake study in various SAE programs. These scholarships were offered from 2009-2011.

Dr JOHN KAYE: Do you know how much VET FEE-HELP debt is accumulated each year from your New South Wales operations?

2014 FEE Help loans for NSW totalled \$1,168,263 and increased to \$2,710,980 in FY15. These figures are provided in calendar years, consistent with the FEE Help payment cycle. We have estimated \$2,982,078 for FY16 FEE Help loans in NSW.

Dr JOHN KAYE: How many teachers, assessors and trainers do you employ?

We have 170 faculty members at present. These faculty are employed as either teacher tutors, associate lecturers, lecturers or senior lecturers as per the [Post Secondary Education Award](#).

As per the award, this means that these faculty members deliver programs at both VET and Higher Education levels were appropriately qualified.

Role definitions for teacher tutors, Associate Lecturer, Lecturer and Senior Lecturer are defined by the position descriptions for each role and informed by the Award.

There are also a number of faculty leaders, student support and technical staff at each campus, tasked with the pastoral care of students and quality of program delivery. Operational staff at each campus ensure there are no barriers to effective delivery of services to students.

A national team provides further support to the campuses in relation to student services, library and quality of curriculum and delivery. The Directorate of Academic and Student Services (DASS) employs a National Manager of Academic Services, National Manager of VET, National Manager of Student Services and National Librarian to provide functional leadership to the campus team. This model allows each campus to focus entirely on creating high quality student experiences and outcomes.

Dr JOHN KAYE: But what is your ratio of trainers to teachers and assessors to teachers?

All of SAE's trainers work as trainers and assessors. SAE also has six technical tutors, who do not assess, that support the audio and film programs in the Sydney and Byron Bay studios.

We have 170 faculty members at present. These faculty are employed as either teacher tutors, associate lecturers, lecturers or senior lecturers as per the [Post Secondary Education Award](#).

As of July 2015, SAE employed the following faculty staff to deliver its programs in Australia.

<i>Position</i>	<i>Count</i>
<i>Associate Lecturer</i>	18
<i>Lecturer</i>	108
<i>Senior Lecturer</i>	15
<i>Department Coordinator</i>	19
<i>Campus Academic Coordinator</i>	5
<i>Industry Liaison Coordinator</i>	5

We have a faculty FTE to student FTE ratio of approximately 1:10 to 1:14 at each of our Australian campuses depending on the teaching period and programs offered. This compares favourably with sector averages as reported in 2011 by The Australian¹ in which the average ratio in the University sector is reported as 1:34.1

The SAE ratio of faculty to students is based solely on face to face teaching and does not include the extra staff who are involved in the students' learning journey (eg studio supervisors, student services staff, librarians and guest industry speakers). Further to this, the ratio does not include the senior faculty members such as campus academic coordinators, department coordinators and industry liaison coordinators who monitor and counsel students in addition to their face-to-face teaching.

The Hon. CATHERINE CUSACK: Three-quarters of your graduates get jobs in the industry within six months, as I understand it.

Ms CLARKE: I cannot talk to those figures.

The Hon. CATHERINE CUSACK: Would you take the question on notice? Mr ANTHONYSZ: Certainly.

In the most recent round of Graduate Destinations Surveys completed by 2014 SAE graduates, 88 percent were employed in full time or part time work.

The remaining 12 percent were either not employed, not seeking work or undertaking further study.

From 2015, SAE Australia is participating in the national higher education Quality Indicators for Teaching and Learning (QILT) survey that will provide data relating to student satisfaction, graduate outcomes and employer satisfaction. This information will be available to the public on the QILT website from 2016.

The Hon. SCOTT FARLOW: If I can add a question on notice as well? Mr Holihan raised previously an issue in terms of the payment cycle in terms of Smart and Skilled: the commencement, mid-point and completion. I am interested to hear from Mr Green as to how that applies to him and his views on that and also to SAE in terms of what they would view that as—somebody who is not part of Smart and Skilled but how they would view the opera-

¹ <http://www.theaustralian.com.au/higher-education/student-staff-ratios-ballooning/story-e6frgcjx-1226182968247>

tion of that.

SAE does not have a strong opinion regarding the Smart and Skilled payment cycle. While monthly is preferred, three payments as described is acceptable. For SAE, it is more an issue of improving student access to VET qualifications.