**AUSTRALIAN GUILD of EDUCATION**

# STUDENT SUPPORT, WELLBEING AND SAFETY

# AT

# AGE

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# Introduction

**Student Support, Wellbeing and Safety** is a vital ingredient for AGE. What has evolved (by way of continuous improvement/self-assurance) is an appropriate and informed approach that is transparent and benchmarked.

Student Support policies and procedures ensure that students have the necessary support in place to ensure progress and completion with ongoing mechanisms that both enhance and ensure their wellbeing and safety. This paper will discuss the approach that AGE has in place in the context of the *Threshold Standards (2021) and the TEQSA Guidance Note (2018) -* acknowledging the *Education Services for Overseas Students Act 2000*, as well as the *Australian Qualifications Framework*.

| Standard | Key Considerations |
|---|---|
| 1.1.1 | Admission of students who are equipped to cope with their course |
| 1.3.2 | Sufficient needs analysis, early feedback and targeted support |
| 1.3.6 | Ensuring equivalent opportunities for different modes of participation |
| 2.1.1 | Suitable facilities, including for placements |
| 2.1.2 | Secure IT systems exposing students' systems to interference |
| 2.1.3 | Students having interactions with, or not being isolated from, other students |
| 2.2.1 | Acknowledge needs of diverse groups |
| 2.3.1 | Avenues and contacts for support for students if needed |
| 2.3.2 | Availability of specific types of personal support services |
| 2.3.3 | Ensuring that support services offered reflect the needs of student cohorts |
| 2.3.4 | Promotion of a safe environment |
| 2.3.5 | Management of critical incidents. |
| 2.4 | Sufficiently access to complaints and grievance processes and support |
| 3.3.4 | Maintaining adequate contact with students |
| 5.2 | Sufficient effort to prevent inadvertent breaches of academic integrity |
| 5.3.5 | Obtaining or using student feedback |
| 5.4 | Management of arrangements with other parties, including onshore and offshore partner education providers |
| 6.1.4 | Ensuring corporate responsibility for promoting and fostering a safe environment |
| 6.2.1c | Adequate resourcing |
| 6.2.1e | Risk identification and management |

| 6.2.1i | Adequate contingency arrangements, including for business continuity |
|--------|----------------------------------------------------------------------|
| 7.2    | Adequate information to enable informed participation                 |
| 7.2.4  | Sufficient notice of potential disruptions to participation           |
| 7.3.3b | Avoiding breaches of privacy or confidentiality                       |
| 7.3.3c | Records of management of incidents.                                   |

The 'support' components of these Standards complement and supplement the learning support requirements encompassed by the Standards in Section 3.3: Learning Resources and Educational Support.

An initial 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 **Wellbeing and Safety** and how in turn AGE performs accordingly –

| Focus | Identifier | Evidence | Rating |
|---|---|---|---|
| 1 | Conducting effective risk assessments and implementing preventative controls for the risks identified | AGE has in place a Risk Register, that is reviewed regularly and contains mitigation strategies | ✔ |
| 2 | Providing advice about actions to take, staff to contact and support services that are accessible (whether directly or through another party) if students' personal circumstances are having an adverse effect on their education | AGE has in place a comprehensive range of contacts/services that can be accessed by students – this information is readily available | ✔ |
| 3 | Conducting evidence-based sexual violence, drug and alcohol abuse prevention education programs | AGE provides access details to a useful set of third-party education programs | ✔ |
| 4 | Providing support for affected students where needed (whether directly or through another party) | Student Support is readily available – including professional support from other parties | ✔ |
| 5 | Having systems and processes to respond to incidents and prevent recurrences | AGE has in place policies and procedures that address the issues related to incidents that attempt to prevent recurrences | ✔ |
| 6 | Commitment of the governing body (see Standard 6.1.4) and the framework of policies, processes and activities that have been established to foster and maintain wellbeing and safety (e.g. Standard 2.3.4). This information also needs to be accessible to students (see Standard 7.2.1). | AGE demonstrates commitment to student support, wellbeing and safety (including through its governing body) with a range of policies and procedures that are maintained and are readily accessible | ✔ |
| 7 | Actions taken to promote a safe environment, and the information provided to students about the actions they can themselves take and the support available, should be tailored to the needs of particular student cohorts (Standards 2.3.2-44). This will include students who are studying in different modes of participation, i.e. on campus, online or blended modes, and students who are involved with other delivery partners (whether onshore or offshore) or in clinical or other work placements. It will also include students whose studies are impeded by health issues, including mental health issues requiring access to counselling. Support services can be outsourced, but must be accessible, and any charges must be reasonable. | Action options and support mechanisms are tailored to the AGE student cohorts – irrespective of mode. A number of services are outsourced appropriately | ✔ |

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[1] TEQSA Guidance Note: Wellbeing and Safety (January 2018)

| 8 | An important element of fostering wellbeing and safety is the preparedness of the provider and its capacity to respond to incidents, especially critical incidents (Standard 2.3.5). | AGE has in place a critical incident policy and procedure | ✔ |
|---|---|---|---|
| 9 | Another aspect of preparedness is a provider's capacity to anticipate issues through risk identification and mitigation (see Standard 6.2.1e), and to implement preventative actions. | AGE has in place a Risk Register, that is reviewed regularly and contains mitigation strategies | ✔ |
| 10 | TEQSA will expect to see evidence of risk identification consistent with the scale and context of the provider and its environment, and how this guides the provider's preparedness. | AGE has in place a Risk Register, that is reviewed regularly and contains mitigation strategies. The risk identification process is appropriate to the size and scale of AGE | ✔ |
| 11 | In relation to critical incidents, TEQSA will expect to see evidence (e.g. policies, procedures, checklists, rehearsals, accountabilities) of how a provider intends to respond to a range of foreseeable major events either on or off-campus that pose risks to students or staff. These might include - violent behaviour, assaults, bomb scares; serious accidents, explosions, fire; or deaths. | AGE has in place a critical incident policy and procedure that is comprehensive and appropriate | ✔ |
| 12 | TEQSA accepts that many incidents will require a tailored response but nonetheless expects to see an overall approach to preparedness that is considered and likely to be practicable, that should include a critical incident management plan. The plan should include a review and reporting phase to ensure lessons are learned as part of the follow-up (Standard 2.3.5). TEQSA will also expect a provider to be prepared to respond to events of different nature and scale, e.g. responding to an event affecting many students collectively, such as a terrorism incident, as distinct from an isolated event involving an individual such as an assault or sexual harassment. | AGE has in place a critical incident policy and procedure that is comprehensive and appropriate. The scale and nature of incidents is addressed as is the issue of reporting to ensure lessons are learnt | ✔ |
| 13 | Where incidents do occur on campus, off campus or online, TEQSA will expect a provider to implement an appropriate and effective response, including where necessary taking disciplinary action against those found to be responsible for assaults and making any adjustments to its policy framework and practices to reduce the risk of recurrence and enhance safety and security. | AGE has in place a critical incident policy and procedure that is comprehensive and appropriate and mindful of mode | ✔ |

| 14 | All incidents considered significant by the provider should be recorded and monitored, including 'near misses' that do not result in harm, but easily could have. Patterns of recurring incidents should be identified, reported to the responsible managers and governance bodies and action taken to mitigate future risk. | AGE has in place a comprehensive critical incident policy and a critical incident register | ✔ |
|---|---|---|---|
| 15 | Providers should report to TEQSA (as material changes) incidents that indicate material breaches in safety or preventative controls, including recurring incidents of sexual assault or sexual harassment. | AGE is mindful of its material change obligations | ✔ |
| 16 | Incidents of assault or harassment may give rise to student grievances, which should be addressed with reference to Section 2.4 of the HES Framework (Student Grievances and Complaints) and the related Guidance Note. Complaints resolution processes should be accessible and effective. | AGE has in place a comprehensive Student Grievance Handling Policy and Procedure | ✔ |
| 17 | Some incidents (particularly assaults) may need to be reported to the police, where there is reason to believe a criminal offence may have been committed. Any other reporting must be consistent with the requirements of privacy legislation. | AGE has in place a critical incident policy and procedure that is comprehensive. AGE is mindful of issues surrounding criminal offences and privacy legislation – best evidenced in an Information Privacy Policy | ✔ |
| 18 | At the same time as taking action to respond to incidents as they occur, providers should take pre-emptive action to minimise incidents, including through appropriate evidence-based sexual violence prevention education programs and campaigns. | In addition to the appropriate policies and procedures in place – AGE provided pre-emptive education through the orientation process and student support materials made available throughout a student's candidature | ✔ |
| 19 | Staff and students should be clearly advised that the provider will take a zero-tolerance approach to sexual assault and sexual harassment and other forms of harmful misconduct. | A zero-tolerance attitude is evidenced in a range of policies, procedures and support materials | ✔ |
| 20 | In some cases, students may experience a misadventure that is outside the control of the provider and unrelated to their course of study, e.g. a violent assault in a city street. While the provider may not have jurisdiction to investigate such incidents or take action against those responsible (unless the assailant is a fellow-student), it may need to provide access to support to mitigate any flow-on effects on the student's education, e.g. through temporary incapacitation, or where the assailant could be a fellow student. TEQSA expects a provider to have contemplated how it intends to deal with such matters, at least in principle, and to have a clear understanding of the boundaries of its responsibilities. For example, will the provider implement follow-up actions such | AGE has in place the necessary mechanisms and support systems to support students who have suffered misadventure outside of AGE | ✔ |

| | | | |
|---|---|---|---|
| | as offering ongoing counselling and academic support? | 8 | |
| 21 | Where staff have accountabilities for providing support, TEQSA will need to be satisfied that they are competent to undertake their roles by way of qualifications, experience and currency of knowledge. | All staff at AGE are competent to undertake their roles – including student support | ✔ |
| 22 | TEQSA will not seek to duplicate safety regulation that is carried out by other authorities but will nonetheless wish to be assured that a provider is meeting its obligations to other authorities, consistent with the HE Framework, including occupational health and safety requirements. TEQSA will also be interested in any lapses in compliance with safety regulations that may occur and will want to be assured that such lapses have been rectified and action has been taken to prevent recurrences. | AGE is mindful of the importance of Workplace Health and Safety and the associated obligations | ✔ |
| 23 | TEQSA may also be alerted to lapses in the wellbeing and safety environment through complaints from staff and students or referrals from other agencies. | Lapses are avoided and AGE has an expectation of the Regulator to be honest and transparent in its dealings with complaints | ✔ |

We consider each in turn –

# 1.

# Conducting effective risk assessments and implementing preventative controls for the risks identified

AGE has in place a Risk Register, that is reviewed regularly and contains mitigation strategies

AGE has in place a comprehensive **risk register** that identifies risks, demonstrates evidence of *mitigation*, is *reviewed regularly* and is a standing item at all Corporate Board (Board of Directors) meetings. Effective risk Identification and mitigation is demonstrated and evidenced by way of the **risk register** combined with ongoing reports to both the Academic Board and the Corporate Board (Board of Directors).

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

The significant **domains** (14 in all) include –

- Strategic Risks (HESF 6.2, 6.1, 1.5 and 1.1)
- Operational Risks (HESF 2.1, 3.2, 3.3 and 5.3
- Financial Risks
- Compliance and Legal Risks
- Reputational Risks
- Human Resources Risks
- Health and Safety Risks
- Technology and Cybersecurity Risks (HESF 3.2)
- Environmental Risks
- Market and Economic Risks
- Project Management Risks
- Supply Chain Risks
- Cultural and Social Risks
- Insurance and Risk Transfer

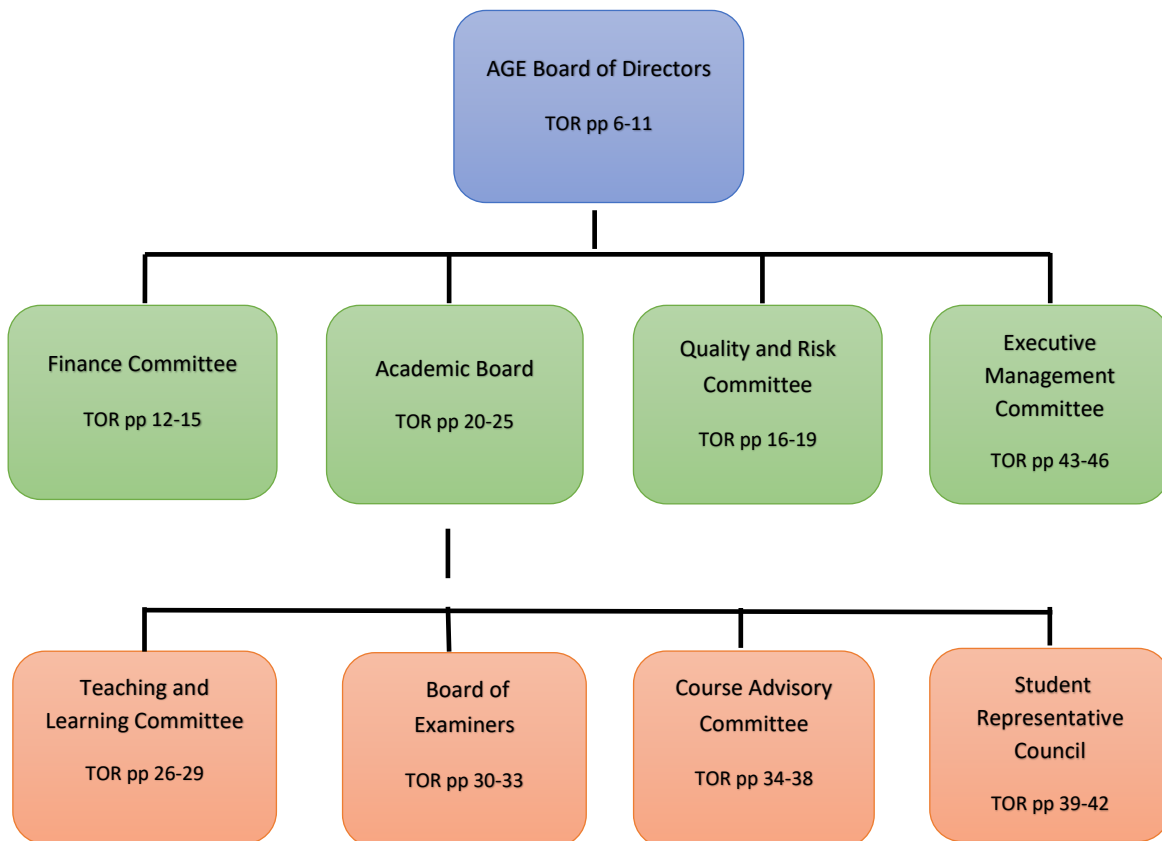Each domain is considered by virtue 15 **interrogations** –

- Risk Number
- Risk Item
- Category
- Operational Owner (including committee)
- Committee Owner (consistent with Governance Charter)
- TEQSA domain
- ESOS domain
- ASIC domain
- Likelihood
- Impact
- Inherent Risk
- Residual Risk
- Current Conditions (**Risk outlined**)
- Required Conditions (**Mitigation**)
- Policies and Requirements
- Applicable Legislation and Standards

A sample extract provides a visual overview –



Student support, well-being and safety are paramount considerations within the Risk Register.

Utilising the **committee/board structure** in place provides ongoing updating and scrutiny demonstrating an ALL of AGE approach to risk and associated mitigation (including student support, wellbeing and safety) –

## 2.

# Providing advice about actions to take, staff to contact and support services that are accessible (whether directly or through another party) if students' personal circumstances are having an adverse effect on their education

AGE has in place a comprehensive range of contacts/services that can be accessed by students – this information is readily available

The **Student Support Policy** – Student Support Policy – available on the AGE public website/behind About Us/Policies and Forms - provides an overview of the support services available to students –

'The following support services are available and accessible for all students studying with AGE. AGE will provide students with contact details to refer any matters that require further follow up with relevant professionals. Any referrals are made by AGE are at no cost to the student, but fees and charges may apply where an external service are used by the student, and this should be clarified by the student prior to using such external services.' 3.1, p1

Details are provided on matters including –

Support Officers (3.2-3.4, p1)

Academic Issues (3.5-3.8, p2)

Personal or Social Issues (3.9-3.10, p2)

Counselling Service (3.11-3.12, p2)

Accommodation (International Students) (3.13, p3)

Student Support Framework (3.14, p3)

Special Needs (3.15, p3)

Hardship (3.16-3.18, p3)

Student Orientation (3.19-3.20, pp3-4)


This framework of support is supplemented with a range of additional policies and procedures that further enhance the support mechanisms in place. These include -

Admissions Policies and Procedures – Admissions Policy - Domestic & Online Students - with David & Laura updates and Admissions Policy - International and Offshore Students

Critical Incident Policy and Procedure - Critical Incident Policy and Procedure _ V1 Est 2024.docx

Diversity, Equity and Inclusivity Policy and Procedure - 87330e_9385c79be2ec4230a13b5b618e37967e.pdf

Student at Risk and Early Intervention Policy and Procedure - 87330e_791bd8a91fdd4c479a0be281ead1c136.pdf

Student Wellbeing and Safety at AGE

Code of Conduct and Shared Responsibility Policy - 87330e_79eecad9b0cb4c24ae91f2625062303e.pdf

Student Grievance Handling Policy and Procedure - 87330e_368148bf3e814f3bb14d392b01c66a7e.pdf

Course Progression Policy and Procedure - 87330e_cd84b8710e7649a497840e1d825ca372.pdf

Orientation also serves a key purpose in ensuring students are aware of/and have access to a range of support services - 87330e_1dfff56814504ab7ae1bf1906523020e.pdf

# 3.

# Conducting evidence-based sexual violence, drug and alcohol abuse prevention education programs

AGE provides access details to a useful set of third-party education programs

Significant information is provided to students (from the outset) via the two-day Orientation program = and specifically Day #2

### Day 2- Student Services

[Information is provided to students on non-academic support services such as:]
- ○ Accessing Support services
  - ○ Student support services, including referrals
  - ○ Counselling and external support services
  - ○ Understanding compassionate and compelling circumstances.
  - ○ Information about policies and procedures generally, grievance procedures
  - ○ Overseas student health cover
  - ○ Complaints and appeals
  - ○ How to apply for suspension
  - ○ How to access information on minimum wages and to know their rights as an employee
  - ○ Fees and refunds
  - ○ CoE extensions
  - ○ How to join the SRC
  - ○ What AGE identifies as appropriate student behaviour.
  - ○ Where to find the student handbook and Student Code of Conduct
  - ○ How to access my student records

Student Wellbeing is given a high profile –

## Student Wellbeing

AGE takes students well being very seriously. In this section we cover Emergency Contacts, Sexual Assault and Sexual Harassment, how to Report matters and Access Support and discuss Confidentiality and Record Keeping.

*Covering, in some detail –*

Emergency Contacts

What is sexual assault and sexual harassment?

AGE zero-tolerance of negative behaviours, including sexual misconduct

How to report and access support

Accessing support

Confidentiality and Record Keeping

# 4.

# Providing support for affected students where needed (whether directly or through another party)

Student Support is readily available – including professional support from other parties

Information is readily available to students - [Student Services | Guild Music Copy](#)

*International Students* are provided with key information –

Studying in Australia and Living in Melbourne

ESOS framework

Visa requirements

Using your student Visa

Overseas Student Health Cover (OSHC)

Student Card

Working in Australia

A comprehensive International Student Handbook is available at -
[87330e_f9c3394b91d24899b907e15dba11a461.pdf](#)

*Domestic Students* are provided with key information –

About AGE

Studying at AGE

Registration and Accreditation

FEE_HELP is available

Accessibility and Inclusivity

A comprehensive Course Guide is available at -
[87330e_0a064bcae67d4ba7b758a70e591dcf44.pdf](#)

This is further enhanced through a thorough orientation program specifically Day #2 –

### Day 2- Student Services

[Information is provided to students on non-academic support services such as:]

- Accessing Support services
- Student support services, including referrals
- Counselling and external support services
- Understanding compassionate and compelling circumstances.
- Information about policies and procedures generally, grievance procedures
- Overseas student health cover
- Complaints and appeals
- How to apply for suspension
- How to access information on minimum wages and to know their rights as an employee
- Fees and refunds
- CoE extensions
- How to join the SRC
- What AGE identifies as appropriate student behaviour.
- Where to find the student handbook and Student Code of Conduct
- How to access my student records

AGE has in place a Disability Support Services Guide - Disability Support Services

AGE has a direct contact facility in place – support@guildmusic.edu.au

# 5.

# Having systems and processes to respond to incidents and prevent recurrences

AGE has in place policies and procedures that address the issues related to incidents that attempt to prevent recurrences.

AGE has in place a comprehensive and benchmarked *Critical Incident Policy and Procedure -* Critical Incident Policy and Procedure _ V1 Est 2024.docx

"This policy and procedure outlines how the Australian Guild of Music Education ("AGE") will demonstrate its commitment to:

a. Protect the health and safety of staff, students, contractors, visitors and the AGE community in Australia and overseas

b. Identify and prevent Events, Incidents and Critical Incidents

c. Allocate appropriate resources and build relationships to manage Events, Incidents and Critical Incidents in compliance with AGE's mission, legal obligations and standards

d. Deliver the highest possible standard of health and safety for staff, students, contractors, visitors, the AGE community and the public

e. Manage its reputation for the benefit of students, staff, and stakeholders; and

f. Evaluate the effectiveness, adequacy and ongoing suitability of its Event, Incident and Critical Incident response' (1.2, p1)

The policy and associated procedures are comprehensive and covers a range of key issues including

Purpose (1.2, p1)

Application (1.4, p1)

Definitions (2, p2)

Risk Level and Instances (p3)

Policy Statement (3, p3)

Responsibilities (4, p4)

Procedures (5, p5)

Related legislation and documents (6, p6)

Applicable standards and codes (p6)

Feedback (7, p6)

# 6.

# Commitment of the governing body (see Standard 6.1.4) and the framework of policies, processes and activities that have been established to foster and maintain wellbeing and safety (e.g. Standard 2.3.4). This information also needs to be accessible to students (see Standard 7.2.1).

AGE demonstrates commitment to student (and staff) support, wellbeing and safety (including through its governing body) with a range of policies and procedures that are maintained and are readily accessible

The *AGE Governance Charter* – 87330e_6e698575ff2c4877b4e177737123fbb6.pdf - clearly articulates the important role of the AGE Board of Directors in ensuring student support, wellbeing and safety, this includes (selective) –

'a. Set the vision, mission and strategic goals of AGE

f. Ensure AGE maintains financial viability and has sufficient financial resources for its ongoing operations

g. Oversee and monitor the assessment and management of risk and ensure AGE has strategies to mitigate risks that may eventuate

h. Oversee and review the management and performance of AGE

j. 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

o. Implement an appropriate, documented, observed and regularly reviewed system of delegation to ensure the effective discharge of these functions

q. Identify and monitor lapses in compliance with all relevant regulatory requirements (in particular the TEQSA Act and the Higher Education Standards Framework (Threshold Standards) 2021) and take corrective action. (2.2, pp6-7)

Student support policies and procedures are comprehensive and accessible –

*Student Support Policy* – Student Support Policy

Additional policies supplement and support the key issues of student support –

*Admissions Policy and Procedure* – Admissions Policy - Domestic & Online Students - with David & Laura updates and Admissions Policy - International and Offshore Students

*Critical Incident Policy and Procedure* - Critical Incident Policy and Procedure _ V1 Est 2024.docx

*Diversity, Equity and Inclusivity Policy and Procedure -*
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*Student Grievance Handling Policy and Procedure -*
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*Course Progression Policy and Procedure -* 87330e_cd84b8710e7649a497840e1d825ca372.pdf

## 7.

**Actions taken to promote a safe environment, and the information provided to students about the actions they can themselves take and the support available, should be tailored to the needs of particular student cohorts (Standards 2.3.2-44). This will include students who are studying in different modes of participation, i.e. on campus, online or blended modes, and students who are involved with other delivery partners (whether onshore or offshore) or in clinical or other work placements. It will also include students whose studies are impeded by health issues, including mental health issues requiring access to counselling. Support services can be outsourced, but must be accessible, and any charges must be reasonable.**

Action options and support mechanisms are tailored to the AGE student cohorts – irrespective of mode. A number of services are outsourced appropriately.

An enormous advantage of being a small organisation is the ability to customise/tailor support mechanisms. The recommended actions are highlighted throughout the AGE public website – School | Australian Guild of Music Education | Australia

Currently online mode is operating at AGE – with a view of a hybrid mode, in the near future.

Currently there are no clinical placements required.

Ample policies and procedures are readily available on the AGE public website - Policies & Procedures | Guild Music Copy

These actions are further highlighted through a thorough Orientation – especially emphasised in Day #2 –

**Day 2- Student Services**

[Information is provided to students on non-academic support services such as:]

- ○ Accessing Support services
  - ○ Student support services, including referrals
  - ○ Counselling and external support services
  - ○ Understanding compassionate and compelling circumstances.
  - ○ Information about policies and procedures generally, grievance procedures
  - ○ Overseas student health cover
  - ○ Complaints and appeals
  - ○ How to apply for suspension
  - ○ How to access information on minimum wages and to know their rights as an employee
  - ○ Fees and refunds
  - ○ CoE extensions
  - ○ How to join the SRC
  - ○ What AGE identifies as appropriate student behaviour.
  - ○ Where to find the student handbook and Student Code of Conduct
  - ○ How to access my student records

The support services and costs are openly discussed/outlined in the *Student Support Policy –* Student Support Policy

'The following support services are available and accessible for all students studying with AGE. AGE will provide students with contact details to refer any matters that require further follow up with relevant professionals. Any referrals are made by AGE are at no cost to the student, *but fees and charges may apply where an external service are used by the student, and this should be clarified by the student prior to using such external services'* (3.1, p1)

And

'If the need arises to seek additional counselling services, the Student Services and Administration Officers will maintain *a list of the contact details of appropriate external support services.*' (3.1.2, p2)

AGE has in place a dedicated support contact – support@guildmusic.edu.au

# 8.

# An important element of fostering wellbeing and safety is the preparedness of the provider and its capacity to respond to incidents, especially critical incidents (Standard 2.3.5).

AGE has in place a Critical Incident Policy and Procedure - Critical Incident Policy and Procedure _V1 Est 2024.docx

The policy is comprehensive and benchmarked.

The purpose is evident –

'This policy and procedure outlines how the Australian Guild of Music Education ("AGE") will demonstrate its commitment to - a. Protect the health and safety of staff, students, contractors, visitors and the AGE community in Australia and overseas; b. Identify and prevent Events, Incidents and Critical Incidents; c. Allocate appropriate resources and build relationships to manage Events, Incidents and Critical Incidents in compliance with AGE's mission, legal obligations and standards; d. Deliver the highest possible standard of health and safety for staff, students, contractors, visitors, the AGE community and the general public; e. Manage its reputation for the benefit of students, staff, and stakeholders; and f. Evaluate the effectiveness, adequacy and ongoing suitability of its Event, Incident and Critical Incident responses. 1.3 Providers of education to overseas students are required by legislation to document critical incident policies and procedures that outline the action that is taken in the event of a critical incident and include procedures for the initial response, follow-up, reporting, review and improvement' (1.2, p1)

A clear understanding of a critical incident is further evidenced in the definitions section of the policy and procedure –

'The following definitions apply in this document - **Critical incident** is a sudden or developing event that causes disruption to an organisation, creates significant danger or risk and that creates a situation where staff and/or students feel unsafe, vulnerable and/or under stress. Critical incidents require immediate attention and decisive action to prevent or minimise any negative impact. Critical incidents include the following events -

Death or suicide; Serious accident or injury; Death or serious illness of a student's family or friends overseas (in their homeland); Deprivation of liberty, threats of violence, stalking, assault, sexual assault, aggravated burglary, biological or chemical weapons; Earthquakes, landslides, or government sanctions imposed which may cause extreme stress or fear for international students; Fire, bomb, explosion, chemical hazards, discharge of firearms; Threat of widespread infection or contamination; Serious damage to AGE's facilities; Disruption to operations of AGE; and The release of information that has the potential to negatively affect the reputation of AGE in the media or wider community.

**Critical Incident Team** means the team convened to organise the immediate response to the incident.

**Designated Officer** is any AGE staff member designated who is either a witness to, or first to be informed about, an actual or potential critical incident.

**Event** is an unforeseen or unexpected occurrence.

**Incident** means an event that has a <u>negative impact on students and staff regarding their wellbeing or their safety</u> or has a negative impact on AGE's reputation. (2, p2)

To further reinforce an understanding of the risk levels associated with various incidents – a risk level/instances table is utilised ranging from severe to minor-

Risk Level is defined in the following table:

| Risk Level | Instances |
|---|---|
| Severe (Emergency Services required) | a. Death, suicide or threat of suicide, or life-threatening injury;<br>b. Deprivation of liberty, threats of violence, assault, rape/sexual assault, aggravated burglary, use of firearms, biological or chemical weapons;<br>c. Fire, bomb, explosion, gas/chemical hazards, discharge of firearms; or<br>d. Threat of widespread infection or contamination. |
| Significant | e. Severe Occupational Health and Safety (OHS) risk<br>f. Serious injury incurred by staff member or student<br>g. Activity where evacuation is required. |
| Moderate | h. OHS risk<br>i. Suspicious package left unattended<br>j. IT system crashes<br>k. Student suffers epileptic fit. |
| Minor | a. Minor injury<br>b. Plumbing blockages<br>c. Phone/electrical failure<br>d. Computer breakdown. |

Extract, p3

All staff have responsibility –

'All staff have the responsibility to evaluate the level of risk and to respond to minor incidents and refer incidents of higher risk to their manager. This includes when they become aware of or are notified of events overseas which may cause extreme stress or fear for international students' (4.1, p4)

*Senior staff* have added responsibility – with the Critical Incident team members given specific responsibility including –

The *Critical Incident Team* is responsible for:

a. Managing AGE's response to any critical incident that is considered to have a severe or significant level of risk or, in some cases a moderate level of risk

b. Maintaining a <u>written record</u> of any critical incident and remedial action taken

c. Preparing a <u>Critical Incident Report</u> outlining details such as the type of incident, the exact location and details of any person or persons who might be injured, in distress, or at risk

d. Reviewing the situation, setting priorities, allocating tasks/responsibilities and coordinating an immediate response, including communications to staff, students, the families of those involved, helpers, and the media

e. Organising ongoing responses and follow-up including <u>briefings and counselling</u> to staff and students, and further review and reporting

f. De-briefing to evaluate response procedures and make recommendations for <u>handling future critical incidents.</u>' (4.4, p4)

Procedures are highlighted and allocated –

The Designated Officer (5.1, p5)

The Critical Incident Team (5.2-5.5, p5)

Administration 5.5 (p5)

Related Legislation and documents are highlighted (6.1, p6) as well as applicable external standards and codes (6.2, p6)

Feedback is sought (as is the case with all policies and procedures) –

'AGE staff and students may provide feedback about this document by emailing support@guildmusic.edu.au for such feedback to be incorporated into a future review' (7.1, p6)

The policy was refreshed in April 2024 and is reviewed regularly –

## 8 Document Control

| Approval Review | Details |
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| Governing authority | Board of Directors |
| Responsible officer | CEO |
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# 9.

# Another aspect of preparedness is a provider's capacity to anticipate issues through risk identification and mitigation (see Standard 6.2.1e), and to implement preventative actions.

AGE has in place a Risk Register, that is reviewed regularly and contains mitigation strategies.

AGE has in place a comprehensive **risk register** that identifies risks, demonstrates evidence of *mitigation*, is *reviewed regularly* and is a standing item at all Corporate Board (Board of Directors) meetings. Effective risk Identification and mitigation is demonstrated and evidenced by way of the **risk register** combined with ongoing reports to both the Academic Board and the Corporate Board (Board of Directors).

The AGE **Risk Register** can be viewed at – Proposed AGE Risk Register

The significant **domains** (14 in all) include –

- Strategic Risks (HESF 6.2, 6.1, 1.5 and 1.1)
- Operational Risks (HESF 2.1, 3.2, 3.3 and 5.3
- Financial Risks (
- Compliance and Legal Risks
- Reputational Risks
- Human Resources Risks
- Health and Safety Risks
- Technology and Cybersecurity Risks (HESF 3.2)
- Environmental Risks
- Market and Economic Risks
- Project Management Risks
- Supply Chain Risks
- Cultural and Social Risks
- Insurance and Risk Transfer

Each domain is considered by virtue 15 **interrogations** –

- Risk Number
- Risk Item
- Category
- Operational Owner (including committee)
- Committee Owner (consistent with Governance Charter)
- TEQSA domain
- ESOS domain
- ASIC domain
- Likelihood
- Impact
- Inherent Risk
- Residual Risk
- Current Conditions (**Risk outlined**)
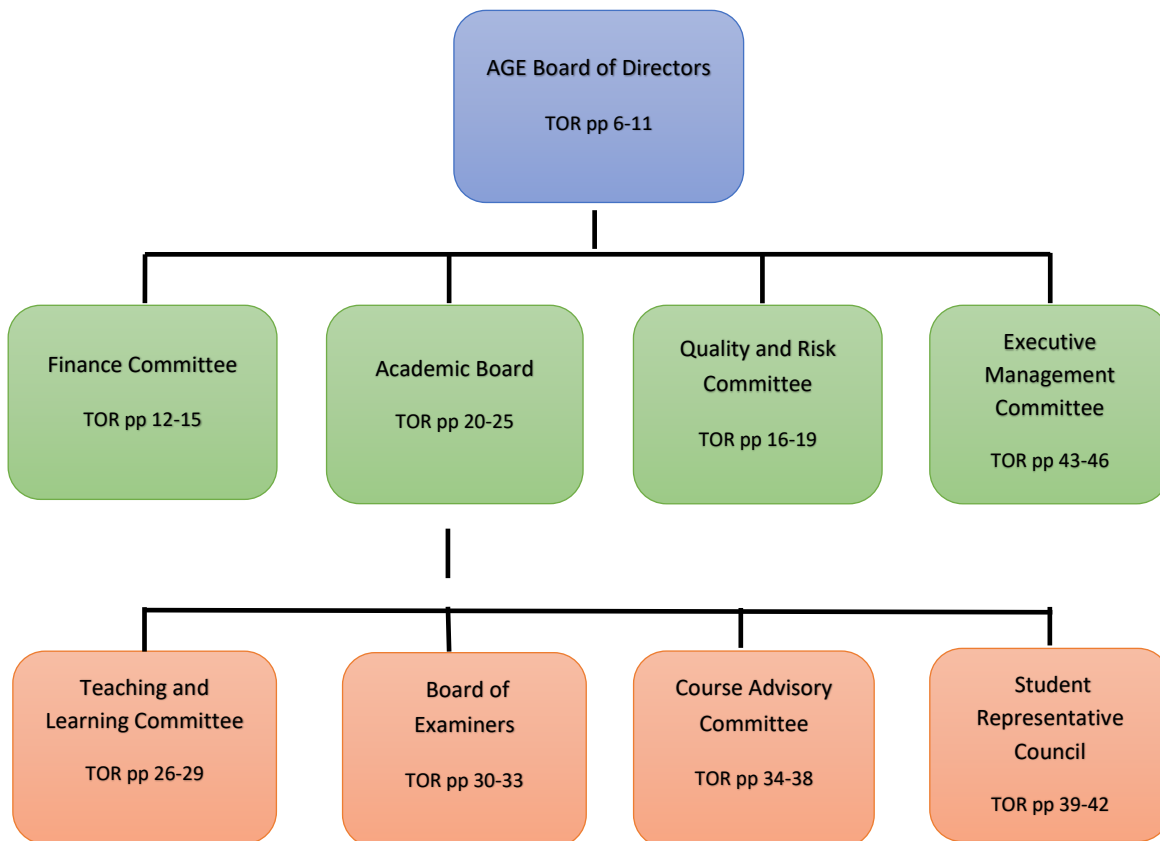- Required Conditions (**Mitigation**)

Student Wellbeing and Safety at AGE

- Policies and Requirements
- Applicable Legislation and Standards

A sample extract provides a visual overview –

**Strategic Risks**

| Risk No. | Risk Item | Category | Operational Owner | Committee Owner | TEQSA | ESOS | ASIC | Likelihood | Impact | Inherent Risk Rating | Residual Risk | Current Conditions | Required Conditions | Policies and Requirements | Applicable Legislation and Standards |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S1 | Alignment of academic governance with institutional goals | Strategic | Academic Director | Academic Board | Yes | Yes | No | Possible | Major | 4 | Medium High | Academic governance is aligned but needs better integration with corporate governance | Integrate academic governance more closely with corporate governance and strategic goals | Academic Governance Policy, Governance Framework | HESF 6.2, TEQSA Act |
| S2 | Institutional strategic planning and goal setting | Strategic | CEO | BoD | Yes | Yes | Yes | Possible | Major | 4 | Medium High | Strategic planning processes exist but need regular updates | Regularly review and update strategic planning processes to ensure alignment with institutional goals | Strategic Planning Policy, Governance Framework | HESF 6.1, Corporations Act 2001, ASIC Standards |
| S3 | Market competition affecting student enrolment | Strategic | Marketing/Admissions Officer | BoD | Yes | Yes | No | Possible | Major | 4 | Medium High | Market competition is increasing, affecting student enrolment numbers | Enhance marketing strategies and competitive positioning to attract more students | Marketing Strategy, Student Recruitment Plan | National Code 1, Australian Consumer Law, TEQSA Act |
| S4 | Strategic partnerships and collaborations | Strategic | CEO | BoD | Yes | Yes | No | Possible | Major | 4 | Medium High | Partnerships exist but need to be strengthened and expanded | Develop and strengthen strategic partnerships and collaborations to enhance institutional offerings | Partnership Agreements, Strategic Alliances Policy | HESF 1.5, TEQSA Act |
| S5 | Risk of failure to achieve institutional mission and objectives | Strategic | CEO | BoD | Yes | Yes | Yes | Possible | Major | 4 | Medium High | Institutional mission and objectives are clear but need better alignment with operations | Ensure all operations and activities are closely aligned with the institutional mission and objectives | Mission and Objectives Policy, Operational Alignment Guidelines | HESF 1.1, TEQSA Act, Corporations Act 2001, ASIC Standards |

Utilising the **committee/board structure** in place provides ongoing updating and scrutiny demonstrating an ALL of AGE approach to risk and associated mitigation –

**AGE Board of Directors**
TOR pp 6-11

- **Finance Committee** — TOR pp 12-15
- **Academic Board** — TOR pp 20-25
- **Quality and Risk Committee** — TOR pp 16-19
- **Executive Management Committee** — TOR pp 43-46

(Reporting to Academic Board)

- **Teaching and Learning Committee** — TOR pp 26-29
- **Board of Examiners** — TOR pp 30-33
- **Course Advisory Committee** — TOR pp 34-38
- **Student Representative Council** — TOR pp 39-42

Combined with an informed **Strategic Plan** – AGE is well placed in terms of self-assurance in terms of *effectiveness and sustainability*.

## 10.

## TEQSA will expect to see evidence of risk identification consistent with the scale and context of the provider and its environment, and how this guides the provider's preparedness.

AGE has in place a Risk Register –Proposed AGE Risk Register - that is reviewed regularly and contains mitigation strategies. The risk identification process is appropriate to the size and scale of AGE.

# 11.

## In relation to critical incidents, TEQSA will expect to see evidence (e.g. policies, procedures, checklists, rehearsals, accountabilities) of how a provider intends to respond to a range of foreseeable major events either on or off-campus that pose risks to students or staff. These might include - violent behaviour, assaults, bomb scares; serious accidents, explosions, fire; or deaths.

AGE has in place a *Critical Incident Policy and Procedure* **-** Critical Incident Policy and Procedure _V1 Est 2024.docx

The policy is comprehensive and benchmarked.

The purpose is evident –

'This policy and procedure outlines how the Australian Guild of Music Education ("AGE") will demonstrate its commitment to - a. Protect the health and safety of staff, students, contractors, visitors and the AGE community in Australia and overseas; b. Identify and prevent Events, Incidents and Critical Incidents; c. Allocate appropriate resources and build relationships to manage Events, Incidents and Critical Incidents in compliance with AGE's mission, legal obligations and standards; d. Deliver the highest possible standard of health and safety for staff, students, contractors, visitors, the AGE community and the general public; e. Manage its reputation for the benefit of students, staff, and stakeholders; and f. Evaluate the effectiveness, adequacy and ongoing suitability of its Event, Incident and Critical Incident responses. 1.3 Providers of education to overseas students are required by legislation to document critical incident policies and procedures that outline the action that is taken in the event of a critical incident and include procedures for the initial response, follow-up, reporting, review and improvement' (1.2, p1)

A clear understanding of a critical incident is further evidenced in the definitions section of the policy and procedure –

'The following definitions apply in this document - **Critical incident** is a sudden or developing event that causes disruption to an organisation, creates significant danger or risk and that creates a situation where staff and/or students feel unsafe, vulnerable and/or under stress. Critical incidents require immediate attention and decisive action to prevent or minimise any negative impact. Critical incidents include the following events -

Death or suicide; Serious accident or injury; Death or serious illness of a student's family or friends overseas (in their homeland); Deprivation of liberty, threats of violence, stalking, assault, sexual assault, aggravated burglary, biological or chemical weapons; Earthquakes, landslides, or government sanctions imposed which may cause extreme stress or fear for international students; Fire, bomb, explosion, chemical hazards, discharge of firearms; Threat of widespread infection or contamination; Serious damage to AGE's facilities; Disruption to operations of AGE; and The release of information that has the potential to negatively affect the reputation of AGE in the media or wider community.

**Critical Incident Team** means the team convened to organise the immediate response to the incident.

**Designated Officer** is any AGE staff member designated who is either a witness to, or first to be informed about, an actual or potential critical incident.

**Event** is an unforeseen or unexpected occurrence.

**Incident** means an event that has a <u>negative impact on students and staff regarding their wellbeing or their safety</u> or has a negative impact on AGE's reputation. (2, p2)

To further reinforce an understanding of the risk levels associated with various incidents – a risk level/instances table is utilised ranging from severe to minor-

**Risk Level is defined in the following table:**

| Risk Level | Instances |
|---|---|
| Severe (Emergency Services required) | a. Death, suicide or threat of suicide, or life-threatening injury; <br> b. Deprivation of liberty, threats of violence, assault, rape/sexual assault, aggravated burglary, use of firearms, biological or chemical weapons; <br> c. Fire, bomb, explosion, gas/chemical hazards, discharge of firearms; or <br> d. Threat of widespread infection or contamination. |
| Significant | e. Severe Occupational Health and Safety (OHS) risk <br> f. Serious injury incurred by staff member or student <br> g. Activity where evacuation is required. |
| Moderate | h. OHS risk <br> i. Suspicious package left unattended <br> j. IT system crashes <br> k. Student suffers epileptic fit. |
| Minor | a. Minor injury <br> b. Plumbing blockages <br> c. Phone/electrical failure <br> d. Computer breakdown. |

Extract, p3

All staff have responsibility –

'All staff have the responsibility to evaluate the level of risk and to respond to minor incidents and refer incidents of higher risk to their manager. This includes when they become aware of or are notified of events overseas which may cause extreme stress or fear for international students' (4.1, p4)

*Senior staff* have added responsibility – with the Critical Incident team members given specific responsibility including –

The *Critical Incident Team* is responsible for:

a. Managing AGE's response to any critical incident that is considered to have a severe or significant level of risk or, in some cases a moderate level of risk

b. Maintaining a <u>written record</u> of any critical incident and remedial action taken

c. Preparing a <u>Critical Incident Report</u> outlining details such as the type of incident, the exact location and details of any person or persons who might be injured, in distress, or at risk

d. Reviewing the situation, setting priorities, allocating tasks/responsibilities and coordinating an immediate response, including communications to staff, students, the families of those involved, helpers, and the media

e. Organising ongoing responses and follow-up including <u>briefings and counselling</u> to staff and students, and further review and reporting

f. De-briefing to evaluate response procedures and make recommendations for <u>handling future critical incidents.</u>' (4.4, p4)

Procedures are highlighted and allocated –

The Designated Officer (5.1, p5)

The Critical Incident Team (5.2-5.5, p5)

Administration 5.5 (p5)

Related Legislation and documents are highlighted (6.1, p6) as well as applicable external standards and codes (6.2, p6)

Feedback is sought (as is the case with all policies and procedures) –

'AGE staff and students may provide feedback about this document by emailing support@guildmusic.edu.au for such feedback to be incorporated into a future review' (7.1, p6)

The policy was refreshed in April 2024 and is reviewed regularly –

### 8 Document Control

| Approval Review | Details |
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## 12.

**TEQSA accepts that many incidents will require a tailored response but nonetheless expects to see an overall approach to preparedness that is considered and likely to be practicable, that should include a critical incident management plan. The plan should include a review and reporting phase to ensure lessons are learned as part of the follow-up (Standard 2.3.5). TEQSA will also expect a provider to be prepared to respond to events of different nature and scale, e.g. responding to an event affecting many students collectively, such as a terrorism incident, as distinct from an isolated event involving an individual such as an assault or sexual harassment.**

AGE has in place a critical incident policy and procedure that is comprehensive and appropriate. The scale and nature of incidents is addressed as is the issue of reporting to ensure lessons are learnt

The *Critical Incident Policy and Procedure* can be viewed at - [Critical Incident Policy and Procedure   V1 Est 2024.docx](Critical Incident Policy and Procedure V1 Est 2024.docx)

A feedback element is embedded in the procedures to ensure lessons are learnt. This is managed by the Critical Incident team –

The *Critical Incident Team* is responsible for:

a. Managing AGE's response to any critical incident that is considered to have a severe or significant level of risk or, in some cases a moderate level of risk

b. Maintaining a written record of any critical incident and remedial action taken

c. Preparing a Critical Incident Report outlining details such as the type of incident, the exact location and details of any person or persons who might be injured, in distress, or at risk

d. Reviewing the situation, setting priorities, allocating tasks/responsibilities and coordinating an immediate response, including communications to staff, students, the families of those involved, helpers, and the media

e. Organising ongoing responses and follow-up including briefings and counselling to staff and students, and further review and reporting

f. De-briefing to evaluate response procedures and make recommendations for handling future critical incidents.' (4.4, p4)


An understanding of the level of incidents is expressed by way of a table –

**Risk Level is defined in the following table:**

| Risk Level | Instances |
|---|---|
| Severe (Emergency Services required) | a. Death, suicide or threat of suicide, or life-threatening injury;<br>b. Deprivation of liberty, threats of violence, assault, rape/sexual assault, aggravated burglary, use of firearms, biological or chemical weapons;<br>c. Fire, bomb, explosion, gas/chemical hazards, discharge of firearms; or<br>d. Threat of widespread infection or contamination. |
| Significant | e. Severe Occupational Health and Safety (OHS) risk<br>f. Serious injury incurred by staff member or student<br>g. Activity where evacuation is required. |
| Moderate | h. OHS risk<br>i. Suspicious package left unattended<br>j. IT system crashes<br>k. Student suffers epileptic fit. |
| Minor | a. Minor injury<br>b. Plumbing blockages<br>c. Phone/electrical failure<br>d. Computer breakdown. |

Extract, p3

This understanding assists with contextualising the incident – and further assists with reporting and future planning.

# 13.

# Where incidents do occur on campus, off campus or online, TEQSA will expect a provider to implement an appropriate and effective response, including where necessary taking disciplinary action against those found to be responsible for assaults and making any adjustments to its policy framework and practices to reduce the risk of recurrence and enhance safety and security.

AGE has in place a critical incident policy and procedure that is comprehensive and appropriate and mindful of mode.

AGE currently teaches online (virtual) with staff on campus. The critical incident policy is mindful of that arrangement - Critical Incident Policy and Procedure _ V1 Est 2024.docx

The policy and procedure are regularly reviewed –

### 8  Document Control

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Student behaviour is guided by a *Code of Conduct and Shared Responsibility Policy -* 87330e_79eecad9b0cb4c24ae91f2625062303e.pdf

'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)

Though not specifically stated - creating an incident would be regarded as misbehaviour and responded to appropriately.

# 14.

**All incidents considered significant by the provider should be recorded and monitored, including 'near misses' that do not result in harm, but easily could have. Patterns of recurring incidents should be identified, reported to the responsible managers and governance bodies and action taken to mitigate future risk.**

AGE has in place a comprehensive *critical incident policy* - Critical Incident Policy and Procedure V1 Est 2024.docx - and a *critical incident register*.

The procedure provides the opportunity to summarise and make recommendations to mitigate against future occurrences.

The *Critical Incident Team* is responsible for:

a. Managing AGE's response to any critical incident that is considered to have a severe or significant level of risk or, in some cases a moderate level of risk

b. Maintaining a written record of any critical incident and remedial action taken

c. Preparing a Critical Incident Report outlining details such as the type of incident, the exact location and details of any person or persons who might be injured, in distress, or at risk

d. Reviewing the situation, setting priorities, allocating tasks/responsibilities and coordinating an immediate response, including communications to staff, students, the families of those involved, helpers, and the media

e. Organising ongoing responses and follow-up including briefings and counselling to staff and students, and further review and reporting

f. De-briefing to evaluate response procedures and make recommendations for handling future critical incidents.' (4.4, p4)

Any critical incident is reported to the *Board of Directors* and the *Academic Board* as a matter of standard procedure – usually under the standing item of risk management.

## 15.

## Providers should report to TEQSA (as material changes) incidents that indicate material breaches in safety or preventative controls, including recurring incidents of sexual assault or sexual harassment.

AGE is mindful of its material change obligations and the TEQSA Material Change Notification Policy - [Material change notification policy | Tertiary Education Quality and Standards Agency](#)

Any notifications would be consistent with the AGE Information Privacy Policy - [Information Privacy Policy_V1 Est 2024.docx](#)

'This policy provides a framework for AGE's collection, use, storage, security and disclosure of higher education students' personal information, and ensures that information collected about students is kept confidential, in accordance with AGE's obligations as a higher education provider.' (1.2, 1)

This notion of privacy is in keeping with the *Victorian Information Privacy Act 2000* and the *Australian Government Privacy Act 1988.*

## 16.

## Incidents of assault or harassment may give rise to student grievances, which should be addressed with reference to Section 2.4 of the HES Framework (Student Grievances and Complaints) and the related Guidance Note. Complaints resolution processes should be accessible and effective.

AGE has in place a comprehensive *Student Grievance Handling Policy and Procedure -* 87330e_368148bf3e814f3bb14d392b01c66a7e.pdf

This policy and procedure are readily available on the AGE public website – behind *Policies/Forms*

'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)

The policy and procedure are both accessible and effective.

Grievance is defined as –

'Grievance is a person's expression of dissatisfaction with any aspect of AGE's services and activities, including both academic and non-academic matters. Grievances of an academic nature include issues related to student progress, assessment, curriculum and awards in a course of study. Grievances of a non-academic nature cover all other matters, including grievances about the personal information that AGE holds concerning an individual.' (2, p1)

The policy and procedure are designed to support AGE's commitment to –

'(a) develop a culture that views grievances as opportunities to improve the organisation and how it works; (b) set in place a grievance handling system that is client-focussed and helps AGE to prevent grievances from recurring; (c) ensure that any grievances are resolved promptly, objectively, with sensitivity and with complete confidentiality; (d) ensure that the views of each complainant and respondent are respected and that any party to a grievance is not victimised; and (e) ensure that there is a consistent response to grievances.' (3.1 p2)

The procedures are outlined in considerable detail –

Internal Grievance Resolution (5.1-5.5, p2)

Stage One: Formal Non-Academic Grievance (5.6-5.13 pp3-4)

Stage One: Formal Academic Grievance (5.14-5.21, pp4-5)

Stage Two: Internal Appeal (Academic) (5.22-5.28, pp5-6)

Stage Two: Internal Appeal (Non-Academic) (5.27-5.31, pp6-7)

Stage Three: External Appeal (International Students only – Ombudsman) (5.32-5.35, p7)

Stage Three: External Appeal (Domestic Students, and International Students where the matter is not covered by the Overseas Students Ombudsman) (5.36-5.39, p8)

Further Action (5.40-5.41, p8)

The procedure goes on to address a number of other key issues including –

Enrolment Status (5.42, p9)

Record Keeping, Confidentiality and Reporting (5.43-5.47, p9)

Approval, Publication and Training (5.48-5.49, p9)

Reviewable Decisions (5.50-5.51, pp9-10)

The policy and procedure have been recently refreshed and will be regularly reviewed –

### 8 Document Control

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## 17.

## Some incidents (particularly assaults) may need to be reported to the police, where there is reason to believe a criminal offence may have been committed. Any other reporting must be consistent with the requirements of privacy legislation.

A zero-tolerance attitude is evidenced in a range of policies, procedures and support materials.

If police intervention is required – this will be managed by senior staff.

AGE has in place a comprehensive and benchmarked Information Privacy Policy - [Information Privacy Policy_V1 Est 2024.docx](Information Privacy Policy_V1 Est 2024.docx)

'This policy provides a framework for AGE's collection, use, storage, security and disclosure of higher education students' personal information, and ensures that information collected about students is kept confidential, in accordance with AGE's obligations as a higher education provider.' (1.2, 1)

This notion of privacy is in keeping with the *Victorian Information Privacy Act 2000* and the *Australian Government Privacy Act 1988*.

# 18.

## At the same time as taking action to respond to incidents as they occur, providers should take pre-emptive action to minimise incidents, including through appropriate evidence-based sexual violence prevention education programs and campaigns.

In addition to the appropriate policies and procedures in place – AGE provided pre-emptive education through the orientation process and student support materials made available throughout a student's candidature.

The student orientation process is thorough - [Students | Guild Music Copy](#)/*student life*

The Day #2 program is particularly pertinent –

### Day 2- Student Services

[Information is provided to students on non-academic support services such as:]

- ○ Accessing Support services
  - ○ Student support services, including referrals
  - ○ Counselling and external support services
  - ○ Understanding compassionate and compelling circumstances.
  - ○ Information about policies and procedures generally, grievance procedures
  - ○ Overseas student health cover
  - ○ Complaints and appeals
  - ○ How to apply for suspension
  - ○ How to access information on minimum wages and to know their rights as an employee
  - ○ Fees and refunds
  - ○ CoE extensions
  - ○ How to join the SRC
  - ○ What AGE identifies as appropriate student behaviour.
  - ○ Where to find the student handbook and Student Code of Conduct
  - ○ How to access my student records

Further, there is significant emphasis on Student Wellbeing with emphasis on Emergency contacts, Sexual Assault and Sexual Harassment, How to Report matters, access support, confidentiality and record keeping.

### Emergency Contacts

| | |
|---|---|
| **ON Campus Emergency (24/7)** | Ph: +61 3 9966 3671 |
| **OFF Campus Emergency (24/7)** | Ph: Triple Zero (000) for police, fire and ambulance. |
| **EXTERNAL Couseling support & advice (24/7)** | Ph: 1800 RESPECT (1800 737 737) for the National Sexual Assault & Domestic Violence Help Line. |
| **Sexual Assault Crisis Line** | Ph: 1800 806 292 |

AGE has in place a dedicated student support email – [support@guildmusic.edu.au](mailto:support@guildmusic.edu.au)

All students at AGE are 18 years of age+.

No formal courses have been developed around critical incident education.

# 19.

# Staff and students should be clearly advised that the provider will take a zero-tolerance approach to sexual assault and sexual harassment and other forms of harmful misconduct.

A zero-tolerance attitude is evidenced in a range of policies, procedures and support materials.

In the orientation materials specific reference is made to the notion of zero-tolerance –

'**AGE maintains zero tolerance of negative behaviours, including sexual misconduct**.

To achieve this, AGE is committed to:

- Implementing ongoing informal education and training for students and staff

- Providing mechanisms for individuals to report any such behaviour to AGE, including anonymous reports

- Promptly assessing all reports of such behaviour and/or referring such reports to the appropriate authorities

- Applying the AGE Privacy and Personal Information Policy and the principles of procedural fairness and confidentiality to the investigation of such reports

- Acting on the outcomes of such investigations in a timely and sensitive manner

- Considering disciplinary action if a report is assessed to be vexatious or malicious.

AGE is committed to preventing sexual misconduct in its physical and online environments through ongoing education and training. This is achieved through education and prevention strategies, such as:

- Orientation programs for all students

- Staff induction processes.

- First responder training.'

-

Extract from [Students | Guild Music Copy](Students | Guild Music Copy)/student life/orientation

## 20.

**In some cases, students may experience a misadventure that is outside the control of the provider and unrelated to their course of study, e.g. a violent assault in a city street. While the provider may not have jurisdiction to investigate such incidents or take action against those responsible (unless the assailant is a fellow-student), it may need to provide access to support to mitigate any flow-on effects on the student's education, e.g. through temporary incapacitation, or where the assailant could be a fellow student. TEQSA expects a provider to have contemplated how it intends to deal with such matters, at least in principle, and to have a clear understanding of the boundaries of its responsibilities. For example, will the provider implement follow-up actions such as offering ongoing counselling and academic support?**

AGE has in place the necessary mechanisms and support systems to support students who have suffered misadventure outside of AGE.

The support mechanisms can be viewed in a range of policies designed to support students – and this applies to students who have experienced misadventure either on campus or away from AGE –

Code of Conduct and Shared Responsibility - 87330e_79eecad9b0cb4c24ae91f2625062303e.pdf

Course Progression Policy and Procedure - 87330e_cd84b8710e7649a497840e1d825ca372.pdf

Critical Incident Policy and Procedure - Critical Incident Policy and Procedure   V1 Est 2024.docx

Fees and Refunds Policies and Procedures - Fees and Refunds Policy and 87330e_299d0710e21041d78492aabe13689ab0.pdf

Information Privacy Policy - Information Privacy Policy_V1 Est 2024.docx

Students at Risk and Early Intervention Policy and Procedure - 87330e_791bd8a91fdd4c479a0be281ead1c136.pdf

Student Grievance Handling Policy and Procedure - 87330e_368148bf3e814f3bb14d392b01c66a7e.pdf

Student Support Policy – Student Support Policy

Student Transfer Policy and Procedure – Student Transfer Policy and Procedure (S1)

## 21.

## Where staff have accountabilities for providing support, TEQSA will need to be satisfied that they are competent to undertake their roles by way of qualifications, experience and currency of knowledge.

All staff at AGE are competent to undertake their roles – including student support.

Where required staff are supported to complete First Aid Training and Fire Evacuation Training.

## 22.

**TEQSA will not seek to duplicate safety regulation that is carried out by other authorities but will nonetheless wish to be assured that a provider is meeting its obligations to other authorities, consistent with the HE Framework, including occupational health and safety requirements. TEQSA will also be interested in any lapses in compliance with safety regulations that may occur and will want to be assured that such lapses have been rectified and action has been taken to prevent recurrences.**

AGE is mindful of the importance of Workplace Health and Safety and the associated obligations.

This area is overseen by the Executive Management Committee (EMC).

## 23.

## TEQSA may also be alerted to lapses in the wellbeing and safety environment through complaints from staff and students or referrals from other agencies.

Lapses are avoided as much as humanly possible – good systems, policies and procedures are in place.

The TEQSA complaint mechanism is readily accessible - Raising a complaint or concern | Tertiary Education Quality and Standards Agency

AGE has an expectation of the Regulator to be honest and transparent in its dealings with complaints – and not use the inappropriate 'anonymous tip' strategy.

## *About the Authors*

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

**Professor Elizabeth Woollacott** is Registrar and Head of Performance and 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

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 (2018) – Wellbeing and Safety - Guidance note: Wellbeing and safety | Tertiary Education Quality and Standards Agency (teqsa.gov.au)

Whateley (2024) – Student Support – Academic and Non-academic – 6113ad_526404439d84444ab36a3757d9d9bcaa.pdf

Whateley (2024) – Understanding and managing risk at an Institute of Higher Education - 6113ad_579ae844f1b740e5ae36a5663160d3a3.pdf