

AAA DISABILITY POLICY

RELATED DOCUMENTS	
<p>AAA Documents (Policies, Regulations, Guidelines, Contracts)</p> <ul style="list-style-type: none"> • Staff Training and Development policy • Policy on Health and Wellness 	<p>Regulatory Documents (e.g. Legislation DHET and CHE/HEQC directives and guidelines)</p> <ul style="list-style-type: none"> • South African Qualifications Authority (SAQA) Act (Act 58 of 1995); • Higher Education Act (Act 101 of 1997); • Ministry of Education: National Plan for Higher Education in South Africa; February 2001; • Minimum Admission requirements: Government Gazette, No. (32743) November 2009; (31231) July 2008; August 2005 • CHE: Higher Education Quality Committee (HEQC) Criteria for Institutional Accreditation: November 2004; • CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November 2004; • CHE, Vital Stats Public Higher Education. 2010 • CHE, Work-Integrated Learning: Good Practice Guide 2011 • The South African Qualifications Authority (SAQA): Level Descriptors for the South Africa National Qualifications Framework. November 2012 • DHET, White Paper for Post-School Education and Training. 20 November 2013 • CHE, the Higher Education Qualifications Sub-Framework. 2013 • CHE, the Aims of Higher Education. March 2013 • CHE, Distance Higher Education Programmes in a Digital Era: Good Practice Guide.2014 • CHE, Framework for Institutional Quality Enhancement in the Second Period of Quality Assurance .2014 • CHE, Quality Enhancement Project: The Process for

	<p>Public Higher Education Institutions. 2014</p> <ul style="list-style-type: none">• CHE, Qualification Standard for Master of Business Administration. May 2015• CHE, Draft Policy on the Recognition of Prior Learning, credit accumulation and transfer, and assessment in higher education. March 2015• CHE, Content Analysis of the Baseline Institutional Submissions for Phase 1 of the Quality Enhancement Project. May 2015
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1. PREAMBLE

The AAA School of Advertising (Pty) Ltd (hereafter “AAA”) is committed to redressing past and present inequalities resulting from the legacy of our country’s past. In this regard it endorses fully the United Nations Convention on the Rights of Persons with Disabilities signed into South African law in June 2007. AAA consequently recognises:

- that disabled people have been and continue to be subject to multiple forms of marginalization and exclusion;
- that as a result, the majority of persons with disabilities live in conditions of relative social, cultural and economic disadvantage; and
- the need to lend its full support to measures and programmes which provide for the social, educational, economic and cultural integration of persons with disabilities in our society.

2. PURPOSE

The purpose of this policy is:

- to state the role of AAA in regard to disability;
- to clarify the rights of staff, students and visitors;
- to define concepts in relation to disability;
- to clarify the role of the Disability Service

3. DEFINITIONS

3.1 Disability

The UN Convention on the Rights of Persons with Disabilities (2007) recognises that disability results from the interaction between persons with impairments and attitudinal and environmental barriers. It recognises persons with disabilities as those persons who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

3.2 Discrimination on the basis of disability

Discrimination on the basis of disability refers to imposing any distinction, exclusion or restriction of persons on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, on all human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field. It encompasses all forms of unfair discrimination, whether direct or indirect, including denial of reasonable programme.

3.3 Reasonable Programme

Reasonable Programme refers to necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

3.4 Universal Design

Universal Design means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

3.5 Staff Member

Staff means an employee of AAA and includes an applicant for employment at AAA.

3.6 Student

Student means a registered student of AAA and includes an applicant for study at AAA.

3.7 Visitor

A visitor is any member of the public present on Campus who is not a member of staff or a student, including persons with contractual relationships with AAA and persons otherwise legitimately commercially active or employed within AAA environment.

4. REASONABLE PROGRAMME

4.1 AAA recognises the right of staff and students with disabilities to request programmes that will facilitate their full and equal participation in the services and facilities of AAA.

4.3 AAA will seek medical confirmation of an impairment where a request for the provision of programme warrants this. In such cases supporting documentation will be provided to the Disability Service from a registered medical doctor in the case of physical and sensory impairments, and from a clinical or educational psychologist or psychiatrist in the case of cognitive and psychological impairments. In the case of scarce facilities and resources the Disability Service will have the right to request a second opinion regarding the need for a programme at its own cost.

Where programme provision is made in respect of temporary disabilities this will be done for the calendar year and will be reviewed annually by the head of the Disability Service. He/she will require up-to-date documentation in order to assess the continued necessity of this provision.

5. DISCLOSURE OF DISABILITY, RECORD KEEPING AND DATA MANAGEMENT

AAA is committed to creating an institutional climate in which disclosure of disability would be both advantageous and safe. Disclosure of disability is necessary where a student/staff member/visitor requests support and/or programme provision. Disclosure will be made to the Dean / Human Resource, Training and development Director. Information about an individual's impairment will be made available to persons tasked with facilitating or providing specific programmes to the extent that this information is necessary to facilitate the programme.

Disclosed information will be treated as private and confidential. It will be used to monitor progress in employment and student equity, to comply with the reporting requirements of the Employment Equity Act, for strategic planning and to maximise levels of service provision.

6. ACCESS TO THE BUILT ENVIRONMENT

6.1 AAA faces particular challenges providing access to the built environment for people with disabilities. These include the location of all campuses, the spread of its facilities over all campuses, and the heritage status of many older buildings and built structures.

6.2 AAA will identify, and where possible, address barriers to facilities and services at AAA. In order to do this, AAA will budget each year for retrofitting of access solutions. Improved access to students and staff with disabilities will be formally included as a performance objective of the relevant members of AAA.

6.3 AAA endorses the principle of Universal Design as a feature of all new infra-structure development, and will formulate and implement standards and guidelines which ensure that Universal Design Principles are applied in the design and construction and/or maintenance of all buildings, thoroughfares, facilities, security systems, information technology and all other infrastructures for which AAA is responsible.

7. HEALTH AND SAFETY

7.1 AAA recognises the importance of the application of principles of Universal Design in improving aspects of well-being, safety and security for all present on campuses.

7.2 AAA will therefore develop and implement a comprehensive campus-wide strategy for addressing deficiencies in effective lighting in and outside buildings; the presence of balustrades, handrails, stair markers and effective signage (including tactile signage); the presence of reachable controls/buttons and auto cues. AAA will put in place emergency evacuation procedures for persons with disabilities. It will ensure that all relevant personnel receive the necessary training including building curators, building health and safety officers, campus protection services and other relevant personnel in all sectors of AAA.

8. ACCESS TO TERTIARY EDUCATION FOR PEOPLE WITH DISABILITIES

AAA acknowledges that inequalities of access to education throughout the education system for persons with disabilities mean that students with disabilities have in the past been – and continue to be – especially vulnerable to exclusion from higher education. Consequently AAA commits itself to developing admission, recruitment and retention practices and policies for persons with disabilities which will maximise participation in higher education at AAA.

9. TEACHING AND LEARNING SUPPORT FOR STUDENTS WITH DISABILITIES

AAA will provide for the learning needs of students with disabilities, and recognises that this may in some cases entail modifying, substituting or supplementing curricula and course work requirements, including alternative but equivalent assessment modes, ensuring at all times that academic standards are not compromised and that students will graduate with the requisite skills and competencies.

Any modification of course requirements or assessment methods will be discussed and agreed on by the Dean of the Faculty (or nominee), the Head of the Disability Service and the student. If, after due consideration, the view is that in a certain discipline or course teaching methods and specific teaching environments pose insurmountable obstacles relating to a student's level of impairment, and a genuine attempt has been made by all role

players to seek solutions, the head of the Disability Service in consultation with the head of the faculty may advise the student to register for a course with fewer access impediments.

10. EMPLOYMENT EQUITY AND EMPLOYEE SUPPORT

AAA must include disability in its employment equity plan and targets. It must put in place measures to facilitate the recruitment, retention and career advancement of people with disabilities, including such reasonable programmes as will optimize their ability to meet the requirements of their job.

11. COMMUNICATION

AAA will undertake to ensure access to information and communication services to staff, students and visitors with disabilities, including where appropriate, tactile signage; high contrast signage on noticeboards; circulars, library databases, learning materials, and electronic media. It will strive to maximize, through appropriate dissemination of information, opportunities for staff and students with disabilities to participate in all University wide consultation and debate and in grievance mechanisms and decision - making processes.

12. RESEARCH, TEACHING AND LEARNING

AAA recognizes the value of research and teaching in disability-related fields and acknowledges the growing stature of Disability Studies as a relevant academic discipline along with other social justice disciplines.

13. EXTENSION SERVICES/SOCIAL RESPONSIVENESS

AAA recognizes its obligation to the broader community including disabled people not currently working or studying at the institution. It recognizes too that it is in a position to play a leadership role to support and encourage initiatives that will contribute to the improvement of the quality of their lives in all spheres. Through, inter alia the Disability Service and disability advocates in the broader community, it will work to establish linkages.

14. REVISION TABLE

Date Revised	Last Revision Number	New Revision Number	Revised by	What was revised
June 2016	0	1	Chief Academic Officer	1. <i>Included table indicating AAA and regulatory documents</i> 2. <i>Aligned policy to regulatory documents</i>
April 2017	1	2	Chief Academic Officer	1. <i>DACUM changed to CIDD</i>
April 2018	2	3	Chief Academic Officer	1. <i>Updated with regulatory document: CHE, Framework for the Accreditation and Reaccreditation of Programmes, March 2018</i>

				<p>2. <i>Adopted SHERQ-CO document design</i></p> <p>3. <i>Revision Table amended</i></p>
June 2019	3	3	Chief Academic Officer	<ul style="list-style-type: none"> • <i>Regulatory documents updated</i>
August 2020	3	4	CEO	<ul style="list-style-type: none"> • <i>Minor additions</i> • <i>New logo added</i>

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