DIVERSITY AND EQUITY

AT

AGE

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V2

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Introduction

Diversity and Equity are key issues for AGE. What has evolved (by way of continuous improvement/self-assurance) is an appropriate and informed approach that also encourages a *culture of acceptance* across the organisation.

'Diversity' and 'Equity' refer to the creation of equivalent opportunities for access and success for disadvantaged or underrepresented student populations. This paper will discuss the approach that AGE has in place in the context of both the *Threshold Standards (2021)* and the *TEQSA Guidance Note (October 2017)* - acknowledging the *Education Services for Overseas Students Act 2000*, as well as the *Australian Qualifications Framework*.

Standard	Key Considerations
1.1.1	Admission requires providers to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.
1.3	Orientation and Progression requires providers to tailor their orientation programs to the needs of student cohorts, to assess the needs and preparedness of individual students and cohorts, and to ensure that students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.
2.2.1	The need for providers to accommodate the under-representation and/or disadvantage experienced by identified groups. Providers are expected to be aware of under-represented groups in higher education.
2.2.2	Providers must give specific consideration to the recruitment and admission of Aboriginal and Torres Strait Islander peoples.
2.3.3	Wellbeing and Safety requires that the nature and extent of support services available to students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.
3.3	Learning Resources and Educational Support includes requirements that need to be considered in regard to student diversity and equity.
3.3.3	Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs.
3.3.4	Students have access to learning support services that are consistent with the requirements of their course and mode of study, and with the learning needs of student cohorts.
7.2	Information for Prospective and Current Students, which requires that accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences.
7.2.2d	Providers to give prospective students, prior to acceptance of an offer, access to current academic governance policies and requirements, including policies and requirements in respect of equity and diversity.

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 **Diversity and Equity** and how in turn AGE performs accordingly –

Focus	Identifier	Evidence	Rating
1	The provider's statements in respect of diversity and equity, including the policy frameworks and procedures to create and maintain equivalent opportunities for academic success regardless of students' backgrounds, within the context of the provider's mission.	AGE has in place a clear, informed and benchmarked policy in place with accompanying procedures.	✔
2	The implementation of policies for teaching and learning for the extent to which they accommodate diversity and create equivalent opportunities for students.	The policy/procedure is fit for purpose in relation to teaching and learning.	✔
3	Legal obligations, including obligations not to discriminate	AGE has a clear understanding of the legal obligations related to non-discrimination.	✔
4	Characteristics of their expected student mix	AGE, by means of a thorough admissions process, is familiar with the characteristics of expected students.	✔
5	Stance on diversity and equity	AGE has a clear stance on diversity, equity and inclusion.	✔
6	How they incorporate inclusivity in admissions practices, course design and education and learner support (student services, resources and infrastructure)	AGE has a clear stance on inclusivity and how it is to be integrated into matters admission, design and learner support.	✔
7	Monitor participation, progress and completions	AGE is able to monitor participation, progress and completion of all students.	✔
8	Admits students considering how all students will have equivalent opportunities for academic success and an appropriate learning environment avoiding difficulties in meeting the HES Framework.	AGE has a clear understanding of opportunity for all students.	✔
9	Admission requirements	Admission requirements are clear and evident.	✔
10	Advice to prospective and enrolled students	Advice to both prospective and enrolled students is appropriate.	✔
11	Transition support	All students are provided with transition support.	✔

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[1] TEQSA Guidance Note: Diversity and Equity (October 2017)

12	The provider has assessed the needs and preparedness of individual students and cohorts	AGE conducts clear assessment of cohort preparation and needs.	✔
13	Specific consideration to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.	Aboriginal and Torres Strait Islander peoples are acknowledged and given specific consideration.	✔
14	Providers should monitor the participation and success of any identified groups (such as an identified equity group) and use that information to improve academic and support strategies for such groups.	AGE provides ongoing monitoring of all students, including identified groups.	✔
15	Nature and extent of support services available for students are informed by the needs of student cohorts	All student support is cognisant of student needs.	✔
16	The adequacy of these services, taking into account the scale and scope of the provider's operations.	The support services provided by AGE are appropriate to the scope and size of the organisation.	✔
17	How students with special or specific needs have access to learning resources and learning support services	All students – including those with special or specific needs – have access to all learning resources and support.	✔

We consider each in turn –

1.

The provider's statements in respect of diversity and equity, including the policy frameworks and procedures to create and maintain equivalent opportunities for academic success regardless of students' backgrounds, within the context of the provider's mission.

AGE has in place a clear, informed and benchmarked policy with accompanying procedures.

The essential policy – *Diversity, Equity and Inclusion* (refreshed in March 2024) is readily accessible at -87330e_9385c79be2ec4230a13b5b618e37967e.pdf – via the AGE public website behind 'About Us' and 'Policies and Forms'.

'This Policy articulates the AGE's commitment to providing an accessible and inclusive learning and work environment free from discrimination, sexual harassment, victimisation, and vilification.' 1.2 p1

The policy applies to ALL aspects of the organisation –

'This policy applies throughout the Institute to all Staff, Students, Consultants, Contractors and any other persons visiting an AGE campus or utilising AGE software or tools.' 1.3, p1

The policy/procedure – which includes *inclusivity* – has a clear understanding of the key concepts –

'**Diversity:** differences between individuals or groups of people in age, cultural background, disability, ethnicity, family responsibilities, gender, language, marital or relationship status, parental or carer status, religious belief or activities, sexual orientation; diversity may also include other ways in which people are different, such as learning, life experience, work experience and socio-economic background. Acknowledging diversity enables differences to be recognised and valued in the AGE learning environment and workplace.' 2, p1

'**Equal opportunity:** equal access to, and participation in, aspects of public life, including learning and employment.' 2, p1

And

'**Inclusive practices:** practices that anticipate and accommodate the needs of a diversity of people, minimising the need for adjustments to respond to individual needs, while maintaining quality and other standards'. 2, p2

The **principles** underpinning all AGE activities include –

- All people have inherent dignity and the right to be treated fairly.
- Differences among members of AGE are respected and valued.
- Everyone has the right to a learning and work environment that is free from discrimination, sexual harassment, victimisation and vilification.
- Individuals' needs are best met by inclusive practices and individual adjustments where required. 3.5, p3

AGE aims to –

- Build an AGE community in which all members of AGE can realise their full potential and participate in all aspects of AGE life.
- Foster an inclusive and vibrant culture that respects and values diversity.
- Provide an environment free from discrimination, sexual harassment, victimisation, and vilification.
- Implement accessible and inclusive policy, practices, and programs in all its activities, including services, facilities and communications.
- Foster and develop curricula that are inclusive and draw on, and advance, diverse knowledge, and experiences.
- Promote social inclusion.
- Ensure that AGE's publications and official documents use non-discriminatory language. 3.6, p3

The policy and procedures apply to ALL members of the AGE community –

'Members of the AGE community must behave in a fair and equitable way and must not discriminate, sexually harass, victimise, or vilify others or request, instruct, induce, encourage, authorise or assist any other person to discriminate, sexually harass, victimise or vilify others' 4.1, p3

2.

The implementation of policies for teaching and learning for the extent to which they accommodate diversity and create equivalent opportunities for students.

The policy/procedure is fit for purpose in relation to teaching and learning.

The essential policy – *Diversity, Equity and Inclusion* (refreshed in March 2024) is readily accessible at - 87330e_9385c79be2ec4230a13b5b618e37967e.pdf – via the AGE public website behind 'About Us' and 'Policies and Forms'.

'This Policy articulates the AGE's commitment to providing an accessible and inclusive learning and work environment free from discrimination, sexual harassment, victimisation, and vilification.' 1.2 p1

A focus on ensuring diversity ad equivalent opportunity is evidenced in the following priorities –

- Implement accessible and inclusive policy, practices, and programs **in all its activities**, including services, facilities and communications. 3.6, d, p3
- Foster and **develop curricula** that are inclusive and draw on, and advance, diverse knowledge, and experiences. 3.6, e, p3

3.

Legal obligations, including obligations not to discriminate

AGE has a clear understanding of the legal obligations related to non-discrimination.

This is evidenced in reference to and citing of –

Racial and Religious Tolerance Act 2001 (Victoria) - https://www.legislation.vic.gov.au/in-force/acts/racial-and-religious-tolerance-act-2001/011

Change or Suppression (Conversion) Practices Prohibition Act 2021 (Victoria) - Change or Suppression (Conversion) Practices Prohibition Act 2021 | legislation.vic.gov.au

Sex Discrimination Act 1984 (Commonwealth) – Federal Register of Legislation - Sex Discrimination Act 1984

Racial Discrimination Act 1975 (Commonwealth) - Federal Register of Legislation - Racial Discrimination Act 1975

Disability Discrimination Act 1992 (Commonwealth) – Federal Register of Legislation - Disability Discrimination Act 1992

Age Discrimination Act 2004 (Commonwealth) – Federal Register of Legislation - Age Discrimination Act 2004

Australian Human Rights Commissions Act 1986 (Commonwealth) – AUSTRALIAN HUMAN RIGHTS COMMISSION ACT 1986 (austlii.edu.au)

Higher Education Standards Framework (Threshold Standards) 2021 – Federal Register of Legislation - Higher Education Standards Framework (Threshold Standards) 2021

National Code of Practice for Providers of Education and Training to Overseas Students 2018 - Federal Register of Legislation - National Code of Practice for Providers of Education and Training to Overseas Students 2018

AGE is cognisant of the various legislations in place – and makes every attempt to be compliant.

4.

Characteristics of their expected student mix

AGE, by means of a thorough admissions process, is familiar with the characteristics of expected students.

AGE has in place a comprehensive and benchmarked admissions policies and procedures - [Admissions Policy - Domestic & Online Students - with David & Laura updates](#) and [Admissions Policy - International and Offshore Students](#)– which is readily accessible on the AGE public website behind 'About Us' and located within 'policies and forms'.

The policy addresses the issues of *fairness and equity* -

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

The notion of *diversity and equity* of admissions is expressed –

'As a Higher Education Provider, AGE has open, fair and transparent procedures that are based on merit, for making decisions about the approval of applicants who seek to enrol with the Institute in a unit of study. Applicants seeking to enrol in a course of study with AGE, regardless of their background, circumstances or eligibility for funding, will be assessed for entry to study through the same published entry requirements and through the same process. Specific consideration will be given to intending students from an Aboriginal and Torres Strait Islanders (ATSI) background.' 3.1, p1

Further, AGE commits to acknowledging *disadvantage* –

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

English language proficiency requirements are evident –

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

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

By virtue of a comprehensive admissions policy – the characteristics of potential students is acknowledged.

5.

Stance on diversity and equity

AGE has a clear stance on diversity, equity AND inclusion as expressed in a comprehensive, benchmarked policy.

The essential policy – *Diversity, Equity and Inclusion* (refreshed in March 2024) is readily accessible at - [87330e_9385c79be2ec4230a13b5b618e37967e.pdf](87330e_9385c79be2ec4230a13b5b618e37967e.pdf) – via the AGE public website behind 'About Us' and 'Policies and Forms'.

'This Policy articulates the AGE's commitment to providing an accessible and inclusive learning and work environment free from discrimination, sexual harassment, victimisation, and vilification.' 1.2 p1

The policy applies ALL aspects of the organisation –

'This policy and applies to throughout the Institute to all Staff, Students, Consultants, Contractors and any other persons visiting an AGE campus or utilising AGE software or tools.' 1.3, p1

The policy/procedure – *which includes inclusivity* – has a clear understanding of the key concepts –

'**Diversity:** differences between individuals or groups of people in age, cultural background, disability, ethnicity, family responsibilities, gender, language, marital or relationship status, parental or carer status, religious belief or activities, sexual orientation; diversity may also include other ways in which people are different, such as learning, life experience, work experience and socio-economic background. Acknowledging diversity enables differences to be recognised and valued in the AGE learning environment and workplace.' 2, p1

'**Equal opportunity:** equal access to, and participation in, aspects of public life, including learning and employment.' 2, p1

And

'**Inclusive practices:** practices that anticipate and accommodate the needs of a diversity of people, minimising the need for adjustments to respond to individual needs, while maintaining quality and other standards'. 2, p2

The **principles** underpinning all AGE activities include –

- All people have inherent dignity and the right to be treated fairly.
- Differences among members of AGE are respected and valued.
- Everyone has the right to a learning and work environment that is free from discrimination, sexual harassment, victimisation and vilification.
- Individuals' needs are best met by inclusive practices and individual adjustments where required. 3.5, p3

AGE aims to –

- Build an AGE community in which all members of AGE can realise their full potential and participate in all aspects of AGE life.
- Foster an inclusive and vibrant culture that respects and values diversity.
- Provide an environment free from discrimination, sexual harassment, victimisation, and vilification.
- Implement accessible and inclusive policy, practices, and programs in all its activities, including services, facilities and communications.
- Foster and develop curricula that are inclusive and draw on, and advance, diverse knowledge, and experiences.
- Promote social inclusion.
- Ensure that AGE's publications and official documents use non-discriminatory language. 3.6, p3

The policy and procedures apply to ALL members of the AGE community –

'Members of the AGE community must behave in a fair and equitable way and must not discriminate, sexually harass, victimise, or vilify others or request, instruct, induce, encourage, authorise or assist any other person to discriminate, sexually harass, victimise or vilify others' 4.1, p3

6.

How they incorporate inclusivity in admissions practices, course design and education and learner support (student services, resources and infrastructure)

AGE has a clear stance on inclusivity and how it is to be integrated into matters admission, design and learner support.

The relevant policies include –

Diversity, Equity and Inclusion - 87330e_9385c79be2ec4230a13b5b618e37967e.pdf

'This Policy articulates the AGE's commitment to providing an accessible and *inclusive* learning and work environment free from discrimination, sexual harassment, victimisation, and vilification.' 1.2, p1

Student Admissions - Admissions Policy - Domestic & Online Students - with David & Laura updates and Admissions Policy - International and Offshore Students

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

Assessment and Grading - 87330e_cfba293f0ce2414989ab65162266ff69.pdf

'The purpose of this policy and procedure is to outline the process of collecting relevant evidence and making informed judgements to evaluate student learning outcomes. Australian Guild of Education Pty Ltd ('AGE') has designed this policy and procedure to *ensure that all student assessment tasks are appropriately designed* to determine the extent to which students have met the learning and skills outcome requirements within a unit of study, and to assist teaching staff to make decisions about the performance of individual students within a unit of study.' 1.1, p1

Course Progression -87330e_cd84b8710e7649a497840e1d825ca372.pdf

'This policy and procedure outlines how the Australian Guild of Education ("AGE") will describe the satisfactory course progression of AGE students at the course or unit level.' 1.2, p1

Deferment, Suspension and Cancellation of Study - 87330e_afdeb882fd3d42059426cfb0695c13b8.pdf

'This policy and procedure outlines how the Australian Guild of Education ("AGE") will assess, approve and record deferment of the commencement of study, suspension of study, or cancellation of study for *international students* at AGE in compliance with the Education Services for Overseas Students Act 2000 (ESOS Act), the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018) and the Higher Education Support Act 2003.' 1.2, p1

Exclusion from a course or unit - [87330e_f600edc787de48a5b1c6d77a3b44b8f2.pdf](87330e_f600edc787de48a5b1c6d77a3b44b8f2.pdf)

'The purpose of this policy is to describe the exclusion of an Australian Guild of Education ('AGE') student for non-compliance based on academic misconduct or academic progress, related to either a course of study or a unit.' 1, p1

Student at risk and Early Intervention - [87330e_791bd8a91fdd4c479a0be281ead1c136.pdf](87330e_791bd8a91fdd4c479a0be281ead1c136.pdf)

'This policy and procedure outlines how the Australian Guild of Education ("AGE") will optimise the potential of, and opportunity for, all students at AGE to achieve academic goals by maximum participation and successful completion of each unit of study in which they are enrolled.' 1.2, p1

Student Support – Student Support Policy

'This policy outlines the support and resources available to Australian Guild of Education (AGE) students to assist them to successfully complete their studies and how AGE will keep them informed about their support options.' 1.2, p1

Credit and Recognition of Prior Learning - [87330e_9f158253cd7d41f1ba51058db4534d6b.pdf](87330e_9f158253cd7d41f1ba51058db4534d6b.pdf)

This policy and procedure outlines how the Australian Guild of Education ("AGE") will recognise studies completed at other institutions (credit transfer) and learning from work and/or life experience (recognition of prior learning).' 1.2, p1

7.

Monitor participation, progress and completions

AGE is able to monitor participation, progress and completion of all students.

Regular reports on attrition (retention), progression and completion are provided to staff and stakeholders.

Specific policies and procedures are in place to provide ongoing support with regard to participation, progression and completion. Three (3) examples serve to illustrate the necessary monitoring of student progress –

Assessment and Grading policy - 87330e_cfba293f0ce2414989ab65162266ff69.pdf

'The purpose of this policy and procedure is to outline the process of collecting relevant evidence and making informed judgements to evaluate student learning outcomes. Australian Guild of Education Pty Ltd ('AGE') has designed this policy and procedure to ensure that all student assessment tasks are appropriately designed to determine the extent to which students have met the learning and skills outcome requirements within a unit of study, and to assist teaching staff to make decisions about the performance of individual students within a unit of study.' 1.1, p1

'Furthermore, critical reflection on the outcomes of assessment tasks, both formative and summative, can inform lecturers and students, not only about the quality of student learning but also about the effectiveness of teaching.' 3.3, p2

'Students are expected to reach the objectives of a unit of study progressively throughout the course of the unit. They should be set tasks during the study period that allow their progress to be evaluated against established criteria. Such tasks should contribute to the final assessment in a unit of study.' 3.9, p3

'Usually, one or more assessment tasks should be set, submitted, marked and returned to students by the mid- point of a unit. Although students need regular feedback on their progress, set assessment tasks should be kept to the minimum that is sufficient to enable students to make judgements about their progress. Due dates for assessment tasks should be well separated in time so as to give students periods of time for reflective learning.' 3.11, p3

'Assessment feedback is to be provided within 14 calendar days (2 weeks) of the due date for the submission of the assessment task. For final examinations, if the unit has one, the lecturer must be available for a period of time for scheduled student consultation, to go over their final examination paper for feedback after the final results for the unit are released.' 4.12, p6

'Students with a disability may request reasonable adjustment to an assessment task to accommodate their disability, in accordance with the Disability Policy and Procedure. Adjustments to assessment must take into account the special characteristics of the student. Any adjustments made must be "reasonable" so that they do not impose an unjustifiable hardship upon AGE. A request for reasonable adjustment is made by the student in writing to the Dean.' 4.13, p6

Course progression policy - 87330e_cd84b8710e7649a497840e1d825ca372.pdf

'This policy and procedure outlines how the Australian Guild of Education ("AGE") will describe the satisfactory course progression of AGE students at the course or unit level.' 1.2, p1

'Coursework students are expected to make satisfactory academic progress for each term of their enrolment. Satisfactory progress includes:

- successful completion of 50% or more of attempted units per teaching period (except for students currently on an Academic Progress Intervention Strategy who are required to successfully complete all attempted units)
- 80% attendance for all classes in each unit
- following the course sequence, including the pre-requisites, and any other requirements as outlined in the course guidelines.' 3.2, p2

'A student at risk of failing to make satisfactory course progress will be placed on an Academic Progress Intervention Strategy.' 3.7, p2

'It is a student's responsibility to understand and meet all the requirements of their course as stated in Student's Course Handbook or course guidelines. To qualify for admission to a pass a degree, the student must complete all the requirements of the course within the prescribed timeframe.' 3.9, p2

'Progress at the course level is monitored and reported by the Head of Subject. Following the Internal Monitoring of Grades at the end of each term, students are identified as:

- maintaining satisfactory course progress and no further action is required
- being at risk of failing to maintain satisfactory course progress and an Academic Progress Intervention strategy is implemented. This is deemed an 'early warning notice' and is an indicator of a student being at risk of unsatisfactory progress
- not maintaining satisfactory progress and may be excluded from a unit or course in accordance with the Deferment, Suspension and Cancellation of Study Policy and Procedure.' 4.7, p4

Student at risk and early intervention policy - 87330e_791bd8a91fdd4c479a0be281ead1c136.pdf

'This policy and procedure outlines how the Australian Guild of Education ("AGE") will optimise the potential of, and opportunity for, all students at AGE to achieve academic goals by maximum participation and successful completion of each unit of study in which they are enrolled.' 1.2, p1

'This policy and procedure have been developed to ensure that students deemed 'at risk' of unsatisfactory academic progress in any unit are promptly identified and supported. 'At-risk' status at the unit level can be triggered by low participation or lack of engagement, failure to submit assessment items, or poor performance.' 2.1, p1

'This policy and procedure focus particularly on early intervention at the unit of study level and complements and extends the Course Progression Policy and Procedure, which includes intervention strategies to optimise progress and success for at-risk students at the course level.' 2.2, p1

'AGE recognises that <u>some students face challenges as they progress</u> through each unit. This may be the case particularly for international students, students in their first year of study, students studying in a language other than their first language, students with significant family responsibilities and/or financial difficulties, mature aged students, and traditionally or potentially disadvantaged students, such as students from a low socio-economic background or from an Aboriginal or Torres Strait Islander background.' 2.4, p2

'To assist in the <u>identification of students requiring development</u> of their academic literacy and English language proficiency skills, each unit of study during the first study period in all of AGE's courses will contain an early formative assessment task, typically undertaken in Week 3. The early formative assessment task will involve either a quiz or a short-written paper (of approximately 500 words) undertaken in class and assessed by the unit lecturer.' 3.1, p3

These, and other policies and procedures, are designed to ensure (as much as possible) steady progress and completion.

8.

Admits students considering how all students will have equivalent opportunities for academic success and an appropriate learning environment avoiding difficulties in meeting the HES Framework.

AGE has a clear understanding of opportunity for all students.

AGE has in place a comprehensive and benchmarked admissions policies and procedures - 87330e_791bd8a91fdd4c479a0be281ead1c136.pdf and Admissions Policy - International and Offshore Students– which is readily accessible on the AGE public website behind 'About Us' and located within 'policies and forms'.

The policy addresses the issues of *fairness and equity* -

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

The notion of *diversity and equity* of admissions is expressed –

'As a Higher Education Provider, AGE has open, fair and transparent procedures that are based on merit, for making decisions about the approval of applicants who seek to enrol with the Institute in a unit of study. Applicants seeking to enrol in a course of study with AGE, regardless of their background, circumstances or eligibility for funding, will be assessed for entry to study through the same published entry requirements and through the same process. Specific consideration will be given to intending students from an Aboriginal and Torres Strait Islanders (ATSI) background.' 3.1, p1

Further, AGE commits to acknowledging disadvantage –

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

English language proficiency requirements are evident –

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

IELTS	International English Language Testing System: Academic version
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C1A	Cambridge English C1 Advanced (previously CAE or Cambridge English: Advanced)
C2P	Cambridge English C2 Proficiency (previously CPE or Cambridge English: Proficiency)
OET	Occupational English Test
KITE	Kaplan International Tools for English
Duolingo*	Duolingo English Test

By virtue of a comprehensive admissions policy – the characteristics of potential students is acknowledged and a commitment to meeting the requirements of HESF.

9.

Admission requirements

Admission requirements are clear and evident.

AGE has in place a comprehensive and benchmarked admissions policies and procedures - which is readily accessible on the AGE public website behind 'About Us' and located within 'policies and forms'.

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

The requirements are clear and evident throughout the policy including –

Approach – 3.1, p1

General entry requirements – 4.1, p2

English language proficiency requirements – 4.7, p3

Advanced Standing/Credit/Recognition of Prior Learning – 4.12, p4

Special/Alternative Admission Arrangements – 4.13, p4

Applications – 4.16, p5

Assessment of Applications and Verification of Evidence – 4.17, p5

Offers – 4.22, p5

Cancellation of enrolment – 4.25, p6

Appeals – 4.26, p6

The policy is fit for purpose and embraces the issues of diversity, equity and inclusivity.

10.

Advice to prospective and enrolled students

Advice to both prospective and enrolled students is appropriate.

The advice provided to **prospective students** is extensive –

The AGE public website contains significant detail about the current course on offer - Key Course Information | Guild Music Copy

Behind 'Courses' is detail on the Bachelor of Music/ Key course information/course structure/entry requirements/fees/how to apply

Behind 'Studying at AGE' is detail on Student Services/Kay dates/FEE HELP/Critical Incidents

Behind 'Students' - Students | Guild Music Copy - is specific information for international students/domestic students/student life – including a download of the international student handbook

Behind 'About Us' is detail around At a Glance/Leadership/Our Team/Structure/Policies and Forms/Contact

There is a dedicated 'Apply Now' designed to assist students with the steps to follow to pursue an application to AGE

The site is comprehensive and fit for purpose.

See – Whateley (2024) – What needs to be on a HEP website - 6113ad_40d67a8d320b4a5a9ba9da5b0baa1019.pdf (musicum20.com)

The advice provided to **enrolled students** is extensive –

The AGE public website is comprehensive - School | Australian Guild of Music Education | Australia

Behind 'Students' – and specifically 'Student Life' there is considerable detail available about a 2 day Student Orientation for commencing students (open to continuing students) that includes detail around –

Day 1 – Welcome to AGE –

- Access to Microsoft Office 365 Account
- An introduction to Moodle (AGE LMS) and the associated Virtual Library
- How to access and find information at AGE via the Student Hub
- Academic leaders taking the opportunity to explain to students the definition of different types of Academic misconduct
- Course progression
- Importance of student engagement and reminding students what happens when they are identified as at risk of non-engagement

- How to access Study Skills support information provided to students on when the study skills workshops are offered and how to access Academic learning Support that is not degree specific
- Academic Integrity Module – the compulsory unit is available in the Learning Management System and is managed by the Academic Learning Support Officer

Day 2 – Student Services –

- 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 information is available on student wellbeing/emergency contacts/sexual assault and sexual harassment/how to report and access support/confidentiality and record keeping/

There is a link to the international student handbook - 87330e_f9c3394b91d24899b907e15dba11a461.pdf

There is a link to the Bachelor of Music Course Guide - 87330e_0a064bcae67d4ba7b758a70e591dcf44.pdf (guildmusic.edu.au)

Further advice provided is supported by comprehensive, benchmarked **policies** available on the AGE public Website – behind 'About Us' - Policies & Procedures | Guild Music Copy

11.

Transition support

All students are provided with transition into AGE support from the outset.

AGE has in place a comprehensive and benchmarked admissions policies and procedures - which are readily accessible on the AGE public website behind 'About Us' and located within 'policies and forms'.

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

The requirements (centred around transition into AGE) are clear and evident throughout the policy including –

Approach – 3.1, p1

General entry requirements – 4.1, p2

English language proficiency requirements – 4.7, p3

Advanced Standing/Credit/Recognition of Prior Learning – 4.12, p4

Special/Alternative Admission Arrangements – 4.13, p4

Applications – 4.16, p5

Assessment of Applications and Verification of Evidence – 4.17, p5

Offers – 4.22, p5

Cancellation of enrolment – 4.25, p6

Appeals – 4.26, p6

The policy is fit for purpose and embraces the issues of diversity, equity and inclusivity.

Ongoing support is provided *throughout the duration of the course* with AGE including all required to make a satisfactory (and hopefully satisfying) *transition from application to completion*.

12.

The provider has assessed the needs and preparedness of individual students and cohorts

AGE conducts clear assessment of cohort preparation and needs.

An important part of the admissions process is the careful consideration of needs, preparedness and aptitude of individuals – and subsequent cohorts.

AGE has in place a comprehensive and benchmarked admissions policies and procedures -– which are readily accessible on the AGE public website behind 'About Us' and located within 'policies and forms'.

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

The requirements are clear and evident throughout the policy including –

Approach – 3.1, p1

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The policy is fit for purpose and embraces the issues of diversity, equity and inclusivity.

13.

Specific consideration to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.

Aboriginal and Torres Strait Islander peoples are acknowledged and given specific consideration.

Each page of the AGE website provides an acknowledgment of country by way of inclusivity –

Acknowledgement of Country
We acknowledge the Traditional Custodians of the land on which we operate, and we pay our respects to their Elders, past, present and emerging.

The Admissions policies and procedures - make specific mention to Aboriginal and Torres Strait Islanders encouraging enrolment and guaranteeing adequate support.

'As a Higher Education Provider, AGE has open, fair and transparent procedures that are based on merit, for making decisions about the approval of applicants who seek to enrol with the Institute in a unit of study. Applicants seeking to enrol in a course of study with AGE, regardless of their background, circumstances or eligibility for funding, will be assessed for entry to study through the same published entry requirements and through the same process. *Specific consideration will be given to intending students from an Aboriginal and Torres Strait Islanders (ATSI) background.*' 3.1, p1

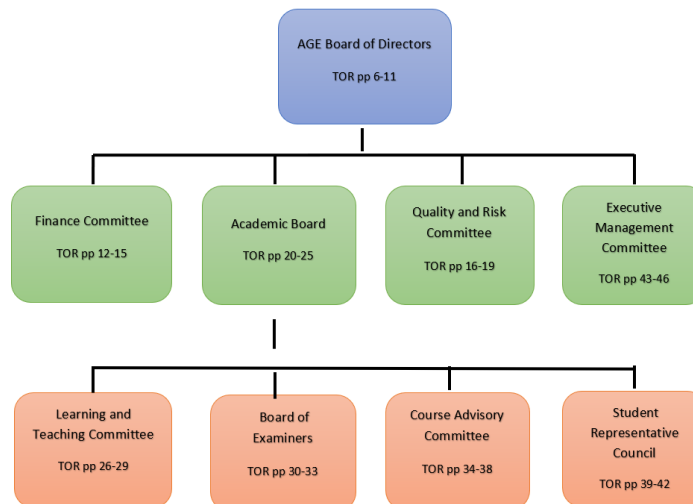In addition, disadvantage is also supported –

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

14.

Providers should monitor the participation and success of any identified groups (such as an identified equity group) and use that information to improve academic and support strategies for such groups.

AGE provides ongoing monitoring of ALL students, including identified groups. Regular reports on attrition (retention), progression and completion are provided to staff and stakeholders.

The monitoring is managed through an effective board and standing committee system – especially through the AGE Board of Directors, Academic Board, and various standing committees including Quality and Risk, Executive Management, Learning and Teaching, and Board of Examiners

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                        AGE Board of Directors
                           TOR pp 6-11

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

   Learning and         Board of          Course Advisory     Student
   Teaching Committee   Examiners         Committee           Representative
                                                              Council
   TOR pp 26-29         TOR pp 30-33      TOR pp 34-38        TOR pp 39-42
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15.

Nature and extent of support services available for students are informed by the needs of student cohorts

All student support is cognisant of student needs.

Access to student support – for ALL students – is available through a range of avenues outlined throughout the AGE website – and specifically - Student Services | Guild Music Copy

The range of support is overviewed –

- Administrative Support
- Learning Support Services
- Disability Services
- Counselling Services
- Immediate Support
- Sexual Harassment and Sexual Assault Information
- Assistance contacts numbers

The contact number and address of AGE is available on each page of the public website –

Contact & Address

Tel: +61 3 9966 3671
Email: support@guildmusic.edu.au

Australian Guild of Education Pty Ltd
Head Office, Level G
376 Victoria Street,
North Melbourne VIC 3051
AUSTRALIA

16.

The adequacy of these services, taking into account the scale and scope of the provider's operations.

The support services provided by AGE are appropriate to the scope and size of the organisation.

As the organisation grows – so too the support mechanisms put in place. At present they are fit for purpose.

17.

How students with special or specific needs have access to learning resources and learning support services

All students – including those with special or specific needs – have access to all learning resources and support.

Access to student support – for ALL students – is available through a range of avenues outlined throughout the AGE website – and specifically - Student Services | Guild Music Copy

The range of support is overviewed –

- Administrative Support
- Learning Support Services
- Disability Services
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About the Authors

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

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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

Western Sydney University - Home | Western Sydney University

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

Also see –

TEQSA (2017) – Guidance Note: Diversity and Equity - Guidance note: Diversity and equity | Tertiary Education Quality and Standards Agency (teqsa.gov.au)

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

Whateley (2024) – What needs to be on a HEP website - 6113ad_40d67a8d320b4a5a9ba9da5b0baa1019.pdf (musicum20.com)