ADMISSIONS

AT

AGE

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V2

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Introduction

Admissions is an essential element for AGE. What has evolved (by way of continuous improvement/self-assurance) is an appropriate and informed approach that is transparent and benchmarked.

Admissions policies, requirements and procedures ensure that students have the preparation and English language proficiency; students have no known limitations to impede progression and completion; and students are not disadvantaged where credit through recognition of prior learning is granted. This paper will discuss the approach that AGE has in place in the context of both the *Threshold Standards (2021)* and the *TEQSA Guidance Note (October 2017)* - acknowledging the *Education Services for Overseas Students Act 2000*, as well as the *Australian Qualifications Framework*.

Standard	Key Considerations
1.1.1	Admissions policies - Clear documentation and consistent applications of the admissions framework
1.1.2	Admissions procedures
1.2.1	Clear documentation and consistent granting of credit or recognition of prior learning Granting of credit or recognition of prior learning is consistent with the Australian Qualifications Framework pathways policy, does not disadvantage a student, and maintains the integrity of the course.
1.3.5. 2.2.3, 5.3.4 and 5.3.7	Student monitoring informs and contributes to the admissions framework
2.2.1 and 2.2.2	Student diversity is accommodated and considered in the admissions framework
5.4.2	Third party arrangements are included in the admissions framework
6.1 and 6.3	Corporate and academic governance provide effective oversight of the admissions framework.
7.2	Admissions information is readily available to prospective students.

An independent review was commissioned (October 2024) to consider each of the elements.

Overview of the Framework

Using a framework reflecting TEQSA[1] guidelines, the following table provides an independent audit of coverage of the **key considerations** of best practice relating to **Admissions** and how in turn AGE performs accordingly –

Focus	Identifier	Evidence	Rating
1	The admissions framework must be applied fairly and consistently. Decisions on admitting students must not be arbitrary, nor should such decisions result in potential students being disadvantaged because of personal characteristics that are not related to the academic preparation and English language proficiency required to be eligible for admission - noting the need to accommodate student diversity and equity	AGE has in place a comprehensive and benchmarked policy and procedure – framework. The framework is fair and consistent – and is applied accordingly. There is nothing arbitrary about the process – and the decision making is inclusive. Academic preparation is safeguarded – and the English language requirements are appropriate to the award. Diversity and Equity are front and centre – as well as inclusivity.	✔
2	The admissions framework takes into account, accommodates and considers student diversity including the under-representation and disadvantage experienced by identified groups. The admissions framework should be designed to ensure admitted students have no known limitations that would be expected to impede their progression and completion, and creates equivalent opportunities for academic success regardless of students' backgrounds	Diversity, equity and inclusivity is noted and accommodated. The framework is careful to ensure no known limitations that would impede progression and completion. Opportunity is ensured for all admitted students (and supported accordingly) regardless of background.	✔
3	Accurate and current admissions information is made available to prospective students in a timely manner to enable an informed decision about educational offerings and experiences.	All admissions information is readily available on the AGE public website ensuring informed decisions about the AGE offerings and overall experience.	✔
4	Reviews of and improvements to the admissions framework are informed by regular monitoring of students' performance, including but not limited to, the performance of student cohorts and identified groups and regular external referencing of students' performance	The admissions framework is regularly reviewed. The use of student/student cohort data is used as part of the review process. External referencing of both the policy and student performance is achieved through national and international benchmarking.	✔
5	Corporate and academic governance arrangements provide effective oversight of the approval, implementation, and the monitoring and review of the admissions framework. This includes oversight of the admissions framework for courses of study delivered wholly or in part by a third party.	Corporate Governance and Academic Governance provides appropriate oversight (as per the Threshold Standards) of the admissions framework – further managed and monitored by the Standing Committee system in place. AGE currently has no third-party arrangements in place.	✔

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[1] TEQSA Guidance Note: Admissions (coursework) (May 2022)

6	Appropriate coverage in the admissions framework of English language proficiency, educational qualifications, and work experience	The admissions policy and procedures are cognisant of English Language proficiency, other qualifications and work experience.	✔
7	Appropriate documentation and recording of recognition of prior learning, and the integrity of prior learning assessments in the admission framework	Recognition of prior learning is acknowledged in the admissions process – and is dealt with in detail in the Credit and Recognition of Prior Leaning policy and procedure.	✔
8	Admissions decisions made with sufficient documentation of English language proficiency, work experience or the basis for granting credit for recognition of prior learning. This includes inadequate record-keeping in relation to exemptions or waivers, especially waivers granted against English language proficiency requirements	The admissions documentation is fit for purpose. Detail on English, work experience and RPL – including any exemptions or waivers – is appropriate.	✔
9	Clearly specified and appropriate arrangements to identify student subgroups and cohorts which limits the capacity of a provider to ensure students are admitted with no known limitations, and creates difficulties in monitoring and reviewing the efficacy of the admissions framework by student subgroups and cohorts	AGE is able to identify individuals, subgroups and cohorts in the admissions process. In turn, these groupings are monitored and supported accordingly.	✔
10	Use of student performance monitoring to inform reviews of and improvements to a provider's admission framework	The admissions framework is regularly reviewed. Student data is used, as part of the process, to make the necessary adjustments to the admissions framework.	✔
11	Adequate specified governance arrangements including clear delegations for admissions decisions, especially in relation to decisions to grant exemptions or waivers, and sufficient monitoring of delegated decision making	Good governance arrangements are in place – including the Standing Committee system – that specify delegation and admission decision making.	✔
12	Systematic reporting on the monitoring and review of the admissions framework to relevant governing bodies ensuring effective oversight of a provider's admissions framework	Governance bodies are informed on a regular basis. The admissions framework is managed and monitored appropriately and endorsed by both the Corporate Board and the Academic Board.	✔
13	Sufficient oversight of the application of a provider's admissions framework in third party arrangements	AGE currently has no third-party arrangements in place.	✔
14	A robust admissions framework, and its consistent and equitable application, contributes to safeguarding the quality and reputation of Australian higher education and the quality of the student experience.	Safeguarding Australian HE reputation and the quality of the student experience at AGE is of paramount importance – and the admissions framework is a vital element of that priority.	✔
15	HES Framework can be met in different ways according to the circumstances of the provider.	AGE is a small institution, with a robust admissions process in place. Audition and interview form important ingredients of the admissions process – supporting the demands of the HES Framework – that is regularly audited.	✔

6

We consider each in turn –

1.

The admissions framework must be applied fairly and consistently. Decisions on admitting students must not be arbitrary, nor should such decisions result in potential students being disadvantaged because of personal characteristics that are not related to the academic preparation and English language proficiency required to be eligible for admission - noting the need to accommodate student diversity and equity

AGE has in place comprehensive and benchmarked policies and procedures – a solid framework that covers the full range of potential candidates.

The policies (and procedures) are readily accessible and can be viewed at –

Admissions Policy – Domestic and Online Students - [Admissions Policy - Domestic & Online Students - with David & Laura updates](#)

Admissions Policy – International Students and Offshore Students – [Admissions Policy - International and Offshore Students](#)

'This policy and procedure outline how and when the Australian Guild of Education ("AGE") upholds the principle that all applicants seeking to enrol are treated *fairly and equitably*. To ensure this, AGE will have *open, fair, clear and transparent procedures* that are based on *clearly defined entry criteria* for making decisions about the admission of students. Students will be admitted on *merit*, based on the *published criteria* and AGE will ensure that throughout the process of admission, applicants are treated *courteously and expeditiously*.' 1.2, p1

Th hallmarks of the framework include – fairness, equity, openness, clarity, transparency, clearly defined criteria, merit, courtesy and expediency.

The framework is fair and consistent – and is applied accordingly.

'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

There is nothing arbitrary about the process – and the decision making is inclusive.

'In making decisions about the approval of applicants for admission, the above undertakings do not prevent AGE from taking into account educational disadvantages that a particular applicant has experienced, or the fact that the applicant may be enrolled via a restricted access arrangement.' 3.2, p2

Academic preparation is safeguarded – and the English language requirements are appropriate to the award.

'All applicants seeking to enrol in a course with AGE are required to submit acceptable evidence that meets the published entry criteria for their chosen course.' 4.1, p2

'Students whose first language is not English, must demonstrate competency in the English language. English proficiency can be demonstrated by providing certified evidence of an International English Language Testing System (IELTS) test result (or equivalent alternative test result as listed below), issued no more than two (2) years prior to the date of application.' 4.7, p3

Diversity and Equity are front and centre – as well as inclusivity.

AGE has in place a comprehensive and benchmarked policy and procedure relating to diversity, equity and inclusivity. The framework is readily accessible on the AGE public website - 87330e_9385c79be2ec4230a13b5b618e37967e.pdf

'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

2.

The admissions framework takes into account, accommodates and considers student diversity including the under-representation and disadvantage experienced by identified groups. The admissions framework should be designed to ensure admitted students have no known limitations that would be expected to impede their progression and completion, and creates equivalent opportunities for academic success regardless of students' backgrounds

Diversity, equity and inclusivity is noted and accommodated.

'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 fairly and equitably. To ensure this, AGE will have open, fair, clear and transparent procedures that are based on clearly defined entry criteria for making decisions about the admission of students. Students will be admitted on merit, based on the published criteria and AGE will ensure that throughout the process of admission, applicants are treated courteously and expeditiously.' 1.2, p1

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'All applicants seeking to enrol in a course with AGE are required to submit acceptable evidence that meets the published entry criteria for their chosen course.' 4.1, p2

Opportunity is ensured for all admitted students (and supported accordingly) regardless of background.

All admitted students are supported throughout their candidacy by way of a range of policies and procedures including –

Assessment and grading - 87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf (guildmusic.edu.au)

Code of conduct and shared responsibility - 87330e_b6b8419035f74385bd41308e2f1aa081.pdf (guildmusic.edu.au)

Course progression - 87330e_10ad15ef82354757a27062458823c81b.pdf (guildmusic.edu.au)

Deferment, Suspension and Cancellation of Study - 87330e_1c957461c6264e86a616ff7bfcc9aabc.pdf (guildmusic.edu.au)

Diversity, Equity and Inclusion - 58b2d3_a597c7e37e2b42bab299e2689a90e35e.pdf (guildmusic.edu.au)

Exclusion from a Course or Unit - 87330e_cd8a4e7100c44a9d929009b758251cf7.pdf (guildmusic.edu.au)

Information Privacy - Information Privacy Policy_V1 Est 2024.docx (guildmusic.edu.au)

Student at Risk and Early Intervention - 87330e_c4208af7d07c400da1f87cff6c069554.pdf (guildmusic.edu.au)

Student Grievance Handling - 87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf (guildmusic.edu.au)

3.

Accurate and current admissions information is made available to prospective students in a timely manner to enable an informed decision about educational offerings and experiences.

All admissions information is readily available on the AGE public website - School | Australian Guild of Music Education | Australia (guildmusic.edu.au)

The Admissions policies and procedures are located behind **About Us/Policies and Forms** - Policies & Forms | Guild Music Copy

Ensuring informed decisions about the AGE offerings and overall experience is of paramount importance.

Information relating to the Bachelor of Music course is readily accessible on the AGE public website – behind **'Courses'** including –

The award itself - Study with Us | Australian Guild of Music Education (guildmusic.edu.au)

Key Course information - Key Course Information | Guild Music Copy

Course Structure - Course Structure | Guild Music Copy

Entry Requirements - Entry Requirements | Guild Music Copy

Fees - Fees | Guild Music Copy

How to apply - How to Apply | Guild Music Copy

Additional information readily accessible on the AGE public website – behind **'Studying at AGE'** including –

Student Services - Student Services | Guild Music Copy

Key Dates - Key Dates | Guild Music Copy

FEE HELP - FeeHelp | Guild Music Copy

Critical Incident Reporting - Critical Incidents | Guild Music Copy

Admissions at AGE

Further detail for students is accessible on the AGE public website – behind **'Students'** including specific information for –

International Students

Domestic Students

About Student Life (including Orientation Details)

An International Student specific handbook - [87330e_f9c3394b91d24899b907e15dba11a461.pdf](87330e_f9c3394b91d24899b907e15dba11a461.pdf)

A Bachelor of Music Course Guide - [87330e_0a064bcae67d4ba7b758a70e591dcf44.pdf (guildmusic.edu.au)](87330e_0a064bcae67d4ba7b758a70e591dcf44.pdf)

Key information about AGE is also readily accessible on the AGE public website behind **'About Us'** including –

Vision/Values/History/Structure/Accreditation/Compliance/Course Assurance/Financial Standing - [About | Australian Guild of Music Education (guildmusic.edu.au)](About)

Leadership - [Leadership | Guild Music Copy](Leadership)

Our Team - [Our People | Australian Guild of Music Education (guildmusic.edu.au)](Our People)

Structure - [Structure | Guild Music Copy](Structure)

Policies and Forms - [Policies & Forms | Guild Music Copy](Policies)

Contact details - [Contact Us | Australian Guild of Music Education (guildmusic.edu.au)](Contact Us)

An **'Apply Now'** button is provided - [How to Apply | Guild Music Copy](How to Apply) - sharing the key steps associated with the admissions process including –

Step 1 – Determine your eligibility

Step 2 – Gather Your Information

Step 3 – Complete your application

Step 4 – Apply for RPL

4.

Reviews of and improvements to the admissions framework are informed by regular monitoring of students' performance, including but not limited to, the performance of student cohorts and identified groups and regular external referencing of students' performance

The admissions framework is regularly reviewed.

All policies and procedures are regularly reviewed including the Admissions Policies and Procedures.

The most recent review was conducted in March 2024 -

| Approval Review	Details
Governing authority	Academic Board
Responsible officer	Academic Director
Endorsed by	Board of Directors
Date of approval	7 March 2024
Date of effect	1 April 2024
Formatting Update	NA
Review date	1 April 2027
Version Number	V1 Est 2024

The next formal review is scheduled for April 2027.

An independent Review of Admissions at AGE was conducted in October 2024 and a refreshed version (v2) added in January 2025.

The use of student/student cohort data is used as part of the review process.

As part of the March 2024 review data relating to student performance was closely considered and incorporated into a comprehensive and robust policy and procedure.

Any minor changes to the policy during the next three-year period would be brought to the attention of the Academic Board and any changes endorsed and published accordingly. The Standing Committee system in place is vigilant in such matters –
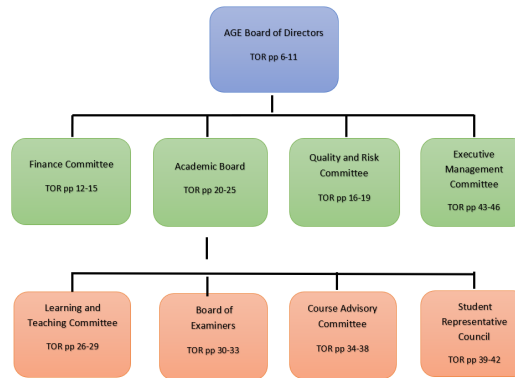
Admissions at AGE

External referencing of both the policy and student performance is achieved through national and international benchmarking.

Currently – in the domain of admissions – AGE has national benchmarking opportunities –

The Academy of Music and Performing Arts - AMPA - Academy of Music and Performing Arts - AMPA | Academy of Music and Performing Arts - Sydney

Institute of Creative Arts and Technology - Institute of Creative Arts and Technologies Courses Sydney & Melbourne (icat.edu.au) - Sydney and Melbourne

Universal Business School Sydney - UBSS Australia – Sydney, Melbourne and Adelaide

Australian Institute of Music - The Australian Institute of Music (aim.edu.au) – Sydney and Melbourne

AGE is recently become a member of Musicum20 – an international consortium embracing 14 institutions and 11 countries - Home / | musicum20

5.

Corporate and academic governance arrangements provide effective oversight of the approval, implementation, and the monitoring and review of the admissions framework. This includes oversight of the admissions framework for courses of study delivered wholly or in part by a third party.

Corporate Governance and Academic Governance provides appropriate oversight (as per the Threshold Standards) of the admissions framework – further managed and monitored by the Standing Committee system in place.

Corporate Governance at AGE can be viewed at –
87330e_100969e2681f400b8f95d1265eb99678.pdf

Academic Governance at AGE can be viewed at –
87330e_c7125562ff394e46bb22c427c4bb5b34.pdf

The most recent *audit against the HESF (Threshold Standards)* can be viewed at –
87330e_7d589435f8f148209d7cf216bda4eec8.pdf

All three independent audits provide the necessary evidence of appropriate oversight of policies, procedures and frameworks (including admissions).

The Standing Committee system in place further enhances the oversight and reporting aspects of good governance –
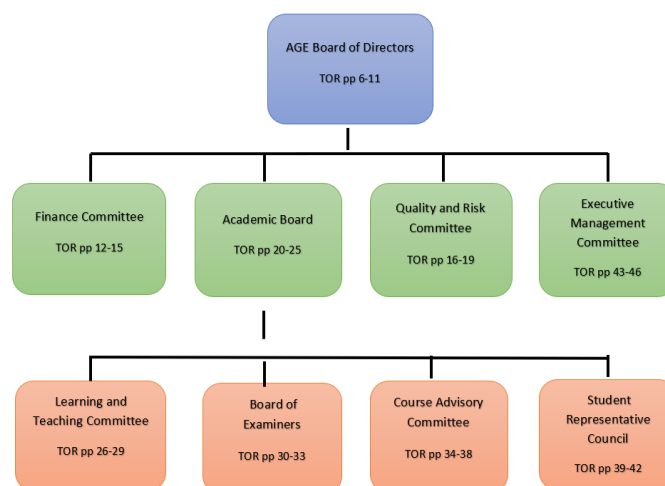
The Academic Board (including the Academic Director) take overall responsibility for appropriate management and monitoring of the Admissions policy and associated procedures/processes (via the relevant Standing Committees – Learning and Teaching; Board of Examiners; Course Advisory and Student Representative Council) including regular reporting to the AGE Board of Directors

AGE currently has no third-party arrangements in place.

6.

Appropriate coverage in the admissions framework of English language proficiency, educational qualifications, and work experience

The admissions policy and procedures are cognisant of –

English language proficiency

'Students whose first language is not English, must demonstrate competency in the English language. English proficiency can be demonstrated by providing certified evidence of an International English Language Testing System (IELTS) test result (or equivalent alternative test result as listed below), issued no more than two (2) years prior to the date of application.' 4.7, p3

The alternative test options include –

IELTS	International English Language Testing System: Academic version
TOEFL iBT	Test of English as a Foreign Language: Internet-based Test
PTE Academic	Pearson Test of English Academic
C1A	Cambridge English C1 Advanced (previously CAE or Cambridge English: Advanced)
C2P	Cambridge English C2 Proficiency (previously CPE or Cambridge English: Proficiency)
OET	Occupational English Test
KITE	Kaplan International Tools for English
Duolingo*	Duolingo English Test

Extract from p3

The necessary scoring on these tests is provided in detail –

TEST	OVERALL	READING	WRITING	LISTENING	SPEAKING
IELTS Academic	6.0	-	-	-	-
TOEFL iBT	83	13	21	12	18
PTE Academic	58	50	50	50	50
C1A	180	169	169	169	169
C2P	180	169	169	169	169
OET	-	C+	C+	C/C+	C/C+
KITE	B2 (>450)	B2 (>450)	B2 (>450)	B2 (>450)	B2 (>450)
Duolingo*	115	110	110	110	110

* *Under trial*

Note that the most recent attempt at any language proficiency test supersedes any previous attempts (irrespective of those test results) or requirements.

Extract from p4

'Other acceptable evidence of English proficiency includes the successful completion of an AQF Level 5 Diploma or above with at least one (1) year of full-time study in English at an Australian registered vocational or higher education provider.' 4.8, p4

'Applicants who do not meet the specified English proficiency requirements must enrol in an English Language Intensive Courses for Overseas Students (ELICOS) program at a provider of their own choice.' 4.9, p4

'Where students have applied to undertake an ELICOS course through an external provider, they must provide a Confirmation of Enrolment (COE) for an ELICOS program in English for Academic Purposes (EAP), for a duration of at least twelve (12) weeks for every 0.5 below 6.0 overall or subsection IELTS or equivalent result, prior to application, and evidence of successful completion must be provided prior to enrolling in the AGE course.' 4.10, p4

'All evidence must show that test results have been officially obtained within two (2) years of the proposed commencement date of the course.' 4.11, p4

Other qualifications

'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

The policy and procedure relating to *Credit and RPL* can be viewed at –
87330e_9f158253cd7d41f1ba51058db4534d6b.pdf

Work experience

Special/Alternative Admission Arrangements are available relating to the Bachelor of Music undergraduate program -

'Applicants who are 21 years of age or over who have not completed Year 12 or its equivalent may gain entry to a course by addressing one of the following entry requirements –

- Successful completion of a Special Tertiary Admissions Test administered by a tertiary admissions centre
- Submission of a portfolio of prior and current *academic and professional work*
- Applicants applying under special admission categories will be required to attend an interview with the Academic Director to assess the applicant's capacity for higher education studies. The applicant is requested to submit a portfolio of prior and current academic and professional work prior to the interview to assist in the assessment process' 4.13, p4

'The Academic Director utilises the following criteria when approving applicants for admission into a course under special or alternative admission arrangements-

- capacity to pursue tertiary studies
- motivation to pursue tertiary studies in the discipline of the chosen course
- demonstrated potential for academic studies based on the applicant's portfolio
- relevant professional and industry experience
- specific consideration of access issues for ATSIs.' 4.14, p5

'The processes used to monitor the progress of students enrolled under special/alternative arrangements include –

- monitoring of the student's progress by AGE's Learning and Teaching Committee at the conclusion of each term in the first year of the student's enrolment; and
- a "Review of Student Progress" meeting between the student and AGE's Learning and Teaching Committee at the conclusion of the first semester of the student's enrolment to review the student's academic progression and their welfare.' 4.15, p5

7.

Appropriate documentation and recording of recognition of prior learning, and the integrity of prior learning assessments in the admission framework

Recognition of prior learning is acknowledged in the admissions process

'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

Further update/detail on RPL is available on the AGE public website – behind entry requirements - [Entry Requirements | Guild Music Copy](#)

'Credit for prior learning can be granted for formal study completed up to 10 years prior to the date of application.

Granting credit for prior learning ensures that students commence study at a level that appropriately recognises their prior learning experiences and are not required to repeat equivalent learning successfully undertaken in another context.

Australian Guild of Education ("the Institute") is committed to develop open and accessible guidelines to grant credit towards a course of study on the basis of prior learning, whether from formal studies or professional work experience.'

Credit and RPL – is dealt with in detail in the Credit and Recognition of Prior Leaning policy and procedure - [87330e_9f158253cd7d41f1ba51058db4534d6b.pdf](#)

The policy and procedure are benchmarked, comprehensive and ensure integrity of the process.

Suitable record keeping is in place to ensure transparency and integrity.

8.

Admissions decisions made with sufficient documentation of English language proficiency, work experience or the basis for granting credit for recognition of prior learning. This includes adequate record-keeping in relation to exemptions or waivers, especially waivers granted against English language proficiency requirements

The admissions documentation is fit for purpose.

AGE has in place a comprehensive and benchmarked policy and procedure – framework.

The policy (and procedure) is readily accessible and can be viewed at - [Admissions Policy and Procedure (V1 Est 2024) (guildmusic.edu.au)](#)

'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 *fairly and equitably*. To ensure this, AGE will have *open, fair, clear and transparent procedures* that are based on *clearly defined entry criteria* for making decisions about the admission of students. Students will be admitted on *merit*, based on the *published criteria* and AGE will ensure that throughout the process of admission, applicants are treated *courteously and expeditiously.*' 1.2, p1

The hallmarks of the framework include – fairness, equity, openness, clarity, transparency, clearly defined criteria, merit, courtesy and expediency.

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Detail on English, work experience and RPL – including any exemptions or waivers – is appropriate.

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'All evidence must show that test results have been officially obtained within two (2) years of the proposed commencement date of the course.' 4.11, p4

Other qualifications

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Work experience

Special/Alternative Admission Arrangements are available relating to the Bachelor of Music undergraduate program -

'Applicants who are 21 years of age or over who have not completed Year 12 or its equivalent may gain entry to a course by addressing one of the following entry requirements –

- Successful completion of a Special Tertiary Admissions Test administered by a tertiary admissions centre

- Submission of a portfolio of prior and current *academic and professional work*
- Applicants applying under special admission categories will be required to attend an interview with the Academic Director to assess the applicant's capacity for higher education studies. The applicant is requested to submit a portfolio of prior and current academic and professional work prior to the interview to assist in the assessment process' 4.13, p4

'The Academic Director utilises the following criteria when approving applicants for admission into a course under special or alternative admission arrangements-

- capacity to pursue tertiary studies
- motivation to pursue tertiary studies in the discipline of the chosen course
- demonstrated potential for academic studies based on the applicant's portfolio
- relevant professional and industry experience
- specific consideration of access issues for ATSIs.' 4.14, p5

'The processes used to monitor the progress of students enrolled under special/alternative arrangements include –

- monitoring of the student's progress by AGE's Learning and Teaching Committee at the conclusion of each term in the first year of the student's enrolment; and

a "Review of Student Progress" meeting between the student and AGE's Learning and Teaching Committee at the conclusion of the first semester of the student's enrolment to review the student's academic progression and their welfare.' 4.15, p5

9.

Clearly specified and appropriate arrangements to identify student subgroups and cohorts which limits the capacity of a provider to ensure students are admitted with no known limitations, and creates difficulties in monitoring and reviewing the efficacy of the admissions framework by student subgroups and cohorts

AGE is able to identify individuals, subgroups and cohorts in the admissions process.

The admissions process is thorough – ensuring the identification of students, student subgroups and cohorts are identified.

'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 fairly and equitably. To ensure this, AGE will have *open, fair, clear and transparent procedures* that are based on clearly defined entry criteria for making decisions about the admission of students. Students will be admitted on merit, based on the published criteria and AGE will ensure that throughout the process of admission, applicants are treated courteously and expeditiously.' 1.2, p1

'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

'In making decisions about the approval of applicants for admission, the above undertakings do not prevent AGE from *taking into account educational disadvantages* that a particular applicant has experienced, or the fact that the applicant may be enrolled via a restricted access arrangement.' 3.2, p2

The admissions process captures key information on students – which in turn is useful in the monitoring of students – including subgroups and cohorts.

Groupings are monitored and supported accordingly.

Once students, student subgroups and/or cohorts are identified – procedures/processes/strategies are activated to support them accordingly.

'The processes used to monitor the progress of students enrolled under special/alternative arrangements include –

- monitoring of the student's progress by AGE's Learning and Teaching Committee at the conclusion of each term in the first year of the student's enrolment; and

- a "Review of Student Progress" meeting between the student and AGE's Learning and Teaching Committee at the conclusion of the first semester of the student's enrolment to review the student's academic progression and their welfare.' 4.15, p5

Given the current size of AGE – individual support is readily available and supported with a range of policies and procedures including (but not limited to) –

Course progression - 87330e_10ad15ef82354757a27062458823c81b.pdf (guildmusic.edu.au)

Diversity, equity and inclusion - 58b2d3_a597c7e37e2b42bab299e2689a90e35e.pdf (guildmusic.edu.au)

Student at Risk and Early Intervention - 87330e_c4208af7d07c400da1f87cff6c069554.pdf (guildmusic.edu.au)

Student Grievance Handling - 87330e_629781fc9db744a5a5e4de9c8eb82db4.pdf (guildmusic.edu.au)

10.

Use of student performance monitoring to inform reviews of and improvements to a provider's admission framework

The admissions framework is regularly reviewed.

All policies and procedures are regularly reviewed including the Admissions Policy and Procedures - Admissions Policy and Procedure (V1 Est 2024) (guildmusic.edu.au)

The most recent review was conducted in March 2024 -

| Approval Review	Details
Governing authority	Academic Board
Responsible officer	Academic Director
Endorsed by	Board of Directors
Date of approval	7 March 2024
Date of effect	1 April 2024
Formatting Update	NA
Review date	1 April 2027
Version Number	V1 Est 2024

The next formal review is scheduled for April 2027.

An independent Review of Admissions at AGE was conducted in October 2024.

The use of student/student cohort performance data is part of the review process.

As part of the March 2024 data relating to student performance was closely considered and incorporated into a comprehensive and robust policy and procedure.

Any minor changes to the policy during the next three-year period would be brought to the attention of the Academic Board and any changes endorsed and published accordingly. The Standing Committee system in place is vigilant in such matters –

11.
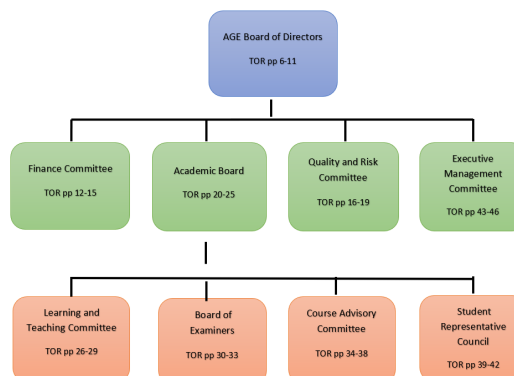
Adequate specified governance arrangements including clear delegations for admissions decisions, especially in relation to decisions to grant exemptions or waivers, and sufficient monitoring of delegated decision making

Good governance arrangements are in place –

See – *Corporate Governance at AGE* – 87330e_100969e2681f400b8f95d1265eb99678.pdf

See – *Academic Governance at AGE* – 87330e_c7125562ff394e46bb22c427c4bb5b34.pdf

See – *AGE Higher Education Standards Framework (Threshold standards) Audit* – 87330e_7d589435f8f148209d7cf216bda4eec8.pdf

This includes the Standing Committee system –
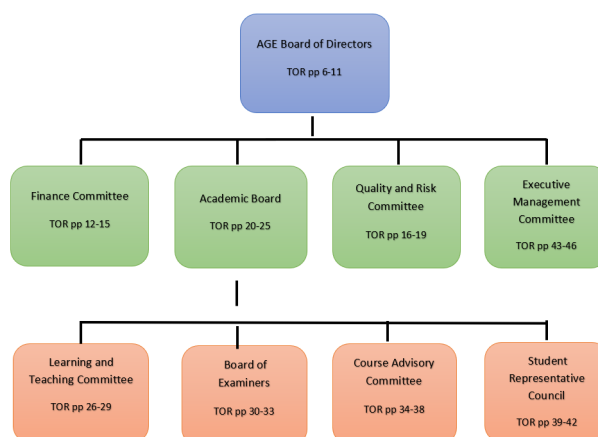
Delegation and admission decision making is secured and evident –

Approval Review	Details
Governing authority	Academic Board
Responsible officer	Academic Director
Endorsed by	Board of Directors
Date of approval	7 March 2024
Date of effect	1 April 2024
Formatting Update	NA
Review date	1 April 2027
Version Number	V1 Est 2024

The Corporate Board (AGE Board of Directors) has delegated Admissions to the Academic Board who in turns authorises the Academic Director as the responsible officer.

'All applications and their assessment will be validated by the *Academic Director*.' 4.21, p5

AGE also has in place a suitably qualified and experienced Admissions Officer supported by a Student Support Officer.

'All applications for admission to a course will be assessed by a qualified *Admissions Officer*.' 4.17, p5

'Applicants who apply to undertake a course of study at AGE must submit documentary evidence that demonstrates they meet the published entry requirements for their chosen course. Certified copies of all documentation must be provided, or original documents can be sighted and certified by the *Admissions Officer*.' 4.18, p5

'Where there is any doubt about the authenticity of any documentation provided, the *Admissions Officer* must correspond with the issuer of the document and make relevant enquiries.' 4.21, p5

12.

Systematic reporting on the monitoring and review of the admissions framework to relevant governing bodies ensuring effective oversight of a provider's admissions framework

Governance bodies are informed on a regular basis.

The Academic Board takes responsibility for the reporting and monitoring of the admissions framework as delegated by the AGE Board of Directors (Corporate Board).

The Academic Director is designated as the responsible officer overseeing the process and ensuring appropriate monitoring, review and regular (systematic) reporting to the Corporate Board through the Academic Board.

The admissions framework is managed and monitored appropriately and endorsed by both the Corporate Board and the Academic Board.

The Academic Director is designated as the responsible officer overseeing the process and ensuring appropriate monitoring, review and regular (systematic) reporting to the Corporate Board through the Academic Board.

13.

Sufficient oversight of the application of a provider's admissions framework in third party arrangements

AGE currently has no third-party arrangements in place.

14.

A robust admissions framework, and its consistent and equitable application, contributes to safeguarding the quality and reputation of Australian higher education and the quality of the student experience.

Safeguarding Australian HE reputation and the quality of the student experience at AGE is of paramount importance – and the admissions framework is a vital element of that priority.

Every effort is made to safeguard HE reputation and quality.

See – *AGE Higher Education Standards Framework (Threshold standards) Audit –* 87330e_7d589435f8f148209d7cf216bda4eec8.pdf

The admissions framework - Admissions Policy and Procedure (V1 Est 2024) (guildmusic.edu.au) – has in place a robust, comprehensive and benchmarked policy and procedure that ensures quality and reputation of AGE – and in turn contributes to maintaining Sector wide integrity.

'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 fairly and equitably*. To ensure this, AGE will have *open, fair, clear and transparent procedures* that are based on *clearly defined entry criteria* for making decisions about the admission of students. Students will be *admitted on merit*, based on the *published criteria* and AGE will ensure that throughout the process of admission, *applicants are treated courteously and expeditiously*.' 1.2, p1

15.

HES Framework can be met in different ways according to the circumstances of the provider.

AGE is a small institution, with a robust admissions process in place - [Admissions Policy and Procedure (V1 Est 2024) (guildmusic.edu.au)](#)

Audition and interview form important ingredients of the admissions process – and considerable detail is required for general entry and specialisation requirements with the award.

General Entry

'All applicants seeking to enrol in a course with AGE are required to submit acceptable evidence that meets the published entry criteria for their chosen course.' 4.1, p2

Specialisations

'In addition to the general entry requirements, admission to the specialisation electives requires applicants to satisfy specific requirements.' 4.4, p3

Supporting the demands of the HES Framework – that is regularly audited is an important element of self-assurance and continuous improvement. The most recent independent AGE HESF audit was conducted in September 2024.

See – AGE Higher Education Standards Framework (Threshold standards) Audit – [87330e_7d589435f8f148209d7cf216bda4eec8.pdf](#)

About the Authors

Emeritus Professor Greg Whateley is the Chief Executive Officer and Executive Dean at AGE.

Professor Elizabeth Woollacott is Registrar and Head of Performance at AGE

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The Academy of Music and Performing Arts - AMPA - Academy of Music and Performing Arts - AMPA | Academy of Music and Performing Arts

Institute of Creative Arts and Technology - Institute of Creative Arts and Technologies Courses Sydney & Melbourne (icat.edu.au)

Universal Business School Sydney - UBSS Australia

Australian Institute of Music - The Australian Institute of Music (aim.edu.au)

Also see –

TEQSA (2022) – Guidance Note: Admissions (coursework) - Guidance note: Admissions (coursework) | Tertiary Education Quality and Standards Agency (teqsa.gov.au)

Whateley, G. (2024) – A good admissions framework is good practice - 6113ad_06b43d14937349218462dd66eae60c24.pdf (musicum20.com)

Whateley (2024) – It is all about inclusivity - 6113ad_c687a086b81d47ec86a45dc819b7a738.pdf (musicum20.com)