



SCHOLARSHIP AT AGE

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Introduction

Scholarship is an important priority and focus for AGE. What has evolved (by way of continuous improvement/self-assurance) is a quality staff model that also encourages a *culture of scholarship* across the organisation. *Teaching staff and academic leadership staff are scholarship active.*

‘Scholarship’ refers to those ‘activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field’. *It needs to be directly related to the work of the individual.* 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 (May 2022)* - acknowledging the *Education Services for Overseas Students Act 2000*, as well as the *Australian Qualifications Framework*.

Standard	Key Considerations
3.1.2	Course design
3.2.3	Staffing
4.2.2	Research training
Criteria	Key Considerations
B1.1.2	Staff scholarly activity – directly associated with informing teaching and learning
B1.2.6 and B1.3.9	Systematic approach to scholarship

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

Overview of the Framework

Using a framework reflecting TEQSA¹ guidelines, the following table provides an independent audit of coverage of the **key considerations** of best practice relating to **Scholarship** and how in turn AGE performs accordingly –

Focus	Identifier	Evidence	Rating
1	Institutional policies and operations	AGE has in place a scholarship policy and has an effective operational model in the domain that fosters active scholarship across the institution	✓
2	Institutional course design approval processes and evidence that course design has been informed by relevant scholarship	AGE staff who are involved in the design and approval of courses are scholarship active and as such bring that focus into the course design processes carried out by the leadership team and the supporting committee mechanism	✓
3	Staffing policies that recognise and encourage scholarship (e.g. recruitment, promotion, professional development)	AGE has in place a range of relevant policies	✓
4	Evidence that both staff with academic leadership and staff with course delivery responsibilities are involved in relevant, continuing scholarship consistent with the AQF level of the course(s)	On going evidence and acknowledgement of relevant scholarship is provided on a regular basis	✓
5	Processes to ensure students are referred to, and engage with, relevant scholarship throughout their course of study	The scholarship effort at AGE is focussed on teaching and learning. Student data is consistently utilised, and students are impacted accordingly	✓
6	Resource allocation (e.g. journal access, scholarly library collections, conference attendance)	AGE staff are encouraged and supported to be scholarship active	✓
7	Institutional activities (e.g. seminars, workshops)	AGE conducts ongoing internal activities	✓
8	Requirements for the provider's category and self-accrediting authority	AGE meets the Threshold requirements	✓
9	Peer reviewed scholarly output/publication/communication (for example - literature reviews, conference presentations, journal publications)	AGE staff are active in the publication space that is peer reviewed whenever feasible	✓
10	Scholarly review, original research or teaching practice that collectively contribute to course development	Scholarly review contributes to course development and evaluation	✓

¹ TEQSA Guidance Note: Scholarship (May 2022)

Scholarship at AGE

11	Synthesising and communicating advances in evidence-based practice (e.g. presentations/podcasts/feature articles on current knowledge, practice, or teaching and learning in a field)	AGE staff actively participate in a range of communication modes	✓
12	Teaching practice engaging the latest ideas, debates and issues (e.g. improved pedagogies, learning processes, curricula, academic policies and learning materials)	Scholarship provides a means of improvement across the institution	✓
13	Contributions to relevant professional bodies or communities of practice (e.g. development of new standards, knowledge resources, codes of practice)	AGE staff are encouraged and acknowledged to make contributions to professional entities	✓
14	Active and ongoing involvement in relevant scholarly academic societies, editorial roles or peer review	AGE staff are encouraged and acknowledged on their active involvement	✓
15	Undertaking higher level qualifications that lead to scholarly activity, in particular higher degrees by research	Where appropriate AGE staff are encouraged to undertake further study and qualifications – including relevant professional development courses	✓
16	Undertaking advanced specialised practice or scholarly secondments	Whenever feasible AGE staff are encouraged to benchmark and be actively involved in external activity	✓
17	Scholarship informs individual teaching or supervision	Scholarship at AGE has direct correlation to teaching and supervision/leadership	✓
18	Scholarship participation informs teaching practice as required by the HES Framework	Scholarship at AGE has direct correlation to teaching and interfaces appropriately with the Standards	✓

We consider each in turn –

1.

Institutional policies and operations

AGE has in place a scholarship policy and has an effective operational model in the domain that fosters active scholarship across the institution.

AGE has in place an academic scholarship **policy** supported by an academic scholarship **procedure**—

Academic Scholarship Policy – [Academic Scholarship Policy](#)

Academic Scholarship Procedure - [Academic Scholarship Procedure \(S2\)](#)

In addition, AGE has in place other supporting policies and procedures that encourage and acknowledge the importance of scholarship across the institution. These include –

Honorary awards and titles - [Honorary Awards and Titles Policy and Procedure \(V1 Est 2024\) \(guildmusic.edu.au\)](#)

Staff qualifications, recruitment and appointment - [Staff Qualifications, Recruitment and Appointment Policy and Procedure \(V1 Est 2024\).docx \(guildmusic.edu.au\)](#)

AGE has in place an **effective (and informed) operational model** relating to scholarship that fosters and acknowledges staff participation

AGE is actively involved in ongoing **benchmarking** with other higher education institutions – locally, nationally and internationally in relation to their scholarship approach. This is important and very useful as a guideline. It would be reasonable to say, based on the evidence, AGE is operating appropriately.

The current AGE stance with respect to scholarship is guided by the following **principles** -

- The holistic Boyer Model of Scholarship (1990) is a useful **framework** that has been absorbed and guides AGE on matters of scholarship. The model acknowledges teaching and learning organisations specifically.
- All AGE staff are required to complete an annual **scholarship profile**.
- All AGE staff maintain a current record of activity – and this is **reported and acknowledged** on a regular basis (daily, weekly, fortnightly, monthly, quarterly and annually).
- The AGE Chief Executive Officer/Executive Dean (scholarship active) serves as a **champion** of scholarship across the institution.
- AGE is in the process of appointing has appointed a *Senior Scholarship Fellow*.
- AGE is in the process of establishing a *Centre for Scholarship*. The objectives of the CSR are to build a culture of scholarship at UBSS providing a focus for scholarly output – in its varied forms.
- AGE has initiated (2024) a publication series with an independent editorial review panel.
- Scholarship is viewed as a standing item for the AGE Academic Board.

The approach suggested by **Boyer** (1990) to scholarship has become a benchmark for those institutions which plan to be *teaching-intensive higher education providers in which scholarly activity informs teaching*. Boyer proposed an expanded definition of ‘scholarship’ within a teaching context based on four functions that underlie the quality teaching – **Discovery, Integration, Application** and **Teaching**.

Types of Scholarship	Purpose	Examples of measures of performance
Discovery	Build new knowledge through traditional research	Publishing in peer-reviewed and/or managed forums Producing creative work within established field Performing creative work to a public audience Exhibiting at a museum or exposition Creating infrastructure for future studies
Integration	Interpret the use of knowledge across disciplines	Preparing a comprehensive literature review Writing a textbook or study guide Collaborating with colleagues to design and deliver a core course
Application	Aid society and professions in addressing problems	Serving industry or government as an external consultant Assuming leadership roles in professional organisations Advising student leaders, thereby fostering their professional growth Delivering a technical report, study, presentation, pamphlet, survey, building a prototype, developing a methodology or protocol, a significant speech
Teaching	Study teaching models and practices to achieve optimal learning	Advancing learning theory through classroom research Developing and testing instructional materials or new teaching methods Developing support materials, running a wiki or blog Mentoring postgraduate students Designing and implementing an assessment system A funded teaching or learning initiative Contribution to accreditation or quality systems and documentation

The design is colour coded to ensure distinction, focus and clear direction for all staff.

AGE has carefully considered a **range of activities** that demonstrate scholarship in its context including –

- Publishing in peer reviewed forums
- Blogs
- Internal papers, articles and chapters articles
- Media presentations
- Producing creative works
- Recording
- Performing creative work
- Public performances
- Compositions
- Newsletters
- Attendance at professional development days
- Exhibiting
- Creating learning infrastructures
- Literature reviews
- Textbooks or study guides
- Course design and collaboration
- Serving industry or government as external consultants
- Assuming leadership roles in professional organisations
- Advising student leaders
- Technical reports and presentations
- Speeches and keynote addresses
- Research on learning
- Developing testing materials
- Developing new teaching methods
- Mentoring postgraduate students
- Mentoring staff
- Designing and implementing assessment systems
- Accreditation or quality systems documentation

Accordingly, AGE has developed a working **harvesting tool** in line with the Boyer mindset (adjusted for AGE in 2024) that is both comprehensive and provides each staff member with an effective way of recording and profiling their scholarly activities and achievements –

Positions held	
Memberships	
Conferences and Symposia	
Articles and papers	
Public performances/exhibitions	
Recordings	
Compositions	
Benchmarking activities	
Self-education	
Teaching at other like institutions	
Formal courses	
Other	

The tool has been colour coded in line with the Boyer (1990) categories for clarity of focus

Positions held	
Memberships	
Conferences and Symposia	
Articles and papers	
Public performances/exhibitions	
Recordings	
Compositions	
Benchmarking activities	
Self-education	
Teaching at other like institutions	
Formal courses	
Other	

Staff are encouraged to place the harvesting tool on their desktops – adding activities as they occur – and having that activity promoted across the institution by way of recognition and encouragement to other staff.

With these distinctions (or thinking) in mind, one can see a model for the appraisal of **the scholarship of teaching** which can be negotiated by a higher education teacher with his/her line manager and monitored by his/her mentor in the context of the meaning in practice of the vision/mission/values of AGE -

‘At a Glance’ - [About | Australian Guild of Music Education](#)

TEQSA *states* that it recognises diversity and the need to support innovation in the higher education sector. TEQSA acknowledges that ‘notions of scholarship may vary within and amongst providers and that the mission and category of the provider may influence the type of scholarship practised’. Subsequently, TEQSA acknowledges that scholarship is **practised differently and is different in nature and form across different providers**. The importance of scholarship to effective teaching and learning is widely agreed upon and a range of strategies have been identified accordingly

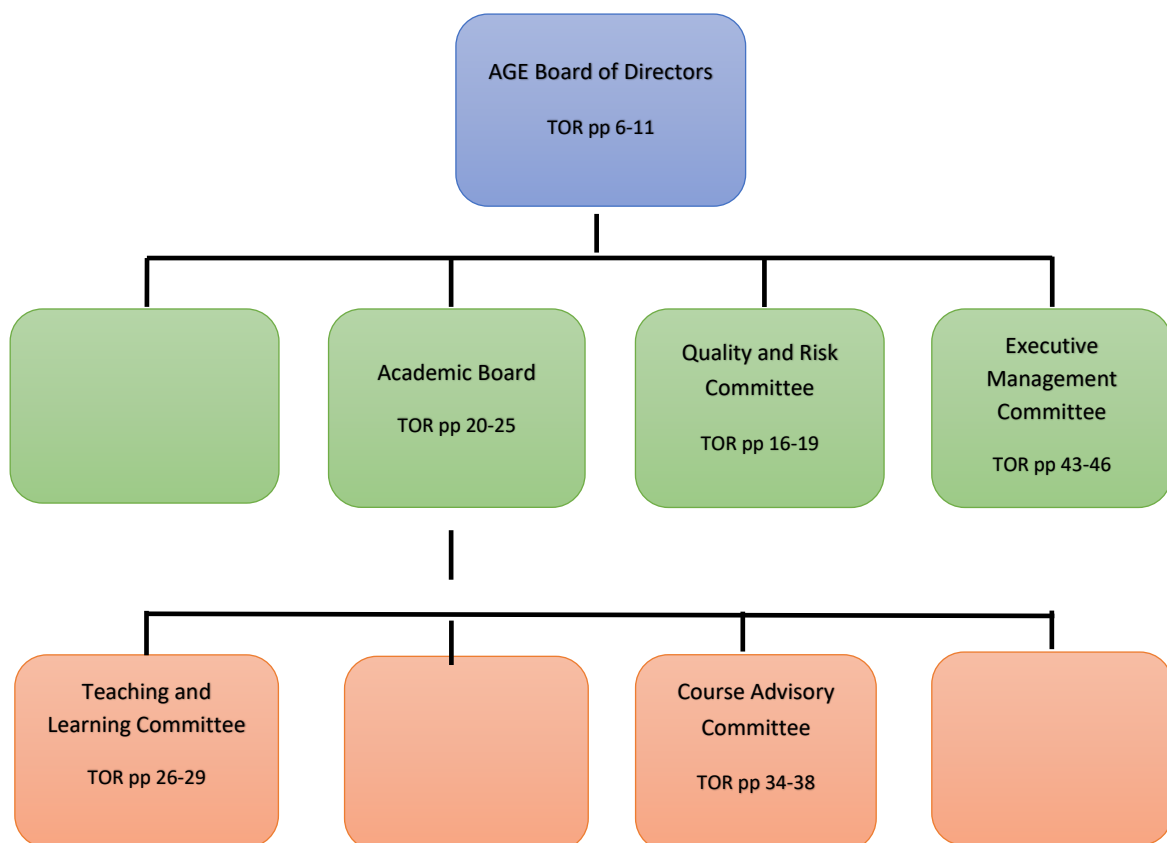
2.

Institutional course design approval processes and evidence that course design has been informed by relevant scholarship

AGE staff who are involved in the design and approval of courses are scholarship active and as such bring that focus into the course design processes carried out by the leadership team and the supporting committee mechanism.

AGE staff and stakeholders are engaged in scholarship as part of the commitment to a 'culture of scholarship'. Much of this scholarship has a **direct relationship** to course design and internal approval.

Given that the membership of the course design and approval process consists of these staff and stakeholders – the relationship is cemented appropriately. The course design and approval processes are best captured in the following table –



All members of all contributing committees are encouraged to be scholarship active and contribute to the AGE culture of scholarship

3.

Staffing policies that recognise and encourage scholarship (e.g. recruitment, promotion, professional development)

AGE has in place staff related policies that directly recognise the importance of scholarship –

Staff qualifications, recruitment and appointment – [Staff Qualifications, Recruitment and Appointment Policy and Procedure \(V1 Est 2024\).docx \(guildmusic.edu.au\)](#)

Honorary awards and titles - [Honorary Awards and Titles Policy and Procedure \(V1 Est 2024\) \(guildmusic.edu.au\)](#)

The *staff qualifications, recruitment and appointment policy* highlights the significance of ‘scholarship’ as it relates to the recruitment and appointment of staff at AGE –

To be eligible for appointment a candidate must have evidence of ‘active engagement with the professional community in the area of expertise’ and ‘an understanding of, and commitment to, scholarship in a teaching-only institution’ (3.1.4)

The *honorary awards and titles policy* is designed as – ‘recognition of outstanding achievement contributions to the community’ (1.2)

The title of *Emeritus Professor* highlights achievement through scholarship (3.1a - i and ii).

The title of *Honorary Fellow* acknowledges academic contribution (3.1b)

The title of *Distinguished Professor* notes ‘intellectual leadership’ (3.1c)

The title of *Distinguished Fellow* addresses the issues of scholarship including ‘academia, performance, publication and other means of scholarship’ (3.1d)

The titles of *Professor, Associate Professor and Adjunct Professor* underline the importance of a ‘record of excellence in scholarship’ (3.1e)

Appointment made by virtue of staff position (3.2) constantly emphasis ‘contribution to scholarship’ (3.2a)

Clearly scholarship is highly prized and acknowledged.

AGE has in place a system of profile that directly recognises and encourages scholarship as expressed in the AGE scholarship harvesting tool –

Positions held	
Memberships	
Conferences and Symposia	
Articles and papers	
Public performances/exhibitions	
Recordings	
Compositions	
Benchmarking activities	
Self-education	
Teaching at other like institutions	
Formal courses	
Other	

As staff add to their profiles – these contributions are celebrated by way of daily, weekly, fortnightly, monthly, quarterly and annual acknowledgements. This is vital in that it not only *reinforces* the specific activities but also *provides encouragement* for other staff to make their contributions on an ongoing basis.

AGE has in place a championship model that assists with the scholarship effort.

The Chief Executive Officer provides leadership and championship of scholarly activity through example and profile efforts.

The Executive Dean provides leadership through example and profile.

A Senior Scholarship Fellow provides championship and mentoring to all staff

The establishment of the Centre for Scholarship provides a framework for scholarly activity and a means of profiling effort on an ongoing basis

4.

Evidence that both staff with academic leadership and staff with course delivery responsibilities are involved in relevant, continuing scholarship consistent with the AQF level of the course(s)

On going evidence and acknowledgement of relevant scholarship is provided on a regular basis.

This evidence is captured using the AGE harvesting tool -

Positions held	
Memberships	
Conferences and Symposia	
Articles and papers	
Public performances/exhibitions	
Recordings	
Compositions	
Benchmarking activities	
Self-education	
Teaching at other like institutions	
Formal courses	
Other	

The scholarly activity is reported on a weekly, fortnightly, monthly, quarterly and annual basis.

The nature of the scholarship activity is consistent with the AQF level courses being taught and overseen – and has a close link to the teaching and learning being done at AGE.

5.

Processes to ensure students are referred to, and engage with, relevant scholarship throughout their course of study

The scholarship effort at AGE is focussed on teaching and learning. Student data is consistently utilised, and students are impacted accordingly.

Operating within a 'culture of scholarship' the notion of students being actively involved scholarship is consistent with the emphasis. Students use scholarship as part of their ongoing assignment commitment (in its many forms including performance and creative work). Postgraduate students are often invited to contribute to publications.

Scholarship active staff mentor students *directly* through their academic support and *indirectly* as exemplars and practitioners.

6.

Resource allocation (e.g. journal access, scholarly library collections, conference attendance)

AGE staff are encouraged and supported to be scholarship active.

Staff have access to a significant electronic library that contains journal and scholarly collections.

A Senior Scholarship Fellow provides guidance regarding access and opportunity on an ongoing basis.

A Centre for Scholarship works towards creating a repository of internal and external scholarly works.

Staff are encouraged (and funded) to attend and contribute to conferences and symposium related to their teaching focus/discipline.

7.

Institutional activities (e.g. seminars, workshops)

AGE conducts ongoing internal activities.

Each quarter AGE conducts a professional development opportunity for all teaching staff.

Each quarter AGE conducts a professional development opportunity for all non-teaching staff.

AGE encourages staff to participate in a range of hybrid/online professional conversations organised by groups such as IHEA.

Senior staff are encouraged to participate as leaders/presenters in a range of industry activities and symposia locally, nationally and internationally.

8.

Requirements for the provider's category and self-accrediting authority

In terms of scholarship AGE meets the Threshold requirements.

All teaching and leadership staff re scholarship active. There are 12 elements to the domain and wherever possible (and feasible) staff are encouraged to be active in *as many of the elements as possible*.

1	Positions held	
2	Memberships	
3	Conferences and Symposia	
4	Articles and papers	
5	Public performances/exhibitions	
6	Recordings	
7	Compositions	
8	Benchmarking activities	
9	Self-education	
10	Teaching at other like institutions	
11	Formal courses	
12	Other	

The likelihood of being active in all 12 is unlikely and not mandated. By way of explanation – an academic who is not teaching in the performance space would likely not provide performance (5), recording (6) composition (7) evidence – but instead focus more on conferences and symposia (3) and articles and papers (4) – further staffers with doctoral qualifications are less likely to enrol in formal courses (11) with a focus on self-education (9) in place.

Part-time or casual staff are likely to be involved in teaching at other like institutions (10) with full time staff emphasising benchmarking (8) in its place.

In essence – being scholarship active does not require being active in all 12 elements – but staff are encouraged to be as active as they can across the elements as is feasible.

9.

Peer reviewed scholarly output/publication/communication (literature reviews, conference presentations, journal publications)

AGE staff are active in the publication space that is peer reviewed whenever feasible.

All teaching/leadership staff are encouraged to participate in 'discovery' type activities that include writing –

3	Conferences and Symposia	
4	Articles and papers	
5	Public performances/exhibitions	
6	Recordings	
7	Compositions	

Many of these publications are either internally or externally peer reviewed to enhance the presentation and reading. Formats are dictated for consistency.

Publications include – refereed and non-refereed articles, book chapters, educational products, periodicals, media presentations, blogs, books and creative works, electronic publications and papers, commissions and reports, reviews, conference/symposia presentations and proceedings, public performances/exhibitions, recordings and compositions.

Diversity is the key – and AGE staff are encouraged accordingly.

Despite the acceptable acknowledgement of publications, the remaining three focus areas of scholarship should not be neglected nor under-appreciated –

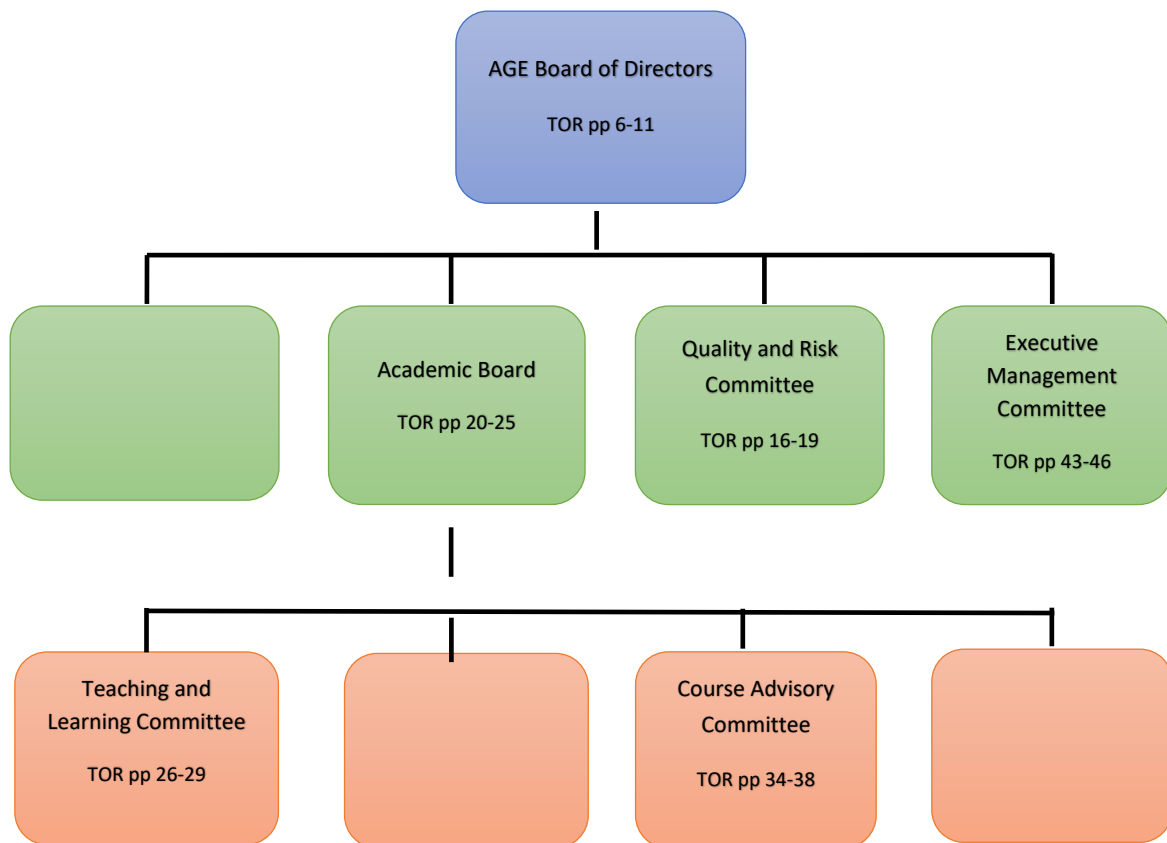
Positions held	
Memberships	
Benchmarking activities	
Self-education	
Teaching at other like institutions	
Formal courses	
Other	

10.

Scholarly review, original research or teaching practice that collectively contribute to course development

Scholarly review contributes to course development and evaluation.

By virtue of all staff sitting on various committees contributing to course development (including review) are scholarship active (and encouraged and supported to be) this then drives the process from an informed perspective –



The notion of developing a ‘culture of scholarship’ across the whole organisation pays dividends.

11.

Synthesising and communicating advances in evidence-based practice (e.g. presentations/podcasts/feature articles on current knowledge, practice, or teaching and learning in a field)

AGE staff actively participate in a range of communication modes.

This diversity is acknowledged as scholarship and encouraged because it makes the quality of teaching and learning at AGE significantly better.

The diversity is evidenced in a range of outlets including refereed and non-refereed articles, book chapters, educational products, periodicals, media presentations, blogs, books and creative works, electronic publications and papers, commissions and reports, reviews, conference/symposia presentations and proceedings, public performances/exhibitions, recordings and compositions.

The approach is consistent with the overall acknowledgement of the diversity of scholarship as evidenced in the harvesting tool employed –

Positions held	
Memberships	
Conferences and Symposia	
Articles and papers	
Public performances/exhibitions	
Recordings	
Compositions	
Benchmarking activities	
Self-education	
Teaching at other like institutions	
Formal courses	
Other	

12.

Teaching practice engaging the latest ideas, debates and issues (e.g. improved pedagogies, learning processes, curricula, academic policies and learning materials)

Scholarship provides a means of improvement across the institution.

Accepting a diversity of scholarship activities –

Positions held	
Memberships	
Conferences and Symposia	
Articles and papers	
Public performances/exhibitions	
Recordings	
Compositions	
Benchmarking activities	
Self-education	
Teaching at other like institutions	
Formal courses	
Other	

Enhances the opportunity to ensure that the latest ideas, debates and issues are reflected in best practice teaching.

The employment of qualified and active scholars gives the teaching and learning currency – and provides students with appropriate mentoring which in turn leads to their own currency.

13.

Contributions to relevant professional bodies or communities of practice (development of new standards, knowledge resources, codes of practice)

AGE staff are encouraged and acknowledged to make contributions to professional entities.

Staff are expressly encouraged to be active in professional bodies and communities of practice specifically in their area of discipline and practice. This is evidenced in the scholarship focus –

Positions held	
Memberships	
Benchmarking activities	
Teaching at other like institutions	
Other	

14.

Active and ongoing involvement in relevant scholarly academic societies, editorial roles or peer review

AGE staff are encouraged and acknowledged on their active involvement –

Positions held	
Memberships	
Conferences and Symposia	
Benchmarking activities	
Other	

Much is gained from these types of involvements that are then used to shape AGE activity at an appropriate level and currency.

15.

Undertaking higher level qualifications that lead to scholarly activity, in particular higher degrees by research

Where appropriate AGE staff are encouraged to undertake further study and qualifications – including relevant professional development courses.

Formal courses	
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There is no question that formal qualifications – especially at higher degree level – provides scholarship opportunities.

For staff with doctoral qualifications – this further study/investigation often takes the form of industry or government committee/board memberships, conferences/symposia, benchmarking activities, self-education initiatives and/or teaching at other like institutions.

Memberships	
Conferences and Symposia	
Benchmarking activities	
Self-education	
Teaching at other like institutions	

16.

Undertaking advanced specialised practice or scholarly secondments

Scholarship at AGE has direct correlation to teaching and supervision/leadership.

Advanced practice is managed by means of peer/public reviewed performances, recordings, focused articles and the like –

Articles and papers	
Public performances/exhibitions	
Recordings	
Compositions	
Benchmarking activities	

Scholarly secondments are achieved through an interface with like institutions within the sector including advisory boards, academic boards and affiliated committees.

Memberships	
Benchmarking activities	
Teaching at other like institutions	
Other	

Membership of consortia such as **Musicum20** (an international music and business consortium) provides the equivalence of secondment.

17.

Scholarship informs individual teaching or supervision

Scholarship at AGE has direct correlation to teaching and supervision/leadership.

The whole purpose of scholarship (as distinct from research) is to ensure that teaching and learning is informed and current. The range of scholarship initiatives encouraged provides that currency for teachers and supervisors –

Positions held	
Memberships	
Conferences and Symposia	
Articles and papers	
Public performances/exhibitions	
Recordings	
Compositions	
Benchmarking activities	
Self-education	
Teaching at other like institutions	
Formal courses	
Other	

Given that scholarship needs to relate directly to teaching/supervision in clearly articulated disciplines/focus, the approach is appropriate.

18.

Scholarship participation informs teaching practice as required by the HES Framework

Scholarship at AGE has direct correlation to teaching and interfaces appropriately with the Standards.

The relevant *Threshold Standards* are explicit when it comes to the nature of scholarship –

3.1.2 –

‘The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:

- a. Current knowledge and scholarship in relevant academic disciplines
- b. Study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course
- c. Emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice’

3.2.3 –

‘Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:

- a. Knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
- b. Skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts
- c. A qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience’

By maintaining the emphasis on scholarship (in its many forms) AGE can say with confidence that staff and their associated teaching is well informed consistent with the HES Framework.

All teaching staff at AGE have a qualification in the relevant discipline of at least one level higher (as per AQF) than the level being taught.

About the Authors

Emeritus Professor Greg Whateley is Chief Executive and Executive Dean 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](#)

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

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

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

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