



Message from the CEO and ED

#1 – January 30, 2025

First Executive Management Committee Meeting for 2025

The first of the monthly EMC meetings was scheduled for Tuesday, January 14 10am-2pm. This was a F2F meeting of the team on the North Melbourne Campus and covered key topics (though not exhaustive) -

Staffing Schedule

Timetabling (F2F and Virtual)

Scholarship

Committee System

Communication Vehicles

Other Business

The meeting was chaired by Emeritus Professor Greg Whateley

EMC Meetings for 2025 are tentatively scheduled for Tuesdays - February 11; March 11; April 15; May 13; June 17; July 15; August 12; September 16; October 14; November 11; and December 16 (subject to variation as required).

Congratulations to **Greg** and **Beth** on their recent *National Code of Practice* Audit (v2) - completed towards the end of 2024.



AGE NATIONAL CODE OF PRACTICE

for providers of education and training to overseas
students

AUDIT

Greg Whateley
Elizabeth Woollacott

V2
November 2024

The full audit is available at - [87330e_28870154e4e34117857ebf6367d197af.pdf](#)

The Code provides the necessary focus on International Students - and AGE is currently compliant. This is a good place to be given the upcoming international student intake.

Regular 'rolling' audits (often referred to as 'self-assurance' - are essential and we are committed to the process.

See - **Rolling Audits - a mechanism for self-assurance** - [6113ad_beb80a2de7ae43dc9fb8c7bedfa4e78b.pdf](#)

Congratulations to **Christopher** on his recent blog - **Composing from Anywhere** - Musicum20 (2025)

Composing from Anywhere

Christopher McLeod

January 2025

The notion that Composing for Film and Media requires a traditional studio or home studio to complete work of industry standard is being turned on its head. The introduction of new technologies and workflows has seen the emergence of new modes of working. What once required many personnel and physical hardware tools can now be completed either on laptop or tablet devices.

Composing from Anywhere

The journey towards pocket composing (the use of smaller technologies) to complete complex tasks such as Film and Media composition has become significantly less complicated to complete anywhere as the emergence of new tools (Cloud computing and portable digital platforms) has allowed for Composers to work remotely.

The full article can be viewed at - [6113ad_681f546aa2be4ca7bcab8d7f40dd4b4c.pdf](#)

This is another good example of scholarship (one of many elements). For more about Scholarship at AGE see -

Scholarship at AGE - [87330e_b5d6caffc17c434495912c99ce3acd47.pdf](#)

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

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

Scholarship can take on many forms - [6113ad_2887992fd3a440a4bca4cbcb6414de4f.pdf](#)

Congratulations to **Greg** and **Beth** on their recent publication (audit) - **Credit and Recognition of Prior Learning at AGE** (v2 January 2025).



CREDIT AND RECOGNITION OF PRIOR LEARNING AT AGE

Greg Whateley
Elizabeth Woollacott

v2
January 2025

The full paper is available at - [87330e_77d2d505023e4ba3a38c383d44f6ec8f.pdf](#)

This is a substantial piece of work on a matter of significance in relation to both the *HESF Threshold Standards* and the *National Code of Practice*.

AGE has in place a comprehensive and benchmarked policy and procedure relating to this domain - [87330e_9f158253cd7d41f1ba51058db4534d6b.pdf](#) - most recently refreshed in March 2024.

This is another good example of scholarship (one of many elements). For more about Scholarship at AGE see -

Scholarship at AGE - [87330e_b5d6caffc17c434495912c99ce3acd47.pdf](#)

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

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

Scholarship can take on many forms - [6113ad_2887992fd3a440a4bca4cbcb6414de4f.pdf](#)

Congratulations to **Christopher** on his latest article - **Composing from anywhere - emergence of the handheld composition studio** - this is an extension work based on his initial blog - this time with a futurist twist/prediction. It is well worth the read -

Composing from anywhere – emergence of the handheld composition studio

Christopher McLeod

January 2025

Prediction: *The next five years will see the emergence of the handheld Music composition studio.*

The notion that Composing for Film and Media requires a traditional studio or home studio to complete work of industry standard is being turned on its head. The introduction of new technologies and workflows has seen the emergence of new modes of working. What once required many personal and physical hardware tools can now be completed either on laptop or tablet devices.

Emerging technological markets will see these technologies shift to smaller interfaces (smartphone technologies) that will increasingly allow users greater creation options. Lumafusion (a pro level video editing program) already exists on the iPhone. This allows users to create top tier videos in the palm of their hands. We will see this shift to a broader scope of software applications on smartphone platforms.

The integration of Artificial Intelligence (AI) into software plugins (Ozone elements) further enhances the possibilities that mixing can be undertaken effectively on a Samsung Galaxy or Apple iPhone. Additional plugin software further reduces the reliance and requirements of a specialised room treated for unique sound characteristics and physical equipment.

The full paper can be viewed at - [6113ad fe8032db0e524cbd87971d25df1ab8b4.pdf](https://doi.org/10.6113ad_fe8032db0e524cbd87971d25df1ab8b4.pdf)

The paper has been accepted as Chapter 8 in an upcoming book titled - **The Next 5 (years)** - hopefully out in May 2025. The book will serve as the focus of the October 2025 Musicum20 symposium in London at *Trinity Laban Conservatoire of Music and Dance* - [Home | Trinity Laban](#)

This is another good example of scholarship (one of many elements). For more about Scholarship at AGE see -

Scholarship at AGE - [87330e b5d6caffc17c434495912c99ce3acd47.pdf](https://doi.org/10.87330e_b5d6caffc17c434495912c99ce3acd47.pdf)

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

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

Scholarship can take on many forms - [6113ad 2887992fd3a440a4bca4cbcb6414de4f.pdf](https://doi.org/10.6113ad_2887992fd3a440a4bca4cbcb6414de4f.pdf)

Congratulations to **Greg** on his recent blog (15.01.2024) - **Learning Support Online - Help is only a click away** -

Learning Support Online – Help Is Only a Click Away

Greg Whateley

January 2025



Learning Support has always been a vital aspect of academic support at Institutes of Higher Education – both public and private. Nothing has changed – what has happened though is that COVID-19 created the need – like never before – for flexible/hybrid options as we have changed the way we learn and teach significantly. Prior to the pandemic, we were essentially a face-to-face sector (there were some online options – in fact, I co-invented *The Virtual Conservatorium*) but much has changed (for the better). Along with that change has come the need for online support like never before.

COVID-19 had devastating financial and health impacts – but from the shadow, there were some gains.

The full article can be viewed at - [6113ad_27511f7cbb9945c0b53cf6bd39b65d27.pdf](#)

Learning Support is a key issue at present (for that matter it has always been a big-ticket item) in the HE Sector. F2F support is one thing - but alternatives/additions include tailored support online. The article highlights 6 support videos available - free of charge.

This is another good example of scholarship (one of many elements). For more about Scholarship at AGE see -

Scholarship at AGE - [87330e_b5d6caffc17c434495912c99ce3acd47.pdf](#)

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

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Scholarship can take on many forms - [6113ad_2887992fd3a440a4bca4cbcb6414de4f.pdf](#)

Just a gentle reminder (I suspect you do not actually need it) that Monday - January 27 - is a **national public holiday**.



The North Melbourne campus will be closed for the day.



The official day is January 26 (Sunday) - but we take the long weekend to celebrate (or recover!!!)

Congratulations to **Greg** and **Beth** on their recent *audit (January 2025) – Diversity and Equity at AGE*.



DIVERSITY AND EQUITY AT AGE

Greg Whateley
Elizabeth Woollacott

V2
January 2025

The full audit is available at - [87330e 760e080141f0421f9646202b26212b50.pdf](#)

Diversity and Equity are key issues in HE. 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.

The HESF (Threshold Standards) places considerable emphasis on the issues –

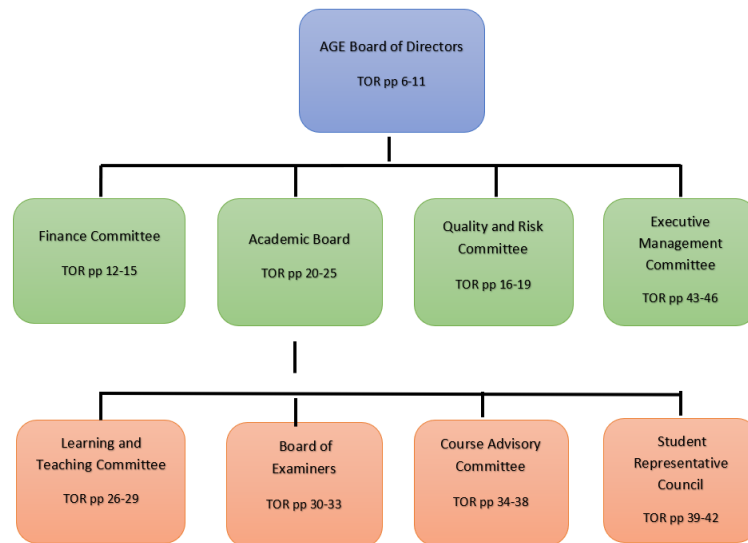
Standard	Key Considerations
1.1.1	Admission requires providers to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.
1.3	Orientation 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.

AGE meets all of the above – satisfying the standards quite comprehensively.

Regular 'rolling' audits (often referred to as 'self-assurance') - are essential and we are committed to the process.

See - **Rolling Audits - a mechanism for self-assurance** - [6113ad_beb80a2de7ae43dc9fb8c7bedfa4e78b.pdf](#)

We currently have in place a **governance regime** that is robust, benchmarked and comprehensive. The structure is best captured in the following flow chart –



The TOR for each of the standing committees can be viewed at
[- 87330e_6e698575ff2c4877b4e177737123fbb6.pdf](#)

The *Executive Management Committee (EMC)* is technically not a standing committee of the Board of Directors - *but a regular update will be provided by the CEO/ED.*

A draft of the scheduling for each of the committees is now available (subject to amendment)
 - and summarised in the following table –

	January	February	March	April	May	June	July	August	September	October	November	December
BoD				16			2		17			3
FC			27			12		28			13	
AB		12	26		14	11		27			12	
QARC			20			5		21			6	
EMC	14	11	11	15	13	17	15	12	16	14	11	16
LTC			12		21			13			29	
BOE			4			24					21	
CAC						As required						
SRC				10				7				4

These dates have also been entered into the AGE 2025 calendar for ease of access - [Key Dates | Guild Music Copy](#)

We are in the process of firming up both **Chair/Secretary** positions for all committees - to be published shortly.

Congratulations to **Greg** and **Beth** on their recent audit (January 2025) - **Student support, wellbeing and safety at AGE.**



STUDENT SUPPORT, WELLBEING AND SAFETY AT AGE

Greg Whateley
Elizabeth Woollacott

V2
January 2025

The full publication can be accessed at - [87330e 6397f81fafc54f3299e0a6e3c37667d3.pdf](https://www.aue.edu.au/87330e6397f81fafc54f3299e0a6e3c37667d3.pdf)

This is a comprehensive independent/self-assurance audit covering 23 domains consistent with the relevant TEQSA guidance note and with reference to a significant range of HESF Threshold Standards including -

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

AGE is compliant as demonstrated on pp5-8.

Other documents worth reading include -

Student Support Policy - [Student Support Policy](#)

Code of Conduct and Shared Responsibility Policy

- [87330e_79eecad9b0cb4c24ae91f2625062303e.pdf](#)

Critical Incident Policy and Procedure - [Critical Incident Policy and Procedure V1 Est 2024.docx](#)

Diversity, Equity and Inclusion Policy and Procedure

- [87330e_9385c79be2ec4230a13b5b618e37967e.pdf](#)

Information Privacy Policy - [Information Privacy Policy V1 Est 2024.docx](#)

Student at Risk and Early Intervention Policy and Procedure

- [87330e_791bd8a91fdd4c479a0be281ead1c136.pdf](#)

and

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](#)

Congratulations to **Christopher** on his recent blog (22.01.2025) – **Artificial Intelligence – friend or foe** - Musicum20 (2025)

Artificial Intelligence – friend or foe

Christopher McLeod
January 2025



The conceptual framework surrounding academic integrity offers a glimpse into the complexities surrounding how and why students cheat. The framework becomes increasingly fraught with a myriad of other factors when artificial intelligence is used to enhance the academic output of students. Thus, blurring the line between synthesized original thought and outright theft and plagiarism.

The full article can be viewed at - [6113ad_f23941c885464a38992d13804f8b84d3.pdf](#)

This is an excellent article on a 'red hot' topic – well worth the read.

This is another good example of scholarship (one of many elements). For more about Scholarship at AGE see -

Scholarship at AGE - [87330e_b5d6caffc17c434495912c99ce3acd47.pdf](#)

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Scholarship can take on many forms - [6113ad_2887992fd3a440a4bca4cbcb6414de4f.pdf](#)

Congratulations to **Shashi, Jordan** and **Beth** on their '*AI Mitigation Plan*' which was submitted to TEQSA (the HE Regulator) on request in mid-2024 (REQ07953).

Australian Guild of Education Pty Ltd

Response to REQ07953 - Document 1 of 2



AGE statement in response to REQ07953:
Institutional action plan to mitigate risks of generative AI on award integrity

Contextualisation

The *Australian Guild of Education* (AGE) formally the *Australian Guild of Music Education*, is a boutique institute offering a single course, a Bachelor of Music Degree. It is quite unique in the Australian Higher Education landscape.

Formally a DGR charity itself, AGE's sole shareholder is the *Australian Guild of Music and Speech Inc* (AGMS), a Not-for-Profit with a focus on improving lives through the creative arts and communication skills. AGE embraces the philosophy of its shareholder and as such seeks to embrace and utilise GenAI for the benefit of society. This means that we seek to utilise it in a way that is both ethical and will enhance the learning experience of our students and staff, while taking all measures possible to prevent undermining the integrity of the award.

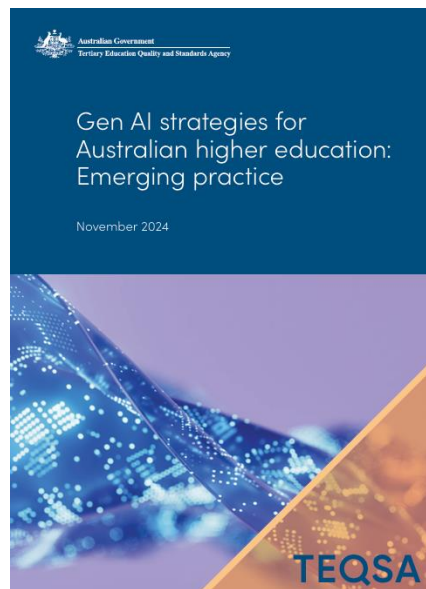
Likewise, AGE wishes to empower students and staff alike and encourage them to embrace the ethical use of technology in all of its forms and iterations. As humankind, we have embraced the wheel, the combustion engine and the world-wide-web. There is always resistance to massive technological change that impacts on jobs and livelihoods and there is a necessary period of transition as we discern the boundaries of ethical dilemmas and deal with our fear of the unknown. That is where AGE is now - discerning the boundaries and processing the fear - while still trying to ensure the absolute academic integrity of our course with what is an unprecedented disruption to how we operate as educators.

The full paper can be viewed at -

https://www.guildmusic.edu.au/files/ugd/87330e_b734ea6e272042deb8e62471cbb9d733.pdf

This is a well thought through strategy with *academic integrity* and *student welfare* clearly at the forefront.

In *November 2024* – based on a collation of HE providers' inputs – TEQSA published a comprehensive document – **Gen AI strategies for Australian higher education: Emerging practice** –



See - [Gen AI strategies for Australian higher education: Emerging practice | Tertiary Education Quality and Standards Agency](#)

Also worth reading –

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

AGE Code of Conduct and Shared Responsibility Policy - [87330e_79eecad9b0cb4c24ae91f2625062303e.pdf](#)

AGE Student Support Policy and Procedure - [Student Support Policy](#)

Student Support at AGE - [87330e_6397f81fafc54f3299e0a6e3c37667d3.pdf](#)

Whateley (2024) Credibility and authenticity – through invigilation - [6113ad_984ad8fd84434240b7ca748df99e5d79.pdf](#)

Whateley and Bofinger (2024) Integrity in business and academia - [6113ad_53bbff3fdd394d979f42c4dc68956d5e.pdf](#)

Whateley (2024) The big five (5) higher education challenges ahead in 2025 and 2026 - [6113ad_c2c220487c4c4c0caae2bbbb2231766a.pdf](#)

McLeod (2025) Artificial intelligence – friend or foe - [6113ad_f23941c885464a38992d13804f8b84d3.pdf](#)

Congratulations to **Christopher** on his latest article – **Artificial Intelligence – the crossroads** - It is well worth the read -

Artificial Intelligence – the crossroads

Christopher McLeod

January 2025

Prediction: Artificial Intelligence will emerge to drive innovation in Academic Institutions.

The conceptual framework surrounding academic integrity offers a glimpse into the complexities surrounding how and why students cheat. The framework becomes increasingly fraught with a myriad of other factors when artificial intelligence is used to enhance the academic output of students. Thus, blurring the line between synthesized original thought and outright theft and plagiarism.

We are at a crossroads in technological history. The fourth industrial revolution described by former World Economic Forum chairman Klaus Schwab is in its infancy. New and emerging technological markets continue to evolve as the evolution of complex digital technologies increasingly raise the stakes in a systematic overhaul of the status quo. Momentarily, these disruptors can be non sequitur.

The full paper can be viewed at - [6113ad_abd67687e13b48ce9e3cd2a67a7078c5.pdf](#)

The paper has been accepted as Chapter 10 in an upcoming book titled - **The Next 5 (years)** - hopefully out in May 2025. The book will serve as the focus of the October 2025 Musicum20 symposium in London at *Trinity Laban Conservatoire of Music and Dance* - [Home | Trinity Laban](#)

This is another good example of scholarship (one of many elements). For more about Scholarship at AGE see -

Scholarship at AGE - [87330e_b5d6caffc17c434495912c99ce3acd47.pdf](#)

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SCHOLARSHIP AT AGE

Greg Whateley
Elizabeth Woollacott

V2
January 2025

The full paper is available at - [87330e_b5d6caffc17c434495912c99ce3acd47.pdf](#)

This is a substantial piece of work on a matter of significance in relation to both the *HESF Threshold Standards* and puts scholarship front and centre in current AGE thinking.

AGE also has in place a comprehensive and benchmarked policy - [Academic Scholarship Policy](#) and procedure - [Academic Scholarship Procedure \(S2\)](#) - relating to this domain most recently refreshed in September 2024.

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Scholarship can take on many forms - [6113ad_2887992fd3a440a4bca4cbcb6414de4f.pdf](#)

The next meeting of the **AGE Academic Board** is scheduled for Wednesday, February 12 at 10am - the meeting is hybrid with some members on campus and others online.

The agenda is comprehensive -

Academic Board Terms of Reference

Academic Governance at AGE

National Code Audit

Threshold Standards Audit

Committee System

Academic Integrity

Scholarship

Academic Policies

Academic Risk

Staff Qualifications and Quality

AI Response

Strategic Intent

Social Work update

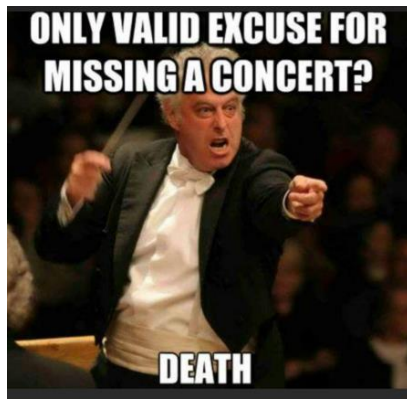
Early Childhood Education update

Re-registration/re-accreditation update

Dr Tim Weir will chair the meeting - ably supported by **Emeritus Professor Greg Whateley**

Membership can be viewed at - [Leadership | Guild Music Copy](#)

The current *Academic Board Terms of Reference* can be viewed at - [87330e_6e698575ff2c4877b4e177737123fbb6.pdf](#) - see pp20-25.



January 2025