



# **ACADEMIC GOVERNANCE AT AGE**

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## Introduction

**Academic Governance** has always been a high priority at AGE. We have evolved (by way of continuous improvement/self-assurance) a best practice model.

'Academic Governance' refers to *how the academic matters of an institution are governed. It is concerned with the integrity and quality of the core higher education activities of teaching, student learning, research (including research training) and scholarship.* 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 (November 2023)* - acknowledging the *Education Services for Overseas Students Act 2000*, as well as the *Australian Qualifications Framework*.

Standard	Key Considerations
2.1	Facilities and infrastructure
2.2	Diversity and Equity
2.3	Academic Board oversight of any risk to students, inclusive of matters relating to wellbeing and safety Self-assurance of curriculum and assessment design, monitoring student progression, especially for vulnerable cohorts
3.1	Academic governance quality assures and/or approves courses of study that are compliant with the Threshold Standards, AQF and professional association accreditation requirements (if applicable)
3.2	Sufficient academic oversight of scholarship and staff qualifications Sufficient oversight of casual staff
3.3	Learning resources and educational support
5.1 and-5.4	Systematic monitoring at all levels ensures delivery of high-quality courses and research/ research training (if applicable) at all delivery sites, and across all modes and cohorts
6.1	Academic Governance is closely linked to Corporate Governance
6.2 and 6.3	Policies, systems, processes demonstrate the ability to identify risk, self-assure and continuously improve Academic Board can evidence its self-assurance and improvement activities are successful Corporate governance assures itself of effective and sustainable operations
7.2 and 7.3	Information management and dissemination ensures all students have access to relevant information on a large variety of topics pertinent to them, such as relevant course information, policies and how they can participate in academic governance
Criteria	Key Considerations
B1.12; B1 2.6; B1 3.9	Requisite support for scholarship, with this informing teaching
B1 3.11	Sufficient capacity to provide systematic and effective academic governance

An independent review was commissioned (August 2024) to consider each of the elements – this version (v2) is a follow-up consideration.

## Overview of the Framework

Using a framework reflecting TEQSA<sup>1</sup> guidelines, the following table provides an independent audit of coverage of the **key considerations** of best practice relating to **Academic Governance** and how in turn AGE performs accordingly –

Focus	Identifier	Evidence	Rating
1	There is sufficient academic capability to provide effective leadership and competent scrutiny and advice	AGE is well placed in terms of senior leadership capable of providing the necessary oversight and scrutiny of matters academic.	✓
2	The structure of academic governance is consistent with the scope and scale of the provider's operations and the level of academic activity involved	The scope and scale of academic governance is consistent with the current size and scope of AGE. The AGE Academic Board is well placed to oversee activity and has in place the necessary mechanisms to monitor activity effectively.	✓
3	There are links between academic and corporate governance. The governance system enables the corporate governing body to arrive at an informed and reliable view of the quality and outcomes of the provider's higher education activities	The links between academic and corporate boards is robust and informed. The range of standing committees ensures transparency and accuracy across the business – consistent with the appropriate Standards.	✓
4	There are provisions to ensure crucial input to considerations of strategic and operational planning by all relevant boards and committees	All boards and committees have in place appropriate and benchmarked Terms of Reference that ensure both input and overview including an AGE Strategic Plan that has well considered and measurable KPIs.	✓
5	There are adequate academic governance and other academic quality assurance systems in self-monitoring to ensure effective operation, referencing best practice on factors such as, but not limited to, risk management, effective delegations, continuous improvement plans and monitoring the effectiveness of its academic policy framework	The overall operation has in place adequate assurance mechanisms that include a comprehensive and regularly reviewed <i>Risk Management Register</i> ; a thorough delegation document in the form of a <i>Governance Charter</i> ; a <i>Strategic Plan 2025-2027</i> ; well informed and up to date <i>policies and procedures</i> ; and a <i>standing committee structure</i> that enables continuous monitoring and improvement.	✓
6	Students have an opportunity to participate in academic governance	AGE has in place a Student Representative Council that facilitates involvement in matters academic and operational.	✓
7	The level of institutional monitoring and review - which is a key feature of academic governance in support of a culture of continuous improvement – is evident	Continuous Improvement and Self-Assurance are hallmarks of AGE. The Corporate Board (Board of Directors), Academic Board and a range of Standing Committees play a vital role in maintaining the focus.	✓
8	Ensures quality of is educational activities	Quality is a key element of AGE operations as reflected in the Strategic Plan 2025-2027. KPIs have been established to ensure quality elements are monitored and maintained along with appropriate benchmarking.	✓

<sup>1</sup> TEQSA Guidance Note: Academic Governance 30 November 2023

<b>9</b>	Provides adequate oversight and support of academic scholarship activities	Scholarship is highly prized at AGE. AGE has a clear understanding of what scholarship means at AGE and how it relates to teaching and learning. Scholarship is overseen, encouraged and details harvested and published on a regular basis in a bid for a culture of scholarship	✓
<b>10</b>	Provide institutional academic leadership to maintain expected outcomes for students and the reputation of the provider (e.g. through setting benchmarks, policy frameworks, scrutinising and approving courses of study, ensuring the appropriateness of academic grades, determining admission requirements, and adhering to professional accreditation standards)	AGE maintains appropriate leadership across the organisation. <i>KPIs</i> (benchmarks) have been established and are reported against regularly; <i>appropriate policies and procedures</i> are in place and are reviewed regularly; an Examination Board (a Standing Committee of the Academic Board) monitors and reports on <i>grade distribution</i> ; <i>admission requirements</i> are clearly articulated and managed; and relevant <i>accreditation and standing</i> are managed appropriately.	✓
<b>11</b>	Has in place effective monitoring, review, and improvement of course quality, institutional benchmarks, and quality assurance arrangements, resulting in improvement action required	AGE manages monitoring, review and improvement appropriately. Boards and committees are highly responsive to necessary change and improvement.	✓
<b>12</b>	Adheres to an adequate policy framework, resulting in consistent expectations of both staff and students regarding academic quality	Quality is reinforced with an appropriate and benchmarked set of <i>policies and procedures</i> that ensure consistency and quality.	✓
<b>13</b>	Ensures equivalency in student outcomes and the student experience	The student experience – along with <i>participation and attainment</i> – are at the heart of the AGE Strategic Plan 2025-2027. Student and Learning Support is provided on an ongoing basis.	✓
<b>14</b>	Make appropriate corporate decisions based on sufficient or effective academic advice and/or awareness of academic issues and risks	The Corporate Board (Board of Directors) remains well informed and briefed on matters academic – including current issues and perceived risks.	✓
<b>15</b>	Ensures vigilance and good judgement when monitoring academic and research integrity.	AGE maintains vigilance (and good judgement) in matters relating to academic integrity.	✓

We consider each in turn –

## 1.

### There is sufficient academic capability to provide effective leadership and competent scrutiny and advice

AGE is well placed in terms of *senior leadership* capable of providing the necessary oversight and scrutiny of matters academic.

AGE has in place a highly competent and informed **Academic Board** - chaired *externally* and supported with significant *independent* Higher Education experience and capability. Current membership includes –

<b>Dr Tim Weir</b>	Chair	External
<b>Dr Laura Hougaz</b>	Member	Independent
<b>Dr David Morgan</b>	Member	Independent
<b>Dr Jordan Murray (ex officio)</b>	Ex officio	Internal
<b>Emeritus Professor Greg Whateley (ex officio)</b>	Ex officio	Internal

*The Chair of the Student Representative Council may be an invited guest to meetings as appropriate.*

*The Office of the Registrar provides secretarial support.*

**Profiles** on AB members are readily and publicly available at - [Leadership | Guild Music Copy](#)

The delegated *Terms of Reference* for the Academic Board can be viewed at – [87330e\\_6e698575ff2c4877b4e177737123fbb6.pdf](#)– Section 5, pp 20-25.

**Functions** of the Academic Board include –

Have responsibility for the academic governance and compliance with the academic components of the HESF 2021 and the National Code 2018

Establish subcommittees to facilitate and assist with the functioning of the Academic Board

Receive reports from standing sub-committees or working groups and ensure that their responsibilities are discharged

Report to the Board of Directors on academic matters

Confirm that delegations of academic authority are implemented

Self-assure curriculum and assessment design

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 risks

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 on 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 managing 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 related academic activities

Make recommendations for continuous improvement including the quality and effectiveness of educational innovations or proposals for innovations.

AGE has in place an experienced, well informed and seasoned **operational leadership team** with Higher Education experience and knowledge (including academic and international) including –

<b>Chief Executive Officer and Executive Dean</b>	Emeritus Professor Greg Whateley
<b>Academic Director</b>	Associate Professor Jordan Murray
<b>Registrar</b>	Professor Beth Woollacott

Further, AGE has in place additional senior **curriculum knowledge and expertise** including –

<b>Performance and Music Education</b>	Associate Professor Jordan Murray
<b>Performance and Arts Management</b>	Professor Elizabeth Woollacott
<b>Composition and Technology</b>	Associate Professor Christopher McLeod
<b>Musicology and Musicianship</b>	Associate Professor Christopher McLeod

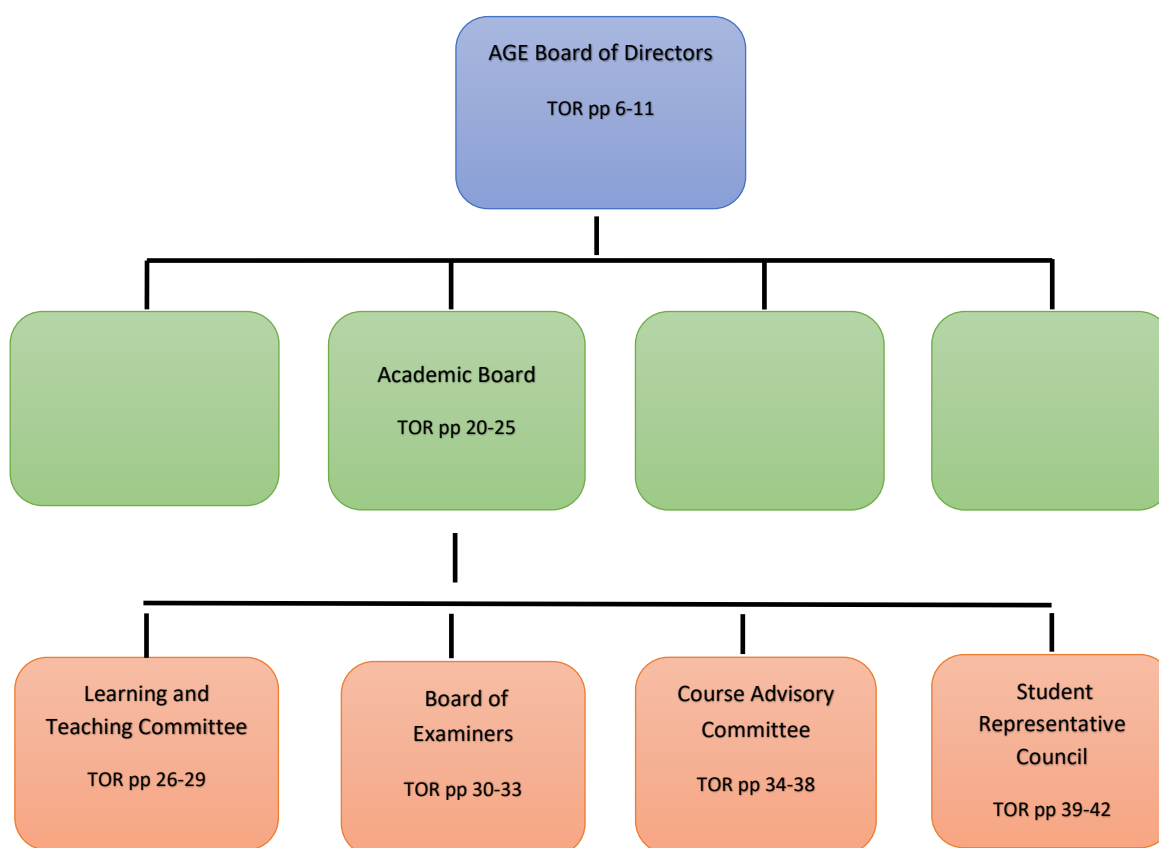
See - [Our People | Australian Guild of Music Education \(guildmusic.edu.au\)](http://Our People | Australian Guild of Music Education (guildmusic.edu.au))

## 2.

### The structure of academic governance is consistent with the scope and scale of the provider’s operations and the level of academic activity involved

The scope and scale of *academic governance* is consistent with the current size and scope of AGE. The Academic Board is well placed to oversee activity and has in place the necessary mechanisms to monitor activity effectively.

The *structure* of academic governance at AGE is best captured in the following design -



The detailed *Terms of Reference* for each of the five entities can be viewed at – [87330e\\_6e698575ff2c4877b4e177737123fbb6.pdf](https://www.aue.edu.au/87330e_6e698575ff2c4877b4e177737123fbb6.pdf)

The documentation provides evidence of both the capacity and scope of the academic governance in place – well suited to the scope and scale of AGE.

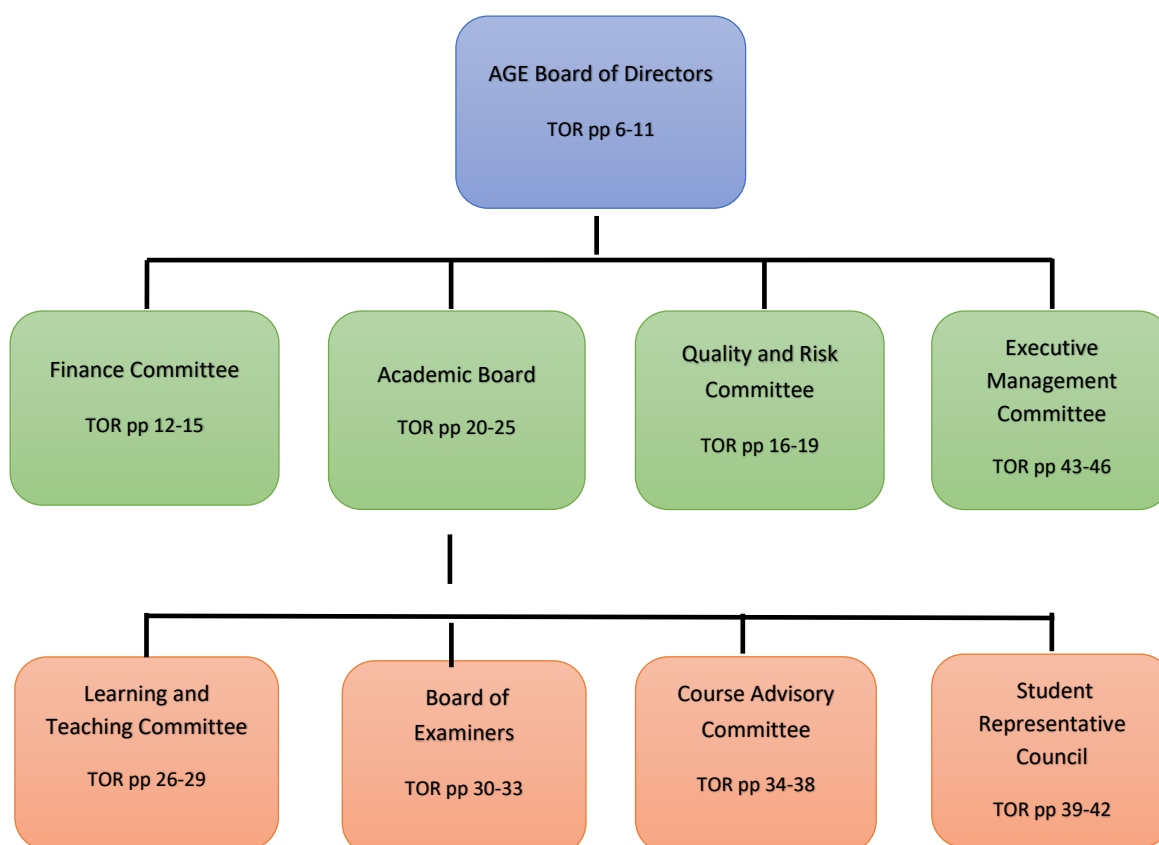


### 3.

**There are links between academic and corporate governance. The governance system enables the corporate governing body to arrive at an informed and reliable view of the quality and outcomes of the provider’s higher education activities**

The links between Academic and Corporate Boards are evident. The range of standing committees ensures transparency across the business – consistent with the appropriate Standards.

This *interface* between corporate and academic governance is robust and comprehensive – this contributes to a high level of comfort for the corporate governing board given the range of information and advice readily available through the appropriate standing committee structure –



Additionally, the external **Chair** of the Academic Board (itself a Standing Committee of the Board of Directors) attends all meetings of the Board of Directors ensuring transparency and heightened information flow on all matters academic – *this is best practice*.

All AGE Standing Committees are chaired by **senior staff** who are frequently invited guests to Board of Directors' meetings. This is largely determined by the focus of meetings – but contributes significantly to the transfer of information.

AGE is committed to **rolling audits** (internal, external and independent) as part of the ongoing commitment to quality assurance and transparency.

See –

Whateley (2024) – Good compliance is good business -

[https://www.musicum20.com/files/ugd/6113ad\\_6c3cfa0b3a084f53a8373408af0e74d0.pdf](https://www.musicum20.com/files/ugd/6113ad_6c3cfa0b3a084f53a8373408af0e74d0.pdf)

Whateley (2024) – Rolling audits – a mechanism for self-assurance -

[https://www.musicum20.com/files/ugd/6113ad\\_beb80a2de7ae43dc9fb8c7bedfa4e78b.pdf](https://www.musicum20.com/files/ugd/6113ad_beb80a2de7ae43dc9fb8c7bedfa4e78b.pdf)

## 4.

### **There are provisions to ensure crucial input to considerations of strategic and operational planning by all relevant boards and committees**

All Boards and Committees have in place appropriate and benchmarked *Terms of Reference* that ensure both input and overview including an *AGE Strategic Intent 2025-2028* that has well considered and measurable *KPIs*.

AGE has in place a highly suitable board and committee structure.

All AGE Boards and Standing Committees have the opportunity to contribute to both strategic and operational planning as outlined in the *Terms of Reference* provided in the AGE Governance Charter –

Board of Directors (Section 2 pp 6-11)

Academic Board (Section 5 pp 20-25)

Finance Committee (Section 3 pp 12 – 15)

Quality and Risk Committee (Section 4 pp 16-19)

Executive Management Committee (Section 10 pp 43-46)

Learning and Teaching (Section 6 pp 26-29)

Board of Examiners (Section 7 pp 30-33)

Course Advisory Committee (Section 8 pp 34-38)

Student Representative Council (Section 9 pp 39-42)

The full Governance Charter can be viewed at –

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

These Boards and Committees meet regularly, provide agenda, minutes and business arising documents, which in turn are disseminated and shared across the organisation – making communication and transparency a high priority – *this is best practice*.

AGE has in place a **Strategic Intent 2025-2028** –

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AGE also has in place a clear understanding of **Corporate Governance**.

## 5.

**There are adequate academic governance and other academic quality assurance systems in self-monitoring to ensure effective operation, referencing best practice on factors such as, but not limited to, risk management, effective delegations, continuous improvement plans and monitoring the effectiveness of its academic policy framework**

The overall operation has in place adequate assurance mechanisms that include a comprehensive and regularly reviewed *Risk Management Register*, a thorough delegation document in the form of a *Governance Charter*, a *Strategic Intent 2025-2028*; well informed and up to date *policies and procedures*; and a *standing committee structure* that enables continuous improvement and monitoring.

AGE has in place a comprehensive, benchmarked and regularly reviewed **Risk Management Register** that includes appropriate mitigation strategies.

See – [Proposed AGE Risk Register](#)

AGE has in place an informed and comprehensive **Governance Charter** that provides details of all Board and Committee terms of reference – including delegations.

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

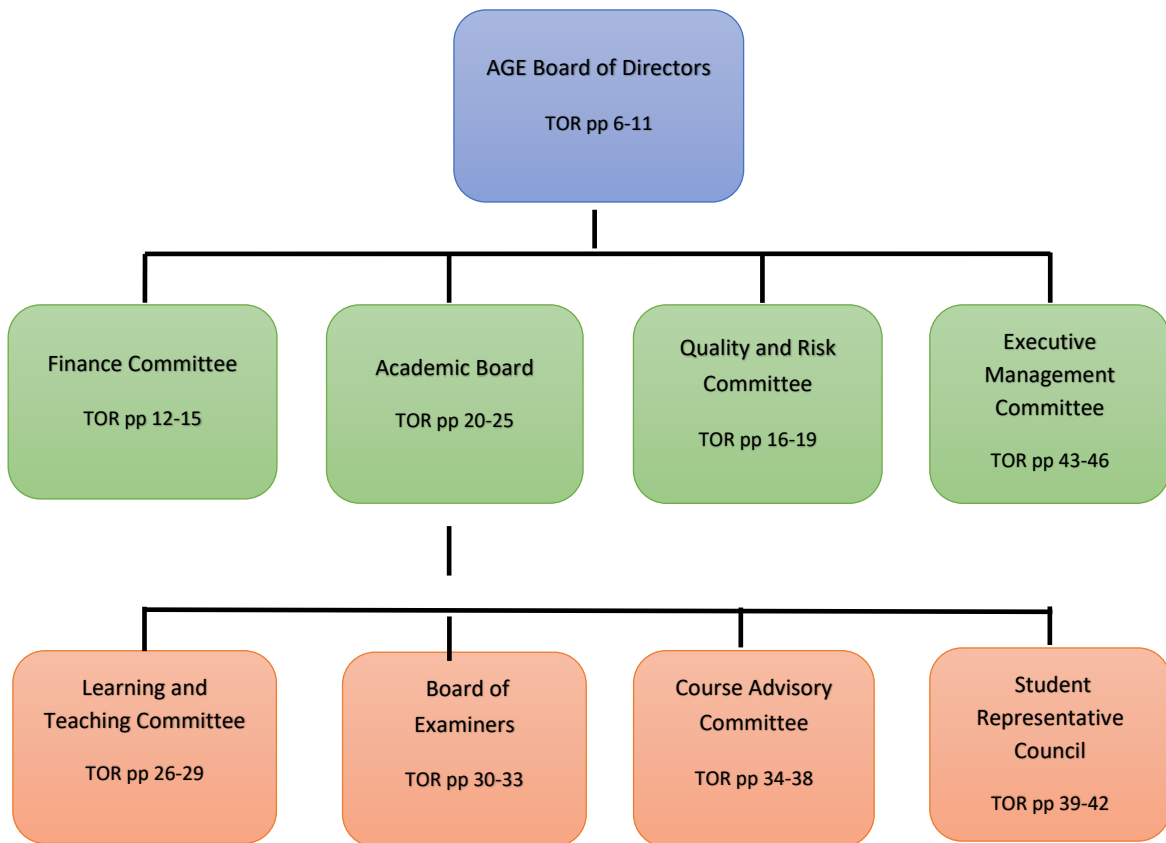
AGE has in place a refreshed **Strategic Intent (2025-2028)** that includes key KPIs.

See - [87330e\\_55363bb9b38846eda6474ff77dd94221.pdf](#)

AGE has in place comprehensive and benchmarked **policies and procedures** that are regularly reviewed.

See – [Policies & Forms | Guild Music Copy](#)

AGE has in place a comprehensive and enabling **board and committee structure** that facilitates improvement and ongoing monitoring -



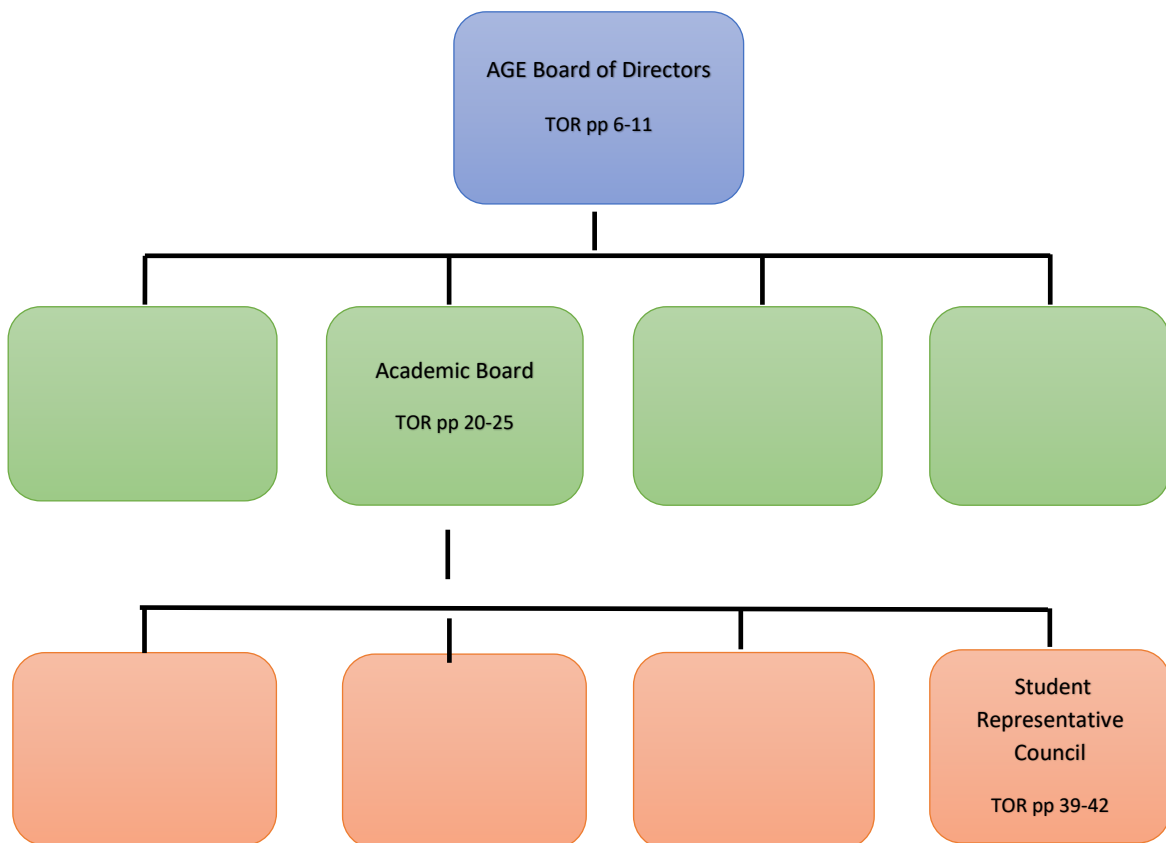
## 6.

### Students have an opportunity to participate in academic governance

AGE has in place a *Student Representative Council* 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.

In 2024 AGE initiated a formal entity – **Student Representative Council (SRC)** – which has a direct conduit to both the Academic Board and in effect the Board of Directors



The SRC *Terms of Reference* are clearly articulated in the Governance Charter (Section 9 pp 39-42).

The AGE Governance Charter can be viewed at –  
[87330e\\_6e698575ff2c4877b4e177737123fbb6.pdf](#)

The **functions** of the SRC are captured in the following items –

Reflect on matters relating to student services and amenities

Collate and present recommendations from the student body concerning student services and amenities to AGE 's Boards and Committees, where deemed to be relevant

Report on academic and non-academic student experiences and matters for improvement

Narrow the gap between the Executive and students

Consult with all students concerning their student experience and topical issues

Facilitate opportunities for students to provide feedback and suggestions on both academic and non-academic matters

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

*The Registrar represents the CEO/Executive Dean at meetings of the SRC to consider issues that are raised and/or information requested.*

## 7.

### **The level of institutional monitoring and review - which is a key feature of academic governance in support of a culture of continuous improvement – is evident**

Continuous Improvement and Self-Assurance are hallmarks of AGE The Corporate Board (Board of Directors), Academic Board and the range of Standing Committees play a vital role in maintaining the focus.

High quality monitoring and review takes place on a daily, weekly, fortnightly, monthly, quarterly and annual basis.

All Boards and Committees have clear Terms of Reference (including delegations) that essentially focus on both continuous improvement and self-assurance.

The Governance Charter can be viewed at - [87330e\\_6e698575ff2c4877b4e177737123fbb6.pdf](#)

Regular internal, external and independent reviews of all aspects of the AGE operation are conducted and shared with all stakeholders to ensure heightened communication and transparency. Internal (rolling) reviews are an ongoing commitment of all Boards and Committees at AGE.



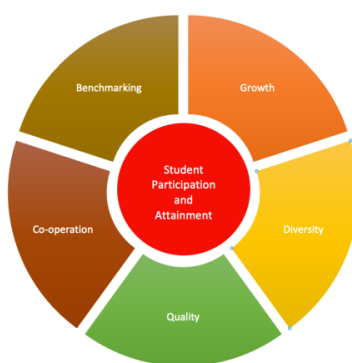
## 8.

### Ensures quality of educational activities

Quality is a key element of AGE operations as reflected in the *Strategic Intent*. KPIs have been established to ensure quality elements are maintained along with appropriate benchmarking.

AGE has in place a recently minted, comprehensive and KPI driven **Strategic Intent (2025-2027)**.

At the heart of the Strategic Intent is the notion of *student attainment and participation* –



Strategic Intent 2025-2027 p7

One of the five key foundations of the Strategic Intent is **Quality**. A series of KPIs have been developed to ensure that Quality is not only maintained but also monitored and reported against as often as feasible keeping quality a visible and high priority domain, at all times. KPIs in this domain include –

	2024	2025	2026	2027	2028
Full time staff (%)	35	35	35	40	40
AQF+1 (%)	100	100	100	100	100
Progression (%)	NA	80	80	80	80
Attrition (%)	NA	15	15	20	20
Completions (%)	80	85	85	80	80
Student Satisfaction/5	4.54	4	4	4	4
Staff Satisfaction/5	3.77	4	4	4	4
Student Staff Ratio (SSR)	1.5	10	15	20	25
SES (QILT) Aggregate	NA	National Average	National Average	National Average	National Average

A second complimentary domain is **Benchmarking** – this facilitates continuous improvement through understanding the Sector and gaining comparative data and input from a range of informants – important elements of maintaining quality The KPI's in this domain include –

	2024	2025	2026	2027	2028
Partners	2	2	5	7	9
Internal Surveys/year	0	3	3	3	3
External Surveys/year	0	1	2	3	3
Graduate Surveys/year	3	1	1	1	1
Grade Distribution Comparisons	0	2	5	7	7
Peak Body Surveys	0	1	1	1	1
QILT surveys	NA	1	1	1	1

## 9.

### **Provides adequate oversight and support of academic scholarship activities**

Scholarship is highly prized at AGE. AGE has a clear understanding of what scholarship means at AGE and how it relates to teaching and learning. Scholarship is overseen, encouraged and details harvested and published.

Scholarship at AGE can be viewed at - [87330e\\_b5d6caffc17c434495912c99ce3acd47.pdf](#)

## 10.

**Provide institutional academic leadership to maintain expected outcomes for students and the reputation of the provider (e.g. through setting benchmarks, policy frameworks, scrutinising and approving courses of study, ensuring the appropriateness of academic grades, determining admission requirements, and adhering to professional accreditation standards)**

AGE maintains appropriate **leadership** across the organisation. **KPIs (benchmarks)** have been established and are reported against regularly; appropriate **policies and procedures** are in place and are reviewed regularly; an Examination Board (a Standing Committee of the Academic Board) **monitors and reports on grade distribution; admission requirements** are clearly articulated and managed; and relevant **professional accreditation and standing** are managed appropriately.

**Academic Leadership** is evident at AGE –

AGE has in place a highly competent and informed **Academic Board** - chaired externally and supported with significant independent Higher Education experience and capability. Current membership includes –

<b>Dr Tim Weir</b>	Chair	External
<b>Dr Laura Hougaz</b>	Member	Independent
<b>Dr David Morgan</b>	Member	Independent
<b>Dr Jordan Murray</b>	Ex officio	Internal
<b>Emeritus Professor Greg Whateley</b>	Ex officio	Internal

*The Chair of the Student Representative Council may be an invited guest to meetings as appropriate.*

*The Office of the Registrar provides secretarial support.*

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The delegated *Terms of Reference* for the Academic Board can be viewed at – [87330e\\_6e698575ff2c4877b4e177737123fbb6.pdf](#) – Section 5, pp 20-25.

Academic Governance at AGE

AGE has in place an experienced, well informed and seasoned **operational leadership team** with Higher Education experience and knowledge (including academic) including –

<b>Chief Executive Officer and Executive Dean</b>	Emeritus Professor Greg Whateley
<b>Academic Director</b>	Associate Professor Jordan Murray
<b>Registrar</b>	Professor Elizabeth Woollacott

Further, AGE has in place additional senior **curriculum knowledge and expertise** including –

<b>Performance and Music Education</b>	Associate Professor Jordan Murray
<b>Performance and Arts Management</b>	Professor Elizabeth Woollacott
<b>Composition and Technology</b>	Associate Professor Christopher McLeod
<b>Musicology and Musicianship</b>	Associate Professor Christopher McLeod

See - [Our People | Australian Guild of Music Education \(guildmusic.edu.au\)](http://Our People | Australian Guild of Music Education (guildmusic.edu.au))

AGE has in place **KPIs (Benchmarks)** across five domains – *Growth, Diversity, Quality, Co-operation and Benchmarking* -

## GROWTH

	2024	2025	2026	2027	2028
<b>Programs</b>	1	3	5	5	5
<b>Locations</b>	1	1	1	2	2
<b>Students</b>	4.5	75	150	225	300
<b>Finances</b>	Deficit	Deficit	Break even	Surplus	Surplus

## DIVERSITY

	2024	2025	2026	2027	2028
<b>Domestic (%)</b>	100	20	25	30	30
<b>International (%)</b>	0	80	75	70	70
<b>Nationalities</b>	5	5	8	10	12
<b>Undergraduate (%)</b>	100	75	80	80	75
<b>Postgraduate (%)</b>	0	0	20	20	25

## QUALITY

	2024	2025	2026	2027	2028
Full time staff (%)	35	35	35	40	40
AQF+1 (%)	100	100	100	100	100
Progression (%)	NA	80	80	80	80
Attrition (%)	NA	15	15	20	20
Completions (%)	80	85	85	80	80
Student Satisfaction/5	4.54	4	4	4	4
Staff Satisfaction/5	3.77	4	4	4	4
Student Staff Ratio (SSR)	1.5	10	15	20	25
SES (QILT) Aggregate	NA	National Average	National Average	National Average	National Average

## CO-OPERATION

	2024	2025	2026	2027	2028
Adjuncts and Fellows	0	5	10	15	15
National Partners	1	1	2	3	4
International Partners	4	4	5	7	8
National Projects	1	1	2	3	3
International Projects	2	2	2	3	3

## BENCHMARKING

	2024	2025	2026	2027	2028
Partners	2	2	5	7	9
Internal Surveys/year	0	3	3	3	3
External Surveys/year	0	1	2	3	3
Graduate Surveys/year	3	1	1	1	1
Grade Distribution Comparisons	0	2	5	7	7
Peak Body Surveys	0	1	1	1	1
QILT surveys	NA	1	1	1	1

AGE has in place a robust, benchmarked set of **policies and procedures** covering all significant aspect of academia including –

Academic Integrity and Misconduct – [Academic Integrity and Misconduct Policy \(S1\)](#)

Assessment Grading -

[guildmusic.edu.au/files/ugd/87330e\\_70f8f39b1ef9435284624f1e3fd8412c.pdf](https://guildmusic.edu.au/files/ugd/87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf)

Academic Governance at AGE

Conferral of awards and graduations - [87330e\\_50cf646c044349ff80b84c50419d1e54.pdf \(guildmusic.edu.au\)](#)

Course progression - [87330e\\_10ad15ef82354757a27062458823c81b.pdf \(guildmusic.edu.au\)](#)

Credit and recognition of prior learning – [87330e\\_9f158253cd7d41f1ba51058db4534d6b.pdf](#)

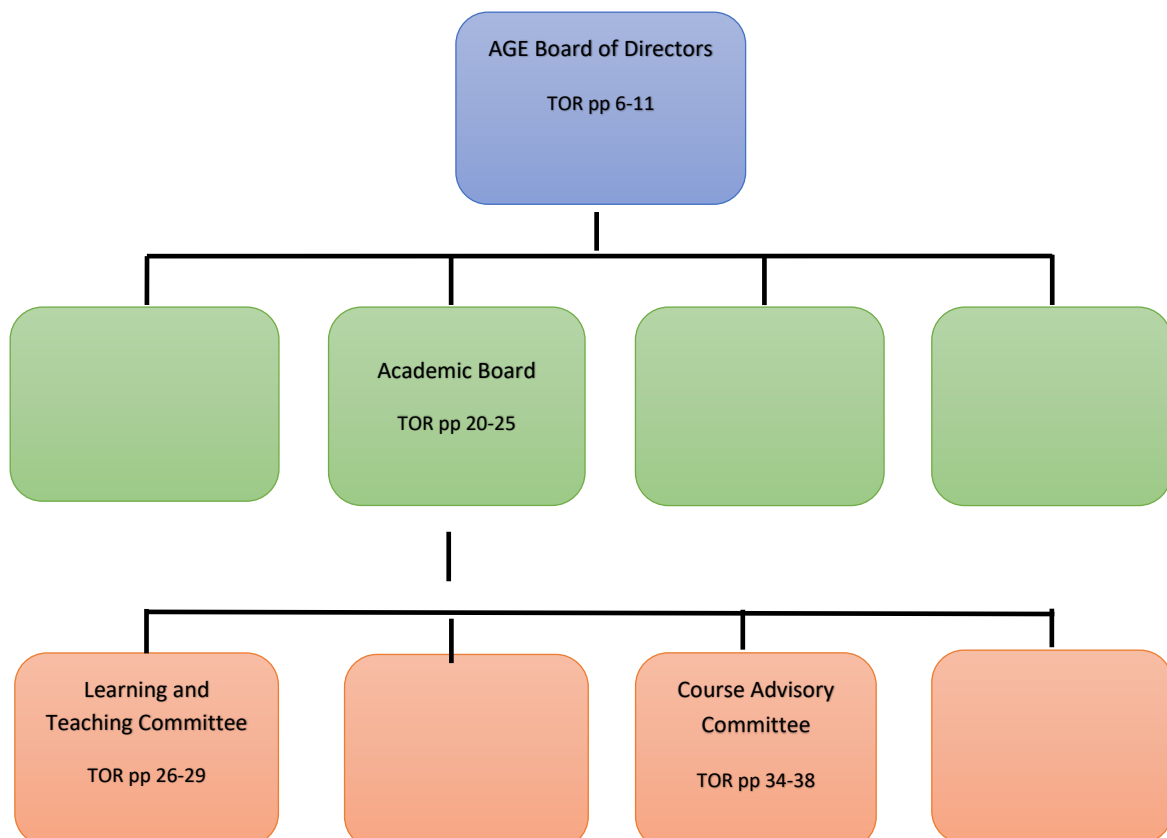
Deferment, suspension and cancellation of study - [87330e\\_1c957461c6264e86a616ff7bfcc9aabc.pdf \(guildmusic.edu.au\)](#)

Student at risk and early intervention - [87330e\\_c4208af7d07c400da1f87cff6c069554.pdf \(guildmusic.edu.au\)](#)

The full complement of policies and procedures can be viewed at - [Policies & Forms | Guild Music Copy](#)

*These policies are reviewed regularly and refreshed as required.*

**Courses** are scrutinised and approved by a range of informants –



Academic Governance at AGE

The Functions of the *Learning and Teaching Committee* include –

Provide advice regarding the learning and teaching aspects of courses and units

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

Provide advice as required concerning academic policies and procedures concerning learning and teaching pedagogy, tools and delivery

Act on any other matters referred to it by the Academic Board, Academic Director or Chief Executive Officer

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

The Functions of the *Course Advisory Committee* include –

Provide AGE with industry and content specific advice and guidance in relation to the development or ongoing revision of AGE courses and units

Provide AGE with advice and insight relating to what learning outcomes are relevant to graduate employability

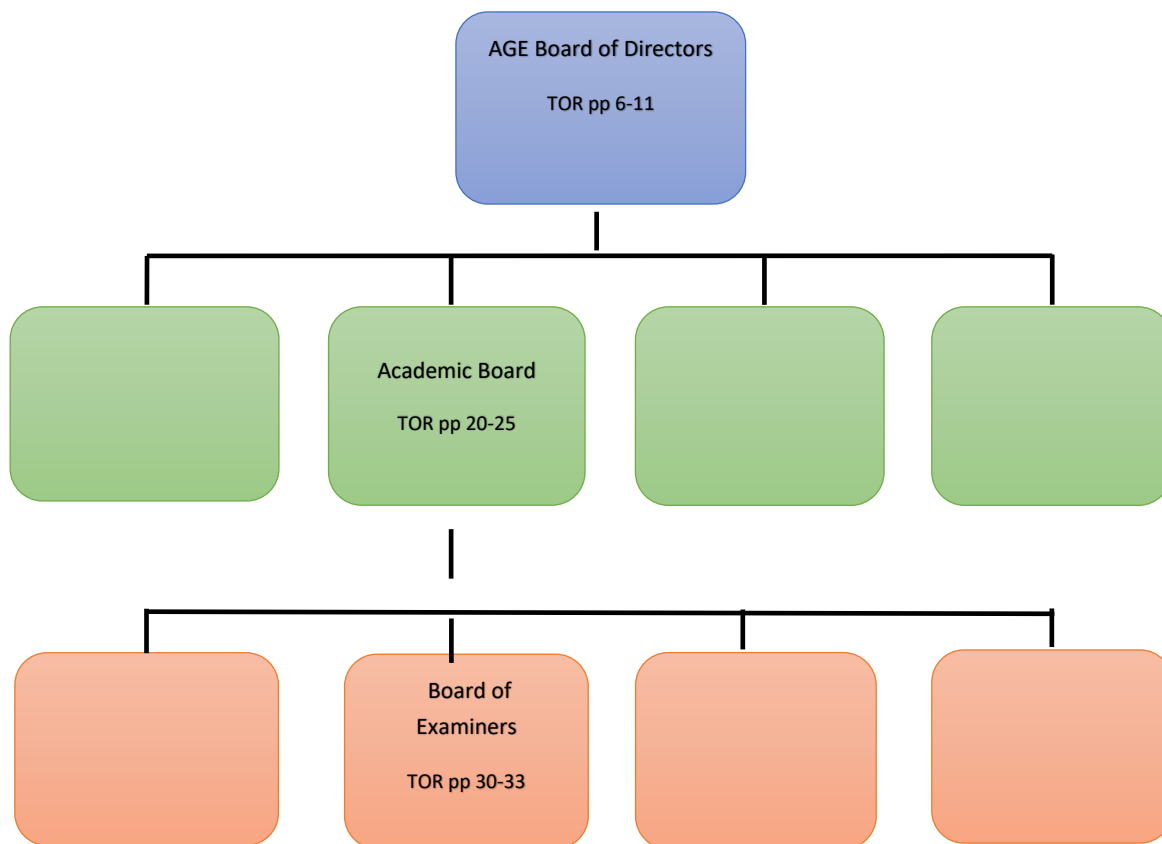
Report to the Academic Board and make recommendations on -recent trends in the fields of their speciality; changes to government policy that are likely to impact the curriculum, employer expectations, and employment opportunities for graduates; emerging professional practices and technologies which will impact future employability; any innovative practices in Learning and Teaching relevant in their speciality

Review course content to ensure that it meets appropriate standards and that these are appropriate to the level of the award, and that the rationale and learning outcomes of the course are consistent with and reflect best practice

Receive and review relevant course proposals and units of study or changes to courses and units of study

**Academic Grades** are overseen by an Examination Board and ratified by the Academic Board –





The functions of the *Board of Examiners* include –

Consider and recommend to the Academic Director the results of marks and grades for each unit of study

Recommend to the Academic Board a list of Graduands and their award who have met the criteria for conferral of an award from AGE

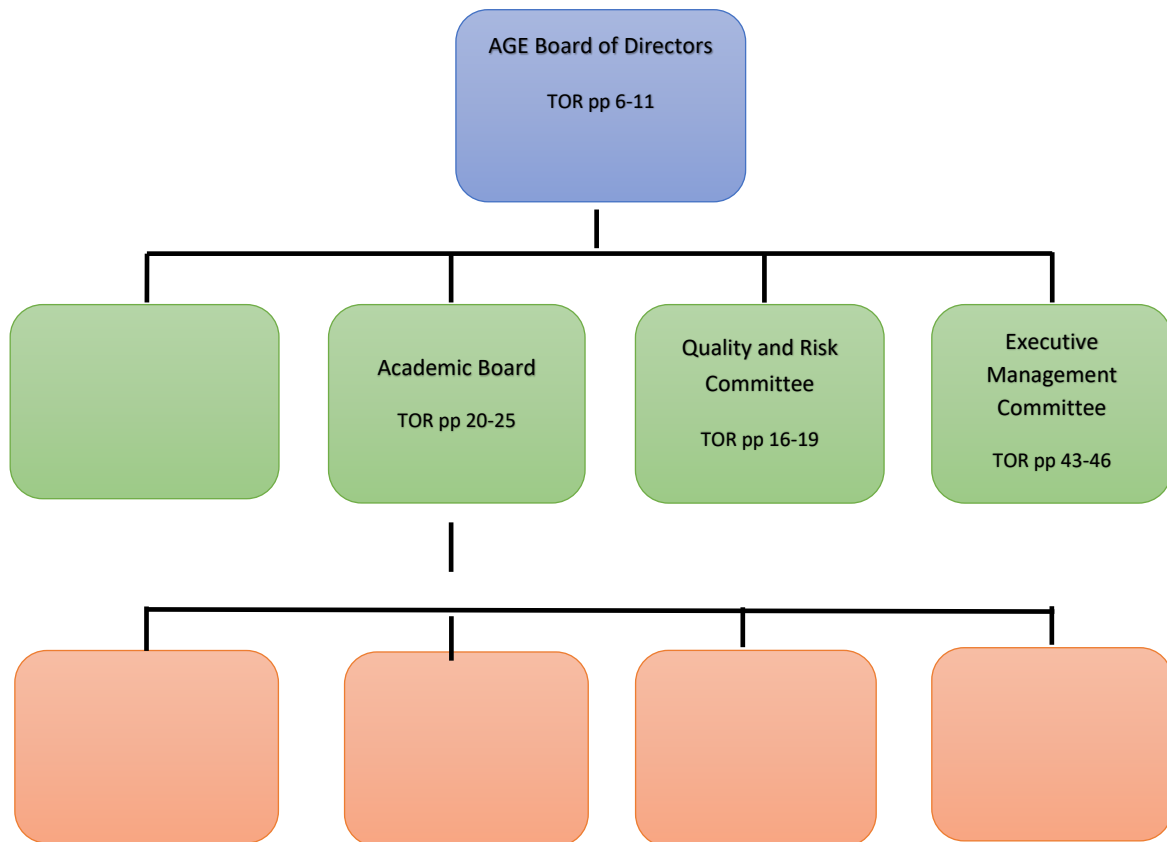
Where appropriate, recommend to the Academic Director internal or external moderation of any allocated grades

Ensure adequate and accurate minutes are kept of meetings to record recommendations made by the Committee

**Admission of students** is guided by a robust policies - [Admissions Policy - Domestic & Online Students - with David & Laura updates](#) and [Admissions Policy - International and Offshore Students](#)

Academic Governance at AGE

These are overseen by –



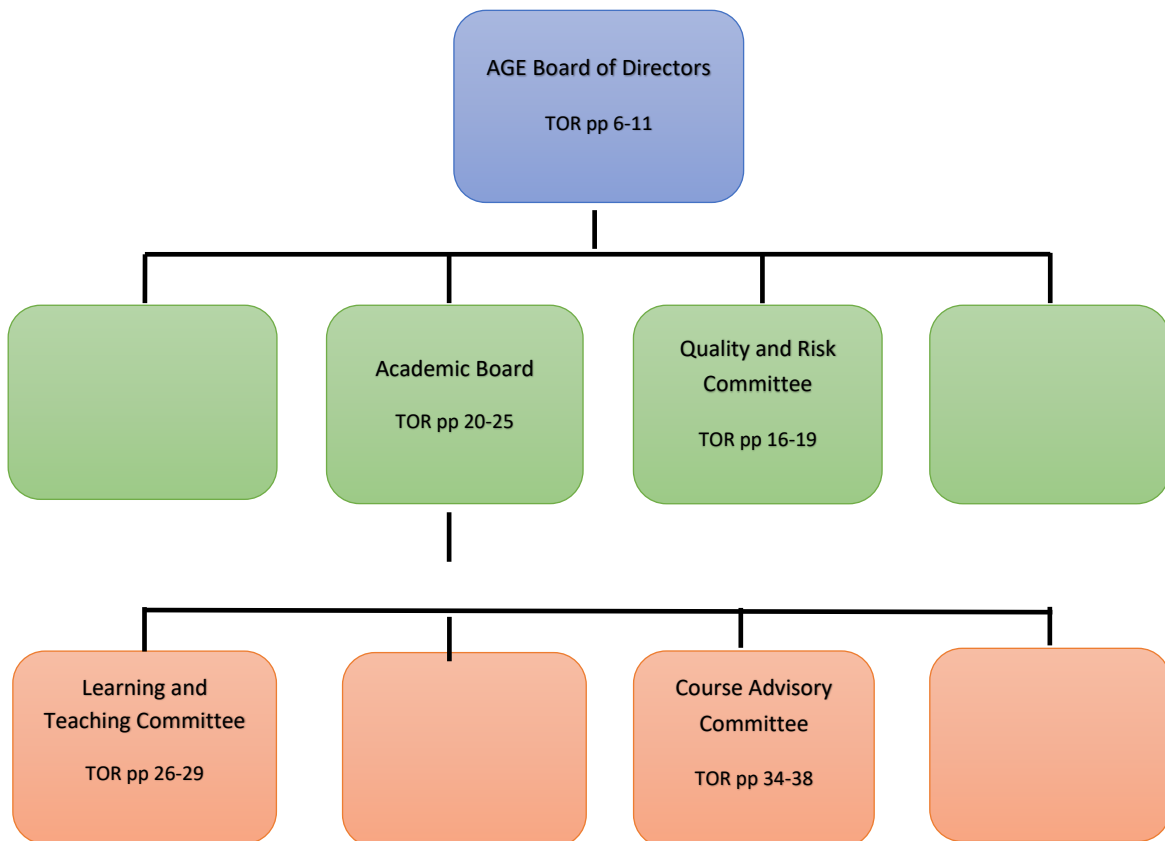
AGE does not, currently, have any **professional accreditations** in place.

**Professional standing** is maintained through the employment of high-quality staff that ensure suitable graduate outcomes.

## 11.

### **Has in place effective monitoring, review, and improvement of course quality, institutional benchmarks, and quality assurance arrangements, resulting in necessary change and improvement**

AGE manages monitoring, review and improvement appropriately. Boards and Committees are highly responsive to necessary change and improvement.



## 12.

### **Adheres to an adequate policy framework, resulting in inconsistent expectations of both staff and students regarding academic quality**

Quality is reinforced with an appropriate and benchmarked set of policies and procedures that ensure consistency and quality.

AGE has in place a robust, benchmarked set of **policies and procedures** covering all significant aspect of academia including –

Academic Integrity – [Academic Integrity and Misconduct Policy \(S1\)](#)

Assessment Grading -

[guildmusic.edu.au/files/ugd/87330e\\_70f8f39b1ef9435284624f1e3fd8412c.pdf](http://guildmusic.edu.au/files/ugd/87330e_70f8f39b1ef9435284624f1e3fd8412c.pdf)

Conferral of awards and graduations - [87330e\\_50cf646c044349ff80b84c50419d1e54.pdf](http://guildmusic.edu.au/files/ugd/87330e_50cf646c044349ff80b84c50419d1e54.pdf)  
([guildmusic.edu.au](http://guildmusic.edu.au))

Course progression - [87330e\\_10ad15ef82354757a27062458823c81b.pdf](http://guildmusic.edu.au/files/ugd/87330e_10ad15ef82354757a27062458823c81b.pdf) ([guildmusic.edu.au](http://guildmusic.edu.au))

Credit and recognition of prior learning – [87330e\\_9f158253cd7d41f1ba51058db4534d6b.pdf](http://guildmusic.edu.au/files/ugd/87330e_9f158253cd7d41f1ba51058db4534d6b.pdf)

Deferment, suspension and cancellation of study -

[87330e\\_1c957461c6264e86a616ff7bfcc9aabc.pdf](http://guildmusic.edu.au/files/ugd/87330e_1c957461c6264e86a616ff7bfcc9aabc.pdf) ([guildmusic.edu.au](http://guildmusic.edu.au))

Student at risk and early intervention - [87330e\\_c4208af7d07c400da1f87cff6c069554.pdf](http://guildmusic.edu.au/files/ugd/87330e_c4208af7d07c400da1f87cff6c069554.pdf)  
([guildmusic.edu.au](http://guildmusic.edu.au))

The full complement of policies and procedures can be viewed at - [Policies & Forms | Guild Music Copy](#)

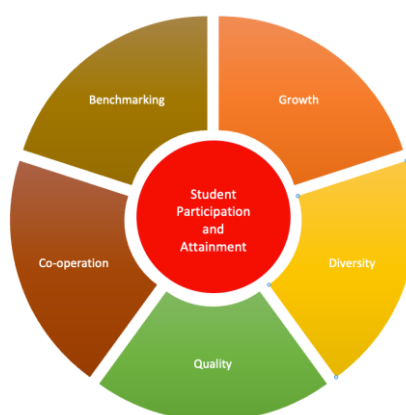
These policies are reviewed regularly and refreshed as required.

## 13.

### Ensures equivalency in student outcomes and the student experience

The student experience – along with *participation and attainment* – are at the heart of the **AGE Strategic Intent 2025-2027**\*. Student and Learning Support is provided on an ongoing basis.

At AGE participation and attainment are at the heart of the Strategic Intent –



Strategic Plan 2025-2027 p7

KPIs in each of the five domains have been embedded to ensure high level student outcomes. See – [87330e\\_55363bb9b38846eda6474ff77dd94221.pdf](#)

AGE has clear and evident **policies related to student support** including –

Code of conduct - [87330e\\_b6b8419035f74385bd41308e2f1aa081.pdf \(guildmusic.edu.au\)](#)

Critical incident - [Critical Incident Policy and Procedure\\_V1 Est 2024.docx \(guildmusic.edu.au\)](#)

Diversity, Equity and Inclusion - [58b2d3\\_a597c7e37e2b42bab299e2689a90e35e.pdf \(guildmusic.edu.au\)](#)

Fees and refunds - [87330e\\_279ae3443c3a44dab93f0bf9718aa1ac.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](http://guildmusic.edu.au))

Student support – [Student Support Policy](#)

The full range of policies can be viewed at – <https://www.guildmusic.edu.au/policies-forms>

In addition to supportive teaching staff – AGE has in place a **Student Support Officer** – *Priyanka Deswal*

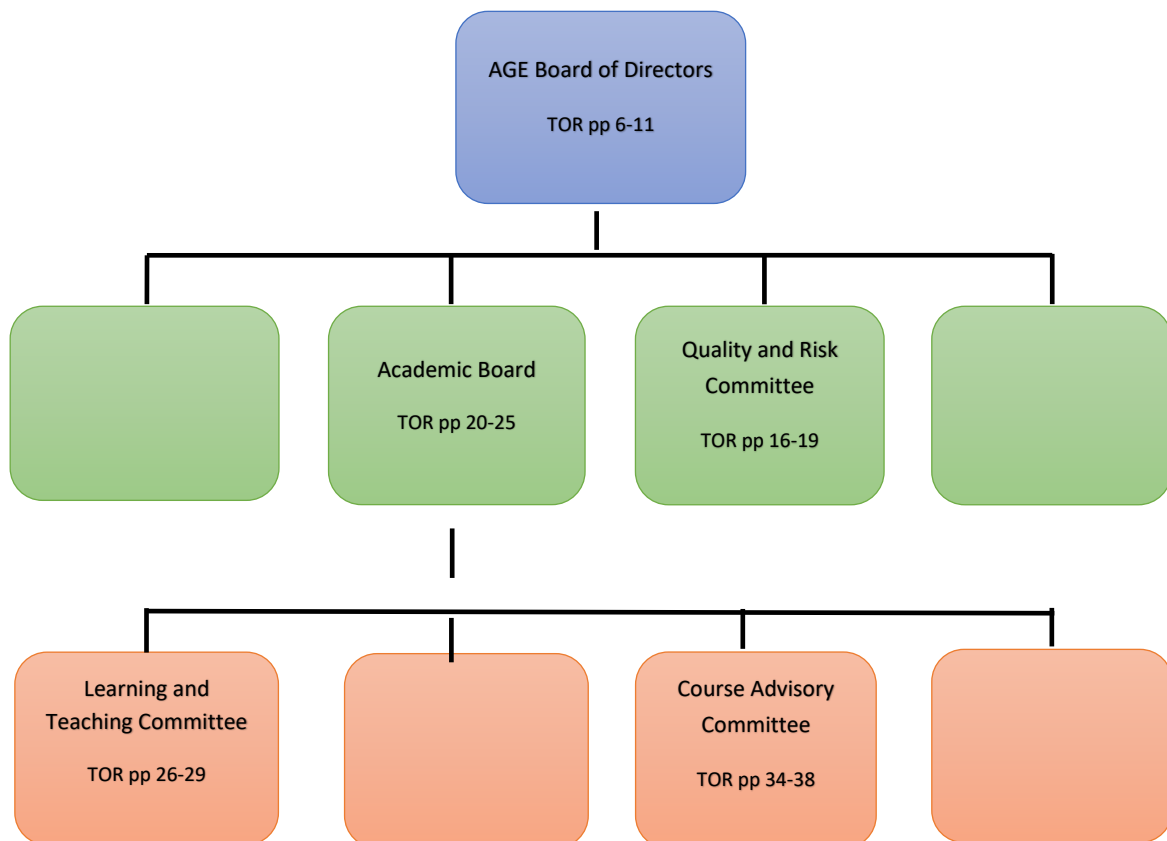
## 14.

### **Make appropriate corporate decisions based on sufficient and effective academic advice and/or awareness of academic issues and risks**

The Corporate Board (Board of Directors) remains well informed and briefed on matters *academic* – including current issues and perceived risks.

The effective operation of the range of Boards and Committees – utilising the expertise of independent, external and internal informants - provides the necessary confidence for the Board of Directors (corporate board) that they are not only being informed and briefed on a regular basis – but this is done expertly and correctly.

The board/committee system makes a major contribution to this process –



**Additional expertise** is sought (and provided) by independent and external informants including –

Dr Sara Booth (independent)

Emeritus Professor Jim Mienczakowski (independent)

Associate Professor Tom O'Connor (independent)

Emeritus Professor Clive Smallman (independent)

Professor Ian Bofinger (independent)

Anurag Kanwar (independent)

Dr Andrew West (independent)

Professor Craig Ellis (independent)



## 15.

### **Ensures vigilance and good judgement when monitoring academic and research integrity.**

AGE maintains vigilance and good judgement in matters relating to academic integrity.

AGE has a number of policies that speak to the issue of **academic integrity** including –

Academic Integrity –

[https://www.guildmusic.edu.au/files/ugd/87330e\\_a1055973621046089394ad8d65cbb5fe.pdf](https://www.guildmusic.edu.au/files/ugd/87330e_a1055973621046089394ad8d65cbb5fe.pdf)

Assessment and Grading - [87330e\\_70f8f39b1ef9435284624f1e3fd8412c.pdf \(guildmusic.edu.au\)](#)

Code of conduct and shared responsibility - [87330e\\_b6b8419035f74385bd41308e2f1aa081.pdf \(guildmusic.edu.au\)](#)

Exclusion from a course or unit - [87330e\\_cd8a4e7100c44a9d929009b758251cf7.pdf \(guildmusic.edu.au\)](#)

A recent (June 2024) request from the Regulator highlighted the AGE approach to maintaining integrity and combating the misuse of Artificial Intelligence (AI) – [AGE RFI REQ07953 Statement Response.docx](#)

### ***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/Arts Management at AGE

### ***Acknowledgements***

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

Western Sydney University - [Home | Western Sydney University](#)

University of Canberra – [University of Canberra](#)

Australian Institute of Music - [The Australian Institute of Music \(aim.edu.au\)](#)

### ***Also see –***

TEQSA (2023) – Guidance Note: Academic Governance - [Guidance note: Academic governance | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](#)

Advance HE (2024) – How to think about academic governance in Higher Education - [How to think about academic governance 1613379480.pdf](#)

University of Canberra (2023) – Academic Governance Handbook - [Academic-Governance-Handbook-2023.pdf \(canberra.edu.au\)](#)

Whateley (2024) – Good compliance is good business - [https://www.musicum20.com/files/ugd/6113ad\\_6c3cfa0b3a084f53a8373408af0e74d0.pdf](https://www.musicum20.com/files/ugd/6113ad_6c3cfa0b3a084f53a8373408af0e74d0.pdf)

Whateley (2024) – Rolling audits – a mechanism for self-assurance - [https://www.musicum20.com/files/ugd/6113ad\\_beb80a2de7ae43dc9fb8c7bedfa4e78b.pdf](https://www.musicum20.com/files/ugd/6113ad_beb80a2de7ae43dc9fb8c7bedfa4e78b.pdf)