



# **AGE HIGHER EDUCATION STANDARDS FRAMEWORK (THRESHOLD STANDARDS) AUDIT**

Greg Whateley  
Elizabeth Woollacott

V2  
February 2025

**Table of Contents**

TABLE OF CONTENTS	PAGE NO.
<b>STANDARD 1   STUDENT PARTICIPATION &amp; ATTAINMENT</b>	<b>3</b>
<b>STANDARD 2   LEARNING ENVIRONMENT</b>	<b>21</b>
<b>STANDARD 3   TEACHING</b>	<b>32</b>
<b>STANDARD 5   INSTITUTIONAL QUALITY ASSURANCE</b>	<b>41</b>
<b>STANDARD 6   GOVERNANCE AND ACCOUNTABILITY</b>	<b>55</b>
<b>STANDARD 7   REPRESENTATION, INFORMATION AND INFORMATION MANAGEMENT</b>	<b>74</b>

**STANDARD 1 | STUDENT PARTICIPATION & ATTAINMENT**

<p>Institutional Confidence Rating:</p>	<p>This Domain (Sections 1.1-1.5) within the <i>Higher Education Standards Framework (Threshold Standards) 2021</i> (HES Framework) encompasses:</p> <ul style="list-style-type: none"> <li>• the basis for <b>admission</b> of students to a course of study, including requirements for adequate academic preparation for the course and formal explicit contractual arrangements between the provider and students</li> <li>• assurance that any <b>credit granted for prior learning</b> does not disadvantage the student concerned or compromise the integrity of the course of study</li> <li>• <b>orientation</b> to a course of study, support for transition to a course of study, early feedback on student performance, detection and support for students at risk of unsatisfactory progress and monitoring of success rates at cohort level</li> <li>• equivalence of <b>opportunities for success</b> irrespective of a student's background or mode of participation</li> <li>• specification, assessment, achievement and external referencing of expected <b>learning outcomes</b>, and</li> <li>• legitimate issuing and <b>certification</b> of qualifications.</li> </ul>
---	--

Admissions (Section 1.1.1)

Standards	Evidence or Comments
<p><b>1.1.1</b> Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.</p>	<p>AGE has in place robust, benchmarked admission policies that are available on the public website –</p> <p>Domestic/Online Students - <a href="#">Admissions Policy - Domestic &amp; Online Students - with David &amp; Laura updates</a></p> <p>International/Off Shore - <a href="#">Admissions Policy - International and Offshore Students</a></p> <p>The policies (and associated procedures) were refreshed in March/April 2024 and updated again in September 2024 and have a clear and appropriate purpose consistent with Standard 1.1.1 –</p> <p>‘This policy and procedure outlines how and when the Australian Guild of Education (“AGE”) upholds the principle that all applicants seeking to enrol are treated <i>fairly and equitably</i>. To ensure this, AGE will have <i>open, fair, clear and transparent procedures</i> that are based on <i>clearly defined entry criteria</i> for making decisions about the admission of students. Students will be <i>admitted on merit</i>, based on the published criteria and AGE will ensure that throughout the process of admission, applicants are <i>treated courteously and expeditiously</i>.’ (1.2 p1)</p> <p>The <i>Bachelor of Music</i> program incorporates an audition admission component.</p> <p>For students whose first language is not English a competency standard is laid out accordingly. (4.7-4.11 pp3-4)</p>
<p><b>1.1.2</b> The admissions process ensures that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including:</p> <p><b>a.</b> All charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies.</p>	<p>Information relating to fees (and associated charges) is readily available on the public website –</p> <p><a href="https://www.guildmusic.edu.au/fee-help-finance">https://www.guildmusic.edu.au/fee-help-finance</a></p> <p>Domestic and International fees are clearly indicated.</p> <p>Information on FEE-HELP is provided - <a href="https://www.guildmusic.edu.au/feehelp">https://www.guildmusic.edu.au/feehelp</a></p> <p>Other fees and charges are clearly and comprehensively articulated (including OSHC) for overseas students.</p>
<p><b>b.</b> Policies, arrangements and potential eligibility for credit for prior learning,</p>	<p>The <i>Admissions Policy</i> speaks to the issue of credit and prior learning –</p> <p>‘Students may apply for Advanced Standing or Credit for Prior Learning at the time of admission. All applications are assessed under the provisions of the Credit and Recognition of Prior Learning Policy and Procedure.’ (4.12 p4)</p> <p>AGE has in place an informed and benchmarked <i>Credit and Recognition of Prior Learning Policy and Procedure</i> –</p> <p><a href="#">87330e_9f158253cd7d41f1ba51058db4534d6b.pdf</a></p> <p>This policy is readily available on the public website.</p>

	<p>AGE has in place a credit (advanced standing) application form – <a href="#">87330e_6e7950ff47f14644bd90f01b598fd1e1.pdf</a></p>
<p><b>c.</b> Policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.</p>	<p>The matters of withdrawal, acceptance, enrolment, protection and refund are dealt with by way of a range of <i>policies and procedures</i> –</p> <p>Withdrawal – <a href="#">Withdrawal and Refunds Policy (Domestic and Online Students (S2))</a></p> <p>Acceptance - <a href="#">Admissions Policy - Domestic &amp; Online Students - with David &amp; Laura updates</a> and <a href="#">Admissions Policy - International and Offshore Students</a></p> <p>Enrolment - <a href="#">How to Apply   Guild Music Copy</a> - <a href="#">How to Apply   Guild Music Copy</a></p> <p>Protection - <a href="#">Fees and Refunds Policy</a> and <a href="#">87330e_299d0710e21041d78492aabe13689ab0.pdf</a></p> <p>These documents are regularly reviewed and benchmarked.</p>
<p><b>1.1.3</b> Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are in writing and include any particular conditions of enrolment and participation for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security checks, particular language requirements and particular requirements of work placements.</p>	<p>Admission requirements are detailed and benchmarked - <a href="#">Admissions Policy - Domestic &amp; Online Students - with David &amp; Laura updates</a> and <a href="#">Admissions Policy - International and Offshore Students</a></p> <p>AGE does not admit students under the age of 18yo. In the unlikely event of enrolment of younger students an appropriate and benchmarked policy has been developed – <a href="#">Younger Student Admissions Policy and Procedure_V1 Est 2024</a></p> <p>An enrolment procedure (and associated documentation) is in place - <a href="#">How to Apply   Guild Music Copy</a></p> <p>AGE currently does not incorporate clinical studies or work placements.</p>

Credit and Recognition of Prior Learning (Section 1.2.1)

Standards	Evidence or Comments
<p><b>1.2.1</b> Assessment of prior learning is undertaken, consistent with the credit and recognition of prior learning policy in the Australian Qualifications Framework, for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification. Such assessment is conducted according to institutional policies, the result is recorded, and students receive timely written advice of the outcome.</p>	<p>AGE has in place a policy and procedure relating to <i>Credit and Recognition of Prior Learning</i> – <a href="#">87330e_9f158253cd7d41f1ba51058db4534d6b.pdf</a></p> <p>AGE is cognisant of the AQF - <a href="#">Home   AQF</a></p> <p>All assessments are conducted in line with the current policy.</p> <p>Application details are readily available - <a href="#">How to Apply   Guild Music Copy</a></p> <p>Credit and RPL is recorded, and students are informed prior to Census (sooner if possible) – as is best practice.</p>
<p><b>1.2.2</b> Credit through recognition of prior learning is granted only if:</p> <p><b>a.</b> Students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification.</p>	<p>An informed and benchmarked policy and procedure is in place – <a href="#">87330e_9f158253cd7d41f1ba51058db4534d6b.pdf</a></p> <p>The policy and procedure are cognisant of the learning outcomes required for a given course and is careful not to disadvantage students.</p>
<p><b>b.</b> The integrity of the course of study and the qualification are maintained.</p>	<p>The integrity of the course is maintained – <a href="#">Course Development Policy and Procedure (V1 Est 2024)</a></p> <p>The integrity of the course and qualification is of paramount importance. The current program is subject to ongoing review and benchmarking.</p>

Orientation and Progression (Section 1.3.1)

Standards	Evidence or Comments
<p><b>1.3.1</b> Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.</p>	<p>Detailed information on a range of key issues is available on the public website - <a href="#">School   Australian Guild of Music Education   Australia</a></p> <p><b>‘Courses’</b> details are provided including key course information; course structure; entry requirements; fees and how to apply.</p> <p><b>‘Studying at AGE’</b> provides detail around student services, key dates, FEE HELP and critical incidents.</p> <p>The <b>‘Students’</b> section includes important information for/about international students, domestic students and student life.</p> <p><b>‘About Us’</b> provides an overview of leadership, our team, structure, policies and forms and contact.</p> <p>This comprehensive site provides considerable detail <i>prior to enrolment and admission</i>.</p> <p>AGE conducts a comprehensive <i>orientation program</i> for incoming students each study period – this includes particular emphasis as required and calls upon the detail and information readily available – the most recent was conducted in January 2025 - <a href="#">87330e_1dfff56814504ab7ae1bf1906523020e.pdf</a></p> <p>Part 1 (Welcome to AGE) provides information on courses, staff members and related responsibilities, access to Microsoft Office, Moodle, student hub, academic leadership, academic misconduct, course progression, engagement, study skills support, academic learning support, and academic integrity.</p> <p>Part 2 (Student Services) provides information on student services, student support, counselling and external support, compassionate and compelling circumstances, policies and procedures (including grievance procedures), overseas student, health cover, complaints and appeals, suspension, minimum wages and employee rights, fees and refunds, CoE extensions, how to join the SRC, appropriate student behaviours, student handbook and code of conduct access, and accessing student records.</p> <p>There is additional emphasis on student wellbeing including sexual assault and sexual harassment, confidentiality and record keeping.</p> <p><i>International students</i> are well catered for and informed - <a href="#">Students   Guild Music Copy</a>– including an international student handbook - <a href="#">87330e_f9c3394b91d24899b907e15dba11a461.pdf</a></p> <p><i>Domestic students</i> are well catered for and informed - <a href="#">Students   Guild Music Copy</a> including course brochure - <a href="#">87330e_0a064bcae67d4ba7b758a70e591dcf44.pdf</a></p>

<p><b>1.3.2</b> Specific strategies support transition, including:</p>	<p>AGE has in place strategies that ensure support for students and appropriate transition to completion –</p> <p><b>Admission</b> - <a href="#">Admissions Policy - Domestic &amp; Online Students - with David &amp; Laura updates</a> and <a href="#">Admissions Policy - International and Offshore Students</a></p> <p><b>Assessment and grading</b> - <a href="#">87330e_cfba293f0ce2414989ab65162266ff69.pdf</a></p> <p><b>Code of conduct and shared responsibility</b> - <a href="#">87330e_79eecd9b0cb4c24ae91f2625062303e.pdf</a></p> <p><b>Course progression</b> - <a href="#">87330e_cd84b8710e7649a497840e1d825ca372.pdf</a></p> <p><b>Credit and recognition of prior learning</b> – <a href="#">87330e_9f158253cd7d41f1ba51058db4534d6b.pdf</a></p> <p><b>Diversity, equity and inclusion</b> - <a href="#">87330e_9385c79be2ec4230a13b5b618e37967e.pdf</a></p> <p><b>Student at risk and early intervention</b> - <a href="#">87330e_791bd8a91fdd4c479a0be281ead1c136.pdf</a></p> <p><b>Student grievance handling</b> - <a href="#">87330e_368148bf3e814f3bb14d392b01c66a7e.pdf</a></p> <p><b>Student support</b> - <a href="#">Student Support Policy</a></p>
<p><b>a.</b> Assessing the needs and preparedness of individual students and cohorts.</p>	<p>An important part of the admission process is to ensure that individuals and cohorts are prepared for study –</p> <p><a href="#">Admissions Policy - Domestic &amp; Online Students - with David &amp; Laura updates</a> and <a href="#">Admissions Policy - International and Offshore Students</a></p> <p>The approach is articulated – ‘As a Higher Education Provider, AGE has open, fair and transparent procedures that are based on merit, for making decisions about the approval of applicants who seek to enrol with the Institute in a unit of study. Applicants seeking to enrol in a course of study with AGE, regardless of their background, circumstances or eligibility for funding, will be <i>assessed for entry</i> to study through the same published entry requirements and through the same process. Specific consideration will be given to intending students from an Aboriginal and Torres Strait Islanders (ATSI) background’. (3.1, p1)</p> <p>Specific <i>entry requirements</i> are provided in the course outlines section of the AGE website – specifically ‘courses’ - <a href="#">School   Australian Guild of Music Education   Australia</a></p>



Standards	Evidence or Comments
<p><b>b.</b> Undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support.</p>	<p>Formative assessment and early intervention are key elements of the AGE strategy –</p> <p><b>Assessment and Grading -</b>  <a href="#">87330e_cfba293f0ce2414989ab65162266ff69.pdf</a></p> <p>'Some of the assessment is <i>formative</i>; it is specifically intended to assist students to identify weaknesses in their understanding so that they may improve their understanding and enhance their learning'. (3.3, p2)</p> <p><b>Student at risk and early intervention -</b>  <a href="#">87330e_c4208af7d07c400da1f87cff6c069554.pdf (guildmusic.edu.au)</a></p> <p>'This policy and procedure have been developed to ensure that students deemed 'at risk' of unsatisfactory academic progress in any unit are promptly <i>identified and supported</i>. 'At-risk' status at the unit level can be triggered by low participation or lack of engagement, failure to submit assessment items, or poor performance'. (2.1, p1)</p>
<p><b>c.</b> Providing access to informed advice and timely referral to academic or other support.</p>	<p>Advice and support are both informed and timely –</p> <p><b>Course progression -</b>  <a href="#">87330e_10ad15ef82354757a27062458823c81b.pdf (guildmusic.edu.au)</a></p> <p>Student at risk and early intervention –  <a href="#">87330e_c4208af7d07c400da1f87cff6c069554.pdf (guildmusic.edu.au)</a></p> <p><b>Student support -</b> <a href="#">Student Support Policy</a></p> <p>Access to student support – both academic and non-academic are outlined on the public website - <a href="#">Student Services   Guild Music Copy</a> including administrative services, <i>learning support services</i>, disability services and counselling services.</p>

Orientation and Progression (Section 1.3.3)

Standards	Evidence or Comments
<p><b>1.3.3</b> Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.</p>	<p>Assessment methods are clearly articulated –</p> <p><b>Assessment and Grading -</b>  <a href="#">87330e_cfba293f0ce2414989ab65162266ff69.pdf</a></p> <p>This includes both formative and summative assessment.</p> <p>‘Some of the assessment is <i>formative</i>; it is specifically intended to assist students to identify weaknesses in their understanding so that they may improve their understanding and enhance their learning. Other assessment is <i>summative</i>; its objective is primarily to pass judgment on the quality of a student’s learning, generally in terms of assigned marks and grades. Furthermore, critical reflection on the outcomes of assessment tasks, both formative and summative, can inform lecturers and students, not only about the quality of student learning but also about the effectiveness of teaching’. (3.3, p2)</p> <p>Students receive <i>timely feedback</i> on all assessment activities and these assessments are strategically aligned with the learning outcomes of all units.</p> <p>‘Assessment feedback is to be provided within 14 calendar days (2 weeks) of the due date for the submission of the assessment task. For final examinations, if the unit has one, the lecturer must be available for a period of time for scheduled student consultation, to go over their final examination paper for feedback after the final results for the unit are released’. (4.12, p6)</p>

Standards	Evidence or Comments
<p><b>1.3.4</b> Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.</p>	<p>AGE has a clear and stated approach to identifying students at risk – <a href="#">87330e_791bd8a91fdd4c479a0be281ead1c136.pdf</a></p> <p>‘This policy and procedure have been developed to ensure that students deemed ‘at risk’ of unsatisfactory academic progress in any unit are promptly identified and supported. ‘At-risk’ status at the unit level can be triggered by low participation or lack of engagement, failure to submit assessment items, or poor performance’. (2.1, p1)</p> <p>Access to student support – both academic and non-academic are outlined on the public website - <a href="#">Student Services   Guild Music Copy</a>– including administrative services, <i>learning support services</i>, disability services and counselling services.</p>

Orientation and Progression (Section 1.3.5)

Standards	Evidence or Comments
<p><b>1.3.5</b> Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.</p>	<p>Retention (attrition), progression and completion rates are monitored on an ongoing basis and reported to stakeholders including the Academic Board and the Corporate Board (Board of Directors).</p> <p>The Learning <i>and Teaching</i> and <i>Quality and Risk</i> committees take responsibility for this monitoring and reporting.</p> <p>See – <i>Governance Charter</i> - <a href="#">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a> specifically TLC (pp26-29) and QARC (pp16-19)</p>
<p><b>1.3.6</b> Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.</p>	<p>AGE has in place a policy and a procedure to ensure <i>diversity, equity and inclusion</i> – <a href="#">87330e_9385c79be2ec4230a13b5b618e37967e.pdf</a></p> <p>The <i>admission</i> process ensures appropriate background – <a href="#">Admissions Policy - Domestic &amp; Online Students - with David &amp; Laura updates</a> and <a href="#">Admissions Policy - International and Offshore Students</a></p> <p>The <i>assessment</i> process ensures fairness - <a href="#">Admissions Policy - International and Offshore Students</a></p> <p>The <i>early intervention</i> process ensures ongoing support – <a href="#">87330e_791bd8a91fdd4c479a0be281ead1c136.pdf</a></p> <p>The <i>student support</i> (both academic and non-academic) ensures appropriate support where needed – <a href="#">Student Support Policy</a></p>

Learning Outcomes and Assessment (Section 1.4.1)

Standards	Evidence or Comments																		
<p><b>1.4.1</b> The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded and informed by national and international comparators.</p>	<p>Each course of study has clearly articulated <i>learning outcomes</i>. The Bachelor of Music course learning outcomes include –</p> <table border="1" data-bbox="568 546 1465 956"> <tr> <td><b>CLO1</b></td> <td>A broad knowledge of the applied, theoretical, and historical basis of the discipline</td> </tr> <tr> <td><b>CLO2</b></td> <td>A depth of disciplinary knowledge in a professionally applicable specialisation</td> </tr> <tr> <td><b>CLO3</b></td> <td>An understanding of the processes of musical scholarship and research</td> </tr> <tr> <td><b>CLO 4</b></td> <td>The ability to work both independently and collaboratively in diverse and complex musical settings</td> </tr> <tr> <td><b>CLO 5</b></td> <td>Effective written, verbal, and interpersonal communication skills</td> </tr> <tr> <td><b>CLO 6</b></td> <td>Critical thinking and analytical skills appropriate to a range of contexts including further study</td> </tr> <tr> <td><b>CLO 7</b></td> <td>The ability to apply specific musical skills to a wide range of professional contexts</td> </tr> <tr> <td><b>CLO 8</b></td> <td>The capacity to apply technological and creative solutions to contemporary musical practices</td> </tr> <tr> <td><b>CLO 9</b></td> <td>The ability to incorporate and apply knowledge from business practice and legislation to a portfolio career in the music profession.</td> </tr> </table> <p><a href="#">Bachelor of Music Course Brochure 2024/2025 (guildmusic.edu.au)</a> - <a href="#">Bachelor of Music Course Brochure 2024/2025</a> p2</p> <p>These outcomes are consistent with the AQF - <a href="#">Home</a>   <a href="#">AQF</a></p> <p>The outcomes have been <i>benchmarked</i> nationally and internationally appropriately – and are reviewed on a regular basis.</p>	<b>CLO1</b>	A broad knowledge of the applied, theoretical, and historical basis of the discipline	<b>CLO2</b>	A depth of disciplinary knowledge in a professionally applicable specialisation	<b>CLO3</b>	An understanding of the processes of musical scholarship and research	<b>CLO 4</b>	The ability to work both independently and collaboratively in diverse and complex musical settings	<b>CLO 5</b>	Effective written, verbal, and interpersonal communication skills	<b>CLO 6</b>	Critical thinking and analytical skills appropriate to a range of contexts including further study	<b>CLO 7</b>	The ability to apply specific musical skills to a wide range of professional contexts	<b>CLO 8</b>	The capacity to apply technological and creative solutions to contemporary musical practices	<b>CLO 9</b>	The ability to incorporate and apply knowledge from business practice and legislation to a portfolio career in the music profession.
<b>CLO1</b>	A broad knowledge of the applied, theoretical, and historical basis of the discipline																		
<b>CLO2</b>	A depth of disciplinary knowledge in a professionally applicable specialisation																		
<b>CLO3</b>	An understanding of the processes of musical scholarship and research																		
<b>CLO 4</b>	The ability to work both independently and collaboratively in diverse and complex musical settings																		
<b>CLO 5</b>	Effective written, verbal, and interpersonal communication skills																		
<b>CLO 6</b>	Critical thinking and analytical skills appropriate to a range of contexts including further study																		
<b>CLO 7</b>	The ability to apply specific musical skills to a wide range of professional contexts																		
<b>CLO 8</b>	The capacity to apply technological and creative solutions to contemporary musical practices																		
<b>CLO 9</b>	The ability to incorporate and apply knowledge from business practice and legislation to a portfolio career in the music profession.																		
<p><b>1.4.2</b> The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:</p> <p>a. Specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved.</p>	<p>The learning outcomes for the Bachelor of Music encompass both discipline and generic outcomes –</p> <p><a href="#">Bachelor of Music Course Brochure 2024/2025</a> p2</p> <p><i>Specific</i> knowledge and skills include –</p> <p>CL0 3 – An understanding of the processes of musical scholarship and research</p> <p>CL0 4 – The ability to work both independently and collaboratively in diverse and complex musical settings</p> <p>CL0 8 - The capacity to apply technological and creative solutions to contemporary musical practices</p>																		
<p>b. Generic skills and their application in the context of the field(s) of education or disciplines involved</p>	<p><i>Generic</i> skills and application –</p> <p>CL0 1 – A broad knowledge of the applied, theoretical, and historical basis of the discipline</p> <p>CL0 2 – A depth of disciplinary knowledge in a professionally applicable specialisation</p>																		



<p>understanding of the field of research.</p>	
<p><b>c.</b> Technical research skills and competence in the application of research methods.</p>	<p>AGE currently offers a <i>Bachelor of Music</i> by coursework.</p>
<p><b>d.</b> Skills in analysis, critical evaluation and reporting of research, and in presentation, publication and dissemination of their research.</p>	<p>AGE currently offers a <i>Bachelor of Music</i> by coursework.</p>
<p><b>1.4.6</b> Assessment of major assessable research outputs for higher degrees by research such as theses, dissertations, exegeses, creative works or other major works arising from a candidate's research incorporates assessment by at least two assessors with international standing in the field of research, who are independent of the conduct of the research, competent to undertake the assessment and do not have a conflict of interest, and:</p> <p><b>a.</b> For doctoral degrees, are external to the higher education provider</p>	<p>AGE currently offers a <i>Bachelor of Music</i> by coursework.</p> <p>AGE currently offers a <i>Bachelor of Music</i> by coursework.</p>
<p><b>b.</b> For Masters' degrees by Research, at least one of whom is external to the higher education provider.</p>	<p>AGE currently offers a <i>Bachelor of Music</i> by coursework.</p>
<p><b>1.4.7</b> The outputs arising from research training contribute to the development of the field of research, practice or creative field and, in the case of doctoral degrees, demonstrate a significant original contribution.</p>	<p>AGE currently offers a <i>Bachelor of Music</i> by coursework.</p>

Qualification and Certification (Section 1.5.1)

Standards	Evidence or Comments
<p><b>1.5.1</b> Qualifications, other than higher doctoral or honorary qualifications, are awarded only if a course of study leads to the award of that qualification and all of the requirements of the course of study have been fulfilled.</p>	<p>AGE currently offers a <i>Bachelor of Music</i> by coursework.</p> <p>To achieve the award all requirements must be met. The requirements of the course are outlined in the Course Structure - <a href="#">Course Structure   Guild Music Copy</a></p>

Qualification and Certification (Section 1.5.2)

Standards	Evidence or Comments
<p><b>1.5.2</b> Higher doctoral qualifications require significant, sustained original contributions to a field of research over and above the requirements of a doctoral degree and are awarded in accordance with the higher education provider’s specific policies and academic governance requirements for the award of Higher Doctoral Degrees.</p>	<p>AGE currently offers a <i>Bachelor of Music</i> by coursework.</p>
<p><b>1.5.3</b> When an Australian Higher Education Qualification is offered, the course of study leading to the qualification is either self-accredited under authority to self-accredit or accredited by TEQSA and the learning outcomes for the qualification are consistent with the level classification for that qualification in the Australian Qualifications Framework.</p>	<p>AGE currently offers a <i>Bachelor of Music</i> by coursework.</p> <p>The <i>Bachelor of Music</i> award is accredited by TEQSA - <a href="http://www.aug.edu.au">Australian Guild of Education Pty Ltd (formerly Australian Guild of Music Education Inc.)   Tertiary Education Quality and Standards Agency (teqsa.gov.au)</a> – with no conditions</p> <p>The offering is consistent with the AQF - <a href="http://www.aqf.edu.au">Home   AQF</a></p>
<p><b>1.5.4</b> Awardees of qualifications are issued with authorised certification documentation including a testamur, and either a record of results or an Australian Higher Education Graduation Statement (graduation statement) that state correctly:</p>	<p>AGE provides all students with a transcript of results; a testamur; and a HEGS graduation statement.</p>
<p><b>a.</b> The name of the registered higher education provider issuing the documentation.</p>	<p>The name of the provider is evident.</p>
<p><b>b.</b> The full name of the person to whom the documentation applies.</p>	<p>The full name of the person is evident.</p>



<p><b>c.</b> The date of issue.</p>	<p>The date of issue is evident.</p>
<p><b>d.</b> The name and office of the person authorised by the higher education provider to issue the documentation.</p>	<p>The names of authorised personnel is evident.</p>
<p><b>e.</b> And if the qualification is recognised in the Australian Qualifications Framework, the testamur and/or the graduation statement is certified with either the logo of the Australian Qualifications Framework or the words, 'This qualification is recognised within the Australian Qualifications Framework'.</p>	<p>The AQF logo and statement is evident.</p>
<p><b>1.5.5</b> All certification documentation issued by the higher education provider is: <b>a.</b> Unambiguously issued by the registered higher education provider.</p>	<p>There is no ambiguity as to the issuing HE provider. All certification documentation issued by the higher education provider is unambiguously issued by the registered higher education provider.</p>
<p><b>b.</b> Readily distinguishable from other certification documents issued by the higher education provider.</p>	<p>The documentation is readily distinguishable from other certification documents issued by the higher education provider.</p>
<p><b>c.</b> Protected against fraudulent issue.</p>	<p>The documentation is secure.</p>
<p><b>d.</b> Traceable and authenticable.</p>	<p>The documentation is both traceable and authenticable.</p>
<p><b>e.</b> Designed to prevent unauthorised reproduction.</p>	<p>The documentation is highly protected.</p>
<p><b>f.</b> Replaceable by the higher education provider through an authorised and verifiable process.</p>	<p>Any replacement is secure, authorised and verifiable.</p>

Qualification and Certification (Section 1.5.6)

Standards	Evidence or Comments
<p><b>1.5.6</b> Testamurs state correctly, in addition to the requirements for all certification documentation:</p>	<p>Testamurs are correct and appropriate</p>
<p><b>a.</b> The full title of the qualification awarded, including the field or discipline of study.</p>	<p>The full title – <i>Bachelor of Music</i> – is stated.</p>
<p><b>b.</b> Any subsidiary component of the qualification (such as integrated honours, an area of specialisation or a major study).</p>	<p>The specialisation within the Bachelor of Music (Performance, Pedagogy, Composition) is incorporated.</p>
<p><b>c.</b> If any parts of the course of study or assessment leading to the qualification were conducted in a language other than English, except for the use of another language to develop proficiency in that language.</p>	<p>All AGE courses are conducted in English.</p>

Qualification and Certification (Section 1.5.7)

Standards	Evidence or Comments
<p><b>1.5.7</b> Records of results state correctly, in addition to the requirements for all certification documentation:</p>	<p>Transcripts are maintained indicated results.</p>
<p><b>a.</b> The full name of all courses and units of study undertaken and when they were undertaken and completed.</p>	<p>The transcript contains details of course, units, period of study and completion dates.</p>
<p><b>b.</b> Credit granted through recognition of prior learning.</p>	<p>Any credit – including RPL – is clearly indicated.</p>
<p><b>c.</b> The weighting of units within courses of study.</p>	<p>The weighting of units is evident and appropriate – 12.5 CP per unit of study.</p>
<p><b>d.</b> The grades and/or marks awarded for each unit of study undertaken and, if applicable, for the course overall.</p>	<p>The transcript contains the marks and grades for each unit of study.</p>
<p><b>e.</b> Where grades are issued, an explanation of the grading system used.</p>	<p>An explanation of the grading system is provided.</p>
<p><b>f.</b> Where a course of study includes a significant particular focus of study such as honours, an area of specialisation or a major study, a definition of that component of significant focus.</p>	<p>The <i>Bachelor of Music</i> has three specialisations – performance, pedagogy and/or composition – and these are made evident in the transcript.</p>
<p><b>g.</b> Any parts of a course or units of study or assessment that were conducted in a language other than English, except for the use of another language to develop proficiency in that language.</p>	<p>All AGE courses are conducted in English.</p>

Qualification and Certification (Section 1.5.8)

Standards	Evidence or Comments
<p><b>1.5.8</b> Graduation statements contain, in relation to a particular course of study and the qualification awarded, the information contained in a record of results, presented in a form that conforms with the requirements for an Australian Higher Education Graduation Statement.</p>	<p>All documentation provided by AGE conforms with the AHEGS requirements.</p>
<p><b>1.5.9</b> Qualifications that do not align with a qualification that is recognised in the Australian Qualifications Framework are not described using the nomenclature of the Australian Qualifications Framework or implied to be a qualification recognised in the Australian Qualifications Framework or an equivalent qualification.</p>	<p>All qualifications at AGE align with the AQF.</p>
<p><b>1.5.10</b> Students who complete one or more units of study that do not lead to the award of a qualification have access to an authorised record of results for the units undertaken.</p>	<p>All students are provided with a transcript despite not completing a formal award.</p>
<p><b>1.5.11</b> Any documentation issued with the award of an honorary qualification unambiguously identifies the qualification as an honorary qualification.</p>	<p>Any honorary award is clearly noted accordingly.</p> <p>Honorary awards/titles are carefully managed by means of a policy and procedure – <a href="#">Honorary Awards and Titles Policy and Procedure (V1 Est 2024)</a></p> <p>‘Recognition of outstanding achievement and contributions to the community is an integral part of the concept and role of an Institute of Higher Learning. The Australian Guild of Education confers honorary titles and awards on individuals that have contributed to the advancement of knowledge or the betterment of society and who have achieved eminence in their field at a local, state, national and/or international level and to employees in recognition of senior positions and/or special purpose teaching positions’ (1.2, p1)</p>

**STANDARD 2 | LEARNING ENVIRONMENT**

<p>*Institutional Confidence Rating:</p>	<p>Evidence [where applicable]</p> <p>This Domain (Sections 2.1-2.4) within the Higher Education Standards Framework (Threshold Standards) 2021 (HES Framework) encompasses:</p> <ul style="list-style-type: none"> <li>• the <b>nature, access to and fitness for purpose</b> of the learning environment under the control of the provider (without presupposing any particular model of participation or delivery), diversity of participation and the wellbeing of staff and students, and</li> <li>• Access to effective mechanisms to <b>address students' grievances</b> should they arise.</li> </ul> <p>Much of the background material to demonstrate that these Standards are met must be publicly accessible (see Domain 7)</p>
--	---

Facilities and Infrastructure (Section 2.1.1)

Standards	Evidence or Comments
<p><b>2.1.1</b> Facilities, including facilities where external placements are undertaken, are fit for their educational and research purposes, and accommodate the numbers and educational and research activities of the students and staff who use them.</p>	<p>The AGE physical facilities are located at 376 Victoria Street, North Melbourne VIC 3051 Australia.</p> <p><a href="http://guildmusic.edu.au">About   Australian Guild of Music Education (guildmusic.edu.au)</a></p> <p>The premises have been recently refreshed.</p> <p>The location is well placed, accessible and suitable for current student numbers.</p> <p>AGE also operates in blended mode – with units being delivered online.</p> <p>AGE does not have external placements.</p>
<p><b>2.1.2</b> Secure access to electronic information and adequate electronic communication services is available continuously (allowing for reasonable outages for maintenance) to students and staff during periods of authorised access, except for locations and circumstances that are not under the direct control of the provider.</p>	<p>AGE is vigilant regarding electronic information, communication and storage.</p> <p>AGE has not experienced any outages to date in 2024.</p>

Facilities and Infrastructure (Section 2.1.3)

Standards	Evidence or Comments
<p><b>2.1.3</b> The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.</p>	<p>The learning environment is blended.</p> <p>Student support – academic and non-academic – remains a high priority and this is achieved through high levels of communication and an eye on individual students.</p> <p>This is evidenced in the most recent independent student survey -</p>

Survey Questions		SP1 2025
Q1	The subject provided useful knowledge and skills	4.67
Q2	The learning outcomes were achievable	4.33
Q3	The subject workload was manageable	4.00
Q4	The subject helped to develop relevant professional skills such as problem solving and critical	4.33
Q5	The lecturer was well prepared for each class	4.50
Q6	The lecturer provided useful feedback	5.00
Q7	The lecturer had a good knowledge of the subject matter	5.00
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the	4.33
Q9	The lecturer was available to discuss learning problems outside of class time	4.83
Q10	The assessment requirements were clearly explained	4.33
Q11	Overall the teaching in the subject was of a high quality	4.67
<b>AVERAGE</b>		<b>4.54</b>
Responses		0.60

The overall **4.54/5** is an excellent outcome and the **4.83** associated with out of class support speaks for itself.

Diversity and Equity (Section 2.2.1)

Standards	Evidence or Comments
<p><b>2.2.1</b> Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.</p>	<p>AGE has in place a number of policies and procedures that focus on <b>diversity</b> –</p> <p><b>Admission</b> - <a href="http://guildmusic.edu.au">Admissions Policy and Procedure (V1 Est 2024) (guildmusic.edu.au)</a></p> <p>'As a Higher Education Provider, AGE has open, fair and transparent procedures that are based on merit, for making decisions about the approval of applicants who seek to enrol with the Institute in a unit of study. Applicants seeking to enrol in a course of study with AGE, regardless of their background, circumstances or eligibility for funding, will be assessed for entry to study through the same published entry requirements and through the same process. Specific consideration will be given to intending students from an Aboriginal and Torres Strait Islanders (ATSI) background'. (3.1) p1</p> <p><b>Diversity, equity and inclusion</b> - <a href="http://guildmusic.edu.au">58b2d3_a597c7e37e2b42bab299e2689a90e35e.pdf (guildmusic.edu.au)</a></p> <p>'This Policy articulates the AGE's commitment to providing an accessible and inclusive learning and work environment free from discrimination, sexual harassment, victimisation, and vilification'. (1.2, p1)</p>



Diversity and Equity (Section 2.2.2)

Standards	Evidence or Comments
<p><b>2.2.2</b> Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.</p>	<p>AGE encourages diversity and specifically ATSI students – <a href="https://guildmusic.edu.au">Admissions Policy and Procedure (V1 Est 2024) (guildmusic.edu.au)</a></p> <p>‘Specific consideration will be given to intending students from an Aboriginal and Torres Strait Islanders (ATSI) background.’ (3.1, p1)</p>
<p><b>2.2.3</b> Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.</p>	<p>Participation, progress and completion is monitored on an ongoing basis.</p> <p>Identifiable student sub-groups are monitored accordingly.</p> <p>The data collected is used to provide ongoing improvement to policies, practice and services.</p> <p>This monitoring and reporting are overviewed by a number of standing committees including –</p> <p><i>Learning and Teaching Committee (LTC)</i></p> <p>‘The role of the LTC is to monitor, review, and provide advice to the Academic Board concerning all matters to do with the quality of learning and teaching in AGE courses and units, including associated academic policies, procedures and plans’ (6.1, p26)</p> <p><i>Board of Examiners (BoE)</i></p> <p>‘The role of the BoE is to review grades and recommend students for graduation. The BoE will do this by exercising governance and oversight of the moderation of assessments, including the review of and finalisation of grades, to ensure the integrity of all grades awarded by AGE for all units’ (7.1, p30)</p> <p>The findings and improvements are duly reported to the Academic Board – see <i>AGE Governance Charter</i> – <a href="https://guildmusic.edu.au/87330e_6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p>

Wellbeing and Safety (Section 2.3.1)

Standards	Evidence or Comments
<p><b>2.3.1</b> All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.</p>	<p>Students at AGE are well supported.</p> <p>Access to student and learning support is evident on the public website – <a href="#">Student Services   Guild Music Copy</a></p> <p><i>Policies and procedures</i> have been developed to ensure ongoing support for students –</p> <p><i>Code of conduct and shared responsibility</i> - <a href="#">87330e_b6b8419035f74385bd41308e2f1aa081.pdf (guildmusic.edu.au)</a></p> <p>Fees and refunds - <a href="#">87330e_279ae3443c3a44dab93f0bf9718aa1ac.pdf (guildmusic.edu.au)</a></p> <p><i>Student Grievance Handling</i> - <a href="#">87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf (guildmusic.edu.au)</a></p> <p><i>Student Support</i> – <a href="#">Student Support Policy</a></p> <p><i>Information</i> on access to support is provided in considerable detail in orientation sessions - <a href="#">Students   Guild Music Copy</a> – see Student Life/Student Orientation</p> <p>A standing contact number/email has been established to facilitate speedy access –</p> <p>Tel: +61 3 9966 3671</p> <p>Email: <a href="mailto:support@guildmusic.edu.au">support@guildmusic.edu.au</a></p>
<p><b>2.3.2</b> Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services.</p>	<p>Students at AGE are well supported.</p> <p>Access to student and learning support is evident on the public website – <a href="#">Student Services   Guild Music Copy</a></p> <p><i>Student Support</i> – <a href="#">Student Support Policy</a></p> <p><i>Information</i> on access to a range support is provided in considerable detail in orientation sessions - <a href="#">Students   Guild Music Copy</a> – see Student Life/Student Orientation</p> <p>A standing contact number/email has been established to facilitate speedy access –</p> <p>Tel: +61 3 9966 3671</p> <p>Email: <a href="mailto:support@guildmusic.edu.au">support@guildmusic.edu.au</a></p>

Wellbeing and Safety (Section 2.3.3)

Standards	Evidence or Comments
<p><b>2.3.3</b> The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.</p>	<p>Information regarding the nature and extent of support services available for all students is most evident in the orientation section available on the AGE website –</p> <p><a href="#">Students   Guild Music Copy</a> – see Students/Student Life</p> <p>Matters such as - emergency services (on campus/off campus); external counselling support and advice; sexual assault crisis line - are highlighted.</p> <p>AGE has in place a <i>Student Support Staff member</i> (currently .6) dedicated to ensuring students are safe and supported.</p>
<p><b>2.3.4</b> A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.</p>	<p>Providing a safe environment both on campus and online is an important focus for AGE.</p> <p>Support is provided through the support staff member employed.</p> <p>Advice and direction are readily available - <a href="#">Students   Guild Music Copy</a> – see Students/Student Life</p> <p>AGE has in place the necessary security and screening on site to ensure a safe and secure campus.</p>

Wellbeing and Safety (Section 2.3.5)

Standards	Evidence or Comments										
<p><b>2.3.5</b> There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow-up required.</p>	<p>AGE has in place a comprehensive and benchmarked <b>Critical Incident Policy</b> and procedure –</p> <p><a href="http://guildmusic.edu.au">Critical Incident Policy and Procedure _V1 Est 2024.docx (guildmusic.edu.au)</a></p> <p>Procedures are in place to manage a range of critical incidents including –</p> <table border="1" data-bbox="740 689 1299 1267"> <thead> <tr> <th>Risk Level</th> <th>Instances</th> </tr> </thead> <tbody> <tr> <td>Severe (Emergency Services required)</td> <td> <ul style="list-style-type: none"> <li>a. Death, suicide or threat of suicide, or life-threatening injury;</li> <li>b. Deprivation of liberty, threats of violence, assault, rape/sexual assault, aggravated burglary, use of firearms, biological or chemical weapons;</li> <li>c. Fire, bomb, explosion, gas/chemical hazards, discharge of firearms; or</li> <li>d. Threat of widespread infection or contamination.</li> </ul> </td> </tr> <tr> <td>Significant</td> <td> <ul style="list-style-type: none"> <li>e. Severe Occupational Health and Safety (OHS) risk</li> <li>f. Serious injury incurred by staff member or student</li> <li>g. Activity where evacuation is required.</li> </ul> </td> </tr> <tr> <td>Moderate</td> <td> <ul style="list-style-type: none"> <li>h. OHS risk</li> <li>i. Suspicious package left unattended</li> <li>j. IT system crashes</li> <li>k. Student suffers epileptic fit.</li> </ul> </td> </tr> <tr> <td>Minor</td> <td> <ul style="list-style-type: none"> <li>a. Minor injury</li> <li>b. Plumbing blockages</li> <li>c. Phone/electrical failure</li> <li>d. Computer breakdown.</li> </ul> </td> </tr> </tbody> </table> <p style="text-align: center;">See Section 2, p3</p> <p>AGE has in place a Critical Incident Register.</p>	Risk Level	Instances	Severe (Emergency Services required)	<ul style="list-style-type: none"> <li>a. Death, suicide or threat of suicide, or life-threatening injury;</li> <li>b. Deprivation of liberty, threats of violence, assault, rape/sexual assault, aggravated burglary, use of firearms, biological or chemical weapons;</li> <li>c. Fire, bomb, explosion, gas/chemical hazards, discharge of firearms; or</li> <li>d. Threat of widespread infection or contamination.</li> </ul>	Significant	<ul style="list-style-type: none"> <li>e. Severe Occupational Health and Safety (OHS) risk</li> <li>f. Serious injury incurred by staff member or student</li> <li>g. Activity where evacuation is required.</li> </ul>	Moderate	<ul style="list-style-type: none"> <li>h. OHS risk</li> <li>i. Suspicious package left unattended</li> <li>j. IT system crashes</li> <li>k. Student suffers epileptic fit.</li> </ul>	Minor	<ul style="list-style-type: none"> <li>a. Minor injury</li> <li>b. Plumbing blockages</li> <li>c. Phone/electrical failure</li> <li>d. Computer breakdown.</li> </ul>
Risk Level	Instances										
Severe (Emergency Services required)	<ul style="list-style-type: none"> <li>a. Death, suicide or threat of suicide, or life-threatening injury;</li> <li>b. Deprivation of liberty, threats of violence, assault, rape/sexual assault, aggravated burglary, use of firearms, biological or chemical weapons;</li> <li>c. Fire, bomb, explosion, gas/chemical hazards, discharge of firearms; or</li> <li>d. Threat of widespread infection or contamination.</li> </ul>										
Significant	<ul style="list-style-type: none"> <li>e. Severe Occupational Health and Safety (OHS) risk</li> <li>f. Serious injury incurred by staff member or student</li> <li>g. Activity where evacuation is required.</li> </ul>										
Moderate	<ul style="list-style-type: none"> <li>h. OHS risk</li> <li>i. Suspicious package left unattended</li> <li>j. IT system crashes</li> <li>k. Student suffers epileptic fit.</li> </ul>										
Minor	<ul style="list-style-type: none"> <li>a. Minor injury</li> <li>b. Plumbing blockages</li> <li>c. Phone/electrical failure</li> <li>d. Computer breakdown.</li> </ul>										

Student Grievances and Complaints (Section 2.4.1)

Standards	Evidence or Comments
<p><b>2.4.1</b> Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.</p>	<p>AGE has in place a comprehensive and benchmarked <i>Student Grievance Handling Policy</i> -  <a href="https://guildmusic.edu.au/87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf">87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf</a>  <a href="https://guildmusic.edu.au/87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf"> (guildmusic.edu.au)</a></p> <p>‘This policy and procedure outlines how the Australian Guild of Education (“AGE”) will operate an effective, timely, fair and equitable grievance handling system, which is easily accessible to all complainants. The grievance handling process is designed to ensure that AGE responds effectively to individual cases of dissatisfaction’ (1.2, p1)</p> <p>Additional policies related to student grievance are also readily accessible –</p> <p><i>Assessment and Grading</i> -  <a href="https://guildmusic.edu.au/87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf">87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf</a> (guildmusic.edu.au)</p> <p><i>Code of conduct and Shared responsibility</i> -  <a href="https://guildmusic.edu.au/87330e_b6b8419035f74385bd41308e2f1aa081.pdf">87330e_b6b8419035f74385bd41308e2f1aa081.pdf</a> (guildmusic.edu.au)</p> <p><i>Course progression</i> -  <a href="https://guildmusic.edu.au/87330e_10ad15ef82354757a27062458823c81b.pdf">87330e_10ad15ef82354757a27062458823c81b.pdf</a>  <a href="https://guildmusic.edu.au/87330e_10ad15ef82354757a27062458823c81b.pdf"> (guildmusic.edu.au)</a></p> <p><i>Deferment, suspension and cancellation of study</i> -  <a href="https://guildmusic.edu.au/87330e_1c957461c6264e86a616ff7bfcc9aabc.pdf">87330e_1c957461c6264e86a616ff7bfcc9aabc.pdf</a> (guildmusic.edu.au)</p> <p><i>Exclusion from a course or unit</i> -  <a href="https://guildmusic.edu.au/87330e_cd8a4e7100c44a9d929009b758251cf7.pdf">87330e_cd8a4e7100c44a9d929009b758251cf7.pdf</a>  <a href="https://guildmusic.edu.au/87330e_cd8a4e7100c44a9d929009b758251cf7.pdf"> (guildmusic.edu.au)</a></p> <p><i>Fees and refunds</i> - <a href="https://guildmusic.edu.au/87330e_279ae3443c3a44dab93f0bf9718aa1ac.pdf">87330e_279ae3443c3a44dab93f0bf9718aa1ac.pdf</a>  <a href="https://guildmusic.edu.au/87330e_279ae3443c3a44dab93f0bf9718aa1ac.pdf"> (guildmusic.edu.au)</a></p>
<p><b>2.4.2</b> There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.</p>	<p>AGE has in place a comprehensive and benchmarked <i>Student Grievance Handling Policy</i> -  <a href="https://guildmusic.edu.au/87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf">87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf</a>  <a href="https://guildmusic.edu.au/87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf"> (guildmusic.edu.au)</a></p> <p>‘This policy and procedure outlines how the Australian Guild of Education (“AGE”) will operate an <i>effective, timely, fair and equitable</i> grievance handling system, which is easily <i>accessible</i> to all complainants. The grievance handling process is designed to ensure that AGE responds effectively to individual cases of dissatisfaction’ (1.2, p1)</p> <p>There are no fees associated with grievances.                      There are however, in place, a fee scheme for commonly related issues such as assessment re-checking; assessment/reassessment/markings; and supplementary assessment. All such fees are available on the public website - <a href="#">Fees   Guild Music Copy</a></p>

Student Grievances and Complaints (Section 2.4.3)

Standards	Evidence or Comments
<p><b>2.4.3</b> Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.</p>	<p>AGE has in place a comprehensive and benchmarked <i>Student Grievance Handling Policy</i> - <a href="https://guildmusic.edu.au/87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf">87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf</a> (<a href="https://guildmusic.edu.au">guildmusic.edu.au</a>)</p> <p>‘This policy and procedure outlines how the Australian Guild of Education (“AGE”) will operate an effective, timely, fair and equitable grievance handling system, which is easily accessible to all complainants. The grievance handling process is designed to ensure that AGE responds effectively to individual cases of dissatisfaction’ (1.2, p1)</p> <p>Confidentiality is assured –</p> <p>‘All staff and students involved in a grievance handling process have responsibility to maintain the confidentiality of all parties except to share information with relevant parties’ (4, p3)</p> <p>‘All records relating to grievances will be treated as confidential and will be covered by AGE’s Privacy and Personal Information Policy and Procedure’ (5.44 p9)</p> <p>Independent professional advice is permissible.</p> <p>Advocacy is encouraged –</p> <p>‘Where possible such consultations should take the form of face-to-face interviews. The complainant or the respondent may ask another person (who cannot act in the capacity of a legal practitioner) to accompany them to these interviews’ (5.24, p6)</p> <p>AGE has in place an independent third-party reviewer – IHEA.</p>
<p><b>2.4.4</b> Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.</p>	<p>AGE has in place a comprehensive and benchmarked <i>Student Grievance Handling Policy</i> - <a href="https://guildmusic.edu.au/87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf">87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf</a> (<a href="https://guildmusic.edu.au">guildmusic.edu.au</a>)</p> <p>Considerable detail around recording, responding in writing, and other avenues of appeal are provided in Section 5 –</p> <p>Informal Grievance Resolution - 5.1 – 5.5 (p3)</p> <p>Stage One: Formal Non-Academic Grievance – 5.6 - 5.13 (pp3-4)</p> <p>Stage One: Formal Academic Grievance – 5.14- 5.21 (pp4-5)</p> <p>Stage Two: Internal Appeal (Academic) – 5.22-5.26 (pp5-6)</p> <p>Stage Two: Internal Appeal (Non-Academic) – 5.27- 5.31 (pp6-7)</p> <p>Stage Three: External Appeal (International Students only – Ombudsman) – 5.32-5.35 (p7)</p>

	<p>Stage Three: External Appeal (Domestic Students, and international students where the matter is not covered by the Overseas Students Ombudsman) – 5.36-5.39 (pp8)</p> <p>Further Action – 5.40-5.41 (pp8-9)</p> <p>Enrolment Status – 5.42 (p9)</p> <p>Record Keeping, Confidentiality and Reporting – 5.43-5.47 (p9)</p> <p>Approval, Publication and Training – 5.46-5.49 (p9)</p> <p>Reviewable Decisions – 5.50-5.51 (p9-10)</p> <p>Every attempt is made to resolve grievances internally – but every attempt is made to follow an appropriate and benchmarked procedure.</p>
<p><b>2.4.5</b> If a formal complaint or appeal is upheld, any action required is initiated promptly.</p>	<p>All action is timely and prompt.</p>

**STANDARD 3 | TEACHING**

<p>*Institutional Confidence Rating:</p>	<p>This Domain (Sections 3.1-3.3) within the <i>Higher Education Standards Framework (Threshold Standards) 2021</i> (HES Framework) encompasses:</p> <ul style="list-style-type: none"> <li>• specific requirements for the specification of the <b>course design</b> and requirements for <b>engagement with advanced knowledge and enquiry, current knowledge, theoretical frameworks and concepts</b>, related scholarship and emerging ideas</li> <li>• coherent achievement of <b>learning outcomes</b> and <b>professional accreditation of a course of study</b> if applicable</li> <li>• sufficiency of <b>staffing, capability of teaching staff</b>, student <b>access to staff</b>, and</li> <li>• the nature, appropriateness, quality and level of access to <b>learning resources</b> that are specific to the course of study.</li> </ul>
--	--



Course Design (Section 3.1.1)

Standards	Evidence or Comments
<p><b>3.1.1</b> The design for each course of study is specified and the specification includes:</p> <p><b>a.</b> The qualification(s) to be awarded on completion</p>	<p>The current <i>Bachelor of Music</i> course of study is specific and available on the public website - <a href="#">Key Course Information   Guild Music Copy</a></p> <p>The qualification <i>CRS1201245 Bachelor of Music</i></p>
<p><b>b.</b> Structure, duration and modes of delivery</p>	<p>The structure is best captured at - <a href="#">Course Structure   Guild Music Copy</a></p> <p>24 units – 16 core and 8 electives</p> <p>Three-year period (six semesters)</p> <p>Blended mode</p>
<p><b>c.</b> The units of study (or equivalent) that comprise the course of study</p>	<p>24 units</p> <p>16 core units</p> <p>8 electives</p> <p>Unit Credit Points/Unit Codes/Unit Names/Prerequisites can be viewed at - <a href="#">Course Structure   Guild Music Copy</a></p> <p>An overview is also available at - <a href="#">Key Course Information   Guild Music Copy</a>/ Course Description</p>
<p><b>d.</b> Entry requirements and pathways</p>	<p>The entry requirements can be viewed at - <a href="#">Entry Requirements   Guild Music Copy</a></p> <p>This includes General Entrance Requirements/Music Specific Requirements/Elective Specialisations Specific Entry Requirements/Special/Alternative Admission Arrangements/Language Requirements/Attendance Requirements/Advanced Standing/Academic Achievement/Performance Requirements/Maximum Credit Awarded/Application Process for RPL</p>
<p><b>e.</b> Expected learning outcomes, methods of assessment and indicative student workload</p>	<p>The course learning outcomes are readily viewable at - <a href="#">Key Course Information   Guild Music Copy</a>/Learning Outcomes</p>

	<p>CL01 A broad knowledge of the applied, theoretical and historical basis of the discipline</p> <p>CL02 A depth of disciplinary knowledge in a professionally applicable specialisation</p> <p>CL03 An understanding of the processes of musical scholarship and research</p> <p>CL04 The ability to work both independently and collaboratively in diverse and complex musical settings</p> <p>CL05 Effective written, verbal and interpersonal communication skills</p> <p>CL06 Critical thinking and analytical skills appropriate to a range of contexts including further study</p> <p>CL07 The ability to apply specific musical skills to a wide range of professional contexts</p> <p>CL08 The capacity to apply technological and creative solutions to contemporary musical practices</p> <p>CL08 The capacity to apply technological and creative solutions to contemporary musical practices</p> <p>CL09 The ability to incorporate and apply knowledge from business practice and legislation to a portfolio career in the music profession.</p> <p>Methods of assessment vary and include both formative and summative assessments. Each unit provides the necessary detail relating to assessment for that specific study. A comprehensive and benchmarked <i>Assessment and Grading Policy</i> can be viewed at - <a href="https://guildmusic.edu.au/87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf">87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf (guildmusic.edu.au)</a></p> <p>The indicative student workload would be –          fulltime/six semesters/three years          12 hours contact weekly (4 subjects X 3 hours)          36 hours study/practice assignment time each week</p>
<p><b>f.</b> Compulsory requirements for completion</p>	<p>Students must complete 24 units of study – 16 core subjects and 8 elective subjects.</p>
<p><b>g.</b> Exit pathways, articulation arrangements, pathways to further learning, and</p>	<p>Currently there are no formal exit awards/articulation pathways/nor postgraduate pathways in place.</p>
<p><b>h.</b> For a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.</p>	<p>The AGE <i>Bachelor of Music</i> is an undergraduate coursework award.</p>
<p><b>3.1.2</b> The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:</p>	<p>The content and associated learning activities is consistent with the AQF level 7 -<a href="#">Home   AQF</a></p>

<p><b>a.</b> Current knowledge and scholarship in relevant academic disciplines</p>	<p>The relevant discipline is Music.</p>																		
<p><b>b.</b> Study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and</p>	<p>The <i>Bachelor of Music</i> is both theoretical and conceptual. The most relevant learning outcomes in this domain are –</p> <table border="1" data-bbox="568 551 1465 958"> <tr> <td><b>CLO1</b></td> <td>A broad knowledge of the applied, theoretical, and historical basis of the discipline</td> </tr> <tr> <td><b>CLO2</b></td> <td>A depth of disciplinary knowledge in a professionally applicable specialisation</td> </tr> <tr> <td><b>CLO3</b></td> <td>An understanding of the processes of musical scholarship and research</td> </tr> <tr> <td><b>CLO4</b></td> <td>The ability to work both independently and collaboratively in diverse and complex musical settings</td> </tr> <tr> <td><b>CLO5</b></td> <td>Effective written, verbal, and interpersonal communication skills</td> </tr> <tr> <td><b>CLO6</b></td> <td>Critical thinking and analytical skills appropriate to a range of contexts including further study</td> </tr> <tr> <td><b>CLO7</b></td> <td>The ability to apply specific musical skills to a wide range of professional contexts</td> </tr> <tr> <td><b>CLO8</b></td> <td>The capacity to apply technological and creative solutions to contemporary musical practices</td> </tr> <tr> <td><b>CLO9</b></td> <td>The ability to incorporate and apply knowledge from business practice and legislation to a portfolio career in the music profession.</td> </tr> </table> <p>CLO 1 and CLO 6</p>	<b>CLO1</b>	A broad knowledge of the applied, theoretical, and historical basis of the discipline	<b>CLO2</b>	A depth of disciplinary knowledge in a professionally applicable specialisation	<b>CLO3</b>	An understanding of the processes of musical scholarship and research	<b>CLO4</b>	The ability to work both independently and collaboratively in diverse and complex musical settings	<b>CLO5</b>	Effective written, verbal, and interpersonal communication skills	<b>CLO6</b>	Critical thinking and analytical skills appropriate to a range of contexts including further study	<b>CLO7</b>	The ability to apply specific musical skills to a wide range of professional contexts	<b>CLO8</b>	The capacity to apply technological and creative solutions to contemporary musical practices	<b>CLO9</b>	The ability to incorporate and apply knowledge from business practice and legislation to a portfolio career in the music profession.
<b>CLO1</b>	A broad knowledge of the applied, theoretical, and historical basis of the discipline																		
<b>CLO2</b>	A depth of disciplinary knowledge in a professionally applicable specialisation																		
<b>CLO3</b>	An understanding of the processes of musical scholarship and research																		
<b>CLO4</b>	The ability to work both independently and collaboratively in diverse and complex musical settings																		
<b>CLO5</b>	Effective written, verbal, and interpersonal communication skills																		
<b>CLO6</b>	Critical thinking and analytical skills appropriate to a range of contexts including further study																		
<b>CLO7</b>	The ability to apply specific musical skills to a wide range of professional contexts																		
<b>CLO8</b>	The capacity to apply technological and creative solutions to contemporary musical practices																		
<b>CLO9</b>	The ability to incorporate and apply knowledge from business practice and legislation to a portfolio career in the music profession.																		
<p><b>c.</b> Emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.</p>	<p>The key learning outcomes in this domain would be –</p> <table border="1" data-bbox="568 1149 1465 1556"> <tr> <td><b>CLO1</b></td> <td>A broad knowledge of the applied, theoretical, and historical basis of the discipline</td> </tr> <tr> <td><b>CLO2</b></td> <td>A depth of disciplinary knowledge in a professionally applicable specialisation</td> </tr> <tr> <td><b>CLO3</b></td> <td>An understanding of the processes of musical scholarship and research</td> </tr> <tr> <td><b>CLO4</b></td> <td>The ability to work both independently and collaboratively in diverse and complex musical settings</td> </tr> <tr> <td><b>CLO5</b></td> <td>Effective written, verbal, and interpersonal communication skills</td> </tr> <tr> <td><b>CLO6</b></td> <td>Critical thinking and analytical skills appropriate to a range of contexts including further study</td> </tr> <tr> <td><b>CLO7</b></td> <td>The ability to apply specific musical skills to a wide range of professional contexts</td> </tr> <tr> <td><b>CLO8</b></td> <td>The capacity to apply technological and creative solutions to contemporary musical practices</td> </tr> <tr> <td><b>CLO9</b></td> <td>The ability to incorporate and apply knowledge from business practice and legislation to a portfolio career in the music profession.</td> </tr> </table> <p>CLO 2; CLO 3; CLO 6 and CLO 7</p>	<b>CLO1</b>	A broad knowledge of the applied, theoretical, and historical basis of the discipline	<b>CLO2</b>	A depth of disciplinary knowledge in a professionally applicable specialisation	<b>CLO3</b>	An understanding of the processes of musical scholarship and research	<b>CLO4</b>	The ability to work both independently and collaboratively in diverse and complex musical settings	<b>CLO5</b>	Effective written, verbal, and interpersonal communication skills	<b>CLO6</b>	Critical thinking and analytical skills appropriate to a range of contexts including further study	<b>CLO7</b>	The ability to apply specific musical skills to a wide range of professional contexts	<b>CLO8</b>	The capacity to apply technological and creative solutions to contemporary musical practices	<b>CLO9</b>	The ability to incorporate and apply knowledge from business practice and legislation to a portfolio career in the music profession.
<b>CLO1</b>	A broad knowledge of the applied, theoretical, and historical basis of the discipline																		
<b>CLO2</b>	A depth of disciplinary knowledge in a professionally applicable specialisation																		
<b>CLO3</b>	An understanding of the processes of musical scholarship and research																		
<b>CLO4</b>	The ability to work both independently and collaboratively in diverse and complex musical settings																		
<b>CLO5</b>	Effective written, verbal, and interpersonal communication skills																		
<b>CLO6</b>	Critical thinking and analytical skills appropriate to a range of contexts including further study																		
<b>CLO7</b>	The ability to apply specific musical skills to a wide range of professional contexts																		
<b>CLO8</b>	The capacity to apply technological and creative solutions to contemporary musical practices																		
<b>CLO9</b>	The ability to incorporate and apply knowledge from business practice and legislation to a portfolio career in the music profession.																		
<p><b>3.1.3</b> Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.</p>	<p>The <i>teaching and learning</i> in the <i>Bachelor of Music</i> is carefully arranged (scaffolded) to foster progressive achievement and ensure expected learning outcomes.</p> <p><i>Graduate Attributes</i> are also clear and evident - <a href="#">Key Course Information   Guild Music Copy</a>/Graduate Attributes</p>																		

	<p>GA1 Deep disciplinary knowledge</p> <p>GA2 The ability to apply knowledge and skills in innovative ways</p> <p>GA3 A commitment to lifelong learning</p> <p>GA4 Effective communication skills for diverse contexts</p> <p>GA5 The capacity to work independently and collaboratively</p> <p>GA6 Demonstrate critical thinking, problem solving and decision-making abilities essential to contributing soundly to the resolution of issues confronting organisations</p> <p>GA7 Facilitate intellectual curiosity</p> <p>GA8 Act in an ethical manner in all aspects of professional life.</p>
<p><b>3.1.4</b> Each course of study is designed to enable achievement of expected learning outcomes regardless of a student’s place of study or the mode of delivery.</p>	<p>AGE operates in a blended mode – and accommodates a diverse range of needs.</p>

Course Design (Section 3.1.5)

Standards	Evidence or Comments
<p><b>3.1.5</b> Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.</p>	<p>AGE does not have in place any professional accreditation for the <i>Bachelor of Music</i> – nor is it required.</p> <p>AGE is a member of an international consortium that enables benchmarking and co-operation across 14 institutions and 11 countries – <a href="#">Home /   musicum20</a></p>
<p><b>3.2.1</b> The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course.</p>	<p>The staffing for each course/unit is appropriate providing the necessary support.</p>

Staffing (Section 3.2.2)

Standards	Evidence or Comments
<p><b>3.2.2</b> The academic staffing profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.</p>	<p>All academic staff at AGE are AQF+1.</p> <p>All academic staff at AGE have music expertise and experience.</p> <p>All staff at AGE are teaching units in fields in which they have considerable expertise, experience and currency.</p>
<p><b>3.2.3</b> Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:</p> <p><b>a.</b> Knowledge of contemporary developments in the discipline or field, which is informed by continuing</p>	<p>All academic staff at AGE are scholarship active. See – Scholarship at AGE – <a href="#">87330e_b5d6caffc17c434495912c99ce3acd47.pdf</a></p> <p>AGE has in place a Scholarship Policy and Procedure - <a href="#">Academic Scholarship Policy</a> and <a href="#">Academic Scholarship Procedure (S2)</a></p> <p>The most recent scholarship profiles (2024) are available at – <a href="#">87330e_456bf6a9c2fb45738f1ae2c9bcf079c6.pdf</a></p> <p>AGE staff are profession active further informing them appropriately and enhancing currency and credibility.</p>

<p>scholarship or research or advances in practice</p>																																											
<p><b>b.</b> Skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and</p>	<p>AGE staff are cognisant of contemporary learning and teaching; understand and utilise relevant assessment principles; and operate effectively within the blended mode environment.</p> <p>The most recent student survey would support this contention –</p> <table border="1" data-bbox="587 568 1331 891"> <thead> <tr> <th colspan="2">Survey Questions</th> <th>SP1 2025</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>The subject provided useful knowledge and skills</td> <td>4.67</td> </tr> <tr> <td>Q2</td> <td>The learning outcomes were achievable</td> <td>4.33</td> </tr> <tr> <td>Q3</td> <td>The subject workload was manageable</td> <td>4.00</td> </tr> <tr> <td>Q4</td> <td>The subject helped to develop relevant professional skills such as problem solving and critical</td> <td>4.33</td> </tr> <tr> <td>Q5</td> <td>The lecturer was well prepared for each class</td> <td>4.50</td> </tr> <tr> <td>Q6</td> <td>The lecturer provided useful feedback</td> <td>5.00</td> </tr> <tr> <td>Q7</td> <td>The lecturer had a good knowledge of the subject matter</td> <td>5.00</td> </tr> <tr> <td>Q8</td> <td>The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the</td> <td>4.33</td> </tr> <tr> <td>Q9</td> <td>The lecturer was available to discuss learning problems outside of class time</td> <td>4.83</td> </tr> <tr> <td>Q10</td> <td>The assessment requirements were clearly explained</td> <td>4.33</td> </tr> <tr> <td>Q11</td> <td>Overall the teaching in the subject was of a high quality</td> <td>4.67</td> </tr> <tr> <td colspan="2"><b>AVERAGE</b></td> <td><b>4.54</b></td> </tr> <tr> <td colspan="2">Responses</td> <td>0.60</td> </tr> </tbody> </table>	Survey Questions		SP1 2025	Q1	The subject provided useful knowledge and skills	4.67	Q2	The learning outcomes were achievable	4.33	Q3	The subject workload was manageable	4.00	Q4	The subject helped to develop relevant professional skills such as problem solving and critical	4.33	Q5	The lecturer was well prepared for each class	4.50	Q6	The lecturer provided useful feedback	5.00	Q7	The lecturer had a good knowledge of the subject matter	5.00	Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the	4.33	Q9	The lecturer was available to discuss learning problems outside of class time	4.83	Q10	The assessment requirements were clearly explained	4.33	Q11	Overall the teaching in the subject was of a high quality	4.67	<b>AVERAGE</b>		<b>4.54</b>	Responses		0.60
Survey Questions		SP1 2025																																									
Q1	The subject provided useful knowledge and skills	4.67																																									
Q2	The learning outcomes were achievable	4.33																																									
Q3	The subject workload was manageable	4.00																																									
Q4	The subject helped to develop relevant professional skills such as problem solving and critical	4.33																																									
Q5	The lecturer was well prepared for each class	4.50																																									
Q6	The lecturer provided useful feedback	5.00																																									
Q7	The lecturer had a good knowledge of the subject matter	5.00																																									
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the	4.33																																									
Q9	The lecturer was available to discuss learning problems outside of class time	4.83																																									
Q10	The assessment requirements were clearly explained	4.33																																									
Q11	Overall the teaching in the subject was of a high quality	4.67																																									
<b>AVERAGE</b>		<b>4.54</b>																																									
Responses		0.60																																									
<p><b>c.</b> A qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.</p>	<p>All AGE academic staff are AQF+1 in a relevant discipline.</p>																																										
<p><b>3.2.4</b> Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.</p>	<p>All AGE academic staff are AQF+1 in a relevant discipline.</p> <p>If additional experts are engaged – particularly in the specialisations – adequate and qualified supervision is available.</p>																																										
<p><b>3.2.5</b> Teaching staff are accessible to students seeking individual assistance with their</p>	<p>Staff at AGE are available to students outside of class time.</p> <p>This is evidenced in the most recent student survey –</p>																																										

studies, at a level consistent with the learning needs of the student cohort.

Survey Questions		SP1 2025
Q1	The subject provided useful knowledge and skills	4.67
Q2	The learning outcomes were achievable	4.33
Q3	The subject workload was manageable	4.00
Q4	The subject helped to develop relevant professional skills such as problem solving and critical	4.33
Q5	The lecturer was well prepared for each class	4.50
Q6	The lecturer provided useful feedback	5.00
Q7	The lecturer had a good knowledge of the subject matter	5.00
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the	4.33
Q9	The lecturer was available to discuss learning problems outside of class time	4.83
Q10	The assessment requirements were clearly explained	4.33
Q11	Overall the teaching in the subject was of a high quality	4.67
<b>AVERAGE</b>		<b>4.54</b>
Responses		0.60

Learning Resources and Educational Support (Section 3.3.1)

Standards	Evidence or Comments
<p><b>3.3.1</b> The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.</p>	<p>All resources required for teaching and learning are accessible to both staff and students.</p> <p>AGE has in place a range of eResources for students to access and utilise as part of their ongoing studies – these include Aurelia, Garage Band, Muse Score, Google Suite, Cake Walk, Musition, Norton, IMSLP, Research Gate and Google Scholar.</p> <p>Staff and students make extensive use of public eResources to a level previously not available.</p> <p>Materials required for classwork are available via the LMS – Moodle.</p>
<p><b>3.3.2</b> Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.</p>	<p>AGE resources and systems are available 24/7.</p>
<p><b>3.3.3</b> Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.</p>	<p>Teaching and learning resource cost is minimised through the use of eLibraries and selected online resources.</p> <p>No student is disadvantaged.</p>
Standards	Evidence or Comments
<p><b>3.3.4</b> Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.</p>	<p>Learning support services are blended – and they are available to both students on and off campus.</p> <p>The learning support services are closely related to the discipline and requirements of the course/units.</p> <p>AGE has in place a <i>Student Representative Council (SRC)</i> that monitors student access and reports to the Academic Board and Board of Directors (Corporate Board) as required.</p>



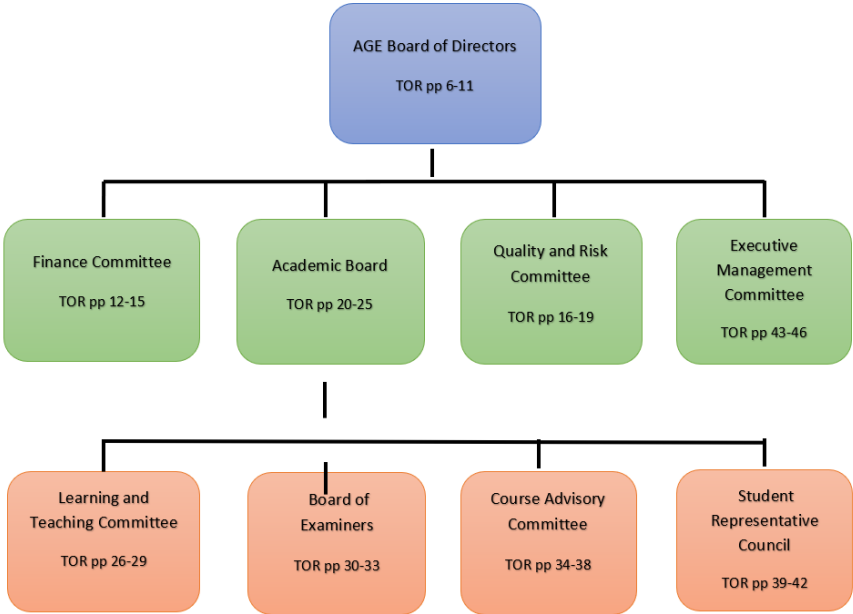
**STANDARD 5 | INSTITUTIONAL QUALITY ASSURANCE**

<p>Institutional Confidence Rating:</p>	<p>This Domain (Sections 5.1-5.4) within the <i>Higher Education Standards Framework (Threshold Standards) 2021</i> (HES Framework) encompasses:</p> <ul style="list-style-type: none"> <li>• whether the provider has a credible and effective process for <b>internal approval of all courses</b> of study that is applied consistently and involves competent academic oversight and scrutiny independent of those directly involved in the delivery of the courses of study (5.1)</li> <li>• the effectiveness of the <b>policy framework</b> and processes that are applied to maintain <b>academic integrity</b> throughout the provider's academic activities (including arrangements with other parties) and to address and prevent lapses in academic integrity (5.2)</li> <li>• the mechanisms for <b>regular review of the quality</b> of higher education activities and how the findings of such reviews are used to bring about improvements (5.3), and</li> <li>• How delivery arrangements with other parties are quality assured, including verification of the continuing compliance of those arrangements with the requirements of the HES Framework (5.4).</li> </ul>
---	---

Course Approval and Accreditation (Section 5.1.1)

Standards	Evidence or Comments
<p><b>5.1.1</b> There are processes for internal approval of the delivery of a course of study, or, where a provider has authority to self-accredit, internal accreditation, of all courses of study leading to a higher education qualification.</p>	<p>AGE is not self-accrediting.</p> <p>Changes and variations to accredited units/courses is overseen by the <i>Learning and Teaching Committee</i> (a Standing Committee of the Academic Board).</p> <p>The Terms of Reference for the Learning and Teaching Committee can be viewed in the <i>AGE Governance Charter</i> pp26-29 – <a href="https://www.ageducation.edu.au/87330e_6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p>

Course Approval and Accreditation (Section 5.1.2)

Standards	Evidence or Comments
<p><b>5.1.2</b> Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.</p>	<p>AGE is not self-accrediting.</p> <p>Course variation is overseen by the <i>AGE Academic Board</i> supported by a Learning and Teaching Standing Committee.</p> <p>This important work is supported by other Standing Committees including the Course Advisory Committee; a Quality and Risk Committee; and the Executive Management Committee.</p> <p>The supporting structure is best captured in the following diagram –</p> <div data-bbox="592 1294 1449 1906" data-label="Diagram">  <pre> graph TD     A["AGE Board of Directors TOR pp 6-11"] --&gt; B["Finance Committee TOR pp 12-15"]     A --&gt; C["Academic Board TOR pp 20-25"]     A --&gt; D["Quality and Risk Committee TOR pp 16-19"]     A --&gt; E["Executive Management Committee TOR pp 43-46"]     C --&gt; F["Learning and Teaching Committee TOR pp 26-29"]     C --&gt; G["Board of Examiners TOR pp 30-33"]     C --&gt; H["Course Advisory Committee TOR pp 34-38"]     C --&gt; I["Student Representative Council TOR pp 39-42"]     </pre> </div> <p>All participants in the Standing Committees bring their experience and expertise to the table to enhance the teaching and learning at AGE.</p>

	<p>For detail on the <i>Terms of Reference</i> for the various committees see the AGE Governance Charter – <a href="#">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p>
<p><b>5.1.3</b> A course of study is approved or accredited, or re-approved or re-accredited, only when:</p> <p><b>a.</b> the course of study meets, and continues to meet, the applicable Standards of the Higher Education Standards Framework</p>	<p>Variations to Courses/Units are approved by the AGE Academic Board. See – Academic Governance at AGE – <a href="#">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p> <p>Any change or variation is cognisant of the HESF (Threshold Standards)</p>
<p><b>b.</b> the decision to (re-) approve or (re-)accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course, and</p>	<p>Re-accreditation of AGE courses is done by TEQSA.</p> <p>The most recent accreditation was for seven years with no conditions. Academic scrutiny (independent of staff teaching) is overseen by the AGE Academic Board – with the assistance of various standing committees.</p>
<p><b>c.</b> the resources required to deliver the course as approved or accredited will be available when needed.</p>	<p>AGE ensures that the resources required to deliver course/units are available and appropriate. Resourcing is overseen by the <i>Executive Management Committee</i> in conjunction with the <i>Finance Committee</i>.</p>

Academic and Research Integrity (Section 5.2.1)

Standards	Evidence or Comments
<p><b>5.2.1</b> There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies and procedures address misconduct and allegations of misconduct.</p>	<p>AGE maintains vigilance and good judgement in matters relating to academic integrity.</p> <p>AGE has a number of policies that speak to the issue of <i>academic integrity</i> including –</p> <p><i>Academic Integrity</i> – <a href="#">Academic Integrity and Misconduct Policy (S1)</a></p> <p><i>Assessment and Grading</i> - <a href="#">87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf (guildmusic.edu.au)</a></p> <p><i>Code of conduct and shared responsibility</i> - <a href="#">87330e_b6b8419035f74385bd41308e2f1aa081.pdf (guildmusic.edu.au)</a></p> <p><i>Exclusion from a course or unit</i> - <a href="#">87330e_cd8a4e7100c44a9d929009b758251cf7.pdf (guildmusic.edu.au)</a></p> <p>A recent (June 2024) request from the Regulator highlighted the AGE approach to maintaining integrity and combating the misuse of Artificial Intelligence (AI) – <a href="https://www.guildmusic.edu.au/files/ugd/87330e_b734ea6e272042deb8e62471cbb9d733.pdf">https://www.guildmusic.edu.au/files/ugd/87330e_b734ea6e272042deb8e62471cbb9d733.pdf</a></p> <p>See – <i>Academic Governance at AGE</i> – <a href="#">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a> – Section 15, p33.</p>

Academic and Research Integrity (Section 5.2.2)

Standards	Evidence or Comments
<p><b>5.2.2</b> Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.</p>	<p>Risk management is a high priority at AGE. A comprehensive, benchmarked <i>Risk Register</i> is in place – <a href="#">Proposed AGE Risk Register</a></p> <p>Attention is paid to matters academic including challenges to integrity in particular –</p> <p><i>Academic Integrity</i> – <a href="#">Academic Integrity and Misconduct Policy (S1)</a></p> <p><i>Assessment and Grading</i> - <a href="#">87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf (guildmusic.edu.au)</a></p> <p><i>Code of conduct and shared responsibility</i> - <a href="#">87330e_b6b8419035f74385bd41308e2f1aa081.pdf (guildmusic.edu.au)</a></p> <p><i>Exclusion from a course or unit</i> - <a href="#">87330e_cd8a4e7100c44a9d929009b758251cf7.pdf (guildmusic.edu.au)</a></p> <p>A recent (June 2024) request from the Regulator highlighted the AGE approach to maintaining integrity and combating the misuse of Artificial Intelligence (AI) – <a href="#">AGE RFI REQ07953 Statement Response.docx</a></p> <p>See – <i>Academic Governance at AGE</i> - <a href="#">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a> - Section 15 p34</p>

Academic and Research Integrity (5.2.3)

Standards	Evidence or Comments
<p><b>5.2.3</b> Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.</p>	<p>Academic Integrity is a priority at AGE.</p> <p>AGE has in place a comprehensive and benchmarked policy - <i>Academic Integrity</i> – <a href="#">Academic Integrity and Misconduct Policy (S1)</a></p> <p>The issue is addressed during the orientation phase - <a href="#">Students   Guild Music Copy</a>/Student Life/Student Orientation/Day 1</p> <p>The issue is addressed on an ongoing basis in all units – usually within the first three weeks</p> <p>Students are constantly directed to related policies –</p> <p><i>Assessment and Grading</i> - <a href="#">87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf (guildmusic.edu.au)</a></p> <p><i>Code of conduct and shared responsibility</i> - <a href="#">87330e_b6b8419035f74385bd41308e2f1aa081.pdf (guildmusic.edu.au)</a></p> <p><i>Exclusion from a course or unit</i> - <a href="#">87330e_cd8a4e7100c44a9d929009b758251cf7.pdf (guildmusic.edu.au)</a></p> <p>The monitoring of integrity is the responsibility of the Academic Board supported by two standing committees – <i>Quality and Risk</i> and <i>Learning and Teaching</i></p> <p>Staff participate in a range of seminars and workshops related to academic integrity and the issue features in scholarship activity – <i>Scholarship at AGE</i> – <a href="#">87330e_b5d6caffc17c434495912c99ce3acd47.pdf</a></p>

Academic and Research Integrity (Section 5.2.4)

Standards	Evidence or Comments
<p><b>5.2.4</b> Academic and research integrity and accountability for academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education, including placements, collaborative research, research training and joint award of qualifications.</p>	<p>AGE currently does not have any third-party arrangements in place.</p>

Monitoring, Review and Improvement (Section 5.3.1)

Standards	Evidence or Comments
<p><b>5.3.1</b> All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities.</p>	<p>All courses/units at AGE are reviewed regularly.</p> <p>AGE manages monitoring, review and improvement appropriately. Boards and Committees are highly responsive to necessary change and improvement.</p> <div data-bbox="579 696 1441 1312" data-label="Diagram"> <pre> graph TD     A[AGE Board of Directors TOR pp 6-11] --&gt; B[ ]     A --&gt; C[Academic Board TOR pp 20-25]     A --&gt; D[Quality and Risk Committee TOR pp 16-19]     A --&gt; E[ ]     C --&gt; F[Learning and Teaching Committee TOR pp 26-29]     C --&gt; G[ ]     C --&gt; H[Course Advisory Committee TOR pp 34-38]     C --&gt; I[ ]     </pre> </div> <p>AGE is a member of Musicum20 which accommodates national and international benchmarking - <a href="#">About   musicum20</a></p> <p>AGE utilises external and independent reviewers as required.</p> <p>Also see <i>Academic Governance at AGE</i> – <a href="#">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a> – Section 11 p27</p>
<p><b>5.3.2</b> A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students</p>	<p>AGE conducts comprehensive reviews of courses and units.</p> <p>Matters including design, content, learning outcomes and methods of assessment.</p> <p>The extent of achievement of learning outcomes is a focus of both the Board of Examiners and the Learning and Teaching Standing Committees.</p> <p>Developments in the field, modes of delivery, and the changing needs of the students are a focus of the Learning and Teaching, Course Advisory and Executive Management Committees.</p>

<p>and identified risks to the quality of the course of study.</p>	<p>Monitoring and reviewing are an ongoing process and are informed by scholarship. See – <i>Scholarship at AGE</i> – <a href="#">87330e_b5d6caffc17c434495912c99ce3acd47.pdf</a></p>
<p><b>5.3.3</b> Comprehensive reviews of courses of study are informed and supported by regular interim monitoring, of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study.</p>	<p>All courses/units at AGE are reviewed regularly.</p> <p>AGE manages monitoring, review and improvement appropriately. Boards and Committees are highly responsive to necessary change and improvement.</p> <p>The quality of teaching and learning is a prime focus of the Learning and Teaching Standing Committee.</p> <p>Progression, retention and completion are key indicators as evidenced in the <i>AGE Strategic Intent 2025-2028</i> – <a href="#">87330e_55363bb9b38846eda6474ff77dd94221.pdf</a> – see p10 quality measures.</p>



Monitoring, Review and Improvement (Section 5.3.4)

Standards	Evidence or Comments
<p><b>5.3.4</b> Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:</p> <p><b>a.</b> Analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and</p>	<p>Benchmarking is evident at AGE.</p> <p>External and independent reviews are conducted and reflected in membership of Boards and Standing Committees.</p> <p>See <i>Academic Governance at AGE</i> – <a href="#">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p> <p>AGE is a member of a national/international benchmarking consortium.</p> <p>Progression, attrition and completion are monitored consistently and are reported against the AGE Strategic Intent 2025-2028 – <a href="#">87330e_55363bb9b38846eda6474ff77dd94221.pdf</a> – p10 quality measures.</p>
<p><b>b.</b> The assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.</p>	<p>Assessment is an important aspect that is reviewed regularly.</p> <p>AGE has in place a robust and benchmarked <i>Assessment and Grading</i> policy - <a href="#">87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf</a> (<a href="http://guildmusic.edu.au">guildmusic.edu.au</a>)</p> <p>The <i>Learning and Teaching Standing Committee</i> plays a key role in the review and adjustment of the policy and application as required.</p>

Monitoring, Review and Improvement (Section 5.3.5)

Standards	Evidence or Comments
<p><b>5.3.5</b> All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.</p>	<p>Students play a key role at AGE.</p> <p><i>Student Feedback on Units (SFUs) Surveys</i> are conducted towards the end of each teaching period. The data is collected and where needed – acted upon.</p> <p>A <i>Student Representative Council (SRC)</i> is in place and provides the opportunity to provide direct feedback directly to the Academic Board and the Corporate Board (Board of Directors) –</p> <div data-bbox="555 786 1442 1417" data-label="Diagram"> <pre> graph TD     A[AGE Board of Directors TOR pp 6-11] --&gt; B1[ ]     A --&gt; B2[Academic Board TOR pp 20-25]     A --&gt; B3[ ]     A --&gt; B4[ ]     B2 --&gt; C1[ ]     B2 --&gt; C2[ ]     B2 --&gt; C3[ ]     B2 --&gt; C4[Student Representative Council TOR pp 39-42]     </pre> <p>The diagram is an organizational chart. At the top is a blue box labeled 'AGE Board of Directors' with 'TOR pp 6-11' below it. A horizontal line below it connects to four green boxes. The middle box is labeled 'Academic Board' with 'TOR pp 20-25' below it. Below the Academic Board box is another horizontal line connecting to four orange boxes. The rightmost orange box is labeled 'Student Representative Council' with 'TOR pp 39-42' below it.</p> </div> <p>The role of the SRC is clearly articulated in the AGE Governance Charter – <a href="#">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a> – see Section 9, pp 39-42. The functions include =</p> <ul style="list-style-type: none"> <li>• reflect on matters relating to student services and amenities</li> <li>• collate and present recommendations from the student body concerning student services and amenities to AGE 's Boards and Committees, where deemed to be relevant</li> <li>• report on academic and non-academic student experiences and matters for improvement</li> <li>• narrow the gap between the Executive and students</li> <li>• consult with all students concerning their student experience and topical issues</li> <li>• facilitate opportunities for students to provide feedback and suggestions with regard to both academic and non-academic matters</li> </ul>

- report to the Academic Board on key academic issues concerning the students
- report to the Board of Directors on key non-academic issues concerning the students
- create a social calendar of socially diverse events

Given the current size of AGE qualitative feedback is straight forward. AGE intends to participate in the national QILT SES surveys in the future as student numbers grow sufficiently.

Monitoring, Review and Improvement (Section 5.3.6)

Standards	Evidence or Comments
<p><b>5.3.6</b> All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities.</p>	<p>Teachers and supervisors have access to the SFU data.</p> <p>Performance reviews are conducted annually – and take into account the student data reviewed.</p> <p>Scholarship is encouraged and endorsed – see <i>Scholarship at AGE – 87330e_b5d6caffc17c434495912c99ce3acd47.pdf</i></p>

Monitoring, Review and Improvement (Section 5.3.7)

Standards	Evidence or Comments
<p><b>5.3.7</b> The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.</p>	<p>Regular monitoring is evident.</p> <p>Reviews are conducted by external and independent experts as required.</p> <p>Benchmarking (external referencing) is an important aspect of the work of AGE. AGE is a member of a national/international consortium that provides valuable benchmarking opportunities.</p> <p>Student feedback assists with risk mitigation.</p> <p>Data collected (both quantitative and qualitative) is used to inform continuous improvement in the areas of design, teaching and learning support.</p> <p>See – <i>Academic Governance at AGE</i> – <a href="https://www.aage.edu.au/87330e_c7125562ff394e46bb22c427c4bb5b34.pdf">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p>

Delivery with Other Parties (Section 5.4.1)

Standards	Evidence or Comments
<p><b>5.4.1</b> Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.</p>	<p>Given the blended mode utilised at AGE all Work Integrated Learning (WIL) activities are delivered online.</p> <p>Currently AGE students are working either part-time or full time – mostly as teachers/instructors.</p> <p>Moving forward - monthly workshops will be conducted on key issues relevant to current students. These will be recorded and made available online to ALL students.</p> <p>AGE does not currently utilise placements nor community-based learning activities.</p>
<p><b>5.4.2</b> When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.</p>	<p>AGE does not currently have any third-party arrangements in place.</p>

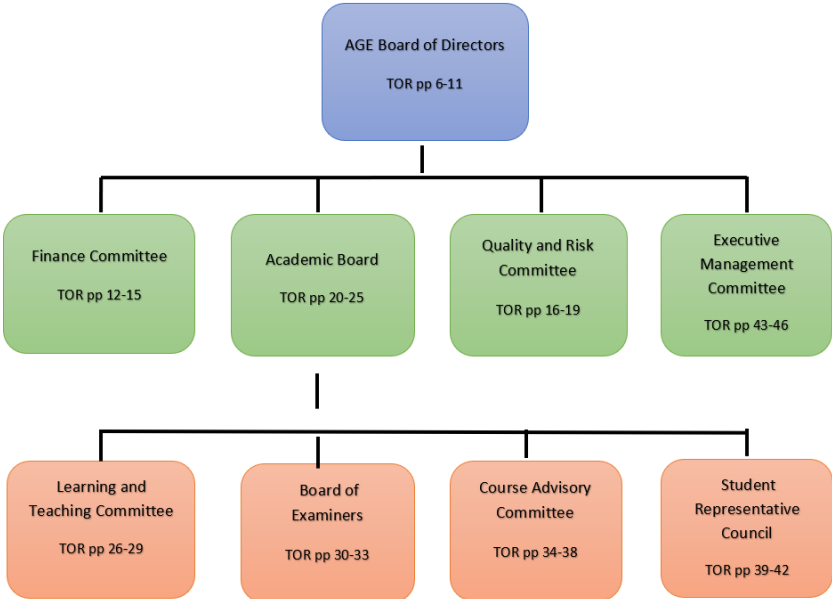
**STANDARD 6 | GOVERNANCE AND ACCOUNTABILITY**

<p>*Institutional Confidence Rating:</p>	<p>This Domain (Sections 6.1-6.3) within the <i>Higher Education Standards Framework (Threshold Standards) 2021</i> (HES Framework) encompasses:</p> <ul style="list-style-type: none"> <li>• Specification of an <b>accountable governing body</b> with some elaboration of its key governance roles</li> <li>• Specific <b>corporate accountabilities</b> to be demonstrated by the provider, which the governing body also assures itself are met, and</li> <li>• Requirements for <b>academic governance oversight</b> of a provider’s higher education activities.</li> </ul>
--	--

Corporate Governance (Section 6.1.1)

Standards	Evidence or Comments
<p><b>6.1.1</b> There is a formally constituted governing body, which includes independent members, that exercises competent governance oversight of and is accountable for all of the higher education provider's operations in or from Australia, including accountability for the award of higher education qualifications, for continuing to meet the requirements of the Higher Education Standards Framework and for the provider's representation of itself</p>	<p>AGE has in place a Board of Directors. 2 of 4 members are independent – including the Chair.</p> <p>The Terms of Reference can be viewed in the <i>AGE Governance Charter</i> – <a href="#">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a> – Section 2 pp 6-11.</p> <p>The functions of the BoD are clearly articulated and consistent with Standard 6.1.1 –</p> <ul style="list-style-type: none"> <li>• set the vision, mission and strategic goals of AGE</li> <li>• ensure that AGE meets its corporate objectives</li> <li>• approve AGE's annual budget</li> <li>• appoint AGE's CEO and monitor their performance</li> <li>• approve and monitor the implementation of AGE 's Strategic Plans, Operational Plans and financial forecasts</li> <li>• ensure AGE maintains financial viability and has sufficient financial resources for its ongoing operations</li> <li>• oversee and monitor the assessment and management of risk and ensure AGE has strategies to mitigate risks that may eventuate</li> <li>• oversee and review the management and performance of AGE</li> <li>• establish and maintain an Academic Board to oversee the academic governance of the higher education operations of AGE, determining membership, appointing members and the Chair, and monitoring its activities</li> <li>• determine a quality assurance framework to guide AGE and approve policies and procedures for the quality assurance of AGE 's operations consistent with legal and regulatory requirements and corporate social responsibility</li> <li>• <i>confer qualifications on the recommendation of the Academic Board</i></li> <li>• ratify the appointment of the Minutes Secretary for the company</li> <li>• ratify the appointment of the external financial auditor for the company</li> <li>• ensure the company meets its statutory obligations under the Corporations Act 2001</li> <li>• implement an appropriate, documented, observed and regularly reviewed system of delegation to ensure the effective discharge of these functions</li> <li>• maintain a true record of the business of the governing body</li> </ul>



	<ul style="list-style-type: none"> <li>• <i>identify and monitor lapses in compliance with all relevant regulatory requirements (and in particular the TEQSA Act and the Higher Education Standards Framework (Threshold Standards) 2021) and take corrective action.</i></li> </ul> <p>See <i>Corporate Governance at AGE</i> – <a href="https://www.aage.edu.au/87330e_100969e2681f400b8f95d1265eb99678.pdf">87330e_100969e2681f400b8f95d1265eb99678.pdf</a></p>
<p><b>6.1.2</b> Members of the governing body:</p> <p><b>a.</b> are fit and proper persons, and</p> <p><b>b.</b> meet the Australian residency requirements, if any, of the instrument under which the provider is established or incorporated, or otherwise there are at least two members of the governing body who are ordinarily resident in Australia.</p>	<p>The current Board of Directors has four members – 2 independent and 2 external.</p> <p>All four are fit and proper.</p> <p>All four are Australian residents.</p>
<p><b>6.1.3</b> The governing body attends to governance functions and processes diligently and effectively, including:</p> <p><b>a.</b> Obtaining and using such information and advice, including independent advice and academic advice, as is necessary for informed and competent decision making and direction setting</p>	<p>The AGE Board of Directors oversees all governance functions – see <i>Corporate Governance at AGE</i> – <a href="https://www.aage.edu.au/87330e_100969e2681f400b8f95d1265eb99678.pdf">87330e_100969e2681f400b8f95d1265eb99678.pdf</a></p> <p>Decisions are informed through experience, expertise, independent advice, external advice and internal recommendations. The Standing Committee model works effectively –</p>  <pre> graph TD     A[AGE Board of Directors TOR pp 6-11] --&gt; B[Finance Committee TOR pp 12-15]     A --&gt; C[Academic Board TOR pp 20-25]     A --&gt; D[Quality and Risk Committee TOR pp 16-19]     A --&gt; E[Executive Management Committee TOR pp 43-46]     C --&gt; F[Learning and Teaching Committee TOR pp 26-29]     C --&gt; G[Board of Examiners TOR pp 30-33]     C --&gt; H[Course Advisory Committee TOR pp 34-38]     C --&gt; I[Student Representative Council TOR pp 39-42]     </pre>

<p><b>b.</b> Defining roles and delegating authority as is necessary for effective governance, policy development and management; and monitoring the implementation of those delegations</p>	<p>AGE has in place a <i>Governance Charter</i> – <a href="#">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p> <p>See – Corporate Governance at AGE - <a href="#">87330e_100969e2681f400b8f95d1265eb99678.pdf</a></p>
<p><b>c.</b> Confirming that the provision of higher education and research training and the conduct of research, whether by the provider or through an arrangement with another party, are governed by the registered provider’s institutional policies, and the operations of the provider and any associated party(ies) are consistent with those policies</p>	<p>AGE has in place a suite of appropriate policies and procedures - <a href="#">Policies &amp; Forms   Guild Music Copy</a></p> <p>AGE does not currently have any third-party arrangement in place.</p> <p>All provisions are guided and are consistent with these policies.</p> <p>See – <i>Corporate Governance at AGE</i> – <a href="#">87330e_100969e2681f400b8f95d1265eb99678.pdf</a></p>
<p><b>d.</b> Undertaking periodic (at least every seven years) independent reviews of the effectiveness of the governing body and academic governance processes and ensuring that the findings of such reviews are considered by a competent body or officer(s) and that agreed actions are implemented, and</p>	<p>The most recent refresh of the AGE Board of Directors took place in 2024.</p> <p>A review of Corporate Governance was conducted by an independent consultant in August 2024 aligning the Threshold Standards 2021 - <a href="#">Higher Education Standards Framework (Threshold Standards) 2021   Tertiary Education Quality and Standards Agency (teqsa.gov.au)</a> and the TEQSA Guidance Note 2019 on Corporate Governance - <a href="#">Guidance note: Corporate governance   Tertiary Education Quality and Standards Agency (teqsa.gov.au)</a></p> <p>See – <i>Corporate Governance at AGE</i> – <a href="#">87330e_100969e2681f400b8f95d1265eb99678.pdf</a></p>
<p><b>e.</b> Maintaining a true record of the business of the governing body.</p>	<p>Appropriate agenda, minutes and business arising documentation is maintained – including a resolution register.</p> <p>See – <i>Corporate Governance at AGE</i> – <a href="#">87330e_100969e2681f400b8f95d1265eb99678.pdf</a> – Section 25, pp42-43</p>

Corporate Governance (Section 6.1.4)

Standards	Evidence or Comments
<p><b>6.1.4</b> The governing body takes steps to develop and maintain an institutional environment in which freedom of intellectual inquiry is upheld and protected, students and staff are treated equitably, the wellbeing of students and staff is fostered, informed decision making by students is supported and students have opportunities to participate in the deliberative and decision-making processes of the higher education provider.</p>	<p>Intellectual freedom is facilitated and championed by both the Governing Body (Board of Directors) and the Academic Board.</p> <p>AGE is committed to equity and wellbeing of both staff and students – this is reflected and supported in the <i>Diversity, Equity and Inclusion Policy</i> - <a href="#">58b2d3_a597c7e37e2b42bab299e2689a90e35e.pdf</a> (<a href="#">quildmusic.edu.au</a>)</p> <p>AGE has in place a <i>Student Representative Council</i> that facilitates involvement in matters academic and operational. Historical efforts (not unlike those at universities throughout the country) to include students on various boards and committees have failed – this was particularly evident with undergraduate students.</p> <p>In 2024 AGE initiated a formal entity – <b>Student Representative Council</b> (SRC) – which has a direct conduit to both the Academic Board and in effect the Board of Directors.</p> <p>The SRC <i>Terms of Reference</i> are clearly articulated in the <i>Governance Charter</i> (Section 9 pp 39-42) - <a href="#">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p> <p>The <b>functions</b> of the SRC are captured in the following items –</p> <ul style="list-style-type: none"> <li>• Reflect on matters relating to student services and amenities</li> <li>• Collate and present recommendations from the student body concerning student services and amenities to AGE 's Boards and Committees, where deemed to be relevant</li> <li>• Report on academic and non-academic student experiences and matters for improvement</li> <li>• Narrow the gap between the Executive and students</li> <li>• Consult with all students concerning their student experience and topical issues</li> <li>• Facilitate opportunities for students to provide feedback and suggestions on both academic and non-academic matters</li> <li>• Report to the Academic Board on key academic issues concerning the students</li> <li>• Report to the Board of Directors on key non-academic issues concerning the students</li> <li>• Create a social calendar of socially diverse events</li> </ul> <p>The Registrar is often invited guests to meetings of the SRC as issues are raised and/or information is requested.</p>

Corporate Monitoring & Accountability (Section 6.2.1)

Standards	Evidence or Comments
<p><b>6.2.1</b> The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including:</p> <p><b>a.</b> The governing body and the entity comply with the requirements of the legislation under which the provider is established, recognised or incorporated, any other legislative requirements and the entity’s constitution or equivalent</p>	<p>The AGE Board of Directors overviews the activities of the HE operation.</p> <p>See – <i>Corporate Governance at AGE</i> – <a href="https://www.ageducation.edu.au/87330e_100969e2681f400b8f95d1265eb99678.pdf">87330e_100969e2681f400b8f95d1265eb99678.pdf</a></p> <p>All aspects of compliance are considered, monitored and satisfied. AGE has in place –</p> <p>A Constitution – <a href="#">AGE Constitution V.3 Authorised 6 July 2024.docx</a></p> <p>A Governance Charter – <a href="https://www.ageducation.edu.au/87330e_6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p>
<p><b>b.</b> The provider’s future directions in higher education have been determined, realistic performance targets have been established, progress against targets is monitored and action is taken to correct underperformance</p>	<p>AGE has in place a current <b>Strategic Intent 2025-2028</b> for its HE entity–</p> <p>The <i>AGE Strategic Plan</i> can be viewed at <a href="https://www.ageducation.edu.au/87330e_55363bb9b38846eda6474ff77dd94221.pdf">87330e_55363bb9b38846eda6474ff77dd94221.pdf</a></p> <p>The plan has in place embedded KPIs.</p> <p>These KPIs across five domains (<b>growth, diversity, quality, co-operation and benchmarking</b>) are monitored carefully, and regularly reported against, for the benefit of the Governing body.</p> <p>Specialised reports in these areas are produced and published by AGE on the website - and the AGE Board is made aware of these materials on a regular basis.</p> <p>Also of note is that the <i>Chair of the Academic Board</i> is also an <i>external</i> member of the Board of Directors and ensures the Board is informed and up to date – particularly on matters academic. In addition, the <i>CEO (AGE)</i> is an invited guest to Board meetings thus ensuring that the Board is kept abreast of matters <i>operational</i> as considered by the Executive Management Committee.</p> <p>Members of the Board are also on the CEO’s report distribution list and receive regular updates (monthly) on student numbers, developments, scholarship, staffing, operational matters and the like. This is done internally - weekly, fortnightly, monthly, quarterly and annually.</p>

c. The provider is financially viable and applies, and has the capacity to continue to apply, sufficient financial and other resources to maintain the viability of the entity and its business model, to meet and continue to meet the requirements of the Higher Education Standards Framework, to achieve the provider’s higher education objectives and performance targets and to sustain the quality of higher education that is offered

The AGE Board of Directors has in place a *Finance Standing Committee* that provides ongoing financial advice and review.

The AGE Governance Charter – [87330e\\_6e698575ff2c4877b4e177737123fbb6.pdf](https://www.ageducation.edu.au/~/media/ageducation/2018/06/87330e_6e698575ff2c4877b4e177737123fbb6.pdf) – articulates the role/functions (Section 3, p12) –

- monitor the financial performance of AGE
- ensure that financial reports are prepared that accurately reflect the financial performance of the organisation and are compared against the budget and key performance indicators
- provide a report for the Board Meeting following a Finance Committee meeting
- review the financial impact of business cases, including drafting the financial impact of any variations to the plan
- oversee the preparation of the annual budget and ensure it is aligned to the Strategic Plan
- recommend the appropriate financial auditors to the Board
- ensure that the annual audit occurs, and the financial reports are prepared in accordance with any accounting, audit and statutory requirements
- have oversight of the financial impact of any new initiatives

AGE maintains high quality mechanisms for maintaining financial sustainability and reporting against such.

Finance is a key element of the Risk Management process at AGE –

Financial Risks	
Risk No.	Risk Item
F1	Financial reports comply with Corporations Act and Financial Management standards
F2	Cash flow management and financial stability
F3	Investment and funding risks affecting institutional operations
F4	Financial impact of external economic factors
F5	Non-compliance with tax laws and regulations

The full *AGE Risk Register* can be viewed at – [Proposed AGE Risk Register](#)

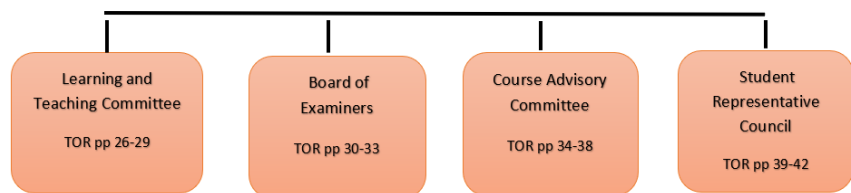
Board members are provided access to the quarterly reports (X4) via the Finance Committee by means of formal Board presentations (X4) and the audited accounts each year. *This reflects a high level of transparency.*

	<p>AGE engages external auditors to produce audited accounts each financial year. These reports are then disseminated to the Board of Directors.</p>														
<p><b>d.</b> The financial position, financial performance and cash flows of the entity are monitored regularly and understood, financial reporting is materially accurate, financial management meets Australian accounting standards, effective financial safeguards and controls are operating and financial statements are audited independently by a qualified auditor against Australian accounting and auditing standards</p>	<p>The AGE Board of Directors has in place a <i>Finance Standing Committee</i> that provides ongoing financial advice and review.</p> <p>The <i>AGE Governance Charter</i> – <a href="https://www.ageducation.edu.au/~/media/ageducation/2019/08/87330e_6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a> – articulates the role/functions (Section 3, p12) –</p> <ul style="list-style-type: none"> <li>• monitor the financial performance of AGE</li> <li>• ensure that financial reports are prepared that accurately reflect the financial performance of the organisation and are compared against the budget and key performance indicators</li> <li>• provide a report for the Board Meeting following a Finance Committee meeting</li> <li>• review the financial impact of business cases, including drafting the financial impact of any variations to the plan</li> <li>• oversee the preparation of the annual budget and ensure it is aligned to the Strategic Plan</li> <li>• recommend the appropriate financial auditors to the Board</li> <li>• ensure that the annual audit occurs, and the financial reports are prepared in accordance with any accounting, audit and statutory requirements</li> <li>• have oversight of the financial impact of any new initiatives</li> </ul> <p>AGE maintains high quality mechanisms for maintaining financial sustainability and reporting against such.</p> <p>Finance is a key element of the Risk Management process at AGE –</p> <table border="1" data-bbox="595 1509 1431 1928"> <thead> <tr style="background-color: #c00000; color: white;"> <th colspan="2">Financial Risks</th> </tr> <tr> <th style="color: #c00000;">Risk No.</th> <th style="color: #c00000;">Risk Item</th> </tr> </thead> <tbody> <tr> <td><b>F1</b></td> <td>Financial reports comply with Corporations Act and Financial Management standards</td> </tr> <tr> <td><b>F2</b></td> <td>Cash flow management and financial stability</td> </tr> <tr> <td><b>F3</b></td> <td>Investment and funding risks affecting institutional operations</td> </tr> <tr> <td><b>F4</b></td> <td>Financial impact of external economic factors</td> </tr> <tr> <td><b>F5</b></td> <td>Non-compliance with tax laws and regulations</td> </tr> </tbody> </table> <p>The full <i>AGE Risk Register</i> can be viewed at – <a href="#">Proposed AGE Risk Register</a></p>	Financial Risks		Risk No.	Risk Item	<b>F1</b>	Financial reports comply with Corporations Act and Financial Management standards	<b>F2</b>	Cash flow management and financial stability	<b>F3</b>	Investment and funding risks affecting institutional operations	<b>F4</b>	Financial impact of external economic factors	<b>F5</b>	Non-compliance with tax laws and regulations
Financial Risks															
Risk No.	Risk Item														
<b>F1</b>	Financial reports comply with Corporations Act and Financial Management standards														
<b>F2</b>	Cash flow management and financial stability														
<b>F3</b>	Investment and funding risks affecting institutional operations														
<b>F4</b>	Financial impact of external economic factors														
<b>F5</b>	Non-compliance with tax laws and regulations														

	<p>Board members are provided access to the quarterly reports (X4) via the Finance Committee by means of formal Board presentations (X4) and the audited accounts each year. <i>This reflects a high level of transparency.</i></p>																																																																																																																																		
<p><b>e.</b> Risks to higher education operations have been identified and material risks are being managed and mitigated effectively</p>	<p>Risk management is a key activity of the AGE Board of Directors. The Board has in place two specific risk related standing committees –</p> <ul style="list-style-type: none"> <li>• Finance Committee (FC)</li> <li>• Quality and Audit Committee (QARC)</li> </ul> <p>Both standing committees are chaired by either a sitting member of the Board or the CEO.</p> <p>Both standing committees meet formally X4 times each year in advance of Board meetings. Schedules are developed and published mid previous year –</p> <p><b>2025 Meeting Schedule</b></p> <table border="1" data-bbox="555 902 1474 1048"> <thead> <tr> <th></th> <th>January</th> <th>February</th> <th>March</th> <th>April</th> <th>May</th> <th>June</th> <th>July</th> <th>August</th> <th>September</th> <th>October</th> <th>November</th> <th>December</th> </tr> </thead> <tbody> <tr> <td>BoD</td> <td></td> <td></td> <td></td> <td>16</td> <td></td> <td></td> <td>2</td> <td></td> <td>17</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>FC</td> <td></td> <td></td> <td>27</td> <td></td> <td></td> <td>12</td> <td></td> <td>28</td> <td></td> <td></td> <td>13</td> <td></td> </tr> <tr> <td>AB</td> <td></td> <td>12</td> <td>26</td> <td></td> <td>14</td> <td>11</td> <td></td> <td>27</td> <td></td> <td></td> <td>12</td> <td></td> </tr> <tr> <td>QARC</td> <td></td> <td></td> <td>20</td> <td></td> <td></td> <td>5</td> <td></td> <td>21</td> <td></td> <td></td> <td>6</td> <td></td> </tr> <tr> <td>EMC</td> <td>14</td> <td>11</td> <td>11</td> <td>15</td> <td>13</td> <td>17</td> <td>15</td> <td>12</td> <td>16</td> <td>14</td> <td>11</td> <td>16</td> </tr> <tr> <td>LTC</td> <td></td> <td></td> <td>12</td> <td></td> <td>21</td> <td></td> <td></td> <td>13</td> <td></td> <td>29</td> <td></td> <td></td> </tr> <tr> <td>BOE</td> <td></td> <td></td> <td>4</td> <td></td> <td></td> <td>24</td> <td></td> <td></td> <td></td> <td>21</td> <td></td> <td></td> </tr> <tr> <td>CAC</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td colspan="2">As required</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SRC</td> <td></td> <td></td> <td></td> <td>10</td> <td></td> <td></td> <td></td> <td>7</td> <td></td> <td></td> <td></td> <td>4</td> </tr> </tbody> </table> <p>The risk related standing committees utilise the standardised agenda, minutes, business arising formats to ensure high levels of transparency and monitoring opportunities.</p> <p>At each AGE Board of Directors meeting (x4) the three committees provide comprehensive standing item reports.</p> <p>AGE has in place a comprehensive and benchmarked <i>Risk Register</i> – <a href="#">Proposed AGE Risk Register</a></p>		January	February	March	April	May	June	July	August	September	October	November	December	BoD				16			2		17			3	FC			27			12		28			13		AB		12	26		14	11		27			12		QARC			20			5		21			6		EMC	14	11	11	15	13	17	15	12	16	14	11	16	LTC			12		21			13		29			BOE			4			24				21			CAC						As required							SRC				10				7				4
	January	February	March	April	May	June	July	August	September	October	November	December																																																																																																																							
BoD				16			2		17			3																																																																																																																							
FC			27			12		28			13																																																																																																																								
AB		12	26		14	11		27			12																																																																																																																								
QARC			20			5		21			6																																																																																																																								
EMC	14	11	11	15	13	17	15	12	16	14	11	16																																																																																																																							
LTC			12		21			13		29																																																																																																																									
BOE			4			24				21																																																																																																																									
CAC						As required																																																																																																																													
SRC				10				7				4																																																																																																																							
<p><b>f.</b> Mechanisms for competent academic governance and leadership of higher education provision and other academic activities have been implemented and these are operating according to an institutional academic governance policy framework and are effective in maintaining the quality of higher education offered</p>	<p>The AGE Board of Directors has delegated academic governance and leadership to the AGE Academic Board.</p> <p>The <i>AGE Governance Charter</i> – <a href="#">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a> – articulated the functions of the <i>Academic Board</i> (Section 5, p20) –</p> <ul style="list-style-type: none"> <li>• have responsibility for the academic governance and compliance with the academic components the HESF 2021 and the National Code 2018</li> <li>• establish subcommittees to facilitate and assist with the functioning of the Academic Board</li> <li>• receive reports from standing sub-committees or working groups and ensure that their referred responsibilities are discharged</li> <li>• report to the Board of Directors on academic matters</li> <li>• confirm that delegations of academic authority are implemented</li> <li>• self-assure curriculum and assessment design</li> </ul>																																																																																																																																		

- approve courses for (re)accreditation by TEQSA and/or other accrediting agencies
- oversee the course review processes for accredited courses
- facilitate academic freedom and freedom of speech
- maintain oversight of academic integrity including monitoring potential risk
- ensure a culture of scholarship is developed and nurtured throughout AGE
- develop, approve and review the academic policies that guide all academic activities
- offer academic advice to corporate decision-making
- oversee the quality assurance of the higher education academic functions of AGE including evaluating the effectiveness of institutional monitoring, review and improvement of academic activities
- oversee risk to students, courses and academic quality
- monitor student progression, especially for vulnerable cohorts.
- oversee staff qualifications and ensure sufficient oversight of casual staff review the Graduands recommended by the Board of Examiners to endorse them, or not, for the Board of Director to confer an award from AGE
- monitor, analyse, and review student data and other academic activities and make recommendations for continuous improvement including the quality and effectiveness of educational innovations or proposals for innovations

The Academic Board has four standing committees – Teaching and Learning; Board of Examiners; Course Advisory; and Student Representative Council – all with a direct conduit to the Academic Board and feeding into the AGE Board of Directors.



For further detail around academic governance see – *Academic Governance at AGE* – [87330e\\_c7125562ff394e46bb22c427c4bb5b34.pdf](https://www.guildmusic.edu.au/87330e_c7125562ff394e46bb22c427c4bb5b34.pdf)

**g.** Educational policies and practices support participation by Aboriginal and Torres Strait Islander people and are sensitive to Aboriginal and

AGE encourages diversity and specifically ATSI students – [\(Admissions Policy and Procedure \(V1 Est 2024\) \(guildmusic.edu.au\)\)](https://www.guildmusic.edu.au/AdmissionsPolicyandProcedure(V1Est2024)) ‘Specific consideration will be given to intending students from an Aboriginal and Torres Strait Islanders (ATSI) background.’ (3.1, p1) All policies/procedure are consistent with this encouragement.



<p>Torres Strait Islander knowledge and cultures</p>	
<p><b>h.</b> Qualifications are awarded legitimately</p>	<p>Students are required to complete 24 units (16 core/8 electives) within the accredited Bachelor of Music.</p>
<p><b>i.</b> There are credible business continuity plans and adequately resourced financial and tuition safeguards to mitigate disadvantage to students who are unable to progress in a course of study due to unexpected changes to the higher education provider's operations, including if the provider is unable to provide a course of study, ceases to operate as a provider, loses professional accreditation for a course of study or is otherwise not able to offer a course of study</p>	<p>AGE has in place a <i>Strategic Intent</i> – <a href="#">87330e_55363bb9b38846eda6474ff77dd94221.pdf</a></p> <p>AGE has in place a <i>Risk Register</i> – <a href="#">Proposed AGE Risk Register</a></p> <p>In the unlikely case of ceasing to operate AGE has <i>two</i> music schools in mind with campuses in <i>Melbourne</i> to assist students – arrangements would be set in train as required.</p> <p>AGE has no professional accreditation in place.</p>
<p><b>j.</b> The occurrence and nature of formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents are monitored, and action is taken to address underlying causes, and</p>	<p>Documentation relating to complaints and critical incidents is maintained.</p> <p>All correspondence (student/staff/organisation) is stored securely and can be accessed as required under password protection conditions. This practice ensures all records are confidential and retrievable.</p> <p>AGE has in place a 'student complaints <b>register</b>' AGE, also, has in place a student grievance <b>policy</b> - Student grievance handling - <a href="#">87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf (guildmusic.edu.au)</a></p> <p>AGE has in place a 'critical incident <b>register</b>' AGE has in place a crucial incident <b>policy</b> – Critical Incident - <a href="#">Critical Incident Policy and Procedure_V1 Est 2024.docx (guildmusic.edu.au)</a></p> <p>Board of Directors' meetings are briefed on any current incidents or complaints.</p>
<p><b>k.</b> Lapses in compliance with the Higher Education Standards Framework are identified and monitored, and prompt corrective action is taken.</p>	<p>HESF Standards are monitored carefully.</p> <p>A formal <i>AGE Threshold Standards Audit</i> is conducted at the commencement of each teaching period.</p> <p>The <i>Quality and Risk Committee</i> is charged with this overview and an independent member (with HE expertise) is seconded for the exercise.</p> <p>The audit is published on the AGE website and share with stakeholders including the <i>AGE Academic Board</i> and the <i>AGE Board of Directors</i>.</p>

	The most recent, independent audit was conducted in September 2024.
--	---

Academic Governance (Section 6.3.1)

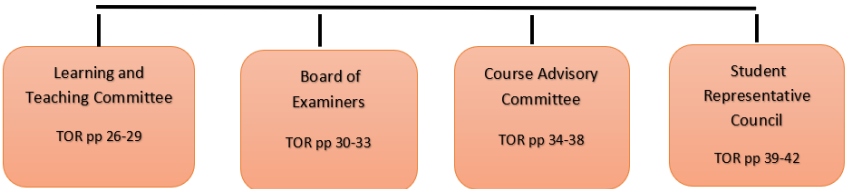
Standards	Evidence or Comments
<p><b>6.3.1.</b> Processes and structures are established, and responsibilities are assigned that collectively:</p> <p><b>a.</b> Achieve effective academic oversight of the quality of teaching, learning, research and research training</p>	<p>AGE has in place the necessary structures and assigned responsibilities (delegations) that ensure quality and continuous improvement.</p> <p>The AGE Academic Board oversees the quality of teaching and learning. The Learning and Teaching Standing Committee has direct delegation and responsibility in this domain as outlined in the Terms of Reference found in the <i>AGE Governance Charter</i> – <a href="https://www.ageducation.edu.au/87330e_6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a> – Section 6 p26 -</p> <ul style="list-style-type: none"> <li>• Provide advice regarding the learning and teaching aspects of courses and units</li> <li>• Review annual evaluations of the quality of content, learning pedagogy and assessment methodologies, the quality and adequacy of information provided to students, resources for each course and recommend modifications where appropriate</li> <li>• Provide advice as required concerning academic policies and procedures concerning learning and teaching pedagogy, tools and delivery.</li> <li>• Act on any other matters referred to it by the Academic Board or Chief Executive Officer.</li> <li>• Ensure adequate and accurate minutes kept of meetings to record decisions made and action taken by the committee and that an appropriate report is provided to the Academic Board</li> </ul> <p>Also see – <i>Academic Governance at AGE</i> – <a href="https://www.ageducation.edu.au/87330e_c7125562ff394e46bb22c427c4bb5b34.pdf">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p>
<p><b>b.</b> Set and monitor institutional benchmarks for academic quality and outcomes</p>	<p>AGE has in place a <i>Strategic Intent (2025-2028)</i> that specifically highlights institutional benchmarks (KPIs) for academic quality and outcomes –</p>

	2024	2025	2026	2027
Full time staff (%)		20	30	40
AQF+1 (%)	100	100	100	100
Progression (%)		80	80	80
Attrition (%)		10	15	20
Completions (%)		80	80	80
Student Satisfaction/5		4	4	4
Staff Satisfaction/5		4	4	4
Student Staff Ratio (SSR)	5	10	15	20
SES (QILT) Aggregate		National Average	National Average	National Average

Extract from p10

AGE is also a member of a national/international consortium that provides benchmarking opportunities in this domain.

<p><b>c.</b> Establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and</p>	<p>AGE has in place a number of senior academic leaders and consultants who are able to provide the necessary oversight.</p> <p>Board of Directors oversight – <a href="#">Leadership   Guild Music Copy</a></p> <p>Academic Board oversight – <a href="#">Leadership   Guild Music Copy</a></p> <p>Teaching and support staff oversight - <a href="#">Our People   Australian Guild of Music Education (guildmusic.edu.au)</a></p> <p>All teaching staff are AQF+1</p>
<p><b>d.</b> Provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices.</p>	<p>The AGE Board of Directors has delegated academic governance and leadership to the AGE Academic Board.</p> <p>The <i>AGE Governance Charter</i> – <a href="#">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a> – articulated the functions of the <i>Academic Board</i> (Section 5, p20) –</p> <ul style="list-style-type: none"> <li>• have responsibility for the academic governance and compliance with the academic components the HESF 2021 and the National Code 2018</li> <li>• establish subcommittees to facilitate and assist with the functioning of the Academic Board</li> <li>• receive reports from standing sub-committees or working groups and ensure that their referred responsibilities are discharged</li> <li>• <b>report to the Board of Directors on academic matters</b></li> <li>• confirm that delegations of academic authority are implemented</li> <li>• self-assure curriculum and assessment design</li> <li>• approve courses for (re)accreditation by TEQSA and/or other accrediting agencies</li> <li>• oversee the course review processes for accredited courses</li> <li>• facilitate academic freedom and freedom of speech</li> <li>• maintain oversight of academic integrity including monitoring potential risk</li> <li>• ensure a culture of scholarship is developed and nurtured throughout AGE</li> <li>• <b>develop, approve and review the academic policies that guide all academic activities</b></li> <li>• offer academic advice to corporate decision-making</li> <li>• oversee the quality assurance of the higher education academic functions of AGE including evaluating the effectiveness of institutional monitoring, review and improvement of academic activities</li> <li>• oversee risk to students, courses and academic quality</li> <li>• monitor student progression, especially for vulnerable cohorts.</li> </ul>

	<ul style="list-style-type: none"> <li>• oversee staff qualifications and ensure sufficient oversight of casual staff review the Graduands recommended by the Board of Examiners to endorse them, or not, for the Board of Director to confer an award from AGE</li> <li>• monitor, analyse, and review student data and other academic activities and make recommendations for continuous improvement including the quality and effectiveness of educational innovations or proposals for innovations</li> </ul> <p>The Academic Board has four standing committees – Teaching and Learning; Board of Examiners; Course Advisory; and Student Representative Council – all with a direct conduit to the Academic Board and feeding into the AGE Board of Directors.</p>  <p>For further detail around academic governance see – <i>Academic Governance at AGE</i> – <a href="https://www.ageducation.edu.au/87330e_c7125562ff394e46bb22c427c4bb5b34.pdf">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p>
<p><b>6.3.2.</b> Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:</p> <p><b>a.</b> Developing, monitoring and reviewing academic policies and their effectiveness</p>	<p>Academic oversight is an important aspect of the work of AGE.</p> <p>See <i>Corporate Governance at AGE</i> – <a href="https://www.ageducation.edu.au/87330e_100969e2681f400b8f95d1265eb99678.pdf">87330e_100969e2681f400b8f95d1265eb99678.pdf</a></p> <p>The <i>AGE Academic Board</i> (and its four standing committees) play a key role in the oversight and management of quality.</p> <p>A key focus for the AB is to ‘develop, approve and review the academic policies that guide all academic activities’ (Section 5, p20, subsection I)</p>
<p><b>b.</b> Confirming that delegations of academic authority are implemented</p>	<p>Academic oversight is delegated to the AGE Academic Board.</p> <p>See <i>Corporate Governance at AGE</i> – <a href="https://www.ageducation.edu.au/87330e_100969e2681f400b8f95d1265eb99678.pdf">87330e_100969e2681f400b8f95d1265eb99678.pdf</a></p> <p>See <i>Academic Governance at AGE</i> – <a href="https://www.ageducation.edu.au/87330e_c7125562ff394e46bb22c427c4bb5b34.pdf">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p> <p>The <i>AGE Academic Board</i> (and its four standing committees) play a key role in the oversight and management of quality.</p> <p>The delegation of academic authority is outlines in the <i>AGE Governance Charter</i> – <a href="https://www.ageducation.edu.au/87330e_6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a> – Section 5 pp20-25</p>

<p><b>c.</b> Critically scrutinising, approving and, if authority to self-accredit is held, accrediting or advising on approving and accrediting, courses of study and their associated qualifications</p>	<p>AGE is not self-accrediting.</p> <p>Oversight of offerings and continuous improvement is a vital part of the work of the <i>AGE Academic Board</i> (and its standing committees). This is evidenced in the AGE Governance Charter -</p> <p>‘self-assure curriculum and assessment design’ - Section 5, p20, subsection <b>f</b></p> <p>‘Approve courses for (re)accreditation by TEQSA and/or other accrediting agencies’ - Section 5, p20, subsection <b>g</b></p> <p>‘Oversee the course review processes for accredited courses’ – Section 5, p20, subsection <b>h</b></p> <p>‘Monitor, analyse, and review student data and other academic activities and make recommendations for continuous improvement including the quality and effectiveness of educational innovations or proposals for innovations’ – Section 5, p21, subsection <b>r</b></p> <p>See <i>AGE Governance Charter</i> –  <a href="https://www.ageducation.edu.au/87330e_6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p> <p>See <i>Academic Governance at AGE</i> –  <a href="https://www.ageducation.edu.au/87330e_c7125562ff394e46bb22c427c4bb5b34.pdf">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p>
<p><b>d.</b> Maintaining oversight of academic and research integrity, including monitoring of potential risks</p>	<p>The AGE Academic Board has been delegated responsibility in this domain –</p> <p>‘Maintain oversight of academic integrity including monitoring potential risks’ – Section 5, p20, subsection <b>j</b></p> <p>‘Oversee risk to students, courses and academic quality’ – Section 5, p21, subsection <b>o</b></p> <p>See <i>AGE Governance Charter</i> –  <a href="https://www.ageducation.edu.au/87330e_6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p> <p>See <i>Academic Governance at AGE</i> -  <a href="https://www.ageducation.edu.au/87330e_c7125562ff394e46bb22c427c4bb5b34.pdf">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p>
<p><b>e.</b> Monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes</p>	<p>The AGE Academic Board has been delegated responsibility in this domain –</p> <p>‘Oversee the quality assurance of the higher education academic functions of AGE including evaluating the effectiveness of institutional monitoring, review and improvement of academic activities’ – Section 5, p21, subsection <b>n</b></p> <p>‘Monitor, analyse, and review student data and other academic activities and make recommendations for continuous improvement including the quality and effectiveness of educational innovations or proposals for innovations’ – Section 5, p21, subsection <b>r</b></p> <p>See <i>AGE Governance Charter</i> –  <a href="https://www.ageducation.edu.au/87330e_6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p> <p>See <i>Academic Governance at AGE</i> -  <a href="https://www.ageducation.edu.au/87330e_c7125562ff394e46bb22c427c4bb5b34.pdf">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p>

f. Critically evaluating the quality and effectiveness of educational innovations or proposals for innovations

The AGE Academic Board has been delegated responsibility in this domain –

'Monitor, analyse, and review student data and other academic activities and make recommendations for continuous improvement including the quality and effectiveness of educational innovations or proposals for innovations' – Section 5, p21, subsection r

See *AGE Governance Charter* –

[87330e\\_6e698575ff2c4877b4e177737123fbb6.pdf](#)

See *Academic Governance at AGE* -

[87330e\\_c7125562ff394e46bb22c427c4bb5b34.pdf](#)

<p><b>g.</b> Evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and</p>	<p>The AGE Academic Board has been delegated responsibility in this domain –</p> <p>‘Self-assure curriculum and assessment design’ – Section 5, p20, subsection <b>f</b></p> <p>‘Oversee the course review processes for accredited courses’ – Section 5, p20, subsection <b>h</b></p> <p>‘Oversee the quality assurance of the higher education academic functions of AGE including evaluating the effectiveness of institutional monitoring, review and improvement of academic activities’ – Section 5, p21, subsection <b>n</b></p> <p>‘Monitor, analyse, and review student data and other academic activities and make recommendations for continuous improvement including the quality and effectiveness of educational innovations or proposals for innovations’ – Section 5, p21, subsection <b>r</b></p> <p>See <i>AGE Governance Charter</i> – <a href="https://www.ageducation.edu.au/87330e_6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p> <p>See <i>Academic Governance at AGE</i> - <a href="https://www.ageducation.edu.au/87330e_c7125562ff394e46bb22c427c4bb5b34.pdf">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p>
<p><b>h.</b> Monitoring and reporting to the corporate governing body on the quality of teaching, learning, research and research training.</p>	<p>The AGE Academic Board has been delegated responsibility in this domain –</p> <p>‘Report to the Board of Directors on academic matters’ – Section 5, p20, subsection <b>d</b></p> <p>‘Oversee the quality assurance of the higher education academic functions of AGE including evaluating the effectiveness of institutional monitoring, review and improvement of academic activities’ – Section 5, p21, subsection <b>n</b></p> <p>‘Oversee risk to students, courses and academic quality’ – Section 5, p21, subsection <b>o</b></p> <p>‘Monitor student progression, especially for vulnerable cohorts’ – Section 5, p21, subsection <b>p</b></p> <p>‘Monitor, analyse, and review student data and other academic activities and make recommendations for continuous improvement including the quality and effectiveness of educational innovations or proposals for innovations’ – Section 5, p21, subsection <b>r</b></p> <p>See <i>AGE Governance Charter</i> – <a href="https://www.ageducation.edu.au/87330e_6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p> <p>See <i>Academic Governance at AGE</i> - <a href="https://www.ageducation.edu.au/87330e_c7125562ff394e46bb22c427c4bb5b34.pdf">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p> <p>See <i>Corporate Governance at AGE</i> - <a href="https://www.ageducation.edu.au/87330e_100969e2681f400b8f95d1265eb99678.pdf">87330e_100969e2681f400b8f95d1265eb99678.pdf</a></p> <p>The Academic Board has a direct conduit to the Corporate Board (Board of Directors) <i>for reporting purposes</i> in the person of the <i>Chair, Academic</i></p>



	<p><i>Board</i> who is a sitting member of the BoD with a standing item on all agenda.</p>
<p><b>6.3.3</b> Students have opportunities to participate in academic governance.</p>	<p>AGE has in place a <i>Student Representative Council</i> that facilitates involvement in matters academic and operational. Historical efforts (not unlike those at universities throughout the country) to include students on various boards and committees have failed – this was particularly evident with undergraduate students.</p> <p>In 2024 AGE initiated a formal entity – <b>Student Representative Council</b> (SRC) – which has a direct conduit to both the <i>Academic Board</i> and in effect the <i>Board of Directors</i>.</p> <p>The SRC <i>Terms of Reference</i> are clearly articulated in the <i>Governance Charter</i> (Section 9 pp 39-42) – <a href="https://www.ageducation.edu.au/87330e6e698575ff2c4877b4e177737123fbb6.pdf">87330e_6e698575ff2c4877b4e177737123fbb6.pdf</a></p> <p>The <b>functions</b> of the SRC are captured in the following items –</p> <ul style="list-style-type: none"> <li>• Reflect on matters relating to student services and amenities</li> <li>• Collate and present recommendations from the student body concerning student services and amenities to AGE’s Boards and Committees, where deemed to be relevant</li> <li>• Report on academic and non-academic student experiences and matters for improvement</li> <li>• Narrow the gap between the Executive and students</li> <li>• Consult with all students concerning their student experience and topical issues</li> <li>• Facilitate opportunities for students to provide feedback and suggestions on both academic and non-academic matters</li> <li>• Report to the Academic Board on key academic issues concerning the students</li> <li>• Report to the Board of Directors on key non-academic issues concerning the students</li> <li>• Create a social calendar of socially diverse events</li> </ul> <p>The Registrar is often invited to meetings of the SRC as issues are raised and/or information is requested.</p>

**STANDARD 7 | REPRESENTATION, INFORMATION AND INFORMATION MANAGEMENT**

<p>*Institutional Confidence Rating:</p>	<p>Unique Standards Proposition – Our Institution, Our Strategy Adding Value Through the Standards</p> <p>“Greater collaboration with researchers to create alignment between research and the problems they are facing, with the aim of developing innovative solutions to old and new problems that will deliver improved outcomes”.</p> <p>“In order to fully capitalise on this new paradigm, Australia’s higher education providers will need to innovate their business models and underlying value propositions to remain competitive – ensuring they are more nimble and enterprising than they have ever been. This will involve exploring new markets and segments and developing innovative products and services to meet changing demands of learners and industry” - Deloitte Strategy 2016</p> <p>This Domain (Sections 7.1-7.3) within the <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a> (HES Framework) encompasses:</p> <ul style="list-style-type: none"> <li>• Whether the provider’s <b>representations</b> (whether directly or through other parties) about itself and the courses of study it offers are <b>accurate, ethical and not misleading</b> in their claims (7.1)</li> <li>• Whether there is sufficient <b>publicly available information</b> to assist students in making informed choices about selecting a course of study, to enable effective and informed participation in a chosen course of study and to resolve grievances if necessary, including the particular needs of international students studying in Australia (7.2)</li> <li>• The existence of a readily <b>accessible public description of the provider and its operations</b>, and</li> <li>• The requirement that the provider’s information management system meets certain critical requirements concerning <b>content, security and integrity</b> (7.3).</li> </ul>
--	---

Representation, Information and Information Management (Section 7.1.1)

Standards	Evidence or Comments
<p><b>7.1.1</b> Representation of the higher education provider, its educational offerings and charges, whether directly or through agents or other parties, is accurate and not misleading</p>	<p>AGE has in place a public website with all the necessary elements included - <a href="http://School   Australian Guild of Music Education   Australia (guildmusic.edu.au)"><u>School   Australian Guild of Music Education   Australia (guildmusic.edu.au)</u></a></p> <p>The information provided is accurate and no way misleading.</p> <p><i>Course information</i> is readily available - <a href="http://Study with Us   Australian Guild of Music Education (guildmusic.edu.au)"><u>Study with Us   Australian Guild of Music Education (guildmusic.edu.au)</u></a></p> <p><i>Key course information</i> is readily accessible - <a href="http://Key Course Information   Guild Music Copy"><u>Key Course Information   Guild Music Copy</u></a></p> <p><i>Course structure</i> is appropriately articulated - <a href="http://Course Structure   Guild Music Copy"><u>Course Structure   Guild Music Copy</u></a></p> <p><i>Entry requirements</i> are clear and evident - <a href="http://Entry Requirements   Guild Music Copy"><u>Entry Requirements   Guild Music Copy</u></a></p> <p><i>Fees and charges</i> are transparent - <a href="http://Fees   Guild Music Copy"><u>Fees   Guild Music Copy</u></a></p> <p><i>How to apply</i> is accessible and well explained - <a href="http://How to Apply   Guild Music Copy"><u>How to Apply   Guild Music Copy</u></a></p>
<p><b>7.1.2</b> Courses or units of study that are offered or intended to be offered are not described as accredited, whether by TEQSA or by a professional accreditation body for the purposes of registration to practise, until such accreditation has been obtained.</p>	<p>AGE currently offers a <i>Bachelor of Music</i> which is accredited by TEQSA - <a href="http://Australian Guild of Education Pty Ltd (formerly Australian Guild of Music Education Inc.)   Tertiary Education Quality and Standards Agency (teqsa.gov.au)"><u>Australian Guild of Education Pty Ltd (formerly Australian Guild of Music Education Inc.)   Tertiary Education Quality and Standards Agency (teqsa.gov.au)</u></a></p>
<p><b>7.1.3</b> Where units of study are offered separately from a course of study and are represented as eligible for gaining credit towards a course of study or a qualification:</p> <p><b>a.</b> The course(s) of study and qualification(s) for which credit may be gained are specified, and</p>	<p>AGE currently offers a single degree - <i>Bachelor of Music</i>.</p> <p>Currently there is no opportunity to complete single units.</p> <p>Not applicable</p>
<p><b>b.</b> The terms on which credit may be granted are defined.</p>	<p>AGE has in place a comprehensive and benchmarked policy and procedure on <i>credit and recognition of prior learning</i> – <a href="http://87330e_9f158253cd7d41f1ba51058db4534d6b.pdf"><u>87330e_9f158253cd7d41f1ba51058db4534d6b.pdf</u></a></p>

Representation, Information and Information Management (Section 7.1.4)

Standards	Evidence or Comments
<p><b>7.1.4</b> Agents and other parties that are involved in representing the higher education provider are bound by formal contracts with the provider, their performance is monitored and prompt corrective action is taken in the event or likelihood of misrepresentation or unethical conduct.</p>	<p>AGE has in place a comprehensive and benchmarked policy and procedure related to <i>education agents</i> –</p> <p><a href="http://guildmusic.edu.au">Education Agents Policy and Procedure V1 Est 2024 (guildmusic.edu.au)</a></p> <p>‘This policy and procedure outlines how the Australian Guild of Education (“AGE”) will appoint and monitor its Education Agents, and the conditions under which Agent Agreements will be terminated. It seeks to ensure that AGE only uses Education Agents who have appropriate knowledge and understanding of the Australian international education industry, who are honest and ethical, and who work with integrity and respect for the standards of Australian education’ 1.2, p1</p> <p><i>Agent Selection Criteria</i> is outlined (3.4-3.5, pp 2-3)</p> <p>‘AGE only enters into Authorised Education Agent Agreements with, and/or accepts student referrals from, reputable organisations (such as education brokerage companies, professional associations, industry bodies, and government centres) that meet the established criteria’ 3.4, p2</p> <p><i>Appointment procedure</i> is evident (5.1-5.2, pp 3-4)</p> <p>‘AGE is committed to appointing a number of professional education agents to represent its interests in defined areas and, to this end, may approach prospective agents and will be open to receiving expressions of interest from Education Agents seeking appointment, by signed agreement, as one of its Authorised Education Agents’ 5.1, p3</p> <p><i>Written agreement</i> details are provided (5.3-5.6, pp 4-5)</p> <p>‘AGE enters into a written agreement with each Education Agent it engages to formally represent it and enters and maintains the Education Agent’s details in PRISMS’ 5.3, p4</p> <p><i>Training of authorised agents</i> is outlined (5.7-5.15, pp5-6)</p> <p>‘AGE’s Marketing Manager will provide comprehensive training to AGE’s authorised Education Agents’ 5.7, p5</p> <p><i>Monitoring authorised education agents</i> is highlighted (5.16, pp6-7)</p> <p>‘AGE conducts ongoing monitoring of its Education Agents’ 5.16, p6</p>

*Performance review* is embedded (5.17-5.19, pp7-8)

'The overall performance of each Education Agent will be audited annually, approximately one (1) month before the expiry/renewal date of the Education Agent Agreement. Audit dates and outcomes will be entered on the In-File Education Agent Checklist' 5.17, p7

*Complaints and investigation* strategies are outlined (5.20-5.21, pp8-9)

'AGE is committed to formally investigating any formal complaint received about the performance of an Agent, and to implementing an ethical and professional response to any complaint' 5.20, p8

*Renewal of authorised education agent agreement* is articulated (5.22, p9)

'If, following completion of the annual Education Agent Audit, the CEO is satisfied that the Education Agent has operated professionally and ethically, has effectively represented AGE's interests, and has referred significant numbers of prospective students to AGE programs and courses, with a high conversion ratio, a renewal of the Authorised Education Agent Agreement may be offered to the Agent' 5.22, p9

*Termination and non-renewal of authorised education agent agreements* is presented (5.23-5.40, pp9-12)

'Should AGE at any time become aware of an Education Agent being negligent, careless or incompetent, or of having engaged in false, misleading or unethical advertising and recruitment practices, including practices that could harm the reputation of AGE and/or the integrity of the Australian education and training system, AGE shall take immediate corrective and preventive action' 5.23, p9

*Change of agent/release letter* is addressed (5.41-5.46, pp12-13)

'In situations where AGE terminates or chooses not to renew an Authorised Education Agent Agreement, the CEO will ensure that the students represented by that Education Agent are advised in writing of the termination/non-renewal of the Authorised Education Agent Agreement and request them asking to complete and submit a Change of Agent Request Form, identifying a new Agent from the list of Authorised Agents published on AGE's website' 5.41, p12

*Related legislation and documents* are highlighted (6.1, pp13-14)

**7.1.5** Representations, whether expressed or implied, about the outcomes associated with undertaking a course of study, eligibility for acceptance into another course of study, employment outcomes or possible migration outcomes are not false or misleading.

**Learning Outcomes** are clear and well-articulated - [Key Course Information | Guild Music Copy](#)/Learning Outcomes

**Graduate Attributes** are clear and evident - [Key Course Information | Guild Music Copy](#)/Graduate Attributes

The **course brochure** is accurate and informative - [Bachelor of Music Course Brochure 2024/2025 \(guildmusic.edu.au\)](#)

There are no statements on **acceptance into other courses**. The only reference is generic and truthful –

‘Graduates may also choose to undertake further graduate or postgraduate studies in music or other career areas such as Education, Early Childhood Education, Media & Communications, Management, Marketing, International Relations, Social Work, Sustainable Development and many more that require an undergraduate degree for entry into the course’ Bachelor of Music Course Brochure 2024/2025 p1 - [Bachelor of Music Course Brochure 2024/2025 \(guildmusic.edu.au\)](#)

**Employment possibilities** (career outcomes) are comprehensive, but without promise or guarantee –

‘AGE graduates are set up for success in the music, education and creative arts industries on a global scale. Graduating with transferable study skills and well-developed knowledge in the four key disciplines of musical instruction; Musicianship, Performance & Teaching, Modern Music Creation and Music as Culture, graduates can explore a wide range of careers including but not limited to:’

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| • Instrumental / Vocal Teacher      | • Solo Performer                    |
| • Composer / Film Scorer / Arranger | • Accompanist                       |
| • Audio Technician                  | • Concert Manager/Producer          |
| • Music Festival Director/Producer  | • Music Critic /Reviewer            |
| • Recording producer                | • Recording Engineer                |
| • Music Director                    | • Performer: bands/ studio/ theatre |
| • Studio Music Teacher              | • Classroom Music Teacher           |
| • Music Curator                     | • Sound Artist                      |

Bachelor of Music Course Brochure 2024/2025 p1 - [Bachelor of Music Course Brochure 2024/2025 \(guildmusic.edu.au\)](#)

**Migration outcomes are not provided**. A comprehensive and informative international student handbook has been developed to support international students - [International Student Handbook 2024 \(guildmusic.edu.au\)](#)

There are no false or misleading statements provided by AGE as an attester of integrity.

Information for Prospective and Current Students (Section 7.2.1)

Standards	Evidence or Comments
<p><b>7.2.1</b> Accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences.</p>	<p>The AGE public website is comprehensive and appropriate.</p> <p>AGE has in place a policy and procedure relating to <i>Diversity, Equity and Inclusion</i> - <a href="https://guildmusic.edu.au/58b2d3_a597c7e37e2b42bab299e2689a90e35e.pdf">58b2d3_a597c7e37e2b42bab299e2689a90e35e.pdf (guildmusic.edu.au)</a></p> <p>'This Policy articulates the AGE's commitment to providing an accessible and inclusive learning and work environment free from discrimination, sexual harassment, victimisation, and vilification.' 1.2, p1</p> <p>The policy provides detail around –</p> <p>Commencement/Purpose/Application – 1, p1</p> <p>Definitions – 2, pp1-2</p> <p>Policy Statement – 3, pp2-3</p> <p>Responsibilities – 4, pp3-4</p> <p>Procedure – 5, p4</p> <p>Related legislation and documents – 6, pp4-5</p> <p>The blended mode lends itself to a range of students who may have <i>mobility issues</i>.</p> <p>AGE <i>does not cater for vision or hearing - impaired students</i>.</p>
<p><b>7.2.2</b> Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes:</p> <p><b>a.</b> Information to assist in decisions about courses or units of study, including the course design, prerequisites, assumed knowledge, when and where courses/units are offered, application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for</p>	<p>Information available to students prior to acceptance of an offer is comprehensive, in plain English, and not over technical. Musical terms are used – but that is an essential element of the offerings.</p> <p>AGE has in place a comprehensive Bachelor of Music <b>Course Brochure</b> 2024/2025 – <a href="https://guildmusic.edu.au/Bachelor%20of%20Music%20Course%20Brochure%202024%202025">Bachelor of Music Course Brochure 2024/2025 (guildmusic.edu.au)</a></p> <p>There is ample information provided on <b>course structure</b> - <a href="#">Course Structure   Guild Music Copy/course structure</a></p> <p><b>Mode</b> is explained - <a href="https://guildmusic.edu.au/Study%20with%20Us">Study with Us   Australian Guild of Music Education (guildmusic.edu.au)</a></p> <p><b>Pre-requisites</b> are evident – <a href="#">Course Structure   Guild Music Copy/course structure</a></p> <p><b>Device Specs and Delivery</b> detail is provided - <a href="#">Course Structure   Guild Music Copy/Device specs and delivery</a></p> <p><b>Assessment methods</b> are articulated - <a href="#">Course Structure   Guild Music Copy/Assessment methods</a></p>

<p>registration to practise where applicable.</p>	<p><b>Assumed knowledge</b> is laid out – <a href="#">Bachelor of Music Course Brochure 2024/2025 (guildmusic.edu.au)</a> –</p> <p>General <b>entry requirements</b> – p6</p> <p>Music specific <b>entry requirements</b> – p7</p> <p><b>Language</b> requirements – p9</p> <p><b>Recognition of prior learning</b> is articulated – p9-10</p> <p><b>Employment possibilities</b> (not promised) are presented –</p> <ul style="list-style-type: none"> <li>• Instrumental / Vocal Teacher</li> <li>• Composer / Film Scorer / Arranger</li> <li>• Audio Technician</li> <li>• Music Festival Director/Producer</li> <li>• Recording producer</li> <li>• Music Director</li> <li>• Studio Music Teacher</li> <li>• Music Curator</li> <li>• Solo Performer</li> <li>• Accompanist</li> <li>• Concert Manager/Producer</li> <li>• Music Critic /Reviewer</li> <li>• Recording Engineer</li> <li>• Performer: bands/ studio/ theatre</li> <li>• Classroom Music Teacher</li> <li>• Sound Artist</li> </ul> <p>Registration to practise <b>is not applicable.</b></p> <p>A comprehensive and benchmarked student <b>admission policy and procedure</b> is readily accessible - <a href="#">Admissions Policy and Procedure (V1 Est 2024) (guildmusic.edu.au)</a></p> <p>A readily available ‘<b>Apply Now</b>’ is provided on the front page of the public website - <a href="#">How to Apply   Guild Music Copy</a></p>
<p><b>b.</b> Information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies</p>	<p>AGE has in place a comprehensive <i>Bachelor Music Course Brochure 2024/2025</i> - <a href="#">Bachelor of Music Course Brochure 2024/2025 (guildmusic.edu.au)</a></p> <p>AGE has in place a detailed and useful guide for <i>international student handbook</i> - <a href="#">International Student Handbook 2024 (guildmusic.edu.au)</a></p> <p>The AGE website is heavily loaded with a range of information including contact points, orientation and induction details, delivery mechanisms and mode, technical requirements, access to learning resources, timetables and how to participate in the student representative council.</p>



<p><b>c.</b> Information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international students, disciplinary procedures, misconduct and grounds for suspension or exclusion</p>	<p>AGE has in place a comprehensive and benchmarked policy on <i>Code of Conduct and Shared Responsibility</i> - <a href="https://guildmusic.edu.au/2024">International Student Handbook 2024 (guildmusic.edu.au)</a></p> <p>'This policy outlines the shared responsibilities expected of everyone engaging with the AGE to ensure a productive and supportive environment free from harassment, discrimination, vilification and disruption' 1, p1</p> <p>The policy clearly articulates –</p> <p>Expectations of AGE students – 3.1, pp1-2</p> <p>Inappropriate personal and professional behaviour – 3.2, p2</p> <p>Responsibilities – 3.3, p2</p> <p>Definitions – 4, p2</p> <p>Related policies – 5, p2</p> <p>Additional related policies and procedures include –</p> <p>Admissions - <a href="https://guildmusic.edu.au/Admissions-Policy-and-Procedure-V1-Est-2024">Admissions Policy and Procedure (V1 Est 2024) (guildmusic.edu.au)</a></p> <p>Assessment Grading - <a href="https://guildmusic.edu.au/87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf">87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf (guildmusic.edu.au)</a></p> <p>Course progression - <a href="https://guildmusic.edu.au/87330e_10ad15ef82354757a27062458823c81b.pdf">87330e_10ad15ef82354757a27062458823c81b.pdf (guildmusic.edu.au)</a></p> <p>Credit and recognition of prior learning – <a href="https://guildmusic.edu.au/87330e_9f158253cd7d41f1ba51058db4534d6b.pdf">87330e_9f158253cd7d41f1ba51058db4534d6b.pdf</a></p> <p>Deferment, Suspension and Cancellation of Study - <a href="https://guildmusic.edu.au/87330e_1c957461c6264e86a616ff7bfcc9aabc.pdf">87330e_1c957461c6264e86a616ff7bfcc9aabc.pdf (guildmusic.edu.au)</a></p> <p>Exclusion from a course or unit - <a href="https://guildmusic.edu.au/87330e_cd8a4e7100c44a9d929009b758251cf7.pdf">87330e_cd8a4e7100c44a9d929009b758251cf7.pdf (guildmusic.edu.au)</a></p> <p>Fees and refunds - <a href="https://guildmusic.edu.au/87330e_279ae3443c3a44dab93f0bf9718aa1ac.pdf">87330e_279ae3443c3a44dab93f0bf9718aa1ac.pdf (guildmusic.edu.au)</a></p> <p>Student at risk and early intervention - <a href="https://guildmusic.edu.au/87330e_c4208af7d07c400da1f87cff6c069554.pdf">87330e_c4208af7d07c400da1f87cff6c069554.pdf (guildmusic.edu.au)</a></p> <p>Student Grievance and Handling - <a href="https://guildmusic.edu.au/87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf">87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf (guildmusic.edu.au)</a></p> <p>Student support – <a href="#">Student Support Policy</a></p> <p>Transfer – <a href="#">Student Transfer Policy and Procedure (S1)</a></p> <p>AGE conducts a detailed 2 day orientation for new students which covers a range of issues and support mechanisms - <a href="#">Students   Guild Music Copy/Student Life</a></p>
---	---


<p><b>d.</b> Information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment</p>	<p>Access to relevant policies is readily available - <a href="#">Policies &amp; Forms   Guild Music Copy</a></p> <p>Individual policies are also readily accessible –</p> <p>Admission - <a href="#">Admissions Policy and Procedure (V1 Est 2024) (guildmusic.edu.au)</a></p> <p>Recognition of prior learning – <a href="#">87330e_9f158253cd7d41f1ba51058db4534d6b.pdf</a></p> <p>Transition and transfer – <a href="#">Student Transfer Policy and Procedure (S1)</a></p> <p>Progression - <a href="#">87330e_10ad15ef82354757a27062458823c81b.pdf (guildmusic.edu.au)</a></p> <p>Assessment Grading – <a href="#">87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf (guildmusic.edu.au)</a></p> <p>Equity and Diversity – <a href="#">58b2d3_a597c7e37e2b42bab299e2689a90e35e.pdf (guildmusic.edu.au)</a></p> <p>Withdrawal -</p> <p>Deferment, suspension and cancelation - <a href="#">87330e_1c957461c6264e86a616ff7bfcc9aabc.pdf (guildmusic.edu.au)</a></p> <p>Exclusion – <a href="#">87330e_cd8a4e7100c44a9d929009b758251cf7.pdf (guildmusic.edu.au)</a></p> <p>See – Academic Governance at AGE – <a href="#">87330e_c7125562ff394e46bb22c427c4bb5b34.pdf</a></p>
<p><b>e.</b> Information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable</p>	<p>AGE has in place a range of policies and procedures to support students.</p> <p>Access to the related student services can be sourced at - <a href="#">Student Services   Guild Music Copy</a></p> <p>'AGE offers a range of student services. These include Administrative Services, Disability &amp; Disadvantage Support Services, Learning Support Services including English Language Learning Support and Counselling.</p> <p>A wide range of information is also provided in the Student Handbooks about life in Melbourne and how to access everything from accommodation and medical care, to making friends, spiritual support, legal aid and information about working while you're on a student visa' p1</p> <p>The site information on a range of services including -</p> <ul style="list-style-type: none"> <li>Administrative Services</li> <li>Learning Support Services</li> <li>Disability Services</li> <li>Counselling Services</li> <li>Immediate Support</li> </ul>

	<p>Sexual Harassment and Sexual Assault Information</p> <p>A range of contact points</p> <p>AGE contact – phone and email (during working hours)</p>
<p><b>f.</b> Information to assist in resolution of grievances, including an explanation of processes for resolution of grievances and complaints and internal and external appeals processes, guidance on how to participate in the processes and sources of assistance including advocacy, and</p>	<p>A detailed and benchmarked policy and procedure relating to student grievances has been developed - <a href="https://guildmusic.edu.au/87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf">87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf (guildmusic.edu.au)</a></p> <p>'This policy and procedure outlines how the Australian Guild of Education ("AGE") will operate an effective, timely, fair and equitable grievance handling system, which is easily accessible to all complainants. The grievance handling process is designed to ensure that AGE responds effectively to individual cases of dissatisfaction' 1.2, p1</p>
<p><b>g.</b> Information to assist international students studying in Australia if applicable, including indicative costs of living and studying in Australia, accommodation options, arrangements for health care and, where applicable, schooling obligations related to school-aged dependants (including the possibility that school fees may be incurred).</p>	<p>A comprehensive, benchmarked International Student Handbook has been developed - <a href="https://guildmusic.edu.au/International%20Student%20Handbook%202024">International Student Handbook 2024 (guildmusic.edu.au)</a></p> <p>The contents include –</p> <ul style="list-style-type: none"> <li>A welcome to Australia (p4)</li> <li>Reasons to study in Australia (p5)</li> <li>Pre-arrival information (p7)</li> <li>Visa Requirements (p10)</li> <li>Planning your trip to Australia (p13)</li> <li>Entry into Australia (p17)</li> <li>Accommodation (p20)</li> <li>Living in Melbourne (p26)</li> <li>Studying at AGE (p28)</li> <li>Living in Australia (p40)</li> <li>Adjusting to life in Australia (p65)</li> <li>Useful contacts (p77)</li> </ul>
<p><b>7.2.3</b> There are policies and processes that ensure information and advice given to international students holding or applying for an Australian student visa and decisions taken in relation to such students meet statutory requirements.</p>	<p>AGE has in place a comprehensive, benchmarked International Student Handbook - <a href="https://guildmusic.edu.au/International%20Student%20Handbook%202024">International Student Handbook 2024 (guildmusic.edu.au)</a></p> <p>Further information is available on the AGE public website - <a href="#">Students   Guild Music Copy</a>/International Students – with information relating to –</p> <ul style="list-style-type: none"> <li>Studying in Australia and Living in Melbourne</li> <li>ESOS Framework</li> </ul>

	<p>VISA requirements</p> <p>Using you Student VISA</p> <p>Student Card</p> <p>Working in Australia</p> <p>AGE has in place a comprehensive Admission Policy - <a href="#">Admissions Policy and Procedure (V1 Est 2024) (guildmusic.edu.au)</a></p>
<p><b>7.2.4</b> Students are given reasonable notice of changes to a higher education provider's operation including information about increases in fees and associated costs and any consequences that may affect their choice of, or ability to participate in, an intended course(s) of study.</p>	<p>Any change to operation is efficiently related to students.</p>
<p><b>7.3.1</b> There is a repository of publicly available current information about the higher education provider's operations that includes:</p> <p><b>a.</b> The registered name of the higher education provider, trading name(s) if different, regulatory status and authority to provide courses of study to international students studying on an Australian student visa</p>	<p>AGE has a clear and defined repository of essential information that is available to the public.</p> <p>All documentation (hard or soft) contains the official name – Australian Guild of Education Pty Ltd                      Provider ID – PRV12114                      CRICOS Code – 04168K                      ABN – 81 671 463 853</p>
<p><b>b.</b> The instrument establishing the entity</p>	<p>AGE has in place a comprehensive, benchmarked constitution – <a href="#">AGE Constitution V.3 Authorised 6 July 2024.docx</a></p>
<p><b>c.</b> The members of the governing body and senior executive</p>	<p>There is a link to the Governing Body (Board of Directors); the Academic Board; and the teaching/administration team. This is located on the main website behind 'About Us' -</p> <p>Leadership - <a href="#">Leadership   Guild Music Copy</a></p> <p>Our team - <a href="#">Our People   Australian Guild of Music Education (guildmusic.edu.au)</a></p>
<p><b>d.</b> The financial standing of the provider</p>	<p>AGE published an annual financial statement</p>
<p><b>e.</b> Indicative total student enrolments</p>	<p>AGE publishes ISL at the commencement of each teaching period (post Census)</p>

<p><b>f.</b> A high-level organisational chart that includes the organisational units that deliver courses of study, such as schools or faculties</p>	<p>An organisational chart (structure) is available - <a href="#">Structure   Guild Music Copy</a></p>
<p><b>g.</b> The locations at which higher education is offered, including overseas if applicable</p>	<p>The AGE operation location is available on all documents (hard and soft) –</p> <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p><b>Australian Guild of Education Pty Ltd</b>                  Head Office, Level G                  376 Victoria Street,                  North Melbourne VIC 3051                  AUSTRALIA</p> <p>Campus: Level 2                  376 Victoria Street,                  North Melbourne VIC 3051                  AUSTRALIA</p> </div>
<p><b>h.</b> An overview of teaching campuses, facilities, learning resources and services provided for students</p>	<p>The AGE website – <a href="http://www.guildmusic.edu.au">www.guildmusic.edu.au</a> – provides ample information relating to campus, facilities, and services</p>
<p><b>i.</b> A list of all higher education courses of study that are offered, including indicative estimated annual enrolments</p>	<p>AGE currently offers a single award – Bachelor of Music – which is obvious from the public website.</p> <p>Currently there is no limit on domestic enrolments</p> <p>Currently there is a cap of 10 on international students</p>
<p><b>j.</b> Arrangements with other parties to deliver courses of study or to conduct research training.</p>	<p>AGE currently has no third-party arrangements in place</p>
<p><b>k.</b> Where public annual reports are required of the provider, the three most recent annual reports</p>	<p>AGE has consistently provided a range of reports to Boards and Committees. From 2025 – a formal annual report format will be developed in line with the Strategic Intent 2025-2028.</p>
<p><b>l.</b> How to lodge a complaint about the higher education provider, and</p>	<p>AGE has in place a comprehensive, benchmarked policy and procedure relating to <i>Student Grievance Handling</i> – <a href="#">87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf (guildmusic.edu.au)</a></p>

	<p>The policy provides details of external access including – The Overseas Students Ombudsman (5.34, p7) IHEA (5.36, p8)</p>
<p><b>m.</b> Contact details.</p>	<p>Contact details are readily available on the public website –</p> <div data-bbox="544 600 1166 1397" style="background-color: #f0f0f0; padding: 10px;"> <p><b>Contact &amp; Address</b></p> <p>Tel: +61 3 9966 3671 Email: support@guildmusic.edu.au</p> <p><b>Australian Guild of Education Pty Ltd</b> Head Office, Level G 376 Victoria Street, North Melbourne VIC 3051 AUSTRALIA</p> <p>Campus: Level 2 376 Victoria Street, North Melbourne VIC 3051 AUSTRALIA</p> <p>Provider ID: PRV12114 CRICOS Code: 04168K ABN: 81 671 463 853</p> </div>
<p><b>7.3.2</b> The list of all higher education courses of study within the repository of information includes:</p> <p><b>a.</b> The accreditation status of each course of study</p>	<p>AGE currently offers a single award – <i>Bachelor of Music</i> – this is obvious on the public website - <a href="http://School   Australian Guild of Music Education   Australia (guildmusic.edu.au)"><u>School   Australian Guild of Music Education   Australia (guildmusic.edu.au)</u></a></p> <p>Registration and Accreditation of the course of study is displayed on the front page of the public website –</p> <div data-bbox="544 1756 1345 1984" style="background-color: #f0f0f0; padding: 10px;"> <p><i>The Australian Guild of Education Pty Ltd is a registered Institute of Higher Education on the Tertiary Education Quality and Standards Agency's (TEQSA) National Register (PRV12114) and all courses provided are accredited by TEQSA (CRICOS 04168K). ABN: 81 671 463 853.</i></p> </div>

<p><b>b.</b> The qualification(s) offered</p>	<p>AGE currently offers a single award – <i>Bachelor of Music</i> – this is obvious on the public website - <a href="http://School   Australian Guild of Music Education   Australia (guildmusic.edu.au)">School   Australian Guild of Music Education   Australia (guildmusic.edu.au)</a></p>
<p><b>c.</b> Whether the qualification is recognised in the Australian Qualifications Framework</p>	<p>AQF acknowledgement is not noted on the public website – but does appear on the official AGE testamur.</p> <p>The implication that a Bachelor of Music is accredited by the national regulator would suggest it is AQF compliant.</p>
<p><b>d.</b> Confirmation of recognition of each course of study by the relevant professional body(ies) if such recognition is required for registration of graduates to practise</p>	<p>AGE currently has a Bachelor of Music qualification that does not require professional body endorsement nor registration to practice.</p>
<p><b>e.</b> Whether each course of study is authorised to be offered to international students studying on an Australian student visa, and</p>	<p>The AGE Bachelor of Music is available to international students evidenced by the CRICOS Code – 04168K</p> <p>There is ample reference on the AGE website to international students – highlighting that they are eligible to access the program. In recent times the Australian Government has placed a cap of 10 places on the AGE international offering.</p>
<p><b>f.</b> The duration of each course of study</p>	<p>The duration – is clearly stated on the AGE site – <a href="http://Study with Us   Australian Guild of Music Education (guildmusic.edu.au)">Study with Us   Australian Guild of Music Education (guildmusic.edu.au)</a></p> <div style="text-align: center;">  <p><b>Length</b></p> <p>3 Years Full Time Part Time available for Domestic Students</p> </div>
<p><b>7.3.3</b> Information systems and records are maintained, securely and confidentially as necessary to:</p> <p><b>a.</b> Maintain accurate and up-to-date records of enrolments, progression, completions and award of qualifications</p>	<p>AGE is vigilant with regard to matters of security and confidentiality.</p> <p>Secure and confidential records are maintained with regard to enrolments, progressions, completions and the award of qualification. The SMS used is Podio.</p>

<p><b>b.</b> Prevent unauthorised or fraudulent access to private or sensitive information, including information where unauthorised access may compromise academic or research integrity</p>	<p>Every effort is made to ensure that no unauthorised or fraudulent access is possible.</p>
<p><b>c.</b> Document and record responses to formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents, and</p>	<p>Documentation relating to incidents and complaints is maintained.</p> <p>All correspondence (student/staff/organisation) is stored securely and can be accessed as required under password protection conditions.</p> <p>This practice ensures all records are confidential and retrievable.</p> <p>AGE has in place a ‘critical incident <b>register</b>’</p> <p>AGE has in place a crucial incident <b>policy</b> – Critical Incident - <a href="#">Critical Incident Policy and Procedure V1 Est 2024.docx (guildmusic.edu.au)</a></p> <p>AGE has in place a ‘student complaints <b>register</b>’</p> <p>AGE, also, has in place a student grievance <b>policy</b> - Student grievance handling - <a href="#">87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf (guildmusic.edu.au)</a></p> <p>Board of Directors’ meetings are briefed on any current incidents or complaints.</p>
<p><b>d.</b> Demonstrate compliance with the Higher Education Standards Framework.</p>	<p>AGE is committed to compliance with the HESF Threshold Standards.</p> <p>Each teaching period a formal Threshold Standards Audit is conducted (under the supervision of the Quality and Risk Committee) that includes an external/independent auditor.</p> <p>The exercise (along with rolling self-assurance audits) is an effective way of detecting any gaps that need to be filled.</p> <p>The most recent independent audit was completed in September 2024.</p>



### *About the Authors*

**Emeritus Professor Greg Whateley** is the Chief Executive Officer and Executive Dean at AGE  
**Professor Elizabeth Woollacott** is the Registrar and Head of Performance and Arts Management at AGE

### *Acknowledgements*

The Academy of Music and Performing Arts (Sydney) - [AMPA - Academy of Music and Performing Arts - AMPA | Academy of Music and Performing Arts](#)

Le Cordon Bleu Australia (National) – [Le Cordon Bleu Australia, Campus, Programmes and Courses](#)

Institute of Creative Arts and Technology (Sydney/Melbourne) - <https://www.icat.edu.au/>

Universal Business School Sydney (National) - [UBSS Australia](#)

### *Also see –*

Higher Education Standards Framework (Threshold Standards) 2021 - [Higher Education Standards Framework \(Threshold Standards\) 2021 | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](#)

Whateley (2024) – What are Threshold Standards and why are they important - [6113ad\\_8584b9e8e229438d830f63af90c030dd.pdf \(musicum20.com\)](#)