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ACADEMY OF MUSIC AND PERFORMING ARTS

STUDENT HANDBOOK





1 TEACHING QUALITY

1 OVERALL SATISFACTION

1 OVERALL QUALITY OF EDUCATIONAL EXPERIENCE

1 SKILLS DEVELOPMENT

1 LEARNER ENGAGEMENT

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1 INTRODUCTION

1.1 WELCOME TO AMPA

Our goal at the Academy of Music and Performing Arts (AMPA) is to deliver personalised, performance-driven training that prepares our graduates for a passionate and rewarding career. We would like to extend a warm welcome to all of our students who aspire to a creative and dynamic future in the performing arts.

We have an exciting, upcoming events program for those seeking an insight into our professionally delivered and nationally accredited degrees in Music and Dance. With a dedicated focus on performance and individual, face-to-face learning, our students are well equipped to take the lead in their own careers as performers, collaborators, teachers and cultural leaders.

AMPA is a great place to study, and as with any tertiary institution, there are procedures to follow and information of which you, as a student, need to be aware. This handbook has been produced to assist you in making sure you meet all the requirements of your course. Please read through this handbook carefully.



Prof Ian Bofinger
Executive Dean & CEO



Issac Chung Lee
Chief Operating officer

For all academic matters, please speak to your lecturer/tutor or contact the following staff members:



Dr Elizabeth Jones
Head of Music &
Academic Support



Dr Maya Gavish
Head of Dance

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1.1.1 Student Support

AMPA wishes for all students to feel happy and safe. In most cases, should you need help with orientation, further study or accommodation, you should consult the Student Services Officers. The Student Contact Officers are generally the first contact for overseas students as they adjust to life in Australia and seek to resolve study issues.



Tracey O'Leary
Librarian & Registrar



Chris Ventura
Admissions & Events



Sophie Takatsuka
Admissions & Administration



Kate Garrett
Assistant to the Head of Dance



Wenny Tan
Multimedia Specialist



David Zappia
Technical Facilities Officer

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1.1.2 Student Wellbeing

AMPA offers a professional counselling service. Please speak to the Academic Support Officer (Dr. Elizabeth Jones) if you would like to be referred to a counsellor.

We also encourage the use of Headspace, which provides GP and psychology services (among others) to individuals aged between 12-25, for an affordable fee, which may be negotiable in some circumstances. For more information, please visit headspace.org.au, eheadspace.org.au (online and telephone support) or call 1800 650 890.

If you are in need additional or urgent support, you can also contact Kids Help Line on 1800 55 1800 (if you are under 25) or Lifeline on 13 11 14.

If you require support in any other areas and are unsure of where to go, please speak to the Executive Dean or Administration who will be happy to point you in the right direction.

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1.2 GOVERNANCE

1.2.1 Mission Statement

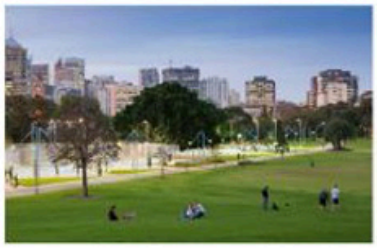
The mission of AMPA is to provide the highest standard of music and performing arts education through:

1. The delivery of tertiary programs, training and research of international quality;
2. Its graduates empowered with greater knowledge, ability and professional practice
3. The inspiration of creativity, appreciation and commitment to music and the arts in all people

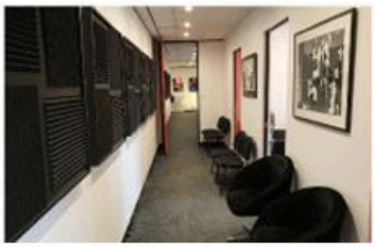
1.2.2 Vision Statement

AMPA is committed to becoming a leader of music and arts education in Australia and beyond, constantly striving towards distinction in performance, creativity and scholarship.

Students are educated to the highest standards based on the best possible professional practice. Through our graduates, faculty and community alike, AMPA seeks to leave a positive impact on the music and performing arts arena.








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1.3 FACILITIES, EQUIPMENT AND INFRASTRUCTURE

1.3.1 Surry Hills Campus

Situated in convenient and vibrant Surry Hills, the AMPA campus is just 150m from Central Station, and directly opposite Prince Alfred Park on 136 Chalmers Street, Surry Hills.

A key feature of the new campus is the Tom Mann Theatre. With a sizeable stage and excellent acoustics, AMPA will turn the Tom Mann Theatre into a highly impressive and adaptable venue suitable for a wide variety of performance applications including live music, theatre, musicals, dance, drama and spoke word. Accommodating close to 300 patrons, the theatre will include a professional fly tower, state of the art sound and lighting facilities, loading dock, numerous practical support spaces and dressing rooms.

This is the ideal home in which to nurture and cultivate the professional performance skills of our student community.

1.3.1.1 Studios

AMPA has a number of practice studios that are available for student use. Studios may be booked for up to two hours per day. Room bookings at the Surry Hills Campus can be made at Reception or Library, via email or over the phone and are on a first-come, first-served basis. After-hours, weekend or non-term time use requests are to be put in writing to the COO.

Students are responsible for the tidiness of studios. No food or drink is allowed in studios (with the exception of bottled water). Please remember to not move any of the furniture or equipment – it must be left in its original condition.

Students are also asked to be mindful of classes that are going on in other practice rooms and to not act in a way that causes disruption to those classes or students. If students are found to be acting in this manner, student use of the practice rooms may be restricted to class times only.

Dance Students: Students are welcome to book the studios at Alexandria, however students must give at least 24 hours' notice. Students will need to email admin@ampa.edu.au with student name, the room number and the timeframe students wish to book and admin will then consult with staff at Alexandria to determine if there is a space available for students at that time.



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1.3.1.2 Concert Hall (Tom Mann Theatre)

The concert hall is to be used only for teaching and performances that have been scheduled by administration.

It is not to be used as a practise or rehearsal space except in the following circumstances:

- The student is in their final trimester of study and is preparing for their recital/final performance.
- The student has been granted further permission by the Executive Dean for another reason (the Executive Dean will communicate this to AMPA staff)

Any request for unscheduled use outside of the trimester (such as weekends, after 5pm during the week or mid-trimester breaks), by a student or staff member must be made in writing to exec.dean@ampa.edu.au for consideration. This also includes students who are practicing for their final recital or performance. Students who are found to be practicing in the concert hall without the approval of the Executive Dean will be asked to leave the hall and may be subject to further action.

1.3.2 Alexandria Campus (Performing Arts Centre)

The Alexandria campus boasts 9 state-of-the-art studios and is fast becoming the newest hub for performing artists to develop and sustain their craft.

1.4 LIBRARY

The AMPA Library aims to provide relevant, good quality and easily accessible services and facilities to support the needs of faculty and students. This is achieved through:

a) Collaborating with academic staff to develop a diverse collection of contemporary and traditional performing arts resources encompassing a range of materials;

b) Harnessing new technologies to ensure easy and convenient access to resources;

c) Increasing information literacy skills through workshops, written support materials and individual support;

d) Providing a welcoming and comfortable environment for students to study and carry out research;

e) Responding to feedback from faculty and students to continue to improve services; and

f) Promoting the library facilities and resources effectively to ensure they are used to their full potential.

The library collection is focused around the key areas of study at AMPA – Music and Dance. The library offers access to approximately 6,000 books,

500 journals, 2,000 printed music items, 5000 CDs & 50 DVDs, and a range of scholarly databases and reference materials online.

The collection is under constant development and review, with new items added to the collection on a regular basis. This includes newly published materials, lecturer recommended materials, materials requested or recommended by students, and selected donations from music collectors, academics and enthusiasts. The library keeps up to date with new materials through publisher emailing lists, reviews or recommendations in relevant journals or magazines, through membership to organisations such as the Australian Music Centre and the International Association of Music Libraries.

The library is committed to using technology where relevant to provide access to the collection by providing access to lecture notes and other materials online via eCon and pother resources for students within the library,

Students may access journal collections and music collections online via eCon.

Students are encouraged to use social networking sites for their studies and musical development in the library along with streaming services such as *Spotify*.

The library provides access to recordings of student performances and professional recordings featuring members of staff or students. Students are welcome to copy in-house recordings of performances however professional recordings come under normal copyright law and can't be copied without the permission of the copyright owner.

1.5 OPERATIONS

1.5.1 Student Cards

During orientation, student's pictures will be taken to be used for student ID card and EMS database. Please note that we are also required to use the spelling or name provided on your citizenship or other legal documentation (i.e. name change certificate). Alternate names are not permitted unless the student can provide legal documentation confirming the change of name.

An SMS or email will be issued when the card is ready to be picked up. Under TransportNSW guidelines, students travelling within the Opal Network (covering all Intercity and Suburban train lines, as well as the bus network, ferry network and light rail) are *not* required to have a foil sticker on their ID card (for more information, refer here).

If students need a replacement ID card, they must speak to admin as soon as possible and fill out the Replacement Student ID card form. There is a $15 replacement fee, which is payable prior to the card being made available.

1.5.2 Change of Details

If students have changed address, phone number, email or name, it is important to let AMPA staff know as soon as possible so that we can update our records with your information. All official name changes need to be

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accompanied by official documentation confirming the name change is legal. Alternate names will not be used on AMPA documentation unless otherwise advised.

Overseas Students: If your address changes at any time, you ***must*** inform AMPA staff within 7 days.

1.5.3 Opal Card

AMPA is pleased to offer full-time students the opportunity to apply for a Concession Opal Card (coloured silver). This will enable students to travel at concession rates on any form of public transport throughout Sydney and some regional areas of NSW.

In order to be eligible for the Tertiary Opal Card, you **must** be a full-time student and an Australian citizen or Permanent Resident. You must also maintain your full-time status to continue using your Concession Opal card.

AMPA does not provide top-up services for students. The nearest locations for top-ups at each campus are:

Surry Hills Campus

- Devonshire Convenience Store, 99 Devonshire St
- Newslink Central Station, Central Station
- Devonshire Street Newsagency, 70 Devonshire St
- 7/11 Surry Hills, 412 Elizabeth St

Alexandria Campus:

- IGA Rosebery, 741 Botany Road.
- Beaconsfield Newsagency, 442 Botany Road.

Broadway Campus:

- Central Park News, 28 Broadway.
- Coles Broadway, Cnr Broadway and Bay St.
- Ezy Convenience Glebe, 257 Broadway.

If you travel to AMPA by train there are top up machines located at most railway stations.

1.5.4 Photocopying/Printing/Scanning

There is a photocopier/printer/scanner located outside the Library on level 1 of the Surry Hills campus. All staff and students are allocated a PAN (Printing Access Number). Students will be given this five-digit number during student orientation along with $5 initial credit. Once students have used all the funds in student account students will need to top up student credit just as students would with a pre-paid phone (there is a minimum top-up of $5). Administration staff will not do printing, copying or scanning for students except in very rare circumstances and at staff discretion. If students have any difficulties with the machine or students forget student PAN, please ask Reception for assistance.

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The cost of printing, regardless of the type or size of job printed, is currently set at 8c per A4 B&W page, 16c per A3 B&W page, 65c per A4 colour page & $1.30 per A3 colour page. Students are responsible for ensuring that students have sufficient credit on student account *before* students print. Instructions for printing are located in the library.

Students are required to press "Logout" as soon as the printing job has finished.

1.5.5 Dance Conduct and Dress Code

1.5.5.1 Conduct

Students taking Dance classes are subject to the following standards (these also apply to Music students undertaking dance units as electives and all Music Theatre students):

- No eating or drinking in class under any circumstances, with the exception of water. Toilet breaks are not encouraged during class time. You are encouraged to use breaks for nourishment purposes.
- No personal belongings will be permitted in the studios during class time. All belongings should be locked in lockers. You bring ALL items to campus at your own risk and AMPA will not take any responsibility for items that are lost, stolen or damaged.
- You are not permitted to walk in and out of class during class time, converse with other students unless it's part of the class activity or demonstrate inappropriate outbursts.
- You must sit appropriately for any note-taking or theory components of the course unless given permission to do otherwise due to injury.
- As noted above, you will not be permitted to bring mobile phones into class. They must be turned off and left in your locker or bag during class time.
- You are expected to give their full participation in practical classes. Tiredness or mild aches are not acceptable reasons for sitting out (unless you have a prior medical condition, which has been made clear to staff). In the case of an injury, journal observations of the class must be submitted to the lecturer for assessment at the end of class. This therefore means that absences from practical classes because of injury will not be accepted.
- As a gentle reminder, you are a practicing professional, and may be required to complete contracts agreeing to adhere to ethical, professional and behavioural standards as part of the assessment process. Please refer to the individual course unit outlines for details. (Students under 18 are required to have a parent or guardian sign.)

If the conduct of any student is presenting significant disruption to the class, the lecturer may dismiss this student from the class. They should immediately report to the Head of Dance and be prepared to explain why they were dismissed.

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1.5.5.2 Dress Code

There will be no exceptions to the Dress Code without the authority of the Head of Dance. You may be issued with discount cards from suppliers to assist with purchases although brand products are not compulsory.

1.5.5.2.1 Dance Technique and Major Classes:

Ballet Female: Black leotard, pink or flesh coloured tights and ballet footwear as per the lecturer's request. Hair should be secured and neat at all times.

Ballet Male: Black track pants or tights, black singlet (Bonds recommended) or leotard, men's cotton support, black ballet shoes, black or white calf length socks (if tights are worn).

Contemporary/Choreography Female: Black leotard, tights and foot thongs.

Contemporary/Choreography Male: Black Lycra pants, black singlet (e.g. Bonds), cotton support, foot thongs.

Tap: T-shirt or leotards, track pants or shorts, black or neutral tap shoes.

Jazz Female: Black leotard and tights, foot thongs or jazz shoes (black or neutral)

Jazz Male: Black Lycra pants (track pants are acceptable for the first year), black singlet (e.g. Bonds), cotton support, foot thongs or jazz shoes (black or neutral)

Hip Hop: black leotard or t-shirt, black trackpants or long shorts that allow comfortable movement, rubber soled footwear.

Ballroom/Latin American: Casual wear, suede soled or nonslip footwear (not rubber soled)

All other practical classes: as per lecturer's request.

All other non-practical classes: Appropriate street wear.

For all practical classes, hair must be off the face and secured neatly. You are asked to refrain from using products such as hairspray while indoors to secure hair in place for OHS reasons. Staff will not provide hair products due to hygiene reasons.

For all classes, you are asked to not wear clothing with inappropriate logos or messages, dirty, torn or stained clothing, shoes that are not closed-in (heel and toe) or clothing that can catch on students, furniture or other items. This is for your safety and for hygiene reasons.

You are not to wear jewelry during practical classes for safety reasons. Earrings and other body piercings are to be studs, sleepers or clear retainers only or must otherwise be removed for the duration of the practical classes.

Performances: you will be advised by your lecturer as to the attire needed for performances. It is your responsibility to ensure that you have the acceptable attire by the required date-it is not acceptable to rely on the lecturers, Head of Dance or fellow students to provide acceptable attire for you.

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1.5.5.3 Dance Industry Leave

Industry leave will only be approved twice in one trimester and only for students in their fifth and sixth trimesters. One week's notice is required at a minimum and you are required to use the appropriate form (available from the Head of Dance). Approval will be at the discretion of the Head of Dance and all classes will need to be made up.

1.5.6 Other Operational Items

1.5.6.1.1 Food and Drink

A filtered water unit (hot and cold) is located on level 1 of the Surry hills campus and a vending machine is also available on this level. For other items, the local shopping precinct provides a wide range of food and drink options. Students at the Broadway or Alexandria campuses are encouraged to visit the nearby shopping precincts for food and drink.

Please do not eat or drink (other than bottled water) in any classroom or studio on any of the campuses.

1.5.6.2 Off-campus use of AMPA equipment

The use of AMPA equipment off-campus is allowed only for those events that have been organised and promoted as AMPA events or in certain circumstances.

1.5.6.2.1 Notices and Posters:

There are noticeboards available at all campuses for student use. Please note that staff will regularly check these and any inappropriate material will be removed. If students have any posters or material for upcoming events or community programs, students are welcome to put these on the walls (near the Dressing Rooms only) under the following conditions:

1) Students are to only use Blu-Tak or a similar substance (no tape, pins, glue etc.) to stick material on the walls of the Dressing Rooms

2) Posters anywhere else on campus are subject to approval from Administration and/or the Executive Dean (This includes final recital/project students)

3) Notices are not to contain any subject matter that is sexually explicit, excessively violent or graphic, or is of a vilifying/harassing nature (this includes anything that is clearly aimed to offend individuals of a particular race, religion, culture, sexuality or gender identity or to encourage others to harass or offend individuals of this nature).

Students who do not follow these conditions will find their material removed and further action may be taken.

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Students are also heartily encouraged to provide Administration with an electronic copy of student poster-this can be done via admin@ampa.edu.au. This will then be placed on the TV Screens located around the campus.

1.5.7 Variations to Enrolment

You are able to vary your registration for the trimester by adding or withdrawing from units. All variations must be made in the first three (3) weeks of the trimester and must be made after consulting with the Head of Music or Head of Dance.

Changes made after the census date, will incur the full financial and academic penalty.

Students will be required to submit a variation of registration form to administration.

Note: If you are on any form of Centrelink benefit, receiving concession entitlements or are an overseas student, you must maintain at a study load of at least 16 credit points per trimester to remain eligible or continue studying.

1.5.8 Census Dates:

The census date is the last day for the trimester in which any changes to enrolment can be made, including applications for FEE-HELP, withdrawing from units, deferring or withdrawing from the course, adding units or otherwise modifying your study in any way. If you withdraw from a unit after the census date without a satisfactory reason, you will incur the full fee for that unit and you may receive a mark of Withdraw Fail (WF) on your transcript.

Please be advised this also applies to students paying upfront and any International students, in order to ensure we can meet our ongoing regulation requirements.

1.5.9 Unit Requirements

Ensure you are familiar with all the courses that you are undertaking along with the requirements of each. If you are unsure of anything regarding your unit, you are encouraged to consult your Unit Guide (available on eCon) or to speak to the lecturer for that unit.

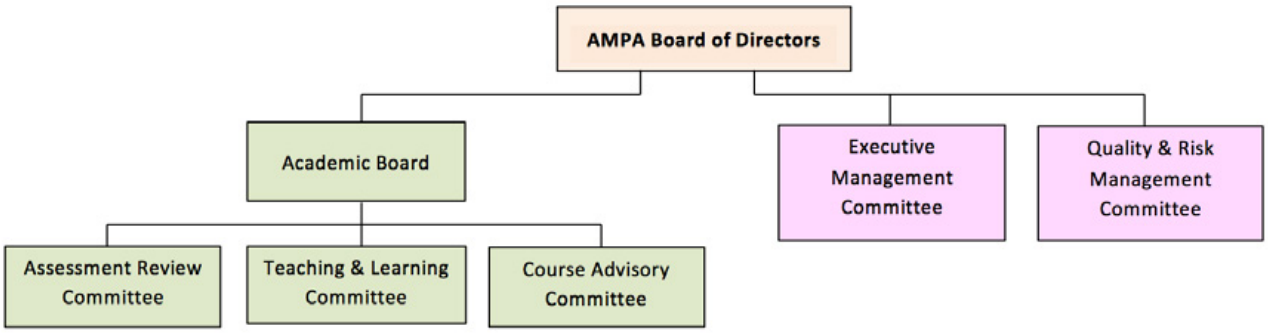




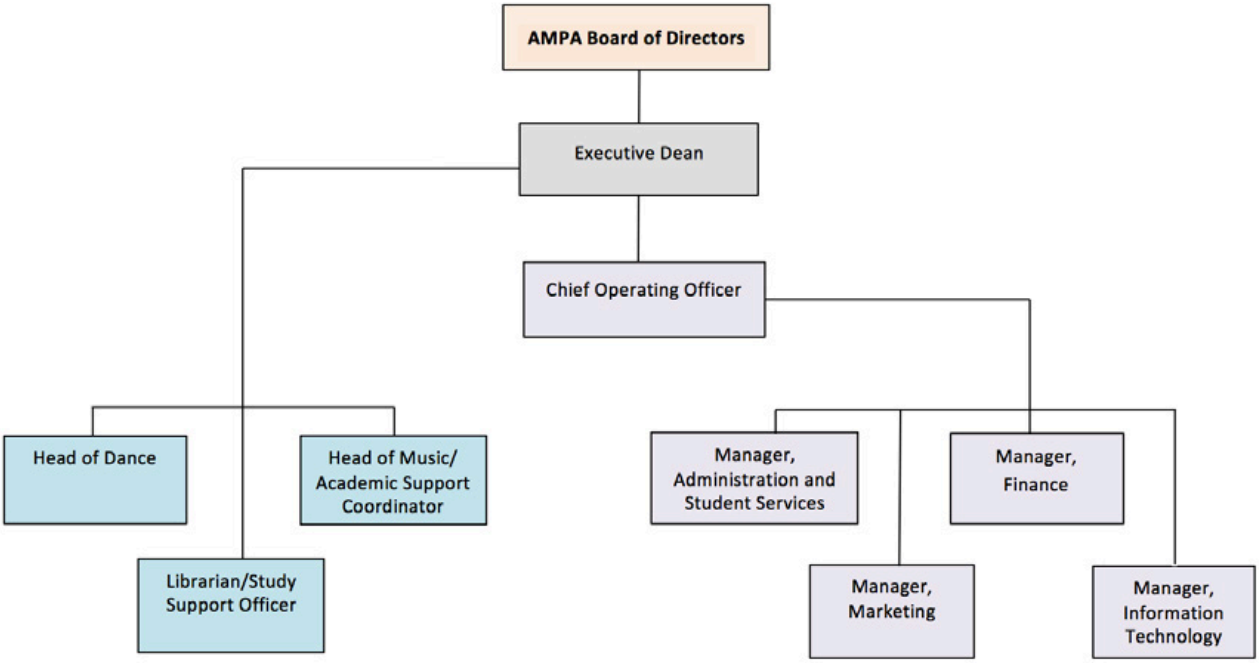
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1.6 ORGANISATIONAL STRUCTURE

1.6.1 Governance and Committee Structure



1.6.2 Organisational Structure



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2 POLICIES

2.1 GENERAL POLICIES

2.1.1 Code of Conduct – Students

2.1.1.1 Policy Statement

Studying at AMPA involves the active participation of students who share with staff the responsibility to ensure that teaching is conducted efficiently and effectively, enabling students to achieve their maximum potential.

A separate *Code of Conduct - Staff* sets out the responsibilities of staff to the students they teach.

2.1.1.2 Responsibilities of Students

Students of AMPA have responsibilities that allow their experience to be both successful and memorable, which includes:

- becoming familiar with the rules governing the degree in which they are enrolled as set out in the AMPA Handbook;
- checking their enrolment status at census/audit dates in each session, and inform themselves of deadlines for withdrawal/addition of units;
- abiding by the policies and practices of the Course from which they take unit/units, as explained in the unit outline handed out by the end of the first week of lectures for every unit;
- taking the initiative and consulting with appropriate academic or administrative staff when problems arise;
- maintaining satisfactory academic progress as set out in the degree/diploma rules;
- meeting deadlines for work to be submitted as set out in the unit outline;
- conducting themselves in an orderly and proper manner in any class or in the library or in any other place where such activity will adversely affect the working environment of others;
- attending all lectures, tutorials, seminars and practical work as stipulated in unit outlines for those units in which they are enrolled;
- submitting original work for assessment, without plagiarising or cheating, abiding by AMPA's policies on Academic Misconduct as set out in AMPA Policies, and in AMPA handbooks and unit outlines;
- abiding by the rules governing student conduct , campus access, the use of AMPA computing facilities and other equipment (see Student Handbook);
- respecting the diversity of members of the campus community.

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2.1.1.3 Plagiarism

Plagiarism is the representation of another person's work or ideas as one's own.

The other person may be an author, critic, lecturer or another student. When it is desirable or necessary to another person's material, take care to include appropriate references and attribution - do not pretend the ideas are their own. Be sure not to plagiarise unintentionally. Plagiarism can lead to expulsion from the AMPA.

See 2.2.3 Academic Misconduct Policy

2.1.1.4 Unit Information

In the first week of lectures for every unit, students will receive written information about the unit which will provide details about the requirements, the method of assessment and all other relevant information about the unit.

2.1.1.5 Required Reading

The information sheet referred to above will also contain information about the text books for the unit, the reference books and any other required reading. As academic staff are constantly keeping up to date with new developments in their areas of interest, students should be aware that other relevant material that becomes available during the period in which the unit is taught may also be introduced as required reading.

2.1.1.6 Student Academic Complaints/Grievances

A student who is concerned about a decision, act or omission of a member of the AMPA staff, which affects their academic experience, may follow the grievance resolution procedures set out in section 2.2.2 Academic Complaints/Grievance Policy.

2.1.1.7 Late Submission of Work

Extensions of time to submit material for assessment can only be granted in exceptional circumstances such as illness or misadventure. Written notice is given at the beginning of lectures for each unit of the requirements for the unit and this information includes the dates for the submission of work for assessment. "Pressure of work", either from employment or from other units, is not an acceptable reason for seeking an extension of time.

2.1.1.8 Staff and Student Communication

Staff contact details (telephone and email) are provided in the Unit Guides for individual units.

Communication between staff and students using social networks (Facebook, Twitter etc) is not considered an official form of communication.

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2.1.1.9 Protection of Young People

AMPA is to be a safe place for people of all ages, both male and female, to visit and receive health support services, without fear of exploitation or abuse.

We have a particular commitment to ensuring that children and young people who attend AMPA are safe from behaviour that is exploitative, predatory, abusive, manipulative, or violent. Such behaviour, whether physical, sexual, emotional or spiritual, is always unacceptable.

All staff have a "Duty of Care" to children and young people when they are within our care and all staff are to be aware of their responsibilities to protect children and young people.

Staff are not to develop relationships with children / young people which may compromise their role and put the child / young person at risk of physical or emotional distress.

If staff form a suspicion on reasonable grounds of child abuse or neglect, they are to contact Executive Dean.

2.1.2 Code of Conduct – Staff

2.1.2.1 Introduction

The Academy of Music and Performing Arts (AMPA), as a registered and approved higher education provider, shares a community of purpose with other like providers and between its staff and students. This entails reciprocal obligations between the members of the community and its organisational representation. For AMPA to retain and enhance its reputation as a provider of high quality private higher education, it is beholden on the institution to act in a way that furthers its communal purpose. To this end, AMPA expects:

- its staff to act in accordance with this *Code of Conduct* which embodies key values underpinning the community of purpose, and
- its students to act in accordance with their *Code of Conduct*.

This *Code of Conduct* is important for everyone associated with any aspect of education and training within AMPA for whose students we hold a special position of trust. The *Code of Conduct* provides us with a framework of ethical principles, obligations and standards that guide us in how our work is to be performed, our professional standards as employees, and how we should conduct our relationships with others.

2.1.2.2 Purpose

The provision of higher education brings with it a commitment that quality education will be delivered, and that students receive value for the investment they are making. AMPA, through its staff, is dedicated to ensuring that Australia's excellent higher education reputation be maintained and enhanced, with a particular focus on music.

- This Code sets out the responsibilities and expectations that AMPA has of its staff, and also provides students and employees, as well as the wider

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higher education sector, with an assurance of excellence in teaching and learning and employment.

- This Code also underpins the approach AMPA takes when it seeks to engage in public policy debate in education, helping it to reflect the values of its members.
- All employees are required to read this *Code of Conduct*, either before or soon after joining the institution.

2.1.2.3 Responsibilities of Teaching Staff

Teaching staff of the AMPA have responsibilities towards the students they teach, including:

- preparing and presenting material at an appropriate standard within the resources available;
- informing students, by the end of the first week of formal contact for each unit, of the requirements for the unit and of the method(s) of assessment to be used for the unit;
- being available for reasonable periods of time during the teaching session, the study weeks and the examination periods so that students may discuss aspects of the unit with them;
- assessing students' work fairly, objectively and consistently across the candidature for the unit;
- being available to students after marked material has been returned so that any student who seeks it, can be shown how the mark was determined.

2.1.2.4 AMPA supports its students by:

- ensuring that adequate learning and study facilities are available;
- ensuring that curriculum and study resources are of a high standard, current and relevant, and are readily and easily available;
- having fair and open procedures for admission, tuition, course administration, and assessment;
- ensuring students have the necessary pre-requisites for study, including academic proficiency and legal status;
- being mindful and respectful of the different characteristics of students and their varying cultural backgrounds and levels of ability;
- providing particular care for students who are under 18;
- monitoring course progress and attendance;
- managing student information in a responsible and lawful manner with particular attention to privacy obligations;
- supplying a well-rounded educational experience.

2.1.2.5 AMPA supports its staff by:

- ensuring that adequate work and support facilities are available;
- supporting staff in the design, development and delivery of high standard curriculum and learning resources;

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- providing training, where and as appropriate, in relevant educational technologies and delivery and support methods;
- having fair and open recruitment, appointment and promotion procedures;
- providing a safe, healthy and hospitable work environment;
- properly and ethically following all academic and non-academic complaint and grievance procedures;
- being mindful and respectful of the different characteristics of students and their varying cultural backgrounds and levels of ability;
- managing staff information in a responsible and lawful manner;
- providing professional development opportunities and ongoing professional development;
- being proactive in avoiding or minimising potential industrial or interpersonal conflict.

2.1.2.6 Quality Control

The quality control of this Code of Conduct requires staff to conduct themselves according to the following guidelines since our daily interactions with others reflect both on AMPA as an institution and on us as individuals. It is, therefore, important to our individual and collective reputation that we conduct our relationships in a professional and respectful way.

Staff whose work involves any form of communication with students have a special responsibility to provide an appropriate role model for those students. Modelling effective leadership in our interactions with students can have a profoundly positive influence on a student's personal and social development. To these ends AMPA staff are obliged to:

- behave honestly and with integrity in the course of AMPA employment;
- act with care and diligence in the course of AMPA employment;
- when acting in the course of AMPA employment, treat everyone with respect and courtesy, and without harassment;
- when acting in the course of AMPA employment, comply with all applicable Australian laws;
- comply with any lawful and reasonable direction given by someone within AMPA who has authority to give the direction;
- maintain appropriate confidentiality; ;
- disclose, and take reasonable steps to avoid any conflict of interest (real or apparent) in connection with AMPA employment;
- use AMPA material resources in a proper manner;
- not provide false or misleading information in response to a request for information that is made for official purposes in connection with the employee's AMPA employment;
- not make improper use of confidential information;
- at all times behave in a way that upholds the values of AMPA which are espoused in its Mission and Vision and the integrity and good reputation of AMPA.

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2.1.2.7 Staff and Student Communication

Communication between staff and students using social networks (face book, twitter etc) is not considered an official form of communication.

2.1.3 Diversity, Equity and Inclusion Policy

2.1.3.1 Policy Statement

AMPA demonstrates a commitment to fostering an environment in which diversity, inclusion and equity are encouraged and supported. This policy applies to all staff, students and affiliates of AMPA.

The purpose of this policy is to raise awareness, support, promote and encourage diversity, equity, and inclusion at AMPA.

Standard 2.2 of the Higher Education Standards Framework (Threshold Standards) 2021 describes diversity and equity as creating equivalent opportunities for academic success regardless of students' backgrounds. AMPA applies this same standard to staff.

AMPA considers diversity of knowledge and experience essential to a positive staff and student experience. AMPA supports a culture of inclusivity, where freedom of speech, opinion and academic freedom are upheld. Strategies are in place to provide all staff and students with equivalent opportunities to succeed.

Diversity, equity, and inclusion principles are applied through AMPA admissions, teaching and learning, marketing, and workforce planning and management processes.

2.1.3.2 Principles

The diversity, inclusion, and equity principles in this policy demonstrate AMPA's:

- Commitment to social justice and human rights.
- Zero tolerance for discrimination towards staff or students regardless of staff and students' background.
- Design and application of policies, practices and approaches to recruitment, teaching and learning to accommodate staff and student diversity, including the groups identified by Diversity Council Australia (DCA).
- Opportunities of equivalent opportunities for success regardless of staff and students' background.
- Practice of specific consideration to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.

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- Commitment to monitoring the participation, progress, and completion by DCA identified groups, and utilisation of the results to inform and review policies, teaching and learning, and support services.

2.1.3.3 Definitions

- **Diversity** refers to all the ways in which we differ. This includes culture, ethnicity, faith, age, class, disability, gender identity and expression, sexual orientation, and intersex status, among other characteristics.
- **Inclusion** occurs when the mix of people in an organisation work together to improve performance and wellbeing. Inclusion is achieved when people feel respected for who they are, are connected to their colleagues, contribute their perspectives and talents, and progress in their careers (i.e. have equal access to opportunities).
- **Equality** and **equity** are different things and lead to different outcomes. When we treat everyone equally, we treat everyone the same, but when we treat everyone equitably, we consider their individual needs. Equity asks us to acknowledge that everyone has different needs, experiences, and opportunities.

- **Accessibility** is making information, activities, and environments useable for everyone.

2.1.3.4 Procedures

AMPA values and benefits from a diverse, inclusive, equitable culture. Staff and students at AMPA are guided by the following procedures when interacting internally and the with the external community:

- Staff and students are encouraged and supported to exercise their rights and responsibilities in relation to diversity, inclusion, and equity.
- Respect of other's perspectives, opinions, backgrounds, nationalities, and beliefs is expected from all staff and students.
- The values of integrity, transparency, respect, and ethical decision making will be accessible and clear in policies and practices.
- There is an expectation that all staff and students seek to promote and raise awareness of the AMPA diversity, inclusion, and equity principles.
- Staff and students in leadership and management positions must be inclusive and identify opportunities to review programs and activities to facilitate ongoing improvements.
- The design and implementation of all programs and activities incorporate and provide equal opportunities for participation, progression and success in employment and education.
- The student admission procedures ensure that admitted students have the academic preparation and English proficiency need to success in their intended study.
- Staff and student support and educational resources meet the requirements of Standard 2 of the HES Framework, in relation to student diversity and equity.
- Prior to accepting an offer, prospective staff and students can access current academic governance, policies, and requirements including those referencing diversity, inclusion and equity.

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- The Orientation program and course progress will be made available in accordance with student needs and preparedness, granting equivalent opportunities for successful transition and progression through their course of study.
- Learning support services are accessible and consistent with the requirements of the course and mode of study, and individual learning needs are considered.
- In line with standard 2.2 of the HES Framework, AMPA will grant specific considerations to the recruitment and admission of Aboriginal and Torres Strait Islander peoples.
- Staff and student have access to support services, including mental health, disability, safety and wellbeing, and these services are able to accommodate individual needs.
- The accommodation and support of the expected diversity in the backgrounds and characteristics of staff and student at AMPA will be:
    - Practiced in accordance with the obligations set by the Australian law.
    - Carefully considered in the marketing and recruitment of prospective students.
    - Carefully considered in the resources and opportunities presented to staff and students.
    - Monitoring and capturing student's course participation, progression and completion at ARC committee and Academic Board.
- AMPA will not discriminate, directly or indirectly, against a person on the grounds of a person's disability by:
    - Refusal or dismissal of an application for employment.
    - Refusal or dismissal of an application for admission as a student.
    - Denying or limiting the staff or student access to any benefits provided.
    - Expelling the student.
    - Unfair dismissal of a staff member.
    - Exposing the staff or student to any unsafe behaviours or activities.

All 'reasonable steps' and 'reasonable adjustments' will be made to enable staff and students with a disability to apply, enrol and participate on the same basis as a student without a disability.

AMPA aims to practice acknowledgement, support and guidance for specific equity groups that may include:

- Aboriginal and Torres Strait Islander peoples.
- People with disabilities.
- Gender identity
- Sexual preferences
- People from any cultural, ethnic, religious or national backgrounds and identities.
- People who are from lower socio-economic backgrounds.
- People from remote, rural or isolated areas.
- Any other groups that may have experienced disadvantage.

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2.1.3.5 References

- Age Discrimination Act 2004 (Cth)
- Australian Human Rights Commission Act 1986 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005
- Education Services for Overseas Students Act 2000 (ESOS Act 2000)
- Education Services for Overseas Students Regulations 2001
- Fair Work Act 2009 (Cth)
- Higher Education Standards Framework (Threshold Standards) 2021
- National Code of Practice for Providers of Education and Training to Overseas Students 2018

2.1.4 Non-Academic Complaints Policy

2.1.4.1 Purpose and Scope

A non-academic complaint arises from an event occurring in the activities of the Academy of Music and Performing Arts (AMPA), or a decision made by AMPA, in which the complainant perceives a lack of procedural fairness and/or unjust discrimination and/or an affront to person or conscience, which does not arise from the complainant's academic performance or potential. This policy is intended to cater for non-academic complaints that are not restricted to and may encompass any of the following:

- Harassment, sexual or otherwise, and/or vilification of a student enrolled in a course of AMPA by another student or member of AMPA staff;
- Complaint regarding behaviour of AMPA staff;
- Being refused enrolment or progression or graduation in a course of AMPA based on discrimination;
- Overseas student being refused a transfer to another provider;
- The claim that a student enrolled in a course of AMPA has an unpaid financial obligation to AMPA;
- Complaint arising from the use of personal information provided by a student.

All students of AMPA or those seeking to enrol in a course of study with AMPA are entitled to access the complaint procedures set out in this policy regardless of the location of the campus at which the complaint has arisen, the student's place of residence or the mode in which they study. The complainant and/or respondent will not be victimised or discriminated against at any stage of the complaints process set out in this policy. AMPA does not charge any fee for the processing of complaints.

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The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other higher education provider policies or under statute or any other law.

2.1.4.2 Procedures

2.1.4.2.1 Avenues Available to Pursue Complaints

A complainant has the option of pursuing a complaint through four levels:

1. Informal discussion
2. Formal written complaint to the Executive Dean
3. Formal written complaint to the Non-Academic Complaints Committee
4. Written request for External Review

Level One – Informal Discussion

Complainants are encouraged to raise their complaint in the first instance directly with the person concerned, or the manager responsible for the non-academic service involved in the complaint. This is appropriate in matters where the complainant feels comfortable with making a direct approach, or where the complaint does not relate to allegations of unlawful behaviour. Complaints at this level are not considered 'formal' and do not require documenting unless they proceed to the next level.

Level Two - Formal written complaint to the Executive Dean

Where a complainant is not comfortable in discussing the issue informally, or has discussed their complaint with the relevant person and is unable to resolve the issue, or is dissatisfied with the outcome of an informal discussion, he or she may choose to lodge a formal complaint with the Executive Dean. Mindful of the nature of the complaint, it must be dealt with in a reasonable time-frame, and at any rate within 20 working days of receipt of the complaint. The Executive Dean must give reasons and a full explanation in writing for decisions and actions taken in relation to this complaint as part of the procedures if requested by the complainant and/or respondent.

Level Three - Formal written complaint to the Non-Academic Complaints Committee

In the event that the Executive Dean's decision does not resolve the issue, the complainant has the right to lodge a complaint with the Non-Academic Complaints Committee. The complaint must be submitted in writing to the Executive Dean and explicitly seek the involvement of the Non-Academic Complaints Committee. The Executive Dean must acknowledge receipt of a complaint in writing within 5 working days.

AMPA's Non-Academic Complaints Committee will consist of:

a) Member of the Board of Directors (as Chair)
b) Executive Dean

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c) External member of AMPA's Course Advisory Committee.

Where a member of the Committee is a respondent in a complaint that member's place will be taken by a person of equivalent qualifications to be appointed by the Executive Dean.

The Non-Academic Complaints Committee must address a complaint requiring its consideration within 20 working days of the receipt by the Executive Dean of the written complaint. The complainant must be given the opportunity to appear before the Non-Academic Complaint Review Committee. The complainant and the respondent have the right to be represented by a third person, such as a family member, counsellor or other professional support person if they so desire. If a request for an impartial observer is received from the complainant or the respondent, an observer agreeable to both the Executive Dean and the complainant will be permitted to attend the proceedings. This observer will normally be drawn from an institution affiliated with the Council of Private Higher Education (COPHE), or from a registered higher education provider.

The Non-Academic Complaints Committee must give reasons and a full explanation in writing for decisions and actions taken as part of the procedures. The complainant must be informed in writing that AMPA has a process by which the decision of the Non-Academic Complaints Committee can be reviewed externally.

Level 4 External Review

If the complainant remains unsatisfied with the outcome of AMPA's procedures mediation is available through:

Resolution Institute.
13-15 Bridge Street, Sydney NSW 2000
Phone: 61 2 9251 3366 Freecall: 1800 651 650
www.resolution.institute

The Tertiary Education Quality and Standards Agency (TEQSA)
GPO Box 1672, Melbourne VIC 3001
Phone: 1300 739 585; www.teqsa.gov.au

AMPA will endeavour to achieve a resolution within 20 working days.

If complaints remain unresolved, the complainant may decide to refer the matter to another external agency, such as:

- Anti-Discrimination Board
- NSW Office of Fair Trading
- NSW Ombudsman
- Australian Human Rights Commission

2.1.4.3 Records

Records of all complaints and applications for review of decisions must be kept for a period of at least five years after which time they will be destroyed. Records of complaints and their outcomes will be kept strictly confidential and

filed in a separate file (not kept on the student or staff file) and kept in the office of the Executive Dean. Only the Executive Dean has access to AMPA locked files. Parties to the complaint will be allowed supervised access to these records at any time by making a written request to the Executive Dean.

2.1.4.4 Authority and Implementation

This policy and procedure was agreed to by AMPA Board of Directors at its January 2016 meeting. The Board of Directors determined that a copy of this procedure be made available to all staff and support staff through the Staff Handbook. The Executive Dean is responsible for training staff and support staff in the application of the policy. Staff members are trained in the policy at the beginning of year staff meeting, or for new staff as a part of their general orientation.

The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other higher education provider policies or under statute or any other law. Nothing in this Non-academic Complaints Policy limits the rights of students to take action under Australia's Consumer Protection laws. Also, these dispute resolution procedures do not circumscribe students' rights to pursue other legal remedies.

2.1.4.5 Reporting of Outcomes

All policy reviews undertaken and their outcomes, must be reported annually by the Executive Dean to the Board of Directors.

2.1.5 Disability Policy

2.1.5.1 Policy Statement

AMPA is committed to developing and supporting an inclusive and diverse environment which provides equal opportunity for all staff and students with disabilities to be able to access, participate in, and enjoy the benefits of education and employment wherever possible.

2.1.5.2 Definitions

Under the *Disability Discrimination Act (1992),* the term disability means:

a. total or partial loss of a person's bodily or mental functions;
b. total or partial loss of a part of the body;
c. the presence in the body of organisms causing disease or illness;
d. the presence in the body of organisms capable of causing disease or illness;
e. the malfunction, malformation, or disfigurement of a part of a person's body;
f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction,
g. a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement that results in disturbed behaviour, and includes a disability that:
h. presently exists;

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i. previously existed, but no longer exists, or
j. may exist in the future.

2.1.5.3 Disclosure

AMPA acknowledges that information provided to it about a person's disability or health status is personal and private and will respect the confidentiality of all such information in accordance with its privacy policy.

2.1.5.4 Students with Disabilities

1. Students with an existing disability should advise the Executive Dean in writing. They should also include medical certificates that explain the effect of the disability and/or other relevant supporting documentation.
2. AMPA will take the necessary steps for staff that need contact with students with a disability to ensure they are aware of their responsibilities and relevant government legislation.
3. Wherever possible AMPA will endeavour to provide equal access to classrooms and facilities for students with a disability.
4. The Executive Dean will present the draft Special Needs Plan to the student to ensure the support provisions are acceptable to the student and the conditions are set to make the particular arrangements comparable to the standard arrangements for any other student.
5. Teaching staff will report negative outcomes or any signs of the student being at risk of failing to the Executive Dean for early intervention and possible change to the Special Needs Plan

2.1.5.5 Responsibilities

Staff:

- who are Managers and Academic Supervisors will ensure that people are not discriminated against or harassed in all AMPA sites;
- will implement all the reasonable adjustments outlined in the Special Needs Plan;
- are responsible for creating a climate in which students and staff are encouraged to discuss issues arising from the impact of the disability on their studies and teaching, and
- must have due regard for each person's right to privacy and confidentiality when seeking information for the purpose of making reasonable adjustments.

Students:

- Students with a disability have the right not to declare their disability. Implementation of reasonable adjustments to their learning program is only possible if the student declares the identity and nature of the disability to the Executive Dean.

2.1.5.6 Appeals and Grievances

Staff and students who believe that they have been treated unfairly on the grounds of disability are encouraged to use AMPA procedures on appeals and grievances. AMPA is committed to accessible, fair and confidential

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processes for the resolution of complaints based on allegations of discrimination on the grounds of disability.

See 2.1.3 Non-Academic Complaints policy and 2.2.2 Academic Complaints/Grievance Policy

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2.1.6 Critical Incident Policy

2.1.6.1 Policy

This document outlines AMPA's policy, support mechanisms and procedures for managing a critical incident.

This policy will ensure:

- An effective approach in responding to critical incidents as they occur.
- Appropriate support and counselling services available to those affected.
- Appropriate training and information resources provided to staff.

2.1.6.2 Definition

Under Section 6 of the National Code 2007, a critical incident is defined as a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury.

Critical incidents may include, but are not limited to:

- serious injury, illness, or death of a student, or staff member or family member
- a missing student
- severe verbal or psychological aggression
- physical assault
- student, or staff members witnessing a serious accident or incidence of violence
- natural disaster eg epidemic, earthquake, flood, or extremes of temperature
- traumatic incident within the home country of an international student, such as a political coup, religious persecution or natural disaster
- fire, bomb threat, explosion or other hazard
- sexual assault, drug use, alcohol abuse or internet abuse

2.1.6.3 Critical Incident Team

The critical incident team at AMPA comprises:

- Executive Dean
- Chief Operating Officer
- Administration Manager

The responsibilities of the team include:

- risk assessment of the situation which may require emergency action
- analysis of the requirements to address the situation
- establish liaison with all relevant emergency services, including community emergency services
- 24-hour access to contact details of all students and their families or guardians
- 24-hour access to contact details of all relevant staff members needed in the event of a critical incident
- development of a critical incident plan for each critical incident identified
- dissemination of the planned procedures, highlighting the critical incident contact person for distribution to all students

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- organisation of practice drills
- regular review of critical incident plans, including annual review of contact numbers

2.1.7 Child Protection & Student Welfare Policy

2.1.7.1 Policy

AMPA is bound by, and acts in accordance with, all relevant legislation and will take into account other appropriate practices and guidelines aimed at the protection of children.

No member of AMPA staff is allowed to engage in conduct that constitutes violence, abuse, assault, sexual misconduct, harassment or other improper conduct as defined in Legislation and the Staff Code of Conduct for the Care and Protection of Children.

AMPA's policy and procedures are amended from time to time to take into account amendments to legislation and regulations.

2.1.7.2 Definition

The designation of '*Children'*, as defined in the Child Protection (Working With Children) Act 2012 and Child Protection (Working With Children) Regulation 2013, is any 'Persons under the age of 18 years'. For the purposes of this policy, Children will also be referred to as underage students.

Some agencies consider children over the age of 16 to exist in a 'special category'. There is to be no grey area in relation to your mandatory reporting requirements. All students of AMPA who are under the age of 18 are to be treated as children for reporting purposes. If in doubt, make a report.

Child Neglect occurs where the child is harmed by failure to provide the basic necessities of life, such as adequate and proper food, nursing, clothing, medical aid or lodging.

The principle underpinning this mandatory requirement is that the welfare of the child is paramount.

AMPA will ensure that this focus is maintained as our primary responsibility.

2.1.7.3 Mandatory reporting

Staff may also be required to make a report through your obligation as a mandatory reporter.

The following categories provide a broad overview of when mandatory reporting is required.

If you suspect abuse is being caused, or has been caused by a carer/parent/guardian/teacher/the student/other, including: Physical abuse, neglect, sexual abuse, psychological harm, danger to self or others, relinquishing care, carer concern, concern for unborn child.

The Mandatory Reporter Guide contains 'decision trees' that will guide you through the process of reporting.

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http://www.community.nsw.gov.au/docs_menu/preventing_child_abuse_and_neglect/resources_for_mandatory_reporters/how_to_make_a_report.html

2.1.7.3.1 Reporting your concerns to the Executive Dean.

In addition to your mandatory reporting requirements, you must notify the Principal as soon as the report is made and complete a written report.

2.1.7.3.2 Making a Written Report

Any AMPA staff member should document the following information in writing as soon as possible after the witnessing/reporting of an event.

- The allegation (a brief summary of what has been said and by whom);
- All contact/discussions/emails with anyone about the matter. This should include the date, the discussion/questions/advice, the name of the person making contact, details of their position/agency and where appropriate reason for the contact.
- Completion of a 'decision tree'. This must be saved and safely stored.

2.1.7.3.3 Who to call: The Department Of Community Services (Docs)

Hotline: 133627

2.1.7.3.4 Who to call: The Police

Surry Hills Police: 92654144

2.1.7.4 Grooming Behaviours and Boundary Crossing

Grooming is a pattern of behaviour aimed at engaging a child or student as a precursor to sexual abuse. The grooming process can include:

- Persuading a child that a "special" relationship exists – spending inappropriate special time with a child, inappropriately giving gifts, showing special favours to them but not other children, allowing the child to overstep rules etc.
- Testing of boundaries

It is important to have an understanding of and be able to recognise when a staff/student relationship is at risk of being seen as inappropriate.

2.1.7.5 Warning Signs Of Boundary Crossing

- A disproportionate amount of instructional time is being spent with one student.
- The student is being seen alone by the staff member outside of the academic day.
- The staff member believes that he/she is the only one who is "reaching" the student.
- There are secrets between the staff member and the student.
- The staff member ignores legitimate student requests.
- The staff member reports only all negative or all positive aspects of the student's behaviour.

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- The staff member is defensive when questioned about the relationship he/she has with a certain student.
- The staff member allows the student to miss other classes when there is a student-teacher conflict in that class.
- The student gives the staff member inappropriate notes, letters and gifts.
- The staff member initiates contact with the student for personal reasons.

2.1.7.6 Behaviours That Promote Boundary Violations

- The use of derogatory names.
- Ignoring a student because you do not like him/her.
- Depriving the student of what is within his/her rights.
- Speaking above students in an intimidating manner.
- Sexual involvement with students.
- Ignoring inappropriate behaviour in a manner which is not consistent with class expectations.
- The use of harsh punishment before a lower-level intervention has been tried.
- Sharing personal information that does not assist the student.
- Exchange tangible items with the students for personal gain.
- Using alcohol or other drugs while interacting with students.

2.1.7.7 Relationships With Students

- Staff should avoid situations where they are alone in an enclosed space with a student. Where staff are left with the responsibility of a single student they should ensure that this is in an open space in view of others. Where this is not possible or practical it should be discussed with the Executive Dean.
- Staff may as part of their pastoral care role engage in discussion with students. This is entirely appropriate. However, staff must be cautious of making personal comments about a student or asking questions that probe their own or a student's sexuality or relationships.
- When staff wish to conduct a private conversation with a student they should consider the time and venue carefully to avoid placing themselves in a vulnerable situation. You must leave the door open. The staff member should not locate themselves between the student and the door.
- Staff should never drive a student in their car unless they have specific permission from the Executive Dean and the parent/guardian to do so. In the event of an emergency staff should exercise discretion but then report the matter to the Executive Dean and parent.
- Staff should notify the Executive Dean immediately should they suspect a situation involving any form of reportable conduct (formerly referred to as child abuse). It is not staff responsibility to investigate. Similarly staff should report to the Head of School or Principal any suspected case of neglect. You may be required to independently report this as part of your duties as a mandatory reporter.
- Social relations between staff and students outside the AMPA are banned. This includes any sort of Social Media contact. This means no Facebook, Instagram, MySpace etc. with any under age student.

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- When physical contact with a student is a necessary part of the teaching/learning experience staff must exercise caution to ensure that the contact is appropriate and acceptable. Staff should seek reassurance from the student by asking for a volunteer to demonstrate a particular activity.
- Staff should not supply or condone the use of alcohol, tobacco or other drugs for any student in their care.
- When congratulating an underage student, a handshake, pat on the shoulder are acceptable as long as the student is comfortable with this action. No hugging, or kissing of students at any time.
- Assessing an underage student who is injured or ill may necessitate touching. Always advise the student of what you intend doing and seek their concurrence.
- Staff must always treat students with respect and without favouritism. There is no place for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.
- Sometimes during the course of your work you may be in receipt of a gift from a student. In such circumstances where the receipt of a gift could be considered outside of usual custom you are to inform the Executive Dean.

2.1.7.8 Risk Management

Risk management means identifying the potential for an incident or accident to occur and taking steps to reduce the likelihood or severity of its occurrence.

All employment situations do not carry the same risks; nor do all employees. Neither will all children have the same vulnerability. Recognising and acknowledging that the risk of child abuse is present in any child-related employment situation is the first critical step towards effective risk management.

In dealing with any specific allegations AMPA will put a risk management plan in place that will include procedures to prevent child abuse occurring in the workplace as well as procedures for responding to incidents or allegations of child abuse against an employee.

2.1.7.8.1 Initial Risk Assessment

One of the first steps following an allegation of child abuse against an employee is to conduct a risk assessment. The purpose of undertaking a risk assessment when an allegation is made is to identify and minimise the risks to:

- The child(ren) who are alleged to have been abused by an employee;
- The other children with whom the employee may have contact;
- The employee against whom an allegation of reportable conduct has been made;
- AMPA;
- The proper investigation of the allegation.

When taking action to address the identified risks, AMPA will take into consideration both the needs of the child who is alleged to have been abused and the employee against whom the allegation is made. This includes the

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nature of the allegation, the vulnerability of children, the nature of the position occupied by the employee and the level of supervision of the employee. The disciplinary history, safety of the employee and risk to the investigation may also be factors in considering whether to leave the employee in position while the investigation is conducted. AMPA will take appropriate action to minimise risks should they be identified as significant.

Please Note: A decision to take action on the basis of the risk assessment has no relevance to the findings of the matter. Until the investigation is completed and a finding is made, such action will not be considered as an indication that the employee has engaged in reportable conduct. The action taken by AMPA merely recognises the serious potential consequences of the allegation (whether or not it is proven) and is an attempt to manage the risk.

2.1.7.9 Risk Management at the Conclusion of the Investigation

At the completion of the investigation a finding is made in relation to the allegation. A review of the investigation should then be conducted to ensure that all relevant 'risk' issues have been considered. This information will provide AMPA with an opportunity to put in place measures to minimise any further risk of harm to children in its care. Such measures may include, but will not be limited to:

- Training for one or more employees;
- Changing work practices in certain situations;
- Changes to the physical environment;
- Reviewing the Child Protection Policy.

NB: AMPA's responsibilities when Police or DoCS are investigating the incident are:

- Assess risk posed by the employee if the allegation were to be sustained;
- Liaise and co-ordinate with DoCS or Police regarding specific roles.
- Once DoCS/Police has made a finding AMPA will:
- Determine what other evidence needs to be collected, so that a decision regarding the employee can be made;
- Put the allegation to the employee and give them the opportunity to respond and take this evidence into consideration;
- Make a determination regarding the employee.

2.1.7.10 The Commission For Children And Young People (CCYP)

The CCYP receives notification from the AMPA of:

- Relevant employment proceedings taken as a result of an allegation/finding of reportable conduct by an employee when the finding is sustained or not-sustained.
- Applicants who have not been offered child-related employment as a result of appropriate assessment/screening.

The CCYP must securely retain all relevant records.

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2.1.7.11 Professional Development For Staff

AMPA's obligations under its duty of care to pupils and under the various legislation, require that all relevant staff (including volunteers, where appropriate) be appropriately trained.

Existing staff will be required to attend training that will:

- Reinforce AMPA's Child Protection Policy and specifically, the Staff code of Conduct;
- Raise their awareness of child protection issues (recognising child abuse and neglect);
- Advise them of their statutory obligations under AMPA policy;
- Provide guidelines for appropriate and inappropriate behaviour.

As part of their induction to AMPA, newly recruited staff will be assessed, as to their knowledge and training requirements in this area, and appropriate training will be undertaken.

2.1.7.12 Procedures

1 Immediate Response (within 24 hours)
- identification of the nature of the critical incident
- notification of the critical incident team leader
- implementation of appropriate critical incident plan
- contact and liaise with relevant emergency services
- if applicable secure or evacuate the area
- ensure safety and welfare of students and staff
- manage media and publicity
- contact and inform parents, guardians and family members
- assess the need for support and counselling for those directly and indirectly involved
- in the case of involvement of overseas students liaise with the Department of Immigration and Citizenship and appropriate embassy

2 Secondary Response (within 48-72 hours)
- assess the need for ongoing support and counselling for those directly and indirectly involved
- provide all stake holders with accurate information as appropriate
- organise debriefing for students and staff most closely involved
- completion of incident report

3 Ongoing Follow-up Response
- arrangement for a memorial service as appropriate
- maintain contact and support for injured and affected parties
- evaluation of critical incident management
- manage any long term effects (inquests, legal proceedings)
- notify administration if there is a need to follow up on student records
- attend to the personal effect of students in the event of long term illness or death

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2.1.7.13 Media Release

All media releases will be the responsibility of a designated member of the critical incident team.

Where a media release is judged appropriate, a copy of the release will be provided to all students, staff and members of the Board of Directors no later than the time of release to the media.

2.1.7.14 Evaluation and Review of Management Plan

After each critical incident, the critical incident team will meet to evaluate the report and effectiveness of the management plan. Modifications will be made as required.

The evaluation process will incorporate students, staff and the wider AMPA community.

An evaluation report will be presented to the Board of Directors.

2.1.8 Sexual Harassment Policy

This policy expresses the behaviour expected of AMPA Community regarding any matter of Sexual Harassment.

Rationale

The purpose of this policy is to manage any incidences of Sexual Misconduct, including Sexual Harassment at AMPA and to contribute to maintaining a campus culture of inclusivity and respect; upholding the rights of Employees and Students to fair treatment.

Legislative Context

- *Anti-Discrimination Act 1977* (NSW)
- *Crimes Act 1900* (NSW)
- *Education Services for Overseas Students Act* 2000 (Cth)
- *Fair Work Act 2009* (Cth)
- *Higher Education Support Act* (Cth)
- *Privacy and Personal Protection Information Act 1988* (NSW)
- *State Records Act 1988* (NSW)
- *Sex Discrimination Act 1984* (Cth)

Related Documents

- AMPA Policy and Procedures Manual (as amended)
- *Higher Education Industry – General Staff Award 2010* (including all amendments up to 20 June 2019). *Higher Education Industry–Academic Staff–Award 2010*

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- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (Cth)

2.1.8.1 Policy

2.1.8.1.1 Sexual Misconduct

AMPA recognises Sexual Misconduct to be instances of Sexual Harassment and Sexual Assault

Sexual Harassment is defined in legislation as conduct with a sexual component which is unwelcome, unsolicited and unreciprocated. Conduct with a sexual component includes physical, visual, verbal and non-verbal behaviour. AMPA has a separate policy on Sexual Assault.

AMPA understands that Sexual Harassment includes, but is not limited to:

- leering or staring;
- obscene sexual communications in any media including social networking;
- persistent following or stalking;
- persistent unwelcome invitations, telephone calls or emails;
- sending of sexually explicit emails or text messages;
- sexually suggestive words, gestures or sounds;
- unwanted ongoing declarations of affection or approaches for affection, including gifts, display of sexually suggestive material use of AMPA computer systems for the retention and distribution of sexually explicit material;
- unwelcome behaviour or contact of a sexual nature which offends, intimidates,
- embarrasses or humiliates an individual;
- unwelcome physical touching or familiarity, including deliberately brushing against
- someone, patting, kissing and embracing.

Sexual Harassment involving persistent following or stalking, and indecent exposure, may be considered sexual assault and possibly a criminal offence. However, in the initial stages it is recommended a person subject to this type of unwanted behaviour report the matter internally with AMPA through the protocols contained within this policy. Notwithstanding an individual who is subjected to such incidents may seek advice and support concerning reporting the matter to the police and/or the NSW Rape Crisis Centre.

AMPA recognises that Sexual Harassment may be

- perpetrated or experienced by people of any sexual orientation or gender identity.
- a single incident or a persistent pattern of unwelcome behaviour.

AMPA understands that Sexual Harassment does not include:

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- mutual attraction;
- consensual romantic involvement or friendship.

AMPA shall require all staff and students to attend mandatory awareness training of sexual harassment and sexual assault in order to develop a healthy culture of awareness and behaviours which not accepted or tolerated. For new students this will be included in the Orientation program.

2.1.8.2 Legislative Controls

AMPA recognises that, under the Commonwealth *Equal Opportunity Act (1999)*, the Commonwealth *Sex Discrimination Act (1984); the Anti-Discrimination Act 1977* (NSW), and the *Fair Work Act 2009*, that Sexual Harassment in employment, education, accommodation and in the provision of goods services and facilities is unlawful.

AMPA understands that under the *Workplace Health & Safety Act* 2011 (NSW), including the *Workplace Health & Safety Act Regulations 2017* an employer is required to take remedial and preventative action, including disclosure of necessary information, in response to allegations of Sexual Misconduct, including but not limited to where:

- there is a threat of physical harm or danger to an individual;
- the AMPA's Duty of Care to Employees or Students may be compromised if no action is taken;
- there is an activity considered serious misconduct under the *Crime Commission Act 1991 (NSW)* that AMPA is obliged to report.

AMPA has both legal obligations and a Duty of Care to all its Employees and Students which may take precedence over the desire of a Complainant for confidentiality. Duty of Care considerations will include an assessment of the safety of people involved in the matter, and may require Employee relocation or adjustment of duties and reporting lines, or AMPA timetable, while the matter is addressed.

2.1.8.3 Scope

The scope of this policy extends to all members of AMPA Community, including but not limited to:

- AMPA's professional staff;
- AMPA' academic staff;
- AMPA's Students;
- persons not employed by AMPA that undertake official duties for the AMPA.

The scope of this policy extends to all AMPA Community premises and includes but is not limited to the AMPA:

- campuses;

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- sporting and recreational clubs and facilities to the extent that they fall within AMPA Community
- managed digital environments;
- activities and situations related to AMPA business that are not conducted on AMPA premises, including but not limited to:
    - field trips
    - conferences
    - student camps
    - inter-AMPA events
    - parties and other social functions.

2.1.8.4 Sexual Misconduct on a Premises Outside of AMPA Community

AMPA understands that a member of AMPA Community may, while performing duties as an Employee, as a Student or as any other individual while undertaking official duties for the AMPA, experience Sexual Misconduct on premises outside of AMPA Community. AMPA will liaise with the responsible authority to ensure proper procedures will be followed and will continue to provide support services.

AMPA understands that Sexual Misconduct conducted on a digital environment not managed by AMPA will also be subject to this policy.

2.1.8.5 Sexual Misconduct by an Individual Outside of AMPA Community

AMPA understands that a member of AMPA Community may, while performing duties as an Employee, as a Student or any other individual while undertaking official duties for the AMPA, experience Sexual Misconduct by an individual outside of AMPA Community. In such circumstances, AMPA will liaise with the responsible authority to ensure proper procedures will be followed and will continue to provide support services.

The scope of this policy extends to all individuals of AMPA Community performing duties as an Employee, as a Student or any other individual while undertaking official duties for AMPA while performing those duties on premises outside of AMPA Community.

2.1.8.6 Intent to Commit Sexual Misconduct

AMPA, in accordance with the *Equal Opportunity Act 1999 (Cth)*, considers behaviour to be Sexual Misconduct if an individual harassed is, or has reasonable grounds for believing that rejection, refusal or objection to a request, advance or other conduct will disadvantage them in any way related to their working, studying or living environment. Disadvantage here also includes psychological and emotional distress affecting that individual's ability to pursue their usual work, study or individual activities.

- AMPA will not consider the intention of a Respondent in determining if Sexual Misconduct has occurred.

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- AMPA will consider the perception of a recipient (the Complainant) of conduct by a Respondent in determining whether Sexual Misconduct has occurred.
- AMPA does not consider it necessary for the Complainant to have told a Respondent that their behaviour was unwelcome for the behaviour to constitute Sexual Misconduct.

2.1.8.7 Employee and Student Rights and Responsibilities

AMPA understands that all Employees and Students have a right to participate in an environment free from Sexual Misconduct. AMPA expects all Employees and Students to prevent Sexual Misconduct and contribute to maintaining a campus culture of inclusivity and respect, and to uphold the rights of Employees and Students to fair treatment.

AMPA expects all Employees and Students to comply with the *Equal Opportunity for Women in the Workplace Act 1999 (Cth);* Commonwealth *Sex Discrimination Act 1984,* and *Fair Work Act 2009*, and all other relevant legislation.

2.1.8.7.1 Vexatious Complaints

If the complaint is found to be vexatious, AMPA may take action against the complainant employee under the AMPA's misconduct procedures contained within the award. In the case of a vexatious complaint made by a student, the Student Policies shall apply.

2.1.8.7.2 Conflict of Interest

No individual should be placed in a situation where there is real or perceived conflict of interest. If a complainant or respondent believes that a real or perceived conflict of interest exists when a matter involving them is to be investigated, they can ask for an alternative case manager to be appointed.

A conflict of interest includes any circumstance, whether actual or perceived, arising from conflict between the performance of public duty and private or individual interests. All parties involved in the preliminary inquiry into and possible resolution of complaints of sexual harassment will ensure:

- they have no conflict of interest or bias in relation to any party to the complaint;
- there is no perception by the parties that a conflict of interest exists;
- they adhere to the AMPA's Code of Ethics and Code of Conduct;
- Individuals who have concerns about perceptions of possible conflict of interest or partiality should exclude themselves from the process, refer their complaint to their Manager, or seek advice from within Human Resources.

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2.1.8.7.3 Supervisors and Managers

AMPA expects that Supervisors/Managers take appropriate action using the procedures associated with this policy when they become aware of instances of possible Sexual Misconduct, even without a complaint being lodged.

AMPA expects Supervisors/Managers to manage Sexual Misconduct appropriately and contribute to maintaining a campus culture of inclusivity and respect, and to uphold the rights of Employees and Students to fair treatment by:

- making sure Employees and Students are familiar with this policy
- modelling exemplary behaviour in this regard themselves
- ensuring that Employees and Students are aware of the AMPA's Code of Ethics and Code of Conduct
- making known names and locations of Employees, who are able to provide preliminary advice and assistance
- taking early action when they become aware of instances of possible Sexual Misconduct, even without a complaint being lodged
- following up promptly when a Sexual Misconduct matter is raised.

2.1.8.8 Breach of Policy

Failure to comply with this policy by a member of AMPA Community may be considered a breach of the Code of Ethics and Code of Conduct and may result in disciplinary action.

2.1.8.9 Procedures

2.1.8.9.1 Seeking Support

Someone who has experienced Sexual Misconduct can seek support from a range of people across campus and external to the AMPA.

2.1.8.9.2 On Campus Employees and Students

Please email the COO issac@ampa.edu.au for issues of safety on campus, or speak to Student Services on a private and confidential basis.

Where appropriate and where an individual feels safe to do so, they are encouraged to raise their concern with the other individual directly. Taking action can be as simple as:

- talking to the individual, or sending them an email, telling them what it is you have a concern about and asking them to stop doing it;
- seeking appropriate support and advice.

Where it has not been appropriate to approach the individual directly, or where this step has been taken but the matter is still not resolved, an individual can consider making a Disclosure or a Report to AMPA. Not

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speaking directly to the individual(s) who have caused the concern does not prevent someone from making a Disclosure or Report.

2.1.8.10 Disclosures and Reports

An Employee or Student who thinks they may need some support in their workplace or study and wants AMPA to investigate what happened, can make a Disclosure and/or a Report to the AMPA.

Making a Disclosure starts a process of information and support provision, which can include assistance with making a Report, but does not start an investigation.

Making a Report does start an investigation (assuming AMPA has the authority to investigate) and can include a referral to the Disclosure Officer(s) for information and support provision as part of the process.

The decision to make a Disclosure and the decision to make Report are separate decisions. They are both confidential processes but there may be limits to confidentiality, particularly where AMPA is required to disclose information to external agencies or investigate.

Incident data is collected in all matters reported either directly or indirectly are included in report to the Executive Management Team meetings.

2.1.8.11 Making a Disclosure

Confidential disclosures can be made to AMPA COO. Appointments can be made by email issac@ampa.edu.au

No information about the Sexual Misconduct is required in the email; just a statement that the individual wishes to make a Disclosure, their full name, and their student/employee ID.

A support individual such as a friend, family member, colleague or Student Assist Officer can attend a meeting and where unable to come onto campus, the COO will negotiate an alternative method of contact.

A Disclosure does not have to relate to a current or recent matter, and does not have to involve a member of AMPA Community.

Where Sexual Misconduct is first raised with another Employee, that Employee will support a referral to the Disclosure Officer.

The COO will:

- advise on support services both on campus and external to the AMPA;
- safety planning and implementing safety measures
- temporary work reassignment, location reassignment, or scheduling changes

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- retain a summary of the Disclosure without any individual identification for AMPA reporting process.
- create a confidential file where accommodations are sought to retain a record. These records are not stored in a student or employee file but held separately under lock and key
- make appropriate support services and accommodations available to members of AMPA

Community on the basis of a Disclosure, regardless of whether there is a Report; a report to the police; or a report to a support agency such as the NSW Rape Crisis Centre.

In seeking accommodations, the COO needs to identify the individual for whom they are being sought, but does not need to provide any details about the Disclosure.

To the greatest extent possible, AMPA will respect an individual's choice to not make a Report and will keep the Disclosure confidential. In exceptional circumstances, where required by law or where there is a risk of significant harm to that individual's health and safety or another individual's health or safety, and at the sole discretion of the Disclosure Officer, AMPA may do one or both of the following:

- refer the matter to the Complaint Resolution Unit as a Report in which case the individual who Disclosed has the right not to participate in any subsequent Investigation
- notify third parties, such as the police or child protection authorities.

If AMPA takes any action the COO will notify the individual who made the Disclosure and will ensure that appropriate support services are made available to them.

2.1.8.12 Making a Report

Anyone directly subjected to Sexual Misconduct, including an individual who is not a member of AMPA Community, can make a Report against a member of AMPA Community. Reports can be made by:

- emailing to the COO (issac@ampa.edu.au)
- submitting a Report online (through the online Complaint Submission Form);
- making an anonymous Report (noting action by AMPA may be limited);
- making an appointment with the COO or COO for a confidential discussion.

Anyone directly subjected to Sexual Misconduct, including an individual who is not a member of AMPA Community, can make a Report against a member of AMPA Community. An individual who is subjected to Sexual Misconduct and makes a Report is called the Complainant.

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An individual can submit a Report to AMPA and pursue other processes external to the AMPA, including reporting to the police, Equal Opportunity Commission or the Australian Human Rights Commission.

If AMPA commences an investigation and an external process is also being pursued, AMPA may continue or suspend its investigation (after consultation with the Complainant).

All Reports are received by the COO. This includes anonymous reports.

A Report to AMPA does not normally result in a report to the police, although in exceptional circumstances, where required by law or where there is a risk of significant harm to anyone's health or safety, AMPA may have to notify third parties, such as the police. If such action is taken, AMPA will notify the Complainant and will ensure that appropriate support services are made available to that individual.

Any Report received will be assessed to check a number of matters including:

- any safety or other risks associated with the Report and any investigation arising from it;
- where the Report was not made by the individual directly affected, that they are advised of the Report and are able to talk about the Report and the anticipated process that AMPA will take to consider it;
- that there is sufficient information to proceed;
- that where Reported by the individual directly affected, the individual understands the complaint process and possible implications for them, before making a Report;
- the appropriateness of having the complaint investigated only under the Complaint Policy, or if there are allegations that need to be investigated under the AMPA's applicable discipline process;
- The COO will be notified of any Report in which an Employee is either the complainant or respondent. Reports involving only Employees will be managed by Human Resources, including any investigation or disciplinary process. Reports involving both an Employee and a Student will be managed by both the COE and COO.

Anonymous Reports or Reports of Sexual Misconduct made by a third party (someone other than the individual who was directly subjected to the Sexual Misconduct) can also be submitted to the COO.

AMPA may be unable to proceed with an Investigation involving anonymous or third-party allegations due to a lack of evidence from the individual who was directly subjected to the Sexual Misconduct, or where proceeding would not allow for procedural fairness.

The COO may take other steps, including an approach via the third party to see if the individual affected would consider making a Report.

Where other sufficient evidence exists and where procedural fairness could be met, AMPA may decide to proceed with an investigation. In such cases,

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the individual who was directly subjected to the Sexual Misconduct has the right to be advised of the investigation and not participate.

If AMPA is unable to proceed with an investigation involving anonymous or third party allegations, the Report will be retained and will be kept strictly confidential, and access to it will be limited.

2.1.8.13 Conflict of Interest

A perception of a conflict of interest may be seen to exist where it would be likely that an individual might reasonably fear that a more senior staff member managing a Report might be influenced by factors other than employment management considerations.

The same reasoning applies to an employee with teaching or academic supervision responsibilities where factors other than proper academic management considerations might also create a perception of bias in the mind of a student. While a conflict of interest must always be acknowledged, depending on the circumstances, it may not always be necessary to act upon such a conflict. However, if there is any doubt, advice must be sought from Human Resources.

2.1.8.14 Investigating reports - complaint and discipline procedures

A Report may be investigated as a complaint and/or a discipline process. At any point in considering a Report where it is determined that there is sufficient evidence, or where the matter is serious, the matter can be referred directly into the relevant disciplinary process:

2.1.8.14.1 Investigating Reports - complaint procedures:

Where a Report indicates a matter that can be resolved informally or where there is insufficient evidence for referral to a discipline process, the Report will be considered under AMPA policies or under the grievance procedures in the relevant General Staff and Academic Staff Award.

These complaint/grievance processes allow for informal resolution of matters and an investigation of a complaint matter where needed.

These steps should establish whether resolution of the matter can be achieved in a just, prompt and confidential manner at the local level.

Care should be taken not to pre-judge either party or to dismiss a matter as trivial. A range of strategies can be used in resolving the complaint whilst ensuring that principles of procedural fairness are observed.

The COO will appoint a Case Manager for each complaint made.

For the purposes of these procedures, an Employee responding to a complaint or allegation(s) of Sexual Misconduct is referred to as employee

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respondent and a Student responding to a complaint or allegation(s) of Sexual Misconduct is referred to as student respondent.

During either the informal or formal steps, a complaint investigation can meet the requirements of the initial inquiry stage of a discipline process. If disciplinary action is required, the matter should be referred to Employee Relations in the case of an employee, or to the Complaint Resolution Unit in the case of a student, so that the matter can be dealt with under the appropriate regulations. However, even if the matter can be resolved at a local level, it may be important to utilise support from other areas of expertise in order to manage the situation effectively and also for reporting purposes.

Where no matters are substantiated or identified as requiring consideration under the relevant discipline procedures, a complaint will be found not justified and closed. This decision can be appealed (procedures clause 12).

2.1.8.14.2 Initial (preliminary) inquiry

Where AMPA determines that a matter(s) arising from a Report may require disciplinary action, it should be referred to the COO whom will also take into account AMPA policies and staff awards

This decision can be made on receipt of a report or during the complaint resolution process.

Where the immediate Manager/Supervisor of an employee respondent is not the appropriate case manager by virtue of conflict of interest, because they are not an Employee or it is otherwise unsuitable, an alternative individual will be appointed to conduct the preliminary enquiry. This alternative individual shall be determined by the Director or Human Resources.

Where an initial inquiry determines that an allegation does not meet the required standard of proof, no further action will be taken.

Where an initial inquiry determines that an allegation is of sufficient substance AMPA will investigate under the relevant discipline procedure.

2.1.8.14.3 Investigation

All parties to an investigation will be afforded procedural fairness and have the right to have a support individual with them. The COO will:

- investigate, or cause to be investigated, an allegation of Sexual Misconduct and may refer for an investigation to an external investigator.
- consider and determine the suspension of an employee respondent during an investigation or termination. These decisions will be made in accordance with the relevant award.
- consider if a student respondent should be suspended during an investigation and any determination of exclusion or expulsion will be

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made in accordance with the policies for student conduct and discipline.

2.1.8.15 Appealing AMPA decisions

A **complainant** who is unhappy with an AMPA decision under the complaint/grievance procedures may further appeal in accordance with AMPA policies, or the relevant industrial award). External third-party appeal mechanisms are also available.

A **respondent** who is unhappy with an AMPA decision regarding an allegation of Sexual Misconduct may appeal in accordance with AMPA policies, or the relevant industrial award. External third-party appeal mechanisms are also available.

2.1.8.16 Contacts

2.1.8.16.1 Contact position:

AMPA Chief Operating Officer: issac@ampa.edu.au

2.1.8.16.2 Emergency contacts:

(1) In an emergency, students should contact emergency services by dialling triple zero (000). Counselling and medical services are available for anyone who has been sexually assaulted.
(2) Student Services can arrange transport to Royal Prince Alfred Hospital or St Vincent's Hospital, where possible.

Students and former students who have experienced sexual assault can contact:

- **NSW Rape Crisis Service** on 1800 424 017
- **1800RESPECT** on 1800 737 732 or online via www.1800respect.org.au
- **Royal Prince Alfred (RPA) Hospital Sexual Assault Service** on 9515 9040 (Monday to Friday) or 9515 6111 (after hours).

2.1.8.16.3 Additional Support Services NSW

- **Deaf Society NSW** Telephone: (02) 9893 8555 Email: deafsoc@tig.com.au www.deafsocietynsw.org.au
- **DoCS Domestic Violence Line** Telephone: 1800 656 463 http://www.community.nsw.gov.au/parents_carers_and_families/domestic_and_family_violence/dv_lin e.html
- **Family Planning NSW** FPA Healthline: 1300 658 886 http://www.fpnsw.org.au/index.html
- **Gay and Lesbian Counselling Service** General: (02) 8594 9596 Freecall 1800 184 527. Lesbian Only: (02) 8594 9595 Freecall 1800 144 527
- **Intellectual Disability Rights Service** Telephone: (02) 9318 0144 Email: info@idrs.org.au http://www.idrs.org.au/

- **Kids Helpline** Telephone: (07) 3369 1588 Email: admin@kidshelp.com.au http://www.kidshelp.com.au/
- **Sex & Ethics Research and Violence Prevention Program** http://www.sexandethics.net/
- **The Clinic for Traumatic Stress** Telephone: (02) 9845 7979 or (02) 9845 6904 Email: traumaticstressclinic@brain-dynamics.net http://www.traumaticstressclinic.com/
- **Translating and Interpreting Service** Department of Immigration and Multicultural and Indigenous Affairs. Telephone: 131 450 http://www.immi.gov.au/living-in-australia/help-with-english/help_with_translating/
- **Victims Services** NSW Government, Attorney General's Department Victims Services Victims Access Line - Sydney: (02) 8688 5511 Victims Access Line - Freecall: 1800 633 063 Aboriginal Contact Line: 1800 019 123 http://www.sexualassault.nsw.gov.au/VOSA/sexual_assault.html
- **Women's Domestic Violence Court Advocacy Program** Telephone: 1300 888 529
- **Youth Hotline**: 1800 10 18 10 http://www.legalaid.nsw.gov.au/what-we-do/community-partnerships/womens-domestic-violence-court-advocacy-program
- **Women's Health NSW** Telephone: (02) 9560 0866 Email: info@whnsw.asn.au http://www.whnsw.asn.au/
- **Women's Refuge Resource Centre NSW** Telephone: (02) 9698 9777 Email: wrrc@bigpond.com http://www.wrrc.org.au/
- **Women with Disabilities Australia (WWDA)** Telephone: (03) 6244 8288 Email: wwda@ozemail.com.au http://www.wwda.org.au/

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2.2 ACADEMIC POLICIES

2.2.1 Academic Appeals Policy

2.2.1.1 Policy Statement

There may be instances where a student believes that an assessment task or their final grade in a unit does not correctly reflect their performance against the criteria. This policy provides a process to apply for a formal review of the grade where an informal approach is not appropriate.

2.2.1.2 Grounds for Appeal

A student may appeal their assessment result if they have reason to believe that:

- the unit outline was not provided, either by the teacher, or on eCon;
- the assessment requirements specified in the unit outline were varied in an unreasonable way;
- a student is of the view that a clerical error has occurred in the computation of the result, and/or
- due regard has not been paid to evidence of illness or misadventure.

2.2.1.3 Applying for a Review of Grade

A student seeking a review of an individual assessment item should, in the first instance, approach the staff member responsible for marking the assessment item. If, after the initial approach, the student believes an error persists, or the result is not a correct reflection of their work, they may apply for a review at the end of semester following notification of their final grade.

An appeal against assessment result must be made to the Executive Dean within ten working days of the publication of results.

The grounds for appeal must be clearly described. It is not sufficient to state that there been an error or an injustice.

2.2.1.4 Decision Process

Decision making in relation to Appeals Against Assessment applications should be:

- equitable;
- consistent;
- procedurally fair;
- timely, and
- consistent with current government privacy policy.

2.2.1.5 Criteria for assessing appeals based on illness or misadventure may include:

- the severity of the event and its impact on the student's performance;

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- the nature of the assessment in which performance was affected, and/or
- the student's academic standing in other units and in the course.

An application for an appeal against assessment will be rejected when one or more of the following apply:

- the student has been the subject of a determination of the Academic Misconduct Policy;
- no reasonable grounds are stated in the application for appeal, and/or
- reasonable grounds exist to review the result, but such a review, if conducted, would not alter the result.

Possible outcomes for approved applications include the following:

- No change to result;
- Completion of alternative or additional assessment of a similar type and academic level;
- Remarking of an assignment;
- Late acceptance of an assessment item where application for late submission has not been made (the application must address the reasons for failing to comply with relevant policy on the granting of extensions, and must occur before marked assessment items have been returned to students); and
- Reconsideration of the composite result for a unit/s through a check of the computation.

If, at the conclusion of the appeals process, a student believes that there is sufficient evidence to warrant a further review of an assessment task or final grade, the student can appeal through the Academic Complaints/Grievance Policy.

2.2.1.6 Reference

University of Western Sydney Review of Grade Policy

Macquarie University Grade Appeal Policy

2.2.2 Academic Complaints/Grievances Policy

2.2.2.1 Policy Statement

The Academy of Music and Performing Arts (AMPA) is committed to developing and maintaining an effective complaints and complaint handling system. AMPA views the receipt of a complaint as an opportunity to improve its ability to meet the needs of students and potential students. All students and staff of AMPA, or those seeking to enroll in a course of study with AMPA, are entitled to access the complaint procedures set out in this policy, regardless of the location of the campus at which the complaint has arisen,

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the staff member's/student's place of residence or the mode in which they teach/study.

The Academic Complaints Policy is for complaints, grievances or appeals that relate to academic matters such as student progress, assessment, curriculum and awards in a course of study.

Where the issue is non-academic in nature, the procedures outlined in the Non-Academic Complaints Policy should be followed.

AMPA aims to:

- develop a culture that views student complaints as an opportunity to improve the operations of the organisation;
- ensure that any complaints are resolved promptly, objectively and with sensitivity and in complete confidentiality;
- set in place a complaints handling system that is staff/student focused and helps to prevent complaints from recurring;
- ensure there is consistency in the response to complaints; and
- ensure that the complainant and respondent will not be victimised or discriminated against.

2.2.2.2 Definition of a Complaint

A complaint can be defined as a staff/student expression of dissatisfaction with an aspect of AMPA's services and activities.

A complaint may arise when a student or staff member expresses dissatisfaction with

- the enrolment, induction/orientation process;
- the quality of course delivery provided;
- access to personal records; and/or
- the way they were treated.

It is the policy of AMPA to ensure that it responds effectively to individual cases of dissatisfaction.

2.2.2.3 Procedure

This procedure can be utilised by students, potential students and staff regardless of the campus on which the incident allegedly took place, the student's place of residence or the mode in which they study. AMPA does not charge any fee for the processing of complaints. The complainant and respondent will not be victimised or discriminated against in any of the three stages set out in this policy. The complainant and/or respondent has the right to be represented by a third person, such as a family member, friend, counselor or other professional support person if they so desire at any stage of the complaint process. At all stages of the process, if so requested by the complainant and/or respondent, reasons and a full explanation in writing must be given for decisions and actions taken as part of the procedures. There are three stages at which a complaint may be addressed.

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2.2.2.3.1 Stage One

In the first instance, complaints should be discussed with the lecturer involved. To facilitate this meeting, students may take the complaint to any of the following: the Executive Dean, or the International Student Officer. At this stage the complainant is assisted in formulating the complaint and in making a decision as to whether it is appropriate to have a direct informal meeting with the person/s involved, or a more formal and structured meeting. The Executive Dean, or nominee, will liaise with the complainant and their advisor to clarify the outcome that the complainant hopes to achieve. This process of clarification and resulting meeting (formal or informal) will take place within 10 working days of receiving the complaint. When such clarification occurs in a face-to-face interview with the complainant, they and/or the respondent may ask another person to accompany them. The Executive Dean, or nominee, will then endeavour to resolve the complaint, providing, if requested, a written report (within 10 working days) to the complainant on the steps taken to address the complaint. The majority of complaints are resolved successfully at this stage.

Staff/students then have three options for proceeding:

- Take no further action;
- Make comments or suggestions, or
- Take the complaint to Stage Two.

2.2.2.3.2 Stage Two

The second stage of the process at which a complaint is addressed is as follows:

If unsatisfied with the response to the complaint or the time taken to resolve the matter, the complainant may submit the complaint in writing to the Executive Dean, and/or explicitly seek the involvement of the Complaints Committee.

AMPA's Complaints Committee will consist of:

- External member of Academic Board (Chair)
- Executive Dean
- Three external members with strong academic and professional backgrounds and experience in complaints resolution.

The Complaints Committee will deal with the complaint within a reasonable time, normally within 20 working days of receipt of the complaint. The Executive Dean, or nominee, will provide a written report to the aggrieved person on the further steps taken to address the complaint within 10 working days of receiving a report of the consultation procedure. If the Complaints Committee makes recommendations in relation to a complaint they have reviewed, the Complaints Committee will forward those recommendations to the Executive Dean, within 20 working days who will ensure recommendations are implemented within the next 20 working days.

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2.2.2.3.3 Stage Three

External Review

If the complainant remains unsatisfied with the outcome of AMPA's procedures, mediation is available through:

Resolution Institute.
13-15 Bridge Street, Sydney NSW 2000
Phone: 61 2 9251 3366 Freecall: 1800 651 650
www.resolution.institute

The Tertiary Education Quality and Standards Agency (TEQSA)
GPO Box 1672, Melbourne VIC 3001
Phone: 1300 739 585; www.teqsa.gov.au

AMPA will endeavour to achieve a resolution within 20 working days.

If complaints remain unresolved, the complainant may decide to refer the matter to another external agency, such as:

- Anti-Discrimination Board
- NSW Office of Fair Trading
- NSW Ombudsman
- Australian Human Rights Commission

2.2.2.4 Records

Records of all complaints and applications for review of decisions must be kept and be accessible to all interested parties for a period of at least five years. Such records will remain confidential. Records of complaints and their outcomes will be kept strictly confidential and filed in a separate file (not kept on the student or staff file) and kept in the office of the Executive Dean. Only the Executive Dean has access to AMPA locked files. Parties to the complaint will be allowed supervised access to these records at any time by making a written request to the Executive Dean.

2.2.2.5 Publication of this Policy and Procedure

This document is made available in the Staff and Student Handbooks and publicly on AMPA website in order to be readily accessible.

2.2.2.5.1 Authority and Implementation

The original policy and procedure was adopted by the AMPA Board of Directors. The Board of Directors determined that a copy of this procedure be made available to all staff and support staff through the Staff Handbook. The Executive Dean is responsible for training staff and support staff in the application of the policy. Staff members are trained in the policy no less frequently than at the beginning of year staff meeting, or for new staff as a part of their general orientation.

The procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other higher education

provider policies or under statute or any other law. Nothing in this Complaints and Complaint Resolution Policy and Procedure limits the rights of students to take action under Australia's Consumer Protection laws. Also, these dispute resolution procedures do not circumscribe students' rights to pursue other legal remedies.

2.2.2.5.2 Reporting of Outcomes

All reviews undertaken and their outcomes must be reported annually by the Academic Board.

2.2.2.5.3 Related Policies

- Admissions Procedure
- Disability Policy
- Student Request for Access to Own Personal Information
- Code of Conduct

2.2.3 Academic Misconduct Policy

2.2.3.1 Policy Statement

Academic integrity, honesty, and respect for truth and knowledge are fundamental values in higher education. Dishonest academic practices devalue the quality of learning, and threaten the standards of teaching and learning at AMPA. This policy provides information about academic dishonesty and sets out a systematic approach to dealing with academic misconduct if and when it is detected.

2.2.3.2 Definitions

Academic misconduct includes any dishonest academic practices such as - *plagiarism, cheating, fraud, collusion and falsifying or misrepresenting information or findings*. It also includes unethical or improper behaviour and the misuse of confidential information.

- **Plagiarism** - is the representation of another person's work or ideas as one's own. It includes the unacknowledged word for word use or paraphrasing of another person's work; and/or the inappropriate, unacknowledged use of another person's idea/s. It can include working with other people, and then without permission, presenting the resulting work as though it were completed independently (also known as *collusion*).
- **Cheating** – the illicit and unauthorised use of information during tests and examinations; or collusion with others by using their work in what should be a student's own work for assessment purposes.
- **Academic Fraud** - is the falsification and fabrication of, or dishonesty in reporting information, findings or research.
- **Misrepresentation** - is the giving of false or misleading information in academic matters. The act may include falsely claiming credit for past study; falsely stating that thesis material has not been used in another thesis or dissertation.

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- **Improper Behaviour** - is behaviour that interferes with students or staff in the pursuit of their academic endeavours. It includes disruptive behaviour in class or institutional facilities such as libraries.
- **Unethical Behaviour** - is behaviour that breaches accepted ethical standards. It includes failing to observe the terms of an ethical approval to conduct research, and/or misuse of confidential information obtained in field education.

2.2.3.3 Policy Objectives

To ensure that –

- All students are clearly informed about academic misconduct, and told that it is unacceptable and will result in disciplinary action;
- All students are provided with information on plagiarism and how to avoid it;
- All academic staff have guidelines on strategies to help prevent opportunities for plagiarism;
- All staff have guidelines for dealing with plagiarism;
- The penalties for plagiarism are clear and easy to understand.

2.2.3.4 Management of Academic Misconduct Offences

Any person who has direct knowledge of academic misconduct may make a complaint against a student of AMPA. Where plagiarism is suspected, the reasons and evidence for this suspicion will in the first instance be referred to the Executive Dean. Within ten (10) working days of receiving the allegation, the Executive Dean must either dismiss the allegation because it is deemed to be unwarranted or lacking in supporting evidence, or notify the student of the allegation and request a response. The Executive Dean usually meets with the student to informally investigate and discuss the matter to clarify issues and decide what further action should be taken, if any. The student may bring a support person to the meeting, or may elect not to attend a meeting.

Following receipt of a student's response to the allegation of academic misconduct, the Executive Dean will write to the student within 10 working days to state that, either:

- the case is not substantiated, or
- the allegation constitutes an initial and/or minor offence, and award an appropriate penalty, or
- the allegation appears to be substantiated and deemed to be significant and/or repeated and advise the student that the matter will be referred to the Teaching and Learning Committee, keeping a secure record of this written advice.

The Executive Dean will report to the Teaching and Learning Committee summaries of minor offences and penalties, without identifying the students involved, and forward all documentation to Administration for confidential filing.

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2.2.3.5 Academic Misconduct and Penalties

The management of academic misconduct is dealt with in two parts: plagiarism and cheating.

The issue of inadvertent versus deliberate offences is determined by a student's capacity to comprehend the nature and implications of their actions, and their familiarity with academic processes. Consequently, academic misconduct occurring in the first semester of a degree is regarded less harshly than misconduct occurring in subsequent semesters. It is assumed that students who have successfully completed their initial semester are familiar with AMPA's policies and procedures and are fully aware of the consequences of a breach of policy. However, it is also appreciated that the level of understanding, or appreciation of the consequences of academic misconduct may vary from student to student, as well as the circumstances underlying any particular misconduct.

2.2.3.6 Plagiarism

Any work submitted by students for assessment as part of their studies should be their own work. Where work submitted by a student incorporates material from other authors and sources such as the Internet, the reference to these authors and sources such as Internet websites should be clear and unambiguous.

It is essential that:

- quotations from published and unpublished sources are indicated and acknowledged clearly;
- sources of illustrations, photographs maps and statistics are acknowledged clearly;
- web-based materials should not be directly downloaded into an assessment and should be referenced fully like any other source material;
- students must not incorporate materials purchased or acquired from Internet sites or commissioned from sources that write assignments for payment;
- paraphrasing of material from others must be referenced clearly;
- unless students have been instructed to produce a group assignment, students will be expected to produce work which is their own;
- students are frequently referred to appropriate sources of information on plagiarism and good practice in the production of assessments.

2.2.3.7 Types of Plagiarism Relevant to this Procedure

2.2.3.7.1 Inadvertent Plagiarism

In order to be considered as inadvertent, an instance of plagiarism must not be repeated plagiarism, and must be found to be no more than the inclusion of relatively small amounts of the intellectual property of others, which must be deemed to be the result of negligence, ignorance and/ or poor academic

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practice. This applies when there is no cited reference accompanying the copied content, even if the source is included in an accompanying bibliography; or if work is cited verbatim without the use of quotation marks.

2.2.3.7.2 Deliberate Plagiarism

The inclusion of large amounts of other people's work, including but not limited to blocks of text, musical scores and charts, audio files, concepts and procedures which clearly detracts from the originality of the student's work will be considered as deliberate plagiarism. This applies when there is no cited reference accompanying the copied content, or if work is cited verbatim without the use of quotation marks.

2.2.3.7.3 General Procedure and Penalty

2.2.3.7.4 Initial and Inadvertent Plagiarism

The penalty is to fail the offending assignment with a mark of zero.

Alternatively, the student may be given the opportunity to resubmit the assignment, with a penalty of downgrading the marks for item(s) of assessment dependant on the degree of plagiarism. The penalty percentage to be applied is to be reported to the Executive Dean.

The Executive Dean may also recommend and arrange Academic Counselling for the student.

The offending assessment will be returned to the student, together with a letter of warning from the Executive Dean informing the student that a subsequent finding of plagiarism will be considered deliberate and may result in the failure of a unit of study or expulsion from AMPA.

2.2.3.7.5 Initial and Deliberate Plagiarism

The penalty is to fail the offending assignment with a mark of zero.

Alternatively, the student may be given the opportunity to resubmit the assignment receiving no more than 50% for for the item(s) of assessment.

The Executive Dean may also recommend and arrange Academic Counselling for the student.

A letter of warning from the Executive Dean will be sent informing the student that a subsequent finding of deliberate plagiarism may result in failure of the relevant unit of study and/or expulsion.

2.2.3.7.6 Repeated and Inadvertent Plagiarism

The penalty is to fail the offending assignment with a mark of zero. The penalty will be reported to the Executive Dean. The Executive Dean may also recommend and arrange Academic Counselling for the student.

A letter of warning from the Executive Dean will be sent informing the student that a subsequent finding of deliberate plagiarism may result in failure of the relevant unit of study and/or expulsion.

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2.2.3.7.7 Repeated and Deliberate Plagiarism

The penalty is to fail the offending unit with a mark of zero. Cases of repeated and deliberate plagiarism must be brought to the attention of the Teaching and Learning Committee. Where the Teaching and Learning Committee and the Executive Dean are of the opinion that the offence warrants suspension, the proposal may be that the student be suspended for a period to be determined by the Committee, but for no less than one semester. The Committee may also recommend and arrange Academic Counselling for the student.

The Committee may decide that instead of suspending the student, the student should fail the unit and be placed on probation, for a period of no less than one semester. If the student is found to have committed deliberate plagiarism once more during this period, then expulsion from AMPA will be automatic. The student may be asked to respond in writing to a 'show cause' request as to why they should remain in the course in the case of both suspension and expulsion.

2.2.3.8 Cheating

It is essential that:

- mobile phones, laptop computers, and all portable electronic devices (unless specified) are not taken into examinations;
- students only take permissible materials into an examination.

2.2.3.8.1 General Procedure and Penalty

2.2.3.8.2 Initial Cheating

The penalty is to issue a fail grade for the examination with a mark of zero.

Alternatively, the student may be given the opportunity to re-sit the examination, receiving no more than 50% for the item of assessment.

The Executive Dean may also recommend and arrange Academic Counselling for the student.

The offending assessment will be returned to the student, together with a letter of warning from the Executive Dean informing the student that a subsequent finding of cheating will be considered deliberate and may result in the failure of a unit of study or expulsion from AMPA.

Repeated Cheating

The penalty is to issue a fail grade for the unit with a mark of zero. Cases of repeated and deliberate cheating must be brought to the attention of the Teaching and Learning Committee.

The Teaching and Learning Committee may decide that instead of suspending the student, the student should fail the unit and be placed on probation, for a period of no less than one semester. If the student is found to have cheated once more during this period, then expulsion from AMPA will be automatic. The student may be asked to respond in writing to a 'show cause' request as to why they should remain in the course in the case of both

suspension and expulsion. The Committee may also recommend and arrange Academic Counselling for the student.

2.2.3.9 Other Academic Misconduct [1]

2.2.3.9.1 Types of Other Academic Misconduct Relevant to this Procedure

Minor Offences

Minor offences are small breaches which are normally due to inexperience or lack of understanding. Offences are not considered minor where there is intent to deceive or be disruptive.

Deliberate Offences

Deliberate offences are those where the extent, magnitude, repetitiveness and/or blatancy of the misconduct are serious or have deliberate impact on other students, staff or AMPA.

2.2.3.10 Privacy and Confidentiality

AMPA regards student misconduct as a confidential matter. Staff involved in the student misconduct process must not divulge any information related to any allegations against an individual student to any unauthorized person.

2.2.3.11 Fairness of Process

All students who are the subject of recommendations or decisions with respect to allegations of misconduct are entitled to be treated with fairness and dignity.

Each case must be dealt with on its own terms and merits and in accordance with its own circumstances.

2.2.3.12 Access to Advice

All students have an opportunity to seek advice. In some cases it may be appropriate for AMPA to make arrangements where there may be a need for translating services to be provided.

2.2.3.13 Appeal Against Findings

Students are entitled to appeal in writing to the Executive Dean against the process with respect to the original enquiry, and against the severity of the penalty imposed. Appeals must be made within ten working days of the student being informed.

2.2.3.14 Reporting Matters Related to Student Misconduct

Each semester the Executive Dean will report to the Teaching and Learning Committee on the recommendations and actions taken during the semester in relation to student academic misconduct.

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The explanations in this section are drawn from the *Academic Misconduct Administrative Guidelines* of La Trobe University

Students are referred to the web site of **Purdue University**, Indiana, USA, as an exemplar of safe practice in academic writing

Staff are referred to the resources of –

- RMIT University:
- *Plagiarism: Guidelines for Teaching Staff*
- *Plagiarism: Resources for Staff*
- http://mams.rmit.edu.au/z8ual42k4e2.pdf
- Assessing Learning in Australian Universities website http://www.cshe.unimelb.edu.au/assessinglearning/

2.2.3.15 References and related documents used to develop this policy

Australian Universities Teaching Committee Assessing Learning in Australian Universities

RMIT University Plagiarism Policy

RMIT University Plagiarism: Guidelines for Teaching Staff

RMIT University Plagiarism: Resources for Staff

2.2.4 Assessment Policy

2.2.4.1 Policy

Assessment is an essential part of the teaching and learning process. Appropriate assessment tasks, and constructive and timely feedback on assessment influences the approach to study and helps students gain a sense of achievement and progress.

This policy applies to students enrolled in the VET and Higher Education courses. The assessment requirements and process for the VET courses will be consistent with those outlined in each unit.

Assessment practices of AMPA will:

- guide and encourage effective student learning;
- recognise and value student diversity;
- define and maintain academic standards and ethical practices;
- ensure that assessment tasks are both valid and reliable;
- require timely feedback that aims to improve student learning;
- produce accurate and reliable grades and reports; and
- focus on quality assurance and continuous improvement.

Each unit will contain:

- learning outcomes that align with the course objectives, unit content and structure;
- assessable tasks developed to measure the student achievement of unit learning outcomes, and

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- clear criteria and standards of performance based on the learning outcomes assessed.

The number and nature of assessment tasks will be consistent with the unit documentation approved through the Course Development, Review and Approval process.

2.2.4.2 Responsibility for Assessment

Those responsible for the conduct, outcomes and reporting of assessments include:

Teaching and Learning Committee, Executive Dean, lecturers, Administration and students.

2.2.4.2.1 Teaching and Learning Committee (TLC)

The TLC will ensure that assessment practices are:

- unambiguous, fair, transparent and consistent;
- well managed and moderated, and
- supported by the consistent application of the Appeal Against Assessment Policy and Academic Complaints Policy.

2.2.4.2.2 Executive Dean

The Executive Dean is responsible to ensure that:

- assessment methods and practices of all academic staff comply with the relevant assessment and appeals policies;
- assessment information, resources and procedures are available to students and staff;
- students receive timely and constructive feedback on assessment tasks;
- assessment tasks are aligned with the unit learning outcomes;
- grading criteria and standards are applied accurately, fairly and consistently, and
- assessment tasks are staged so that students are not over-loaded and have sufficient time to absorb and incorporate assessment feedback in subsequent assessment tasks for the unit.

2.2.4.2.3 Academic Staff

Academic staff are responsible for:

- providing students with a unit outline, or advising them where the unit outline is located on the AMPA online learning system (eCon);
- maintaining deadlines for the submission of examination papers to the Executive Dean, and
- ensuring assessment tasks are designed to measure the student's achievement of relevant learning outcomes and are carried out fairly, objectively and consistently.

In providing feedback to students, academic staff are to:

- ensure that the feedback is timely enough to enable students to identify any areas that require additional attention;

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- make every effort to be available to students seeking information regarding the determination of their result;
- ensure adequate records of marks, including comments on individual students assessment tasks are appropriately maintained;
- keep confidential records of student achievement and any intervention strategies during the semester;
- maintain the principles of AMPA's Privacy Policy in relation to students, and
- in cases of suspected cheating, collusion or plagiarism, ensure the actions taken are consistent with AMPA's Academic Misconduct Policy.

2.2.4.2.4 Students

Students have a responsibility to:

- be familiar with AMPA's policies on assessments and examinations;
- ensure they read and understand all the assessment requirements, seeking clarification from the teacher if required;
- behave ethically and responsibly in their conduct of assessment tasks;
- follow the teacher's guidelines and instructions for format and submission of assignments, and
- obtain the relevant information on assessments from the teacher, when enrolling in a unit after teaching has commenced.

Students are required to:

- inform the teacher if they have difficulty submitting their assignment electronically;
- keep a hard copy of their assessment material;
- notify teacher prior to, or at the beginning of the teaching session if they have special requirements for examinations or assessments.

2.2.4.3 Conduct of Students During Examinations

- A student must comply with all directions given by the examination supervisor, and all instructions set out on the examination paper.
- A student must not:
    a. disturb, distract or behave in a manner that may adversely affect another student;
    b. obtain or endeavour to obtain assistance in their work;
    c. provide or endeavour to provide assistance to another student in their work;
    d. eat inside the examination venue (except for medical conditions such as diabetes), and/or
    e. bring unauthorised material into the examination venue.

2.2.4.4 Instructions for Examination Invigilators

a. Invigilators can collect exam papers from Student Administration up to 2 working hours before the exam.

b. At the start of the exam, please check student names. Only people whose name is on the class roll list may enter the room. Check student ID card, if no student card, takes their student number, sight another

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form of photo identification (e.g. Driver's License) and verify on Paradigm after the exam.

c. Students are to leave their bags, pencil cases and mobile phones, etc. at the front of the room. Students should be encouraged to go to the bathroom before the exam.

d. Students may only bring writing materials (e.g. pens, pencils, erasers, etc.) and water to their desk. Students may not bring anything else. (If it is an open book exam, students may also take their reading materials.)

e. Please instruct students that they may not talk or leave their places during the exam. If a student has a question, please instruct them to raise their hand. You will then walk over and they may ask you their question quietly.

f. When all students are seated, please put exam scripts face down on the desks in front of them.

g. Once all scripts have been distributed, please instruct students to turn the scripts over and to write their name and student number on the cover sheet.

h. Spare writing paper and manuscript are included in the examination scripts

i. Students are not to leave the room during the exam, except to go to the bathroom. When going to the bathroom, students must go one by one and be accompanied by an appointed staff member.

j. If you suspect a student of cheating, please take note of their name and gather evidence (ie photo or voice recording). Please do not stop a student doing their exam. Let them finish. Notify the Executive Dean or Head of Department at the end of the exam.

k. No students are to leave the room within the first 30 minutes of the examination or within the last 10 minutes.

l. No students are to enter after the first 30 minutes of the examination for a written exam. If the examination is an aural examination (ie Ear Training or History Listening exam) then students are not permitted to enter once the examination has commenced. If a student arrives after this time then they are to be instructed to see student administration and complete the appropriate documentation.

m. At the end of the exam, please collect all exam scripts and ensure that students sign their names on the roll as they hand their script in. Students may not take any part of the exam script out of the room.

n. Once all scripts have been collected, the students may leave.

o. After the exam, please place examination scripts in the supplied envelope and ensure that the number of exam scripts is the same as the number of signatures on the roll.

p. When exams have been marked, please bring the marked scripts back and hand in to reception/student administration along with the signed class lists. At this point the scripts will be counted again, then they will

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be archived for one Trimester. Please note that all exams are property of AMPA and must be returned to AMPA within two weeks of the exam taking place.

2.2.4.5 Inability to Attend an Examination

Students who are unable to sit for an examination due to circumstances beyond their control should apply for special consideration. Students should note that applying for special consideration does not mean that it will automatically be granted.

2.2.4.6 Number and Weighting of Assessments

Assessments that carry a weighting towards the final mark for the unit will be advised in the Unit Guide.

Normally there will be more than one assessment task from which the final mark and grade for the unit is derived.

AMPA reserves the right to require a student to pass a particular assessment task or tasks in order to pass the unit (even if the total mark achieved is more than 50%). Where this is the case, it will be clearly stated in the Course Unit Outline.

2.2.4.7 Submission of Assignments

All assignments are to be submitted on eCon.

Unless a student has an approved extension for the submission of an assignment, all assignments must be submitted by the specified date.

A penalty of 10% per day of the assessment weighting will apply for late submission.

References

University of Western Sydney Examinations Policy

Wesley Institute Assessment Policy

Macquarie University Assessment Policy

UTS: Insearch

2.2.5 Attendance and Intervention Strategies

2.2.5.1 Policy

Attendance at classes and scheduled sessions at AMPA is compulsory. The course material in each unit is covered in class sessions on-campus, and there are no alternative delivery arrangements in place.

The specific requirements for each unit are detailed in the Course Unit Outline, and academic progress in each unit is monitored according to these published requirements. Students are expected to be aware of the requirements for each unit.

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2.2.5.2 Monitoring

Because AMPA believes that attendance and participation in scheduled classes are essential to the learning process, attendance records are maintained.

All students are expected to attend a minimum of 80% of all classes (no more than two unexplained absences in a given subject in a given trimester), and students will notified when they are not maintaining the required attendance level.

All explanations of absence must be accompanied by a medical certificate or similar supporting documentation. The documentation must be submitted to administration before the end of each trimester.

Students who have been notified that their attendance has dropped below 80% will be identified as being at risk.

Lateness to lessons or classes is considered to be unacceptable. If a student is more than 15 minutes late to a class three times, without gaining prior consent from the lecturer, this will be recorded as an absence.

2.2.5.3 Appeal

Where a student appeals a grade of fail, based on attendance, medical certificates or similar supporting documentation must accompany the appeal.

2.2.6 Course Development, Review and Approval Policy

2.2.6.1 Policy Statement

AMPA recognises that course development and review is necessary to ensure the provision of quality learning outcomes. Appropriate processes must be followed to ensure new and existing subjects and courses are proposed, approved and improved in accordance with good practice and in a way that ensures external compliance requirements are satisfied.

This policy also applies to the review and introduction of VET courses where appropriate.

2.2.6.2 Principles of Review

The course review analyses course performance and identifies initiatives for enhancing teaching and learning quality, resources, and industry expectations by ensuring that:

- the feedback through monitoring and review of courses is used to effect improvement;
- continuous quality improvement requires involvement from all stakeholders;
- planned and systematic review of courses ensures that the content and facilities are current and challenging, and that the students receive a high quality teaching and learning experience;
- course reviews focus on the following areas:

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quality – curriculum design with clear and appropriate learning outcomes, engaging learning experience, assessments clearly linked to outcomes, continual enhancement, and efficient management;

viability – cost effective and sustainable

relevance – alignment to graduate employment opportunities, and relevance to industry developments and trends.

2.2.6.3 Mechanisms

A number of different mechanisms will be employed and inputs used to assist with course development and review processes, at both subject and at course levels, including:

- Benchmarking course requirements, including content and objectives, with similar courses at Australian universities and relevant international institutions
- External input through the Course Advisory Committee
- Standard assessment criteria
- Benchmarking assessment through moderation of samples by academic staff from external institutions
- Feedback from students and graduates
- Peer assessment of teaching practices
- Graduate destinations
- Feedback from employers of AMPA graduates

2.2.6.4 Course and Unit Changes

As a non-self-accrediting institution, courses at AMPA are currently offered under the authority of the Tertiary Education Quality and Standards Agency (TEQSA). New courses require initial accreditation by TEQSA, and subsequent re-accreditation. Proposed changes to a course may arise within an accreditation period, with the authority to approve changes dependent upon whether they are minor or major in nature.

Major course changes

Major changes to courses, course delivery and institutional arrangements must be reported to TEQSA. These include:

- major alterations to teaching premises;
- changes to delivery location;
- changes to the mode of delivery of a course, such as from face-to-face to on-line;
- significant substitution of new subjects or significant deletion of subjects in a course (such as that comprising more than 25% of the total number of subjects in the course);
- any changes to the title of a course; and/or
- significant reduction in student contact hours in a course.

2.2.6.4.1 Minor course changes

The Academic Board can approve minor changes, which are all changes other than those of the nature identified above.

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2.2.6.5 Responsibilities and Approval

The Academic Board has overall responsibility for matters relating to course development and review, with delegated responsibility from the Board of Directors for all academic activities of AMPA through the AMPA Constitution.

The Academic Board reports all information on course development and review to the Board of Directors. The Board of Directors has the responsibility to approve all courses before they are submitted for accreditation.

The Course Advisory Committee, which reports to Academic Board through the Teaching and Learning Committee, has a specific role in course development and review. Its terms of reference are to review, comment and make recommendations on:

- the nature and content of the programs
- modes of delivery, including timing and pedagogical practices
- proposed changes and/or new courses
- quality of teaching and learning
- future directions.

The Teaching and Learning Committee also has major input into course development and course review as it monitors the effectiveness of current teaching practices, the validity and reliability of assessment processes, and the efficiency of grievance and appeals mechanisms, so that documentation can be maintained and progressively improved for each accreditation cycle.

For further details regarding these Boards and Committees please see:

1.5.3 Board of Directors – Terms of Reference
1.5.6 Academic Board – Terms of Reference
1.5.7 Teaching and Learning Committee – Terms of Reference
1.5.9 Course Advisory Committee – Terms of Reference

2.2.7 Free Intellectual Inquiry Policy

2.2.7.1 Policy

AMPA supports implementation of the principle of free intellectual inquiry in teaching, research and scholarship associated with the delivery of all its awards. AMPA staff and students are encouraged to embrace and enact this principle.

AMPA's free intellectual inquiry policy is supported by its core values:

- Collaboration – stakeholder focus, respect, partnership and teamwork
- Innovation – learning, creativity and diversity
- Accountability – quality, integrity, commitment and ownership

2.2.7.2 Principle

AMPA's value as an institution of Teaching and Learning depends upon its ability and its determination to challenge, revise and renew accepted ideas,

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its encouragement of vigorous debate, and its support for the development and testing of theories.

For AMPA to fulfil this role, its academic staff and students must have the right and duty to exercise their professional judgement in engaging in teaching, learning and research, and to disseminate the results of research, without undue interference from governments, AMPA administration, the media, private corporations, other organisations or people.

Staff and students should expect that their right to hold values of their own choosing will be respected even when those values are being questioned.

Free intellectual inquiry carries associated responsibilities to exercise professional care and competence in the conduct of teaching, learning and research, to subject academic work to the critical scrutiny of others, to consider the impact that one's work may have on others, and not to impinge on the ability of others to engage freely in teaching, learning, research and academic debate.

Staff and students must take particular care not to breach laws and regulations such as those relating to privacy, discrimination and racial vilification.

Academic papers, journal articles or conference presentations that claim to represent AMPA's view or official position must be forwarded to the Executive Dean for approval prior to submission, public presentation or release.

2.2.8 Moderation Policy

2.2.8.1 Policy

This policy supports the expectations of AMPA that the learning activities and assessments are clearly aligned and that assessment procedures and practices are fair, appropriate and incorporate clearly defined assessment criteria.

Moderation seeks to assure all stakeholders that:

- good practice in assessment is being applied consistently across the institution;
- student performances are being properly, fairly and accurately judged.

2.2.8.2 Objectives

The objectives of this policy are to ensure that:

- an Assessment Review Committee (ARC) is established with the appropriate membership;
- assessment processes are systematically moderated and reviewed;
- appropriate and consistent grading standards are applied across courses;
- continuous improvement to assessment occurs through feedback to assessors;
- assessment tasks are well defined and appropriate to the unit outcomes.

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2.2.8.3 Validation

- It is used to check that assessment tasks accurately reflect the learning outcomes for each unit.
- Validation includes external input and scrutiny, including relevant industry and professional bodies, and regulatory authorities.
- It forms part of the program for the annual review of courses and drives continuous improvement.

2.2.8.4 Responsibility

- The Assessment Review Committee is responsible for reviewing and approving results for each unit for presentation to the Teaching and Learning Committee.
- This may include decisions to adjust the grades in one or more units.
- Particular attention is given to fail and withheld grades.
- A summary of grades and explanation of the fail and withheld grades is provided to the Teaching and Learning Committee for approval to be released to students.
- A summary of grades is tabled at the Academic Board and Course Advisory Committee for discussion and comparison with previous semesters.

2.2.9 Special Consideration Policy

2.2.9.1 Policy

Special Consideration is intended for students who are prevented by short-term illness, serious misadventure or unavoidable disruption from completing any unit requirements in accordance with their ability.

It also applies to students who are prevented from completing their studies and have withdrawn from their course.

2.2.9.2 Eligibility

Students may apply for Special Consideration on a range of health or compassionate grounds where unexpected or extenuating circumstances during or at the end of semester, which:

a. prevented them from submitting assessable tasks;
b. prevented them from attending an examination,
c. substantially affected their performance in the above, or
d. necessitated the withdrawal from their course.

Examples of unexpected or extenuating circumstances normally considered, include:

a. Acute illness, for example, hospital admission, serious injury, severe asthma, severe anxiety or depression. This does not include symptoms associated with minor illness such as a cold or hay fever.
b. Loss or bereavement, for example, death of a close family member, family/relationship breakdown.
c. Hardship/trauma, for example, victim of a crime, sudden loss of income or employment, severe disruption to domestic arrangements.

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2.2.9.3 Application

All applications will be considered on a case-by-case basis and full consideration will be given to the particular circumstances of the individual student.

Special Consideration applications must be supported by evidence to demonstrate the severity of the circumstance(s) and that substantial disruption has been caused to the student's capacity for effective study.

Applications must also include specific details on how the unavoidable disruption affected previously satisfactory work by the student.

2.2.9.4 Responsibility

If a student determines that it is appropriate to apply for Special Consideration, it is their responsibility to notify AMPA of unavoidable disruption.

2.2.9.5 Related Procedures and Forms

Special Consideration Procedures
Special Consideration Forms

2.2.9.6 Reference

Macquarie University Special Consideration Policy
Monash University Special Consideration Policy
RMIT University Special Consideration Policy

2.2.10 Students at Academic Risk Policy

2.2.10.1 Policy Statement

AMPA recognises the necessity of reliably and efficiently monitoring the progress of students in their studies, and of having systems in place to promote the early detection of students who are making unsatisfactory progress and are, therefore, at risk of failing to complete their course within the planned period of study. This policy is designed to identify students who have demonstrated a persistent pattern of failure.

This policy is aimed at intervening to help students meet academic requirements by:

- regularly and effectively advising students of progress requirements
- identifying students not meeting academic progression requirements
- alerting students that they are not meeting academic progression requirements
- providing assistance to address issues affecting progression
- tracking the progress of students after they are identified as not meeting academic progression requirements.

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2.2.10.2 Identifying Students at Risk

The following triggers will be used to identify students not meeting academic progression requirements:

- receiving a Fail, Withdrawn Fail or Attendance Fail grade in more than fifty percent of the units for which the student was enrolled in the semester just completed
- failure by a student to successfully complete core unit(s) of study
- failure twice by a student to pass the same unit of study
- unsatisfactory student attendance record as defined in a particular unit
- inability of a student to complete their award course within the maximum permitted time while carrying a normal student load.

The early detection of students in this category allows timely intervention, and the provision of advice and assistance to support students in their ongoing studies. Early detection and intervention may also reduce the number of students who eventually need to exercise the appeals mechanisms available to them.

See also section 6.3 Supporting Students at Risk

2.2.10.3 Sources

University of Melbourne
Macquarie University
Engineering Institute of Technology
AMI Education Australia

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2.3 ADMISSIONS POLICIES

2.3.1 Admissions and Student Selection Policy

2.3.1.1 Policy

The Academic Board has resolved that admission requirements and selection criteria should be clearly expressed to reflect accreditation approval, and that any changes be published at least six months before the intake to which they refer. The Executive Dean is responsible for monitoring the correctness and completeness of published admission requirements.

Student Administration is required to maintain appropriate records of the basis for admission of students so that:

- the effectiveness of admission criteria can be evaluated, and
- statistical reviews of the progression rates of students may be conducted, and
- the reporting requirements of TEQSA Provider Registration Standards must be satisfied.

These records should be kept in accordance with the AMPA policy for storage and handling of records.

2.3.1.2 Selection

2.3.1.2.1 Admission Requirements

The admission requirements and selection criteria for each course are approved by the Tertiary Education Quality and Standards Agency (TEQSA) as part of course accreditation. Any change must be approved by the Academic Board and, if significant, reported to TEQSA.

Admission requirements for each course are published in the Prospectus and www.ampa.edu.au.

2.3.1.2.2 English Language Requirements

Applicants who have not completed an educational qualification in English have to provide proof of proficiency in English through internationally recognised tests such as IELTS, Pearson or TOEFL. The English language requirements for admission to each course are published in the Prospectus and www.ampa.edu.au. A summary of the tests and qualifications accepted by AMPA follows.

Test/Qualification	Minimum required for Associate Degree
IELTS	5.5
Pearson Test of English (PTE) Academic	46
TOEFL (Paper based)	500

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TOEFL (Internet Based Test - iBT)*	46 - 59
CEFR	B2
Eurocentres	Level 6

Test/Qualification	Minimum required for Bachelor Programs
IELTS Academic	6.0
Pearson Test of English (PTE) Academic	54
TOEFL (Paper based)	534
TOEFL (Internet Based Test - iBT)*	60 - 78
CEFR	B2
Eurocentres	Level 7

Test/Qualification	Minimum required for Masters Programs
IELTS	6.5
Pearson Test of English (PTE) Academic	61
TOEFL (Paper based)	565
TOEFL (Internet Based Test - iBT)*	79 - 93
CEFR	B2
Eurocentres	Level 7 or above

The above tests or qualifications will be accepted as valid for admission into AMPA courses if the test was taken within 24 months of the proposed date of commencement of study.

IELTS	UK A Level English	Singapore-Cambridge A Levels	HKDSE	STPM	UK A Levels Humanities	UK AS Level English	IGCSE English	IB English A	
								Higher level	Standard level
5.5	E	E	3	E	D	D	C		3
6.0	D	D	4	D	C	C	A/B	3	4
6.5	B/C	B/C	5	B/C	A/B	A/B		4	5
7.0	A	A	5*	A				5	6
7.5	A*		5**					6	7
8.0								7	

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English Proficiency Requirements for admission to AMPA courses are published in the Prospectus and www.ampa.edu.au.

Qualification/subject	Grade requirement
Denmark Studentereksamen	8 in English A or 10 in English B
Finland Upper Secondary School Certificate	8 in English or English A Language
Germany Abitur	3 in Advanced Level English (LF)
Netherlands VWO	8 in Level 6 High School English
Norway Vitnemal	4 in English
Sweden Avgangsbetyg/Slutbetyg	VG or B in English

* Linking *TOEFL iBT* Scores to IELTS Scores
https://www.ets.org/s/toefl/pdf/linking_toefl_ibt_scores_to_ielts_scores.pdf

2.3.1.3 Access and Equity

While admission is based primarily upon academic merit, AMPA recognises that some applicants are not able to demonstrate their full potential for success at degree level study through the normal qualifying requirements. AMPA takes these factors into consideration and provides a means for the talented performer and mature age student for admission to its Bachelor and Associate Degrees of Music and Dance.

To be eligible to apply for admission as a mature age student, candidates must meet all of the following criteria:

a) be at least 21 years of age on 1 March of the year of entry to AMPA
b) not have an ATAR or equivalent interstate or overseas qualification that would enable them to compete for normal admission
c) not have been enrolled for at least two full-time semesters of study in a Diploma or higher level qualification
d) satisfy the additional admission criteria for the course they wish to enter, e.g. artistic requirements, assumed knowledge, language requirements.

Mature age students are required to complete a Tertiary Preparedness Statement (TPS) prior to their audition/interview.

At the discretion of the Executive Dean, the offer of a place to a mature age applicant may be provisional requiring the student to pass all enrolled units in the first semester of study.

2.3.1.4 Admission

The Student Selection and Admission Procedure describes the admissions process. After receipt of complete applications, candidates will be auditioned and interviewed in person.

All in-person auditions will be recorded on video by a delegated staff member for comment and recommendation by the Head of Music/Dance or Executive Dean if they are not available to attend in person.

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Overseas applicants may be interviewed off-shore, or by telephone, or communication may be via email.

It is the Executive Dean/CEO's responsibility to ensure that admission criteria and candidates who are offered a place for the course of study:

- Are appropriate for the Qualification Standards level of the course of study and required learning outcomes;
- Take account of external benchmarks; and,
- Ensure that students have adequate prior knowledge and skills to undertake the course of study successfully.

2.3.1.5 Admission Delegations

The authority to authorise an offer of admission to a potential student can only be made by the following personnel:

1. Executive Dean/CEO
2. Head of Music
3. Head of Dance

This authority must be recorded on the candidate's audition form.

2.3.2 Credential Verification Policy

2.3.2.1 Policy

AMPA ensures that all academic credentials submitted by successful applicants are checked and verified. All applicants will be made aware of the verification policy as part of their admissions procedure. The Admissions Committee is responsible to ensure that all academic credentials are checked and verified by the awarding institution.

This policy also applies to all staff credentials, which will be checked and verified by AMPA Administration.

2.3.2.2 Submission and Processing of Credentials

Where the submission of academic credentials is a requirement for entry into a course or for assessing the recognition of prior learning, the original credential can be copied and verified by administration, or a certified copy by a Justice of the Peace or other authorising agent can be submitted as part of the application.

All credentials will be authenticated by authorised officials at the institutions that issued them.

In the case of international students, an initial check on the institution and level of qualification will be made through National Office of Overseas Skills Recognition, Country Education Profile (NOOSR CEP) before authentication is sought from the issuing institution.

2.3.2.3 Translations

All documents translated in English must be submitted together with the original language documents issued by the institution.

2.3.2.4 Sources:

World Education Services	www.wes.org
Employment Background Checks	www.amof.info/education.htm
Federal Trade Commission	https://www.ftc.gov/tips-advice/business-center

2.3.3 Deferral or Withdrawal Policy

2.3.3.1 Purpose

AMPA recognises that a student may need to request to defer or withdraw from their course of study at any time during the trimester. Each request must be made using the appropriate form, and submitted to administration. An academic and financial penalty may apply depending on the time the request is submitted.

2.3.3.2 Policy

A student may request to defer or withdraw from their course of study at any time during the trimester.

- AMPA will provide overseas students with information that the deferral or cancellation of their enrolment may affect their student visa, and they should refer to the Department of Immigration and Border Protection website for further information. Any deferral or cancellation of the enrolment of an overseas student will be reported through the Provider Registration and International Student Management System (PRISMS).
- A student under the age of 18 will require a letter from a parent or legal guardian supporting the decision to defer or withdraw.
- Academic and financial penalties will apply depending on the timing of the application. Financial penalties are outlined in the AMPA Refund of Tuition Fees for Overseas Students, and the FEE-HELP Review and Remittance Policies.

2.3.3.3 Deferral of Enrolment

Where a new student wishes to defer prior to course commencement they need to notify AMPA in writing and are required to state the reasons for their deferral. Subject to approval, AMPA will hold all fees paid and credit the following trimester. If the student subsequently withdraws, The Refund Policy will apply from the date AMPA received the request to defer.

Overseas student applications for deferral will be considered on the following grounds:

1) A delay in the student receiving their visa

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2) Compassionate or compelling circumstances beyond the student's control, including:
    - unexpected severe illness or death of a family member
    - the student has been involved in legal proceedings where the timing is beyond their control
    - the student has been caught up in a natural disaster, political uprising or other similar event
    - the student has an accident or contracts a serious illness after arriving in Australia
    - the student is pregnant

2.3.4 Recognition of Prior Learning Policy

2.3.4.1 Policy Statement

AMPA ensures that an individual's prior learning is recognised, irrespective of how or where the learning has taken place. All students are advised of the Recognition of Prior Learning (RPL) policy and procedure prior to enrolment. Applications for RPL are managed and assessed by the Teaching and Learning Committee.

There are two types of prior learning which may be recognised by AMPA:

1. Completion of a prior course of formally recognised training, for which advanced standing for some units may be granted;
2. Completion of equivalent AQF level units in a prior course of formally recognised training, for which a credit transfer for those units may be granted;

In all cases, RPL will only be granted for units where it can be substantiated that the applicant has achieved the key learning outcomes or competencies. The Teaching and Learning Committee maintains the discretion to refuse RPL in circumstances where the prior learning took place 10 or more years prior to the application, or a shorter period in relation to units impacted by technological or other developments.

Up to 50% may be credited towards the current course of study. This may be granted in the form of block, specified or unspecified credit.

2.3.4.2 Application

- A student wishing to obtain RPL as described above will complete an *Application for RPL* and submit it to Administration for processing. The application must include all supporting certificates and transcripts.
- The application will be passed to the Teaching and Learning Committee.
- The Teaching and Learning Committee will consider the application, and will enlist the advice of additional qualified members of staff if required.
- The student will then be notified in writing of the decision of the Teaching and Learning Committee and their record updated if the application is successful.

For overseas students the following additional procedures apply -

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Where the RPL is granted to an overseas student which leads to a shortening of the course then the following procedure applies:

- If RPL is granted before Visa grant, the Electronic Confirmation of Enrolment issued to the student will reflect the shortened course duration.
- If RPL is granted after Visa grant, the change of course duration will be advised via the Provider Registration and International Student Management System.

2.3.4.3 Submission Timelines

Applications for RPL must be submitted four weeks prior to the start of the trimester for processing. Any application received after this deadline may not be processed in time for the student to vary their enrolment.

2.3.5 AQF Qualifications Pathways Policy

2.3.5.1 Overview

The AQF Qualifications Pathways Policy builds into the Australian Qualifications Framework (AQF) the capacity to genuinely support students' lifelong learning. It is Australia's national policy on qualifications pathways.

The purpose of the policy is to maximise the credit that students can gain for learning already undertaken. It aims to:

- Enhance student progression into and between AQF qualifications
- Recognise the multiple pathways that students take to gain AQF qualifications and that learning can be formal, non-formal or informal, and
- Support the development of pathways in qualifications design.

2.3.5.2 Policy Statement

This policy is underpinned by the principles that pathways:

- Are clear and transparent to students
- Are systemic and systematic
- Enable flexible qualification pathways
- May be horizontal across AQF qualifications at the same level as well as vertical between qualifications at different levels
- Can facilitate credit for entry into, as well as credit towards, AQF qualifications, and
- Eliminate unfair or unnecessary barriers for student access to AQF qualifications.

2.3.5.3 AMPA's Responsibilities

AMPA must have clear, accessible and transparent policies and processes to provide qualifications pathways and credit arrangements for students.

These policies and processes will:

- Ensure that pathways into and between qualifications are available to all students for all relevant qualifications

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- Be made publicly available, widely promoted and easily accessible to all prospective and existing students to enable them to:
  - make well-informed choices between alternative pathways
  - take into account the credit that may be available to them, and
- Be regularly reviewed to maximise applicability to new and updated qualifications and to student and industry needs.

AMPA's decisions regarding the giving of credit into or towards AQF qualifications will:

- Be evidence-based, equitable and transparent
- Be applied consistently and fairly with decisions subject to appeal and review
- Recognise learning regardless of how, when and where it was acquired, provided that the learning is relevant and current and has a relationship to the learning outcomes of the qualification
- Be academically defensible and take into account the students' ability to meet the learning outcomes of the qualification successfully
- Be decided in a timely way so that students' access to qualifications is not unnecessarily inhibited
- Allow for credit outcomes to be used to meet prerequisites or other specified requirements for entry into a program of study leading to a qualification or for the partial fulfillment of the requirements of a qualification, and
- Be formally documented for the student including any reasons for not giving credit.

Giving credit into or towards an AQF qualification should not impinge upon:

- The integrity of qualification outcomes and discipline requirements, or
- The responsibility of issuing organisations to make decisions on admission, prerequisites or
- Programs of study, and the students' likely successful completion of the qualification.

2.3.5.4 Application

Credit will be given on the basis of formal individual negotiations between students and issuing organisations or formal negotiated agreements between issuing organisations.

Recognition of prior learning or advanced standing for relevant and current informal or non-formal learning will be available for students and may be used for entry requirements or credit towards an AQF qualification.

Credit can be given to students in the form of block, specified or unspecified credit.

AMPA may systematically negotiate credit agreements with other issuing organisations for any AQF qualifications to maximise the credit available to eligible students for both entry into and credit towards AQF qualifications.

Credit agreements negotiated between issuing organisations for credit for students towards AQF qualifications at any level, vertical or horizontal, will take into account the comparability and equivalence of the:

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- Learning outcomes
- Volume of learning
- Program of study, including content, and
- Learning and assessment approaches.

Credit agreements for students towards higher level AQF qualifications in the same or a related discipline should use the following as the basis of negotiations:

- Maximum credit of 50% for an Advanced Diploma or Associate Degree linked to a Bachelor Degree
- Maximum credit of 33% for a Diploma linked to a Bachelor Degree

These agreements do not preclude any further institutional or individual student negotiations for additional credit.

Reference - Australian Qualifications Framework Second Edition January 2013

2.3.6 Overseas Student Transfer Policy

2.3.6.1 Background

AMPA operates in compliance with the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (The National Code). Standard 7 Overseas Student Transfers of The National Code places restrictions on providers from enrolling transferring overseas students prior to the student completing six (6) months of his or her principal course of study (the Restricted Period). The Restricted Period applies to any prerequisite courses in a package of courses, as well as the first six (6) months of the principal course. Providers from whom the student is seeking to transfer are responsible for assessing the student's request for transfer within the Restricted Period. It is expected that the student's request will be granted where the transfer will not be to the detriment of the student.

Where an overseas student requests a transfer from AMPA to another institution within the Restricted Period, AMPA will assess the request against this Policy and Standard 7 of The National Code. Applications from students transferring from another registered provider within the Restricted Period will also be assessed against this Policy and Standard 7 of The National Code. AMPA will support the intent of Standard 7 which recognises overseas students as consumers and supports them to exercise choice, while acknowledging that they may also be a group that requires support to transition to study in Australia. As such, the impact on a student of refusing a request will be one factor taken into consideration. After the Restricted Period of their principal program, students are free to transfer between registered providers and do not require a release letter.

2.3.6.2 Transferring from AMPA to Another Registered Provider

Any AMPA student who wishes to transfer to another institution within the Restricted Period must apply for a transfer. All applications must be submitted via the Letter of Release Application and must be accompanied by

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a valid letter of offer from the institution to which the student is transferring together with the documentation required by this Policy.

2.3.6.3 Circumstances where a Letter of Release will be Approved

Failure to Meet Conditions of Offer

Students will receive a Letter of Release where a student has not met the condition(s) of their offer.

In order for a request for a Letter of Release to be considered, the student must provide the evidence that they have attempted and not successfully completed their preliminary program despite intervention. Students must have complied with all student visa conditions e.g. English Language Intensive Courses for Overseas Students, Foundation Program.

Compassionate or Compelling Circumstances

Students will be provided with a Letter of Release where they can demonstrate compassionate or compelling personal reasons or academic circumstances. It will normally be expected that such circumstances were unexpected and beyond the control of the student. In order for a request for a Letter of Release to be considered, the student must provide relevant supporting documentary evidence which might include a personal statement and a statement of support from an independent professional (e.g. medical practitioner, legal, counselling, academic).

Government-sponsored Students

Government-sponsored students may transfer if their government sponsor considers the change to be in the student's best interest and has provided written support for that change from the government sponsor. This Policy does not apply to AusAID students. Overseas students on AusAID visas who wish to transfer institutions should contact the International Student Team Coordinator at the Student Business Centre.

Unsatisfactory Course Progress

Students will receive a Letter of Release where the University assesses that the student is unable to achieve satisfactory course progress at the level they are studying

Unmet Course Expectations

The student provides evidence that they were misled by a AMPA staff member or an official agent of the University regarding AMPA or the course in which they are enrolled.

AMPA Unable to Deliver the Program

AMPA is unable to deliver the program therefore preventing an overseas student from continuing their study.

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2.3.6.4 Circumstances Where a Letter of Release will be Refused

Request for transfer applications will be refused:

- if a student does not have a valid enrolment offer from the receiving provider; or
- where the student's government sponsor has not provided written support for the change; or
- if a student under 18 years of age does not have written evidence that the student's parent or legal guardian supports the transfer. If appropriate, where the student is not being cared for in Australia by a parent or suitable nominated relative, the letter of offer from the new institution must confirm that the new institution will accept responsibility for approving the student's accommodation, support and general welfare arrangements, as per Standard 5 of The National Code; or
- where a student has not accessed the University's available support services for assistance with their studies and/or personal problems, for example, they have not sought assistance from AMPA's learning support or counselling services following a referral; or
- where students are unable to provide evidence of compassionate or compelling reasons or academic circumstances that were beyond their control; or
- if the transfer is not in the best interest of the student; or
- where the scheduled date for commencing classes at the other Registered Provider has passed at the date of lodging the request for a Letter of Release. Additionally, the University will not consider applications under the following circumstances until they have been resolved:
    - When there is a University initiated action against the student;
    - Where there are sanction/s against the student which include, but are not limited to, non-payment of tuition fees, outstanding fines and penalties.

2.3.6.5 Other Information

Transferring to a Non-AQF Equivalent Degree

Where a student is requesting a transfer to a Non-AQF Equivalent Degree they must provide relevant supporting documentary evidence which might include a personal statement outlining why the transfer is not detrimental to the student.

Outcome of Application

The written outcome, including reasons, will normally be provided within ten (10) working days of the date the student submits their written request. Requests that do not contain all necessary information required under this Policy may take longer to process. Records of requests for letters of release and the process used to make a decision in relation to the request will be documented and retained on the student's file.

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Appeals

Where a student's request for a Letter of Release is denied, the student has a right of appeal. Appeals should be submitted in accordance with the University's Academic Regulations (Division 9 – Complaints and Appeals for Review of Decisions).

Refunds

In all cases, students' entitlement to a refund will be assessed in accordance with AMPA's applicable refund policy for overseas students. Students should submit an application for refund, if appropriate, to the COO. In instances where the refunds exceed AUD$1,000, the monies will be returned to the country from which the original funds were transferred. Alternatively, students may request for the refund to be forwarded to the receiving institution's bank account.

Transferring to AMPA from Another Registered Provider

AMPA will not knowingly enrol or permit attendance in classes to a student wishing to transfer from another registered provider's program prior to the student completing six (6) months of his or her principal course of study except where:

- the original registered provider has ceased to be registered or the program in which the student is enrolled has ceased to be registered; or
- the original registered provider has provided a written Letter of Release; or
- the original registered provider has had a sanction imposed on its registration by the Australian Government or State or Territory Government that prevents the student from continuing his or her principal course; or
- any Government sponsor of the student considers the change to be in the student's best interest and has provided written support for that change. AMPA will be required to undertake the Genuine Temporary Entrant (GTE) and Genuine Student (GS) checks prior to making any offers of enrolment.

2.3.7 Refund of Tuition Fees for Overseas Students

2.3.7.1 Policy

The AMPA policy on the refund of tuition fees and other course money for international students has been developed in accordance with the policy on Fee Refunds established by the *Education Services for Overseas Students Act (2000)* and the *National Code (2007).*

This policy applies only to all commencing and continuing international students, irrespective of who has paid the tuition fees.

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This agreement and availability of complaints and appeals processes does not remove the right of the student to take action under Australia's Consumer Protection Laws.

2.3.7.2 Procedures

AMPA has developed the following procedures to ensure that all international students are aware of the refund conditions; how to apply for a refund; how, and to whom the monies will be refunded; and any additional charges.

Students and prospective students are made aware of these conditions as part of their application process and their enrolment session.

Students are encouraged to read the following conditions carefully:

1. To apply for a refund, students must complete a Refund Application form and submit it to the AMPA Administration Office.
2. A refund will be made only after students have returned the enrolment documentation and completed the Indemnity and Release form.
3. Tuition fees are refundable in full, less enrolment fee, audition fee and administration costs, if a Visa application is rejected and the official rejection advice is made available to AMPA. These administrative costs make up 10% of tuition fees.
4. If you cancel your enrolment more than 12 weeks before the census date, AMPA will refund 75% of tuition fees
5. If you cancel your enrolment less than 12 weeks but more than 8 weeks before the census date, AMPA will refund 50% of the tuition fees.
6. If you cancel your enrolment less than 8 weeks before the census date, AMPA will refund 25% of the tuition fees.
7. If you cancel your enrolment on or after census date, the tuition fees WILL NOT be refunded. No exceptions will be made to this regulation.
   AMPA reserves the right to cancel or defer courses, and to alter course timetables and class locations. A course deferral or cancellation constitutes provider default, and will attract all provisions associated with it.
8. Monies to be refunded will be paid directly to the banking source from which they were received.
9. A refund in respect of an enrolment received through an agent will normally be made to you through that agent (this is irrespective of age).
10. Refunded fees in the case of student default will also incur an additional administration charge of 5% of the original course fee.
11. Refunded fees in the case of provider default will NOT incur any additional administration charge.
12. If AMPA, as a provider, defaults, the full amount will be refunded.
13. Refund payments will be made within 21 days of an approved Refund Application being submitted.

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2.3.8 Fee Review Policy and Procedures for Domestic Students

2.3.8.1 Policy

This policy is to provide FEE-HELP remittance guidelines to domestic students enrolled in an AMPA FEE-HELP enabled course, and students who have elected to pay their course fees upfront.

2.3.8.2 Undertaking

AMPA will conduct these procedures in compliance with the *Higher Education Support Act 2003* guidelines.

AMPA will ensure that all students are informed about the census dates for the current academic year at orientation and their enrolment session.

They will also be made aware of the procedures for remitting a FEE-HELP balance.

Students who withdraw on or before the census date

If a student who has requested FEE-HELP assistance withdraws from the unit, or units, of study on or before the census date for that trimester, the student will not incur a FEE-HELP debt for the unit, or units, of study.

Students who withdraw after the census date

If a student who has requested FEE-HELP assistance withdraws from the unit, or units, of study after the census date for that trimester, the student will incur a FEE-HELP debt for the unit, or units, of study.

2.3.8.3 Conditions for remitting a student's FEE-HELP balance

A student may apply after census date to have their FEE-HELP balance remitted if the student has been unable to complete the unit, or units, of study and believes this was due to special circumstances.

AMPA will remit the student's FEE-HELP balance if it is satisfied that special circumstances apply that:

- are beyond the student's control; and
- did not make their full impact on the student until on or after the census date for the unit, or units, of study in question; and
- make it impracticable for the student to complete the requirements for the unit, or units, during the period in which the student undertook, or was to undertake, the unit, or units.
- AMPA will be satisfied that a student's circumstances are beyond the student's control if a situation occurs that a reasonable person would consider is not due to the person's action or inaction, either direct or indirect, and for which the student is not responsible. The situation must be unusual, uncommon or abnormal.

- Each application will be examined and a decision made based on the student's claim together with independent supporting documentation substantiating the claim.

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2.4 STAFF POLICIES

2.4.1 Academic Staff Qualification Policy

2.4.1.1 Purpose

This policy provides the principles and guidelines to be used to ensure that AMPA's academic staff who teach courses that lead to the issuing of a higher education qualification recognised within the Australian Qualifications Framework (AQF) are appropriately qualified in the relevant discipline, have a sound understanding of current scholarship and/or professional practice in the discipline they teach, and have an understanding of the required pedagogical and/or adult learning principles.

The guidelines outline the processes and criteria to be used when determining professional experience equivalence of AMPA teaching staff to AQF qualification levels.

The guidelines ensure that AMPA complies with the requirement of Provider Course Accreditation Standard 4.2 of the Higher Education Standards Framework (Threshold Standards) 2011 that academic staff who teach students are:

- appropriately qualified in the relevant discipline for their level of teaching … to at least one AQF qualification level higher than the course of study being taught, or
- deemed to have obtained the "equivalent professional experience" in lieu of formal qualifications.

2.4.1.2 Scope

This policy and the guidelines apply to:

- academic staff teaching higher education courses of study,
- academic staff responsible for designing, developing and evaluating higher education courses of study, and
- members of the Academic Board.

2.4.1.3 Principles

Students expect and deserve to be taught, mentored and supervised by appropriately qualified and experienced staff who have comprehensive and current knowledge of the discipline area and subject material being taught.

AMPA's academic teaching staff who teach award courses should be appropriately qualified in the relevant discipline, have a sound understanding of current scholarship and/or professional practice in the discipline areas that they teach, and understand the pedagogical and/or adult learning principles relevant to the students being taught.

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2.4.1.4 Guidelines

In general, academic staff will have the required level of formal qualifications required by this policy. The formal qualifications of the staff member will normally be in the same (or in a cognate) discipline as the course content being taught. However, in some cases, academic staff will need to demonstrate they have gained formal qualifications and have relevant teaching, professional, research and work experiences in order to comply with the minimum qualifications requirements of this policy.

As a general rule, academic staff who are assessed on the basis of a combination of formal qualifications and professional or other experiences must have formal qualifications at least at the same AQF level as the course being taught. Professional and other experiences and skills will generally only be used to assess whether the staff member is deemed to have "qualifications" one AQF level above the level of the course being taught.

Any teaching and professional experience must be current and relevant to the subject material being taught, and must be supported by appropriate evidence and/or references. Work experiences (such as teaching and research at AMPA) will be considered to be an extension of professional experiences in the case of a staff member originally employed based on their relevant professional experiences.

To be assessed under the criteria of "equivalent professional experience", a person must have acquired sufficient professional experience by working in the same field or industry. The professional experience must be current and relevant to the subject being taught.

The Tertiary Education Quality and Standards Agency (TEQSA) provides the following guidance in its *Guidance Note: Equivalence of professional experience to academic qualifications*:

Equivalent professional experience goes well beyond a measure of the time spent by a person working in a particular profession. Assessment must also take into account how the professional experience demonstrates achievement that is equivalent to the specific knowledge and skills established in the learning outcomes of the required AQF level being considered.

When assessing professional equivalence, TEQSA advises that consideration be given to the following:

- the full range of professional experience, including teaching experience (i.e. teaching at lower AQF levels, conducting professional development seminars, giving public lectures), scholarship and professional practice
- a minimum requirement for academic qualification(s); for example where staff are able to meet the AQF+1 requirement through professional experience, they could be required nonetheless to hold an academic qualification at least equivalent to the AQF level of the course of study being (or proposed to be) taught; and
- the specific criteria for assessing professional equivalency. Where a policy points to multiple criteria, the policy should be clear about

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whether each criteria is sufficient on its own, or is to be assessed in combination.

Examples of evidence that may be provided (as noted in TEQSA's Guidance Note) include:

- leadership in the development of professional standards,
- performing in a role that requires high order judgement and the provision of expert advice, or in roles that have been at a senior level,
- managing significant projects in the field,
- testimonials, awards or other recognition that acknowledges leadership or expertise in the field of education,
- contributions in the field of study through participation in advisory boards and professional networks,
- peer reviewed publications in the field of study,
- other publications such as books and reports, and
- leadership or management of research acknowledged by peers.

The following categories of staff will be exempt from the requirements of this policy:

- Occasional guest lecturers and teachers/instructors who do not teach more than one-third of the subject in any teaching session will be exempt from the requirements of this policy provided they have a level of knowledge, experience and expertise that will add value to the teaching of the relevant discipline and demonstrably enhance the learning experiences of students.
- Academics who have taught in the same discipline for at least 5 years, at the same level or higher, at AMPA or at another higher education provider registered by TEQSA.

A person who does not meet the requirements of this policy and guideline may be considered for appointment by the Academic Selection Panel, subject to the approval of the Academic Board. Any academic staff member so appointed will be subject to conditional appointment for a specified probationary period determined by the Academic Board and may be required to complete a specified professional development plan within that period. If considered necessary, a person so appointed will, during the period specified by the Academic Board, be mentored and supervised by a more experienced academic staff member.

In cases not covered by these guidelines, an academically defensible position must be made for each individual staff member. For example, at the time any policy on this topic is approved, existing staff may be exempt from the operation of the policy for a specific subject or cohort of students, provided they can demonstrate to the Executive Dean and Head of Music or Dance that they have been successful teachers for a significant period of time.

Where a subject has a research component, the staff member teaching the research component will be required to demonstrate that they have relevant research skills and successful research experiences.

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2.4.1.5 Minimum Qualification Requirements for Teaching Staff

The table below outlines the minimum requirements. The Academic Board may require additional evidence or standards as appropriate for a particular discipline or professional area of study.

AQF level of AMPA course being taught	Minimum AQF qualification of teaching staff	Academic and/or Professional experience equivalence
AQF level 6 (Associate Degree, Advanced Diploma)	AQF level 7 (Bachelor Degree) Staff teaching at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice	• Except in special circumstances, the minimum qualification level to teach any student is a Bachelor degree. • Or, a person with substantial relevant industry or teaching experience; for example, a performing musician without any qualifications who is judged to have extensive and high level knowledge and skills in their area of musical performance equivalent to an AQF level 8 graduate.
AQF Level 7 (Bachelor Degree)	AQF level 8 (Bachelor Honours Degree, Graduate Certificate, Graduate Diploma)	• AQF level 7 qualification (Bachelor degree) and (if relevant) current registration to practise within the relevant profession PLUS: o 3 years' relevant teaching, research and/or professional experience in the past 5 years, or o enrolment in, and completion of at least part of, a relevant AQF level 8 or 9 program, plus some relevant teaching, research and/or professional experience, together totalling 3 years, • Or, a person with substantial relevant industry or teaching experience; for example, a performing musician without any qualifications who is judged to have extensive and high level knowledge and skills in their area of musical performance equivalent to an AQF level 8 graduate.
AQF level 8 (Graduate Diploma)	AQF level 9 (Masters Degree)	• AQF level 8 qualification and (if relevant) current registration to practise within the relevant profession PLUS: o 5 years' relevant teaching, research and/or professional experience in the past 10 years, or o enrolment in, and completion of at least part of, a relevant AQF level 9 program, plus some relevant teaching, research

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		and/or professional experience, together totalling 5 years, • Or, a person with substantial relevant industry or teaching experience; for example, a performing musician without any qualifications who is judged to have extensive and high level knowledge and skills in their area of musical performance equivalent to a Masters graduate
AQF level 9 (Masters Degree)	AQF level 10 (Doctorate)	• AQF level 9 qualification and (if relevant) current registration to practise within the relevant profession PLUS: o 10 years' full-time equivalent relevant professional experience, with at least five of those years at a senior level, or o enrolment in, and completion of at least part of, a relevant doctoral program plus some relevant professional experience together totalling 10 years, or o appointment as a Fellow of a recognised relevant professional association (noting that fellows of learned or professional societies will be considered to satisfy these equivalence guidelines only where such appointments are made to honour exceptional achievement and/or service).

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2.4.1.6 Roles and Responsibilities

The Executive Dean and Head of Music or Dance are responsible for demonstrating that they have assessed an academic staff member's qualifications and their equivalence of experiences for the relevant AQF level being taught. They must be satisfied that the professional experience will provide relevant staff with the appropriate level of skills, attitudes, knowledge and currency to undertake the specific teaching duties.

The Executive Dean must seek the approval of the Academic Board for exceptions to these guidelines. Any case submitted for approval must be evidence-based and document how the appropriate level of skills, knowledge and the application of skills and knowledge as specified in the AQF (second edition, January 2013, and any subsequent addendum or edition) have been met.

In assessing a staff member's eligibility to teach at any specific AQF level, the Executive Dean and Head of Music or Dance should assess the person's broader skills and experiences; for example:

- research and/or creative work and/or projects at an advanced level
- research publications and conference/seminar presentations
- relevant workplace experiences
- peer reviews of teaching or teaching materials, and
- leadership roles in local, state and national advisory and governing bodies and community and professional organisations.

Decisions related to the appointment of academic staff, including those based on professional experience equivalence, are to be reported to the Academic Board.

The Executive Dean and Head of Music or Dance must maintain suitable records that include:

- the details of the specific guidelines used in making judgements of equivalence
- the details of how each individual academic staff member seeking equivalence was assessed as having satisfied those guidelines, and
- exceptions to the guidelines and the rationale for the exceptions (Approvals of these exceptions must be evidence-based and identify the relevant skills, knowledge and experiences of the staff member).

The Executive Dean is responsible for ensuring relevant human resources records are maintained in order to meet AMPA's reporting responsibilities to TEQSA.

2.4.1.7 Related Documents

Documents related to this policy are:

- Australian Qualifications Framework, January 2013
- Higher Education Standards Framework (Threshold Standards) 2011 & 2015

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2.4.2 Intellectual Property Policy

2.4.2.1 Policy

Intellectual Property law may be described as the law relating to ownership rights in human invention or creativity.

The law generally provides that where someone creates new Intellectual Property in the course of, or incidental to their employment, such Intellectual Property belongs to the employer rather than the employee.

For the purposes of this policy Intellectual Property means statutory and proprietary rights in relation to Copyright, including: literary works, dramatic works, musical works, artistic works, course materials, film and sound recordings.

2.4.2.2 Employees

Unless otherwise stated in writing, AMPA will, in its capacity as an employer, own all Intellectual property developed by staff in the course of their employment at AMPA.

This does not include work undertaken by staff on personal projects and external private work outside their course of employment with AMPA.

2.4.2.3 Course Materials

AMPA owns Copyright in course materials created, developed and presented by staff of AMPA during their employment. Course material includes: lectures, tutorials, seminars, workshops, Power points, manuals, text books, exercises, course unit outlines and multi media works.

This principle does not prevent a staff member using the materials they have developed during their employment, in any future employment or submitting it for publication in an education, or other suitable journal.

2.4.2.4 Dispute Resolution

Any disputes or complaints arising in relation to the implementation of this policy should be addressed to the Executive Dean. The Executive Dean may decide the matter, or seek internal or external advice in dealing with the matter, including the use of an independent reviewer if required.

2.4.2.5 Reference

University of Western Sydney Intellectual Property Policy

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2.4.3 Staff Professional Development policy

2.4.3.1 Purpose

This Professional Development Policy sets out the principles that underpin the professional and career development of AMPA's staff. It aims to encourage and support employees to pursue their professional and career development as an integral aspect of their employment.

2.4.3.2 Policy

AMPA is committed to providing a supportive and rewarding environment for employees and recognises that the quality, responsiveness and professionalism of its workforce are inextricably linked to AMPA's achievement of its mission and strategic goals.

AMPA acknowledges that continuing professional development contributes to personal job satisfaction, workplace productivity, reward and recognition.

This policy should be read in conjunction with the relevant sections of the Administrative Staff Agreement and Academic Staff Agreement, in particular, as well as other relevant policies and procedures.

2.4.3.3 Scope

The policy applies to all academic and non-academic employees of AMPA.

2.4.3.4 Definitions

Professional development – includes the provision of learning and development opportunities and activities to extend and broaden the professional capabilities of AMPA's employees in relation to their roles and responsibilities. Professional development activities build on the collective knowledge and experience of employees and provide opportunities to acquire and practise new knowledge and skills in order to enhance individual, group and organisational learning and capabilities.

Approved award courses – courses that lead to a higher education qualification or vocational education and training qualification recognised under the Australian Qualifications Framework (AQF). The approved formal award course must be relevant to the employee's current position or career and add significant value to both the individual and to AMPA.

Short courses – courses and seminars of short duration. They are normally from half a day to five days in length, and may be run on consecutive days or over a period of time. They may be provided internally at AMPA or offered by an external provider. They do not usually lead to an AQF qualification.

2.4.3.5 Policy Principles

AMPA will identify organisational goals and priorities, and develop and implement a range of strategies and programs to enhance and build the capacity, skills and professionalism of its employees to enable them to contribute effectively to AMPA's mission and strategic goals.

AMPA is committed to providing employees with:

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- the opportunity to develop capabilities that contribute to organisational and work unit goals,
- the opportunity to develop a career plan and participate in career development activities that extend and enhance their capabilities and capacity for advancement at AMPA, and
- equity of access to professional development opportunities.

The principles that underpin the provision of professional development comprise:

- acknowledging professional development as a framework to support and encourage opportunities for continuous learning,
- ensuring equity of access to academic development programs, resources and support,
- recognising that responsibility for professional development is shared between employees and managers for the planning and undertaking professional development relevant to their roles and responsibilities,
- ensuring the provision of training and development that meet the core requirements of AMPA and its employees' roles and responsibilities and that comply with AMPA's policies and statutory obligations,
- using performance planning and career development processes as the primary means of ensuring alignment between individual, department and organisational plans and priorities, and identifying individual employee's learning and development needs,
- engaging in the planning, development and continuous improvement of internal academic professional development programs, and
- evaluating employee participation, outcomes and the relevance and quality of academic professional development programs on an ongoing basis.

AMPA's Board of Directors will allocate an annual budget to fund professional development activities for academic and non-academic employees. The budget allocation will support professional development activity costs, including those associated with study or exam leave, academic development programs, award course, short courses, conferences and study visits.

For academic staff involved in teaching and learning activities, academic development programs should include a focus on scholarly activities that inform their teaching. This may include teaching and learning support and programs; research supervision and support; project work; participation in internal or external committees; and networking, coaching and mentoring programs.

AMPA will recognise service by academic staff to their profession. This includes being a member of a professional board or committee, volunteering as a convenor of a professional forum or special interest group, judging or assessing professional excellence awards, acting as an assessor on a state or national accreditation committee, participating in a professional bodies' mentor program, writing articles for professional magazines or journals, and participating in research related to the profession.

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2.4.3.6 Roles and Responsibilities

AMPA's Executive Dean and Chief Operating Officer are required to plan and prioritise the development needs of their employees in alignment with organisational goals.

The Executive Dean and Chief Operating Officer must ensure equity of access for all employees when allocating resources for professional development and are expected to ensure equity of access to relevant professional development activities and opportunities, while applying the principle of assessing merit or achievement relative to opportunity in planning and determining professional and career development opportunities

Employees are encouraged to take an active role in their own ongoing professional and career development and to apply their learning to its most effective use.

The Executive Dean will submit an annual Academic Staff Development Plan to the Academic Board for review and endorsement.

Department heads are responsible for implementing, monitoring and reporting on the professional development plans of their staff.

2.4.3.7 Guidelines

The process of professional development allows employees to actively participate in, track and monitor their continuing professional development and recognises the range of activities that add to or broaden an individual's knowledge and skills. Professional development may include formal and informal, internal or external professional development activities and self-directed informal learning.

- Formal professional development relates to attendance at technical meetings, courses, conferences and seminars, access to undertaking postgraduate degrees; development of teaching and research.
- Informal professional development includes scholarly activity, individual or collaborative research, private reading, writing technical papers and participation in the organisation of meetings.
- Individual professional development plan is where the undertaking of professional development activities are discussed by the employee with their manager at the time of the annual performance, planning and development meeting and form part of the employee's individual professional development plan.
- Professional development hours – A guideline, up to 105 hours of professional development every 3 years (an average of 35 hours over 12 months) would allow for flexibility in planning and scheduling at the organisational, unit and individual level. Within this framework, employees should undertake any mandatory or compliance-related training required from time to time as it relates to AMPA's policies or systems and statutory or legal obligations.
- Short courses and conferences

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(a) An employee may attend a short course or conference that is directly relevant to their work or professional development with the support of their department head. Support will be in the form of granting work time to attend the short course or conference and/or a contribution towards the registration fee and travel costs.

(b) Where an employee initiates a request to attend a course or conference that is relevant to their work, the Executive Dean may approve a contribution towards the total cost of participation.

(c) Employees seeking to attend a short course or conference should discuss this with their department head and apply in writing to their department head. The application should include the following:

(a) description of the course or conference,

(b) expected outcomes from participating in the course or conference,

(c) costs and financial assistance applied for to attend the course or conference (if relevant), and

(d) recommendation and support from the department head for participating in the course or conference.

(d) Where financial support has been provided to support an employee's attendance at a short course or conference, the employee is required to submit a written report on the learning outcomes from participating in the course or conference. The employee may also be required to provide an internal learning session to share information with other staff.

(e) Where a department head does not support an application to attend a short course or conference they should provide a reason to the employee in writing.

2.4.3.8 Education Support

2.4.3.8.1 Education Support Allowance

- AMPA may provide support to employees enrolled in an approved formal award course at an external education provider by payment of an allowance for assistance with course fees.
- The total allowance for any one employee shall be set each year by the Board of Directors.
- To be eligible for an allowance, the employee must provide evidence of successful enrolment in the approved course.
- An employee may be granted an allowance only once in respect of a course. The employee is required to submit to Human Resources the results of the subjects they enrolled in, within one month of receiving the results. Where an employee fails a subject, no further support will be granted for that subject or an equivalent subject.
- The allowance may be paid via reimbursement to the employee or directly to the education provider of the award course.

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- Employees who are granted an allowance will be subject to a bond period which will be negotiated with the Executive Dean prior to the allowance being granted.

2.4.3.8.2 Eligibility

Education support is available to full-time or part-time employees who have completed a minimum of the equivalent of 12 months full-time continuous service and who have satisfactorily completed the performance planning and development process. The approved study should be discussed by the employee with their department head at the time of the performance planning and development meeting and form part of the employee's individual development plan.

2.4.3.8.3 Examination Leave

Eligible employees enrolled in an approved formal award course will be granted paid leave to undertake an examination. Examination leave will be limited to the day(s) necessary to complete the examinations and an additional day of study leave per subject taken. A leave form must be completed.

2.4.3.8.4 Study Visit

An employee may be eligible to undertake a study visit to a university or other higher education institution. A short study visit will usually be from a few days to two weeks duration where an employee visits a similar department of the relevant university or institution. The purpose of a study visit is to further the employee's professional development and learn other business practices, processes or systems to support the implementation of improvements or organisational change initiatives at AMPA.

The opportunity to undertake a study visit or other forms of career development should be discussed by the employee with their manager and the Executive Dean at the time of the annual performance, planning and development meeting and form part of the employee's individual development plan.

All full-time or part-time employees who have completed a minimum of the equivalent of 12 months' full-time continuous service and who have satisfactorily completed performance planning and development may apply for a study visit.

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2.5 GRADUATION POLICIES

2.5.1 Graduation policy

2.5.1.1 Policy Statement

AMPA's academic awards are conferred by the Board of Directors in a formal graduation ceremony during the second trimester of the following year.

2.5.1.2 Potential Graduands

Students wishing to graduate need to submit an *Application for Graduation* form to the Administration office by April preceding the graduation ceremony. The Executive Dean will confirm the eligibility to graduate by the month of May preceding the ceremony.

2.5.1.3 Confirming Graduands

The Executive Dean submits the list of potential graduands to the Executive Management Committee for finalisation and submission to the Academic Board.

By authority from the Board of Directors, the Academic Board approves the finalised list of graduands.

2.5.1.4 Qualifying to Graduate

To qualify for graduation a student must complete all requirements of the course to the satisfaction of the Academic Board, return all borrowed resources, and discharge all financial obligations and indebtedness to the AMPA to the satisfaction of Accounts.

2.5.1.5 Graduation Ceremony

The Graduation Ceremony is the responsibility of the Executive Dean. The order of proceedings and event management is monitored by the Management Committee.

The awards are presented by the Chair of the Board of Directors (or nominee).

Graduates receive a testamur certifying their completion of the award, as well as a signed transcript.

2.5.1.6 Responsibility

Although the Executive Dean and Administration Office provide academic guidance to assist students in fulfilling course and graduation requirements, the ultimate responsibility for these matters rest with the student.

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2.5.2 Honorary Awards

2.5.2.1 Objective

This policy governs the procedures for the granting of the following Honorary Awards:

a) AMPA Fellow (F.AMPA)
b) Bachelor of Music/Associate Degree of Music

2.5.2.2 Background

Honorary Awards provide AMPA with the opportunity to acknowledge significant and eminent contributions to scholarship, professional practice, donations and service to AMPA and its community. Honorary Awards shall be recommended to the Board Of Directors (BOD) by the Honorary Awards Committee for approval.

AMPA considers Honorary Awards to be prestigious. All recipients of Honorary Awards will reflect and represent AMPA's values in an exemplary manner.

Those who are conferred with Honorary Awards will undertake to continue to advance AMPA's reputation and standing in the community and provide inspiration to students and graduates.

2.5.2.3 AMPA Fellow (F.AMPA)

There shall be a honorary award of an AMPA Fellow.

The purpose of the honorary award is to recognise distinguished service and support to AMPA or its community. This service must be well beyond the normal expectations of the nominee's usual role and responsibility.

For the purposes of the Policy distinguished service and support may be evidenced by, but not limited to:

- Support of the interests and welfare of AMPA or of a particular part of the AMPA activities
- Promotion of the academic purposes of AMPA facilitating those purposes in any particular activity of AMPA
- Expanding educational opportunities among groups within the community that AMPA considers have suffered disadvantages in education
- Fostering links between AMPA and other institutions within and outside Australia
- Outstanding service to AMPA and/or, in exceptional circumstances, outstanding service to a community within which AMPA operates
- Interest in and commitment to the welfare of students
- Contributing/donating a significant amount of funds to AMPA

Candidates for the award of the title of the AMPA Fellow shall be nominated by a member of AMPA or the AMPA BOD.

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Members of the BOARD OF DIRECTORS or members of the staff of AMPA will not be eligible to be nominated for the award while in office or in employment.

The Committee may request the provision of references in addition to the information provided in the required nomination forms. The Committee may also seek additional external information if deemed necessary to assist it with its decision making. This may result in applications being delayed until the Committee believes that it has the information it requires to conclude its decision.

2.5.2.3.1 Notification

If Council resolves to grant an Honorary Award, a formal letter of offer will be made to the candidate as soon as possible following the Council meeting. This letter will include advice about any entitlements arising from the Award.

The Council Secretary will also advise AMPA's Graduation Officer of the names of recipients so that arrangements can be made for formal conferral of the honorary title(s) at an appropriate graduation ceremony.

2.5.2.3.2 Conferral

All Honorary Awards will be conferred at the AMPA graduation ceremony. At the graduation ceremony recipients of Honorary awards will normally wear the academic dress prescribed for their highest award.

2.5.2.4 Honorary Degree Bachelor of Music/Associate Degree of Music

The purpose of the honorary degree is to recognise an individual who has achieved eminence in an area of performance, Arts education or research, or is distinguished by eminent service to AMPA. These achievements must be well beyond the normal expectations of the nominee's usual role and responsibility.

For the purposes of this Policy eminent achievement may be evidenced by, but not limited to:

- An outstanding and esteemed national or international reputation in a particular field of performance, learning and/or research
- An outstanding contribution to a broad section of society or to the advancement of human well-being
- An outstanding contribution which has influenced the thinking or general well-being of the wider community
- Exceptional service to the professional and public life of a particular discipline
- Contributing/donating a significant amount of funds to AMPA

Candidates for the award of Bachelor of Music degree shall be nominated by a member of the BoD

No member of the AMPA staff may be admitted to an honorary degree. Members of Board of Directors will not be eligible to be nominated for the award while in office.

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The Board of Directors may request the provision of references in addition to the information provided in the required nomination forms. The Board of Directors may also seek additional external information if deemed necessary to assist it with its decision making. This may result in applications being delayed until the Board of Directors believes that it has the information it requires to conclude its decision.

2.5.2.4.1 Notification

If the Board of Directors resolves to grant an Honorary Award, a formal letter of offer will be made to the candidate as soon as possible following the Board of Directors meeting. This letter will include advice about any entitlements arising from the Award.

The Board of Directors Secretary will also advise AMPA's Graduation Officer of the names of recipients so that arrangements can be made for formal conferral of the honorary title(s) at an appropriate graduation ceremony.

2.5.2.4.2 Conferral

All Honorary Awards will be conferred at the AMPA graduation ceremony.

2.5.3 Replacement Testamurs Policy

2.5.3.1 Policy

This policy governs the process of managing the issuing of replacement testamurs with the intention of reducing the risk of loss, theft and fraudulent representation.

2.5.3.2 Purpose

a) A graduate may make an application, through the Administration office, for a replacement testamur in the following circumstances:
   - where a testamur has been lost or destroyed or damaged; or
   - where the graduate has changed his/her name.

b) An applicant for a replacement testamur must either:
   - surrender the damaged testamur, or provide evidence by statutory declaration regarding the loss or destruction of the testamur; or
   - surrender the original testamur and provide a birth certificate, marriage certificate or other suitable documentation regarding the change of name.

c) Where it has been determined that the applicant has fulfilled the requirements set out above, a replacement testamur shall be prepared and forwarded to the applicant on payment of a prescribed fee.

d) A replacement testamur will contain the word 'Replacement" on its face.

e) Replacement testamurs are provided for collection by one of the following means:

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- Collection by the graduate from the administration office. The graduate is required to provide photographic identification, eg drivers license or student card.
- Collection by another person (agent) on behalf of the graduate. Written authorisation is required from the graduate and the agent is required to provide photographic evidence.
- Posting to the graduate by registered mail.

2.5.3.3 Reference

University of Ballarat

Edith Cowan University

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2.6 COMPANY POLICIES

2.6.1 Benchmarking

2.6.1.1 Policy

AMPA regards benchmarking with comparable institutions nationally and overseas as a means of monitoring the quality of teaching with regard to changing industry standards and expectations. The policy aims to ensure a systematic approach to benchmarking that supports institutional planning and quality management.

2.6.1.2 Principles

While AMPA has no prescribed methodology for conducting benchmarking exercises, projects undertaken will:

- Support AMPA's mission, goals and strategic planning objectives
- Be characterised by a commitment to learn from best practice, and implement potential improvements resulting from findings
- Contain an exchange of information that is comparable in type and level
- Be informed by an evidence-based approach
- Be treated in confidence

2.6.1.3 Partner Criteria

Suitable benchmarking partners should have a:

- Commitment to quality improvement and a willingness to share information
- Record of high quality performance in areas to be benchmarked
- Compatible mission, vision and goals
- Similar discipline mix

2.6.1.4 Responsibilities

The Executive Management Committee is responsible for the overall function and performance of AMPA and through the Course Advisory Committee, plays a central role in the approval and review of benchmarking initiatives.

2.6.2 Compliance Policy

2.6.2.1 Purpose

The purpose of this policy is to assure that AMPA maintains organisational compliance with relevant legislation, policies and regulations by engendering a responsive and accountable compliance framework.

AMPA recognises the following elements as key to achieving effective compliance:

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2.6.2.1.1 Commitment

Ensure the Board of Directors, Academic Board, and academic and non-academic management commit to achieve and maintain effective compliance across the organisation.

2.6.2.1.2 Delegation

Assign responsibilities to effectively manage compliance requirements as appropriate.

2.6.2.1.3 Documentation

Maintain thorough documentation that effectively monitors and reports the obligations relating to compliance.

2.6.2.1.4 Review

Conduct a regular review of policies, procedures and activities relating to compliance, and implement changes as required.

2.6.2.2 Policy Statement

AMPA will adopt a positive compliance culture with control systems to create effective compliance outcomes.

Evidence of effective compliance outcomes involves the following:

- Establish a compliance program that captures the compliance obligations of AMPA.
- Maintain a database of all compliance matters with which AMPA must comply.
- Identify, monitor and report on all compliance risks.
- Review processes and procedures to integrate compliance obligations.
- Establish a process of continuous improvement by reporting concerns through non-compliance, and opportunities through high standards of compliance.
- Conduct regular compliance reviews and internal audits to monitor the effectiveness of the compliance program.

2.6.2.3 Responsibility for the Implementation and Compliance Monitoring

The Board of Directors is responsible for actively demonstrating a commitment to a culture of compliance, and an effective compliance program.

The Board delegates the responsibility for monitoring internal control systems, risk management and legal compliance to the Executive Management Committee, and will receive adequate and appropriate reporting on compliance.

Senior managers and key staff are responsible for ensuring that all AMPA staff will act ethically and with integrity. Behaviours that support compliance

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will be encouraged and behaviours that compromise compliance will be unacceptable.

2.6.2.4 Related Documents

Risk Management Policy

Strategic Plan

Higher Education Threshold Standards

Australian Qualifications Framework

Higher Education Support Act 2003

Disability Standards for Education 2005

2.6.3 Delegation Policy

2.6.3.1 Policy

As the Board of Directors ("the Board") is not able to make the decisions necessary to operate and manage AMPA on a day-to-day basis, the Board is permitted under the Constitution of the Australian Academy of Music and Performing Arts Ltd to delegate its authority to committees and officers of AMPA.

2.6.3.2 Purpose

This policy prescribes the delegations of authority within AMPA for key corporate, academic and operational functions and decision-making.

2.6.3.3 Scope

The policy applies to staff and committees of AMPA as specified in the delegations of authority.

2.6.3.4 Definitions

Delegate means the substantive, acting or temporary occupant formally appointed to a position or a group of people (that is, a duly established committee) with delegated authority under this policy.

A **delegation** is a conferral by one body of its power and authority to perform functions on another officer or body of AMPA.

2.6.3.5 General Principles of Delegation

2.6.3.5.1 Context

All delegations must be read subject to, and exercised in accordance with, the relevant AMPA policies, procedures, guidelines and codes of conduct, resolutions of the Board, and relevant legislative requirements.

The nominated delegee must ensure that all actions are taken within a reasonable time, and in the event they are unable to do so, to inform the

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source of the delegation at the earliest possible time.

2.6.3.5.2 Delegates

a) Delegations are conferred on a position and thus to the incumbent of the position at that time.
b) The incumbent includes the acting or temporary occupant of a position where the acting or temporary appointment has been formally approved and there is documented evidence of that approval.
c) Where a delegation is to a committee, the delegation refers to the committee acting as a whole in accordance with its terms of reference and not to individual members of that committee.
d) If a position or committee is abolished or re-named, the delegation should be taken to be a reference to the principal successor to the functions of that position or committee. Such minor amendments can be made to this policy without the further approval of the Board.
e) A delegate is not permitted to exercise a delegation in regard to functions or staff for which the delegate does not hold line management responsibility.
f) Any delegation to incur expenditure must be exercised in accordance with the relevant budget or an approved source of funds. All delegations are to be exercised subject to the delegate's expenditure delegation.
g) Authority should be exercised by the lowest level delegate in the first instance and escalated to a superior level delegate if the lower delegate is unavailable or has a conflict of interest.
h) Delegates must maintain records and any other form of documentation relevant to the exercise of their delegation in accordance with AMPA's Records Management Policy.
i) Delegates must provide the authority that has conferred delegation with any reports the authority requires, and this must be documented in relevant meeting minutes.
j) A committee delegated authority by the Board may delegate specific functions or responsibilities to another committee, officer or member of staff if required in order to obtain advice or implement a decision of the committee. However the delegate remains responsible and accountable for the decision or action.
k) If a delegation includes the specific requirement that the delegate seek advice before exercising the delegation, the delegate must be able to provide documentary evidence of this consultation.
l) A delegate may exercise any functions that are necessary or convenient for the exercise of the delegated functions or that are incidental to those functions.
m) The Delegation of Authority Schedule lists the delegations for which authorisations are permitted.

2.6.3.6 Conflict of Interest

A delegate must not exercise a delegation if it involves a conflict of interest. For example, delegates may not approve their own appointment, any form of

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remuneration or payment, promotion, transfer or secondment, travel, absence or termination pertaining to themselves or to officers with whom they have a close personal relationship or external business relationship.

If a delegate is unable to carry out the duties associated with that delegation for any reason, including a potential or actual conflict of interest or an absence or incapacity, the delegation must be exercised by a superior level delegate in this policy.

2.6.3.7 Delegation of Authority Schedule

Area of Delegation of Authority	Delegated by	Delegated to
1. Corporate Governance, including (a) overall governance (b) strategic directions (c) strategic decisions (d) management overview (e) academic overview (f) quality and compliance (g) student services and administration (h) information technology (i) finance (j) marketing (k) approval of corporate policies and plans	The Company (AMPA)	Board of Directors
2. Corporate Operations	Board of Directors	Executive Management Committee
3. Academic Governance, including *A. General functions* Subject to the governing authority and powers of the Board, the Academic Board has principal responsibility: • to maintain the highest standards in teaching, learning and scholarship and, in that process, to safeguard academic freedom • to oversee and monitor the operation of all academic activities, and • to communicate with and inform AMPA's staff and students through the Board, Teaching and Learning Committee, and Executive Management Committee. *B. Advisory functions*	Board of Directors	Academic Board

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The Academic Board will provide advice to the Board and Executive Management Committee on: • academic matters relating to and affecting the teaching and learning, including educational programs, and academic priorities and policies • academic aspects of the strategic plan, and • the maintenance of academic standards. *C. Specific functions* Subject to the governing authority and powers of the Board, the functions of the Academic Board are to exercise authority as delegated to it in the Academic Board's Terms of Reference.		
4. Academic Operations	Academic Board	Executive Dean Teaching and Learning Committee, Assessment Review Committee, Course Advisory Committee,

2.6.4 Records Management Policy

2.6.4.1 Policy

This policy establishes the framework under which official records and documents of AMPA are created and managed and complies with the *Privacy Act 1988*

The policy incorporates operational requirements for adequate recordkeeping and document management to ensure that the business meets all needs for evidence, accountability and information about AMPA activities.

2.6.4.2 Responsibility

Responsibility for records management rests with the Executive Dean and the Business Development Manager to ensure that AMPA records are securely maintained.

All staff members are responsible for creating and maintaining records which accurately and adequately document their activities at AMPA.

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All staff members are responsible for ensuring that records are legible and clearly identifiable.

2.6.4.3 Storage, Retrieval and Retention of Records

Records will be organised, managed and protected in conditions appropriate to their nature. Records will be kept so that they remain usable and accessible for the required period.

All staff members have a responsibility to ensure that records:

- are created to support the business activities with which they are associated;
- meet the needs and protect the interests of AMPA, its students, and others affected by AMPA's decisions and actions;
- comply with legal obligations;
- support AMPA in meeting its accountability requirements;
- of continuing value are captured and preserved.

Email records have the same status as paper records and accordingly must be preserved for similar periods. Email messages, which are evidence of business activities, are to be retained as records, with relevant contextual detail. These details include as a minimum – the name of the author; the author's position, title, organisation and address; the name of the receiver; the date and time the message was sent or received.

All records created by staff relating to AMPA's official business are the property of AMPA and need to be treated accordingly.

2.6.4.4 Access

Access to records and documents is managed according to authorised access and appropriate retention times.

Students and staff may apply for, and receive a copy of personal information held by AMPA that relates to the applicant.

AMPA ensures that its electronic systems provide timely and efficient access to and retrieval of records and that the integrity of records is not compromised.

2.6.5 Review Policy

2.6.5.1 Policy Objectives

The Review policy seeks to:

- Define the nature, scope, focus, and types of reviews to be undertaken at AMPA and how they relate to each other.
- Clarify who is responsible for undertaking the review.
- Identify which reviews should be cyclical (every five years), which should be ongoing (annually or at the end of each trimester), and those to be undertaken as required.
- Determine the key operating principles, reporting processes and accountabilities for each review.

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2.6.5.2 Policy Statement

Each review is designed to examine and evaluate an AMPA process or activity with the view to identifying:

- Areas of good practice; and
- Areas that require improvement and recommended action.

The key criteria for evaluation include making judgements of relevance, alignment, efficiency, distinctiveness, clarity, consistency and effectiveness of the operation.

2.6.5.3 Scope

This policy covers the review of:

- The performance and strategic directions of the music and dance schools.
- Administrative, support and management areas.
- Major studies and discipline areas, course content, recruitment and staff professional development.

2.6.5.4 Timing of Reviews

Reviews can be:

- Cyclical - undertaken on a fixed schedule (every five years), or commissioned as required.
- Ongoing – annually or by trimester.

2.6.5.5 Review Panels

The key role of the panel is to:

- Determine areas of good practice; and
- Make recommendations for improvement.

To ensure their effectiveness, review panels will be briefed on approaches and strategies to achieve their key role.

2.6.5.6 Outcomes and Reporting

Each review will produce an agreed set of commendations, affirmations and recommendations along with suggested actions to address the outcomes.

A copy of all academic reviews will be forwarded to the Academic Board, and administrative reviews will be forwarded to the Executive Management Committee.

A summary of all reports will be sent to the Board of Directors.

2.6.5.7 Action on the Outcomes

Implementation of recommendations will be the responsibility of the Executive Management Committee.

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An annual progress report on the implementation of review recommendations will be made to the Academic Board and Board of Directors.

2.6.6 Risk Management Policy

2.6.6.1 Introduction

The *Australian/New Zealand Risk Management Standard* (AS/NZ 4360:2004) defines risk management as *"the culture, processes and structures that are directed towards the effective management of potential opportunities and adverse effects".*

Risk management is an integral part of sound management practice and an essential element of good corporate governance, as it improves decision-making and enhances outcomes and accountability. The intent is to embed risk management in a practical way into business processes and functions via key approval processes, review processes and controls, not to impose risk management as an extra requirement.

Risk is inherent in all academic, administrative and business activities, and every member of the AMPA community continuously manages risk. AMPA recognises that the aim of risk management is not to eliminate risk totally, but rather to provide the structural means to identify, prioritise and manage the risks involved in all AMPA activities. It requires a balance between the cost of managing and treating risks and the anticipated benefits that will be derived.

2.6.6.2 Definitions

Definitions are based upon the Australian/New Zealand Risk Management Standard.

Risk: The chance of something happening which will have an impact upon objectives. It is measured in terms of consequence and likelihood.

Consequence: The outcome of an event or situation, expressed qualitatively or quantitatively, being a loss, injury, disadvantage or gain. There may be a range of possible outcomes associated with an event.

Likelihood: A qualitative description or synonym for probability or frequency.

Risk Assessment: The overall process of risk analysis and risk evaluation.

Risk Management: The culture, processes and structures that are directed towards the effective management of potential opportunities and adverse effects.

Risk Treatment: Selection and implementation of appropriate options for dealing with risk. Conceptually, treatment options will involve one, or a combination of the following five strategies:

- Avoid the risk;
- Reduce the likelihood of occurrence;
- Reduce the consequences of occurrence;
- Transfer the risk;

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- Retain/Accept the risk.

Risk Management Process: The systematic application of management policies, procedures and practices to the tasks of establishing the context, identifying, analysing, evaluating, treating, monitoring and communicating risk.

2.6.6.3 Policy Objectives

The Risk Management policy has been created to:

a) Protect AMPA from those risks of significant likelihood and consequence in the pursuit of AMPA's stated strategic goals and objectives;
b) Provide a consistent risk management framework in which the risks concerning business processes & functions of AMPA will be identified, considered, and addressed in key approval, review and control processes;
c) Encourage proactive rather than reactive management;
d) Provide assistance to, and improve the quality of decision making throughout AMPA;
e) Meet legal or statutory requirements; and
f) Assist in safeguarding AMPA's assets: people, finance, property and reputation.

2.6.6.4 Policy Statement

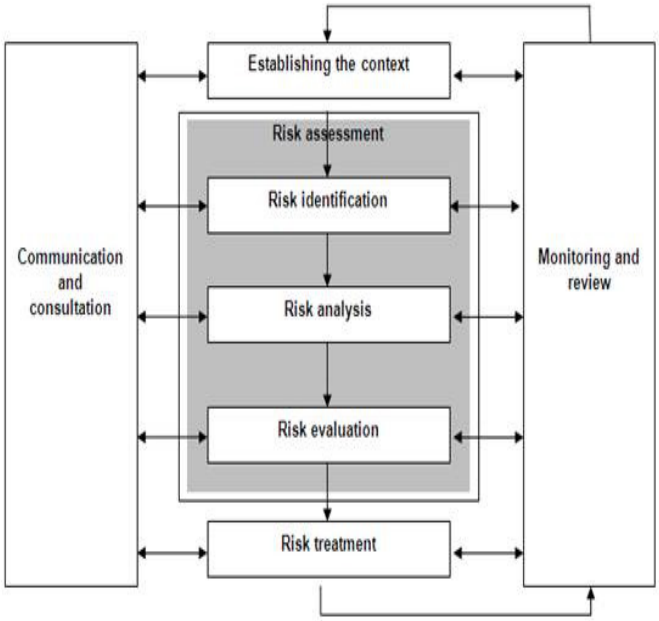
AMPA adopts the Risk Management approach and general methodology specified in the AS/NZS ISO 31000:2010 Risk Management Standard.

2.6.6.5 Policy Principles

a) Risk management will be incorporated into the strategic and operational planning processes at all levels within AMPA.
b) Risk and the management of risk will be categorised identified and monitored according to the risk categories defined in the *Risk Management Framework*.
c) Risk assessments will be conducted on all new academic activities, ventures and projects prior to commencement to ensure alignment with risk processes and organisational objectives.
d) Risks will be identified, reviewed and monitored on an ongoing basis at nominated levels within AMPA.
e) Risks will be assessed against AMPA's agreed risk assessment matrix according to agreed definitions of likelihood and consequence.
f) All identified risks will be recorded in AMPA's risk management system.
g) All risks will be assigned an owner who is responsible for managing, monitoring and ensuring that adequate controls and treatments are being applied so that risks are brought within tolerable levels.

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2.6.6.6 Risk Management Approach



2.6.6.7 Risk Management Process

a) **Communicate and Consult:** Effective communication, consultation and education in risk management are necessary to achieve a successful integration of the risk processes into AMPA.
b) **Establish the Context:** Understanding the strategic, organisational and risk management context against which AMPA's risks will be assessed requires an understanding of AMPA's external relationships, and its internal and organisational environment.
c) **Identify Risks:** Identifying the strategic, operational and project related risks that form part of its overall risk profile must be done systematically as part of an overarching and comprehensive process.
d) **Analyse Risks:** Risk analysis includes considering the range of potential consequences. Consequence and likelihood are combined to produce a risk rating, which determines if the risk warrants further management by AMPA.
e) **Evaluate Risks:** An evaluation of AMPA's risks enables risks to be ranked and prioritised according to a consistent overall ranking and rating system.
f) **Treat Risks:** Treating risks involves the development and implementation of specific risk mitigation or treatment plans including funding considerations.
g) **Monitor and Review:** Continual monitoring and reviewing of its risks is essential if AMPA is to assess the effectiveness of its risk management over time.

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2.6.6.8 Roles and Responsibilities

2.6.6.8.1 Overall

Everyone in AMPA has a role in the effective management of risk. All staff should actively participate in identifying potential risks in their area, and contribute to the implementation of appropriate treatment actions.

2.6.6.8.2 Governance

The Executive Dean / CEO will be responsible on behalf of the Board of Directors for ensuring that a risk management system is established, implemented and maintained in accordance with this policy.

The Management Committee will be responsible for oversight and assurance of the processes for the identification and assessment of the strategic-level risk environment.

2.6.6.8.3 Operational

AMPA management will ensure risk management is embedded into the key controls and approval processes of all major business processes and functions. Managers and supervisors will ensure that staff within their areas understand their responsibilities with respect to operational risk, and will assist in fostering a risk-aware culture within their area of responsibility.

The Executive Dean / CEO will provide reports to the Board of Directors and the Executive Management Committee on the status of risk-management implementation and effectiveness across AMPA, and will periodically report on the identification and assessment of major strategic level risks.

Table	Contents
1	Likelihood Rankings
2	Consequence Rankings
3	Risk Grades: Combined Effect of Likelihood/Consequence
4	Recommended Actions for Grades of Risk
5	Legal and Regulatory Risks
6	Governance and Management Risks
7	Teaching and Learning Risks
8	Student Experience Risks
9	Human Resources Risks
10	Financial Risks
11	Campus and Infrastructure Risks

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2.6.6.9 Identification of Risks

For contextual ease, risks have been identified through a process of communication and consultation and are grouped in a number of functional areas:

- Legal and Regulatory
- Governance and Management
- Learning and Teaching
- Student Experience
- Human Resources
- Finance
- Campus and Infrastructure

2.6.6.10Analysis, Evaluation and Treatment of Risks

Once risks are identified, the level of risk relating to the particular event has first been analysed and evaluated in terms of its likelihood and consequence.

- **Likelihood** A qualitative description or synonym for probability or frequency.
- **Consequence** The outcome of an event or situation, expressed qualitatively or quantitatively, being a loss, injury, disadvantage or gain. There may be a range of possible outcomes associated with an event.

These two factors have been determined with reference to the two tables (1 and 2) outlining *Likelihood Rankings* and *Consequence Rankings*. The outcomes have then been evaluated in the third table, *Risk Grades*. This table shows the combined effect of likelihood and consequences. Table 4, *Recommended actions for grades of risk,* provides a guide for the treatment of risks. Note that the tables and the process of analysis, evaluation and treatment of risks are subjective and apply a best knowledge basis using the background and information available at the time. Participants should be encouraged to provide the best possible advice in relation to the risk management process to allow for an optimal risk management plan.

Table 1: Likelihood Rankings		
Rankings		**Description of likelihood**: *As a Guide Only*
A	Almost Certain	The event is expected to occur in most circumstances. Common or repetitive occurrence at AMPA. Probability of 90% or more.
B	Likely	The event will probably occur in most circumstances. Known history of occurrence at AMPA. Probability 50% to 90%.
C	Possible	The event could occur at some time. History of single occurrence at AMPA. Probability of 5% to 50%.

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D	Unlikely	The event is not likely to occur. Known occurrence in industry: once in 20 years or probability less than 5%.
E	Rare	The event may occur only in exceptional circumstances. May be a reported occurrence globally. Once in 50 years or probability less than 2%.

Table 2: Consequence Rankings[1]			
Consequence Rankings[2]		**Description of consequences** – note that examples are a guide only and are provided in the following areas indicating type of risk: OH&S and environment (O); Reputation (R); Quality (Q); Business Continuity (B);Finance (F); Compliance (C); Student Experience (E)	
1	Insignificant	O	Very minor injury or short term impact to the local environment.
		R	Some short term impact on the reputation of some individuals.
		Q	Some short term impact on the quality of service delivery and educational outcomes.
		B	Undesirable event though no impact on the activity or project. Disruption of services to internal and external customers is negligible.
		F	Undesirable event, though no serious impact on the activity or project.
		C	Compliance breach with no significant impact on other areas. Unlikely to result in fines or action for damages.
		E	A minor irritation to a small number of students. Institutional standing and reputation not impacted.
2	Minor	O	Minor injury likely to be restricted to an individual. Localised environmental impact.
		R	Measurable, though not insurmountable, impact on the reputation of individuals or an area. AMPA standing and reputation not impacted.
		Q	Measurable, though not insurmountable, impact on the quality of service delivery and educational outcomes. Little or no institution-wide impact.

[1] Adapted from Charles Sturt University risk management documentation.

[2] Note that risk events are not exclusive to any particular category. Key risk events may need to be considered within the context of 2 or more risk categories.

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		B	Timely delivery of a small project or activity disrupted. For services, no significant impact on other areas of AMPA operations.
		F	Some impact on the ability to deliver some strategic objectives.
		C	Compliance breach with a minor impact on some other areas and risk categories.
		E	Concern to a small number of students or minor irritation to a larger number of students. Unlikely to impact on total study experience or overall attitude to AMPA.
3	Moderate	O	Injury of more than a minor nature to a few individuals, likely to result in some absence from work or study. Measurable local environmental impact is not considered long term.
		R	Possible longer term reputation impact. Minor negative systemic findings by external review agencies may fall into this category.
		Q	Possible longer term impact on the quality of service delivery/educational outcomes. Quality weaknesses impact on AMPA's general reputation and standing.
		B	Significant disruption to the operation of a large activity. Key institutional deadlines may not be met. Risk event materially disrupts the operation of other areas of operation. Dissatisfaction of internal and external customers likely.
		F	A measurable impact on the ability to deliver stated objectives or continue services. The overall financial wellbeing of the AMPA is impacted but not seriously.
		C	Compliance breach with moderate impact on other areas and risk categories. May relate to a key compliance requirement.
		E	Serious concern to a small number of students, or a moderate concern to all students.
4	Major	O	Serious injury and incapacitation. Local environmental impact very long term. A wider environmental impact may be pronounced.
		R	Serious impact upon the general reputation and standing of the AMPA as a whole.
		Q	Serious impact upon the quality of service delivery and/or educational outcomes.
		B	May prevent an area from delivering most of its core functions and strategic objectives. At a whole of institution level, disruption to activities would impact adversely on learning and/or overall business outcomes.
		F	Significant impairment to the ability of the AMPA to pursue its mission, goals and strategic initiatives.
		C	Compliance breach with major impact on other areas/risk categories. Potential for significant fines and high value damages.

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		E	Significant numbers of students leave AMPA or do not commence study. Significant numbers of completing students are angry about much of their learning experience.
5	Catastrophic	O	Death or total and permanent disablement to one/more individuals. Environmental impact may be wide spread and possibly permanent.
		R	Curtailment of major activities. Loss of most donor funding and students.
		Q	Quality failure sufficient to result in a curtailment of major activities. Loss of accreditation.
		B	Longer term impact on the ability of the AMPA to continue operating.
		F	Potential to bankrupt the operation of AMPA.
		C	Compliance breach with catastrophic impact on other areas and risk categories. Loss of accreditation or registration and HEP approval status.
		E	Majority of students do not commence or continue study. Little value assigned to AMPA qualifications. Majority of completing students are very angry about their learning experience.

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Table 3: Risk Grades: Combined effect of Likelihood/Consequence[3]					
	Impact				
Likelihood	Negligible	Minor	Moderate	Major	Catastrophic
Almost Certain	M	H	H	E	E
Likely	M	M	H	H	E
Possible	L	M	H	H	H
Unlikely	L	L	M	M	H
Rare	L	L	M	M	H

Table 4: Recommended actions for grades of risk		
Risk Grade	**Action Level**	**Descriptor**
E	Extreme	Activities and projects with unmitigated risks at this level should be avoided or terminated. In the case of an existing activity that is identified, controls must be put in place immediately to reduce the level of risk. Risk events graded at this level have the potential to cause serious and ongoing damage to AMPA. Reporting emerging or continuing risks exposures at this level to the President and to the Board of Directors is mandatory.
H	High	If uncontrolled, a risk event at this level may have a significant impact on an operating area or AMPA as a whole. Mitigating actions need to be very reliable and should be approved and monitored in an ongoing manner by the appropriate member of the AMPA Management Committee.
M	Moderate	Mitigation actions to reduce the likelihood and seriousness to be identified, where possible, and appropriate actions endorsed by the AMPA Management Committee.
L	Low	These risks should be recorded, monitored and controlled by the manager or supervisor responsible through routine procedures. Activities with unmitigated OH&S risks that are graded above this level should be avoided

2.6.7

[3] Adapted from AS/NZS 4360:2004, Risk Management.

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2.6.8 Information and Communication Technology (ICT) Policy

2.6.8.1 Purpose

Information and communications technology (ICT) is of critical importance to AMPA in the support of academic enquiry and research; teaching and learning; core business activities and communications. In recognition of this, AMPA provides computing, email, Internet and communication facilities to its staff and students for the purposes of research, teaching and learning; and to support the administration of AMPA.

This policy informs users of AMPA's ICT resources of their rights and responsibilities; and of the AMPA's requirement that its ICT resources are used in a legal, ethical and responsible manner.

2.6.8.2 Scope

This policy applies to all users of AMPA ICT resources – including (but not limited to) staff (including casuals), students, consultants and contractors, third parties, agency staff, alumni, associates and visitors to AMPA.

This Policy applies to use of AMPA ICT and ICT resources at all times, regardless of whether such use occurs during business hours or on premises and applies to anyone connecting personally-owned equipment (e.g. laptops) to the AMPA network. This Policy also applies to the use of information that may be accessed via the AMPA's ICT resources.

2.6.8.3 Legal, Ethical and Responsible Use of ICT Resources

AMPA requires users to use ICT and ICT resources in a legal, ethical and responsible manner. Users of AMPA ICT resources must be aware that use of these facilities is subject to State and Federal laws that apply to communications and to the use of computers, as well as any other relevant laws and AMPA policy. This includes (but is not limited to) copyright, intellectual property, breach of confidence, defamation, privacy, contempt of court, harassment, vilification and anti-discrimination legislation, workplace surveillance, the creation of contractual obligations, civil and criminal laws.

AMPA's ICT resources must not be used to copy, download, store or transmit material, which infringes copyright, such as music files, movies, videos etc. In addition, AMPA's ICT resources must not be used for unauthorised commercial activities or unauthorised personal gain and must not cause loss of service, or risk loss of reputation to AMPA.

Limited incidental personal use of ICT resources is allowed. In addition, users should be aware that some third-party applications licensed to AMPA (e.g. some of the large searchable databases available through the Library) have their own terms and conditions, which may apply over and above this policy.

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2.6.8.4 Monitoring usage of ICT and ICT Resources

The Academy of Music and Performing Arts will take reasonable precautions to protect the security and privacy of its users' ICT accounts, but users should be aware that normal operation and maintenance of systems includes backup, logging of activity and monitoring of general usage patterns.

In addition, AMPA may monitor individual usage and records in accordance with this Policy.

Each person who uses ICT (e.g. computers, lap-tops, Phones, iPads or other tablet devices etc) and ICT resources (e.g. networks, hardware, software etc) should be aware that, in accordance with this Policy, AMPA monitors usage on a continuing and ongoing basis.

The technology supporting ICT and ICT resources involves recording, back-up and monitoring of all usage (including emails, Internet, hard drives, networks etc) for technology and data security purposes (such as system back up, network performance monitoring, software license monitoring, computer asset tracking etc).

AMPA may also monitor and access a user's individual records and usage where it has a reasonable basis to do so, provided that AMPA will, at all times, comply with applicable legislation. Information obtained may include personal information of the individual, which will be managed in accordance with privacy legislation.

2.3.1. Workplace Surveillance Act (NSW)

The *Workplace Surveillance Act* (NSW) requires that the AMPA has a policy, which sets out the specific basis upon which AMPA may monitor the IT usage of employees. This next section is intended to meet the requirements of the *Workplace Surveillance Act* (NSW).

AMPA may monitor and access individual records (such as email records, internet usage, network drives and hard drives etc.) in limited circumstances. In doing so, AMPA is committed to balancing an employee's right to privacy with the legitimate protection and proper usage of AMPA resources. AMPA also recognises that the nature of Higher Education work means that an employee may use these resources for a broad range of legitimate purposes (consistent with the principles of academic freedom). AMPA monitors individual records for the limited purposes of ensuring security and to meet legitimate business needs.

Consistent with these purposes, AMPA will normally only access an employee's records in the following circumstances:

1. When an employee is unexpectedly absent from work (for example, on sick leave or annual leave) and access is required for legitimate business purposes (for example, work continuity) or occupational

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health and safety reasons (for example, where there are reasonable concerns about the individual's health and safety).
2. When AMPA reasonably suspects that an individual(s) is not complying with this Policy, other AMPA policies or procedures (eg Code of Conduct), or legislation.
3. For use in legal proceedings or as required by law (eg to comply with a Notice to Produce or subpoena).
4. For IT security purposes (eg to protect networks or data stored on the network).

Consistent with this approach, access to an employee's records will only be granted with the approval of, and subject to any conditions prescribed by the Chief Operating Officer and Executive Dean (or their nominee in circumstances of absence).

2.6.9 Workplace Surveillance Policy

2.6.9.1 Purpose

The purpose of the Workplace Surveillance Policy is to ensure that a transparent environment exists within AMPA with regard to surveillance and that AMPA complies with the requirements of the *Workplace Surveillance Legislation* (the Legislation).

The Legislation requires that employees be formally notified of any actions by AMPA that fall within the definitions of surveillance. That notification must meet the fourteen (14) day requirement notice period stated in the Legislation, unless a shorter period is agreed to for existing employees. New employees are required to be notified prior to the commencement of their employment.

2.6.9.2 Scope

This policy applies to all employees, students, consultants, contractors and volunteers.

This policy is notification in accordance with the Legislation, and existing and new employees consent to all such surveillance taking place.

2.6.9.3 Definitions

Camera Surveillance is surveillance by means of a camera that monitors or records visual images of activities on premises or in any other place;

Computer surveillance is surveillance by means of software or other equipment that monitors or records the information input or output, or other use of a computer (including but not limited to the sending and receipt of e-mails and the accessing of Internet websites);

Workplace means premises, or any other place, where employees work, or any part of such premises or place.

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"At Work", for the purpose of the Legislation, means the workplace of the employer (or a related corporation) whether or not the employee is actually performing work at the time, or at any other place while performing work for the employer.

Surveillance Information means information obtained, recorded, monitored or observed as a consequence of surveillance of an employee.

Surveillance Record means a record or report of surveillance information.

2.6.9.4 Content

For new employees, AMPA will, from commencement of their employment, carry out ongoing, intermittent surveillance of their use of AMPA computer systems, phone systems and mobile communications or computing devices (including by way of real time monitoring and recording) – including emails, internet and files (including files stored on the work computer or mobile communication or computing devices). For existing employees, the above surveillance will be carried out on an ongoing, intermittent basis.

The surveillance is carried out by all means available to AMPA which may include, without limitation:

i. auditing, logging, monitoring or accessing email accounts, emails, instant messaging or voice mail;
ii. accessing files;
iii. accessing the work computer and mobile communication or computing devices; and
iv. accessing records of internet usage (including sites and pages visited, files downloaded, video and audio files accessed and data input);
v. camera surveillance;

2.6.9.5 Types of Surveillance

Camera Surveillance:

Cameras used for surveillance (or camera casing or other equipment that would generally indicate the presence of a camera) will be clearly visible in the place where the surveillance is taking place, and

Signs notifying people that they may be under surveillance in that place will be clearly visible at each entrance to that place.

Computer Surveillance:

The surveillance will be carried out in accordance with AMPA ICT policy;

2.6.9.6 Prohibited Surveillance:

AMPA will comply with the legal requirements of the Act where surveillance is prohibited.

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2.6.9.7 Disclosure of surveillance records – notified surveillance

Any surveillance records made as a result of the surveillance will not be used or disclosed unless:

- They are for a legitimate purpose related to employment or business activities or functions;
- They are required to be presented to law enforcement agencies;
- They relate to civil or criminal proceedings;
- It is necessary in order to avert an imminent threat, serious violence to persons or substantial damage to property.

2.6.9.8 Covert Surveillance

Covert surveillance is any surveillance that is carried out without the knowledge of the employee and is prohibited without a Covert Surveillance Authority, which must be obtained via a Magistrate (where applicable legislation applies).

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3 ADMISSIONS, ENROLMENTS & REGISTRATION

3.1 Admissions Procedures

3.1.1 Undergraduate Admissions Procedures (Music)

3.1.1.1 Educational Qualifications for Admission

An applicant will be considered for admission to an undergraduate course under any one of the following categories (in accordance with AQF criteria). In addition, the conditions in *3.1.2 Special Additional Conditions* below must be observed as this is a performance course.

(i) The successful completion of the NSW Higher School Certificate or equivalent. If an applicant submits alternative secondary educational qualifications, the Executive Dean determines whether the level of education attained is deemed equivalent to the level required for satisfactory performance in the NSW HSC. Applicants must supply a certified copy of their HSC or equivalent.

(ii) An applicant who has successfully completed another undergraduate course or at least one full time year of study may be admitted. Applicants must supply the AMPA with a certified copy of the Academic Transcript and testamur (where applicable).

(iii) To be eligible to apply for admission as a mature age student, candidates must meet all of the following criteria and successfully complete a Tertiary Preparedness Statement (TPS):

- be at least 21 years of age on 1 March of the year of entry to AMPA
- not have an ATAR or equivalent interstate or overseas qualification that would enable them to compete for normal admission
- not have been enrolled for at least two full-time semesters of study in a Diploma or higher level qualification
- satisfy the additional admission criteria for the course they wish to enter, e.g. artistic requirements, assumed knowledge, language requirements.

At the discretion of the Executive Dean the offer of a place to a mature age applicant may be provisional requiring the student to pass all enrolled units in the first semester of study

3.1.1.2 Special Additional Conditions

The primary criterion for admission into the Bachelor of Music (Performance) or Associate Degree (Performance) is evidence of the applicant's talent and potential for making a career in the music industry. The applicant's talent and potential is tested by audition, interview and a musical knowledge test.

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3.1.1.2.1 (i) Performance Audition

Applicants must designate the instrument in which they will major for performance studies. They must demonstrate in the audition, a required level of artistic potential that demonstrates sufficient formal music training and technical proficiency. In summary, the audition lasts approximately thirty minutes, requires the performance of two contrasting pieces.

Technical work (e.g. scales, arpeggios etc.) and aural skills may also be assessed during the practical component of the audition.

All in-person auditions will be managed directly by the Head of Music. If the Head of Music is unable to be present in the audition, a nominated delegate will record the complete audition on video and this will be sent to the Head of Music for comment and recommendations as required.

3.1.1.2.2 (ii) Interview

In an interview, conducted as part of the audition, applicants must show a high level of personal commitment and motivation. They must also demonstrate a level of written and spoken English language capabilities necessary to undertake their course of study.

In the event that an applicant demonstrates the required level of artistic potential, but is unable to demonstrate the necessary English language capability, the audition panel will recommend that where the applicant has English as a second language, they will need to undertake remedial English studies through a recognised English language provider with NEAS accreditation before commencing their studies at AMPA. Those students requiring assistance with academic functional English can be assisted through instruction in academic expression, with the Head of Music/ Academic Student Support.

3.1.1.2.3 (iii) Musical Knowledge Test

During the audition, applicants will undertake a written music knowledge assessment. The result will determine whether the applicant, if successful in the performance component of the audition, will be suitable for entry into either the Associate Degree in Music or the Bachelor of Music.

3.1.1.2.4 (iv) Provisional Admission

Applicants may be granted provisional admission if they possess limited educational qualifications but audition requirements show potential for improvement, or if the applicant is entering the course as a Mature Age student (over the age of 21 by 1 March in the year of enrolment). Provisional admission allows the applicant to commence full time study with all student rights and benefits, with the understanding that progression through the course depends on their successful completion of first trimester and further demonstration of their potential.

Upon successful completion of this provisional trimester, the student will be permitted to continue the course to its completion.

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Provisional Status may be granted in special circumstances, an applicant who does not meet the requirements set out above but who demonstrates outstanding potential and aptitude required for undertaking the course may be admitted with provisional status by the Academic Board.

3.1.1.2.5 Recognition of Prior Learning

RPL will be granted for units where it can be substantiated that the applicant has achieved the key learning outcomes. Up to 50% may be credited towards the course of study.

See 2.3.4 Recognition of Prior Learning Policy

3.1.2 Undergraduate Admissions Procedures (Dance)

3.1.2.1 Educational Qualifications for Admission

An applicant will be considered for admission to an undergraduate course under any one of the following categories (in accordance with AQF criteria). In addition the conditions in *3.1.2 Special Additional Conditions* below must be observed as this is a performance course.

(i) The successful completion of the NSW Higher School Certificate or equivalent. If an applicant submits alternative secondary educational qualifications, the Executive Dean determines whether the level of education attained is deemed equivalent to the level required for satisfactory performance in the NSW HSC. Applicants must supply a certified copy of their HSC or equivalent.

(ii) An applicant who has successfully completed another undergraduate course or at least one full time year of study may be admitted. Applicants must supply the AMPA with a certified copy of the Academic Transcript and testamur (where applicable).

(iii) To be eligible to apply for admission as a mature age student, candidates must meet all of the following criteria and successfully complete a Tertiary Preparedness Statement (TPS):

- be at least 21 years of age on 1 March of the year of entry to AMPA
- not have an ATAR or equivalent interstate or overseas qualification that would enable them to compete for normal admission
- not have been enrolled for at least two full-time semesters of study in a Diploma or higher level qualification
- satisfy the additional admission criteria for the course they wish to enter, e.g. artistic requirements, assumed knowledge, language requirements.

At the discretion of the Executive Dean the offer of a place to a mature age applicant may be provisional requiring the student to pass all enrolled units in the first semester of study

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3.1.2.2 Special Additional Conditions

All applicants must undertake an audition and interview to be considered for the Bachelor of Dance or Associate Degree of Dance.

The applicant's talent and potential is tested by audition and an interview

Applicants from outside Sydney can submit a DVD or YouTube link demonstrating their performance ability in one or more dance genres.

3.1.2.2.1 (i) Performance Audition

An audition before a panel will consist of the following elements:

- Learn and perform a selected section of repertoire to display the applicants ability to retain, interpret and express the given movement.
- Perform two prepared dance pieces of 2-3 minutes in a dance genre of choice (with partner optional).
- Discuss their work and artistic achievement with the panel.

All in-person auditions will be managed directly by the Head of Dance. If the Head of Dance is unable to be present in the audition, a nominated delegate will record the complete audition on video and this will be sent to the Head of Dance for comment and recommendations as required.

3.1.2.2.2 (ii) Interview

In an interview, conducted as part of the audition, applicants must show a high level of personal commitment and motivation. They must also demonstrate a level of written and spoken English language capabilities necessary to undertake their course of study.

In the event that an applicant demonstrates the required level of artistic potential, but is unable to demonstrate the necessary English language capability, the audition panel will recommend that where the applicant has English as a second language, they will need to undertake remedial English studies through a recognised English language provider with NEAS accreditation before commencing their studies at AMPA. Those students requiring assistance with academic functional English can be assisted through instruction in academic expression, with the Head of Academic Student Support.

3.1.2.2.3 (iii) Provisional Admission

Applicants may be granted provisional admission if they possess limited educational qualifications but audition requirements show potential for improvement, or if the applicant is entering the course as a Mature Age student (over the age of 21 by 1 March in the year of enrolment). Provisional admission allows the applicant to commence full time study with all student rights and benefits, with the understanding that progression through the course depends on their successful completion of first trimester and further demonstration of their potential.

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Upon successful completion of this provisional trimester, the student will be permitted to continue the course to its completion.

Provisional Status may be granted in special circumstances, an applicant who does not meet the requirements set out above but who demonstrates outstanding potential and aptitude required for undertaking the course may be admitted with provisional status by the Academic Board.

3.1.2.2.4 Recognition of Prior Learning

RPL will be granted for units where it can be substantiated that the applicant has achieved the key learning outcomes. Up to 50% may be credited towards the course of study.

See 2.3.4 Recognition of Prior Learning Policy

3.1.3 Postgraduate Admissions Procedure

Educational Qualifications for Admission

An applicant will be considered for admission to postgraduate study under the following criteria.

- The successful completion of a three year Bachelor of Music (Performance) or equivalent undergraduate music degree.

Performance

Applicants present a 15-20 minute performance that demonstrates their technical and musical ability. The choice of repertoire should be sufficiently varied to cover a range of technical and interpretative demands.

Composition

Applicants are to submit a folio of recent work either as scores, sound recording, video or a combination of these. The selection of works should demonstrate the applicants knowledge of a range of compositional techniques across a variety of styles.

Interview

Performance applicants will discuss their selection of works, interpretation and performance with the audition panel.

Composition applicants will discuss their work, artistic achievement and professional aspirations with the audition panel.

Notification

The Executive Dean will write a report on the audition based on the comments and observations of the panel members, including the decision of the panel.

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The report will be sent to the student recruitment officer.

Applicants will be notified in writing within ten working days of the outcome of their audition.

Successful applicants will receive a letter of offer and an acceptance form, which they complete and return to Administration.

3.1.4 Admissions Process Review

AMPA regularly reviews its admission policies and procedures in accordance with continual improvement mechanisms and outcomes from external benchmarking activities, and accordingly reserves its rights to change admission policies and procedures. AMPA will endeavour to communicate with all current prospective students if changing its policies and procedures.

AMPA exercises discretion when admitting students to its courses or enrolling and registering those students in particular units. AMPA may:

1. Impose certain pre-requisites or conditions for a potential student to be admitted to a course;
2. Make an offer to a potential student for a course which is conditional on the student meeting certain requirements;
3. Impose conditions or requirements for a student to enrol or register for particular unit (such as obtaining necessary clearances); and
4. Suspend and/or cancel the admission, enrolment or registration of a student.

All students are reminded of their financial obligation each term through the confirmation of enrolment form and confirmed by an official invoice or Commonwealth Assistance Notice.

3.2 Enrolment and Registration Process

3.2.1 Enrolment

The enrolment process includes the provision of comprehensive information on courses and financial information such as Fee-Help Application procedures and obligations and related financial information. Students wishing to take advantage of Fee-Help are advised on their eligibility and provided with specific information regarding the program.

By the completion of the Orientation session, all students will complete their enrolment. This includes completing:

- ParadigmEMS online enrolment
- AMPA Student Contract
- Model Release Form
- Student Card Photo

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3.2.2 Registration

All new and continuing students must complete their registration in consultation with the Head of Music or Head of Dance. This will give students an opportunity to track their progress and plan for the upcoming trimester.

3.2.3 Study Load

Most courses at AMPA are offered on a full-time basis and delivered face-to-face on-campus with some specific units available online. Depending on whether you are a local or international student, there are different options available when it comes to your study load.

3.2.3.1 Local students

Full-time students typically undertake 20 credit points a session. Part-time students have a reduced session load. Students are not normally permitted to take more than 30 credit points a session, but there is no lower limit apart from those dictated by the maximum time and leave of absence rules.

Some courses are offered in such a way as to support part-time attendance through the scheduling of classes in the evening. Others are primarily designed for full-time students. Information on modes of study is provided in the detailed entry for each course in the online handbook.

The standard course duration is also listed within the detailed entry for each course in the online handbook. Course duration may vary depending on attendance pattern, study load and the timetabling of chosen elective subjects.

Undergraduate Students:

- Undergraduate music students undertake a usual study load of 20 credit points per trimester. A full-time study load is considered anywhere from 16 credit points and above.
- Part-time study is determined as being between 10 credit points and 16 credit points.
- Undergraduate music students need to register in a minimum of 10 credit points per trimester. If students wish to undertake less than 10 credit points per session, then approval must be sought from the Executive Dean and these units should not include Principal Study or Second Study units.
- Undergraduate dance students need to register in a minimum of 10 credit points per trimester. If students wish to undertake less than 10 credit points per session, then approval must be sought from the Executive Dean and these units should not include both Dance Performance and Dance Technique units.

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Postgraduate Students:

- Postgraduate music students undertake a usual study load of 30 credit points per semester. A full-time study load is considered anywhere from 24 credit points and above.
- Postgraduate music students need to register in a minimum of 16 credit points per trimester. If students wish to undertake less than 16 credit points per session, then these units should not include both Principal Study and Second Study units

3.2.3.2 International students

International students studying on student visas are required to undertake full-time study as a condition of their visa, under the Australian Government's Education Services for Overseas Students Act 2000 (opens an external site). These requirements do not apply to international students studying on other visa types.

International students studying on student visas must ensure that their credit point load puts them in a position to complete their course within the standard duration. This normally requires the completion of 60 credit points a year (3 x 20CP for an undergraduate program and 2 x 30CP for postgraduate programs). This means that international students must enrol in a 100% study load each session. The exceptions are:

- if they have formal approval to reduce their load.
- if they are in the final session of their course

Australian Government legislation prevents AMPA from granting extensions to international students' course duration except in limited circumstances. Failure to follow the above requirements may therefore mean that an international student is unable to extend their student visa to complete their course.

3.2.4 Variations to Enrolment

Students are able to vary their enrolment by adding or withdrawing from units. All variations must be made in the first three (3) weeks of the trimester and must be made after consulting with the Head of Music or Head of Dance.

Students are reminded that changes made after the census date, will incur the full financial and academic penalty.

Note: If students are on any form of Centrelink benefit, receiving concession entitlements or are an overseas student, students must maintain at a study load of at least 16 credit points per trimester (undergraduate) or 24 Credit Points per semester (post graduate) to remain eligible or continue studying.

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3.3 Registration and Management of Students' Candidature

3.3.1 Enrolment Procedure

3.3.1.1 Accepted Students (Prior to Enrolment)

- Once a student has accepted, admissions adds their details to the Acceptances Spreadsheet and flags any scholarship/INT/Upfront students, students who are pending citizenship or TFNs, students missing theory exam)
- Admissions save any important previous correspondence in the student's folder (Each student should have a folder in the prospective students folder. This is especially important for any international students.
- Admissions passes on hardcopy files to admin for filing in main cabinet.
- Scholarships – Admissions confirm details of scholarship with admin. Admin confirms with admissions and Chief Operating Officer that they have prepared the correct contract.
- International students – once student has paid Admissions asks admin for student ID so that eCoe can be generated by Accounts. eCoe saved to student folder.

3.3.1.2 Book Students for Enrolment Session

- Admin call up each student to book them in an enrolment session; students are reminded to bring in proof of citizenship (passport/birth certificate) if necessary, and/or tax file number. If no answer, leave voicemail, and send email/SMS.
- Session details saved to acceptances spreadsheet and confirmation email (templates saved on server) sent to each student. Create a meeting request on Outlook, sending invitations to the appropriate staff for each session.

3.3.1.3 Prepare Student Folders

Hard Copy

- Each batch of new students every trimester have the same coloured manila folder.
    - On the edge, write student's surname in capitals followed by first name (going by official passport or birth certificate name, *e.g. SMITH, John*).
    - Insert manila folder into an expansion file and add a printed label of the student's name (using label machine).
    - Ensure if a student has a preferred name or English name it is written next to their official name in brackets.
- Ensure if a student is international, the code (INT) is written next to their name.

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- Insert 3 plastic sleeves into the manila folder, with labels on each sleeve: ENROLMENT, ACADEMIC, FINANCIAL. Attach sleeves with metal file fasteners (Dance students need an additional 4 sleeves for their work)
- Glue (or tape) ENROLMENT CHECKLIST sheet on front of manila folder.
- Take out Enrolment Documents folder, and insert these forms/documents into student manila folder: a print-out of Online Application, Student Contract, Model Release, Fee-Help form (if applicable), Fee-Help booklet to be given (if applicable), Fee Schedule, latest timetable.
- File away into the appropriate section of the filing cabinet.

Soft Copy

- On server, move student's individual folder from Students -> Prospective, to Current. If there is no folder located in Prospective, create a new folder under Current.

3.3.1.4 Generate Student Id

STUDENT ID CODES	
TM23AO1	Tertiary Music
TD23AO1	Tertiary Dance

3.3.1.5 Enrolment Session

Enrolment sessions are in 4 parts:

1) Explain below contracts/info to student:
    a. Student Contract
    b. Model Release Form
    c. FEE HELP form & booklet (if they are applying) (25% loan fee, census date, CHESSN, CAN, TFN)
    d. Fee Schedule
    e. Timetable

2) Take photo for student ID card

3) Student registers for Paradigm.

4) Student will see the Head of Music or the Head of Dance to register for classes.

3.3.1.6 Post Enrolment Session

- Go through checklist on hardcopy folder, chase up any outstanding documents.
- Upload Student photo to Paradigm
- Make sure to chase up any outstanding TFNs and citizenship documents by Census date at the latest

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- Upload all new student photos from the camera to the server:
- Rename each photo in the format: surname, first name student number, *e.g. SMITH, John T12A1001* and resize to 600 pixels (using Paint or alternative photo editing software).
- Transfer student's softcopy folder from the Prospective Students folder to Current Students folder.

3.3.1.7 Student Correspondence

- Policy – when sending any letters electronically always keep the original in the student's folder and send as a pdf. When giving it in person, students may request an official AMPA stamp.

3.3.1.8 Confirmation Of Enrolment

- These letters are used when students request a formal letter confirming their enrolment at AMPA, usually for full-time students seeking employment, Centrelink purposes, etc.
- Open template saved on server 'Confirmation of Enrolment:
- ROZELLE: S:\05. CORRESPONDENCE\01. STUDENT CORRESPONDENCE
- Fill in student details: student name, student number, course undertaken (e.g. Bachelor of Music), study load (full or part-time), commencement date of studies and any other relevant information as requested by the student.

3.3.1.9 Variation To Enrolment

Variation form used to change subjects prior to census date.

3.3.1.10 Defer/Withdraw Enrolment

Students must officialise a deferral or withdrawal from enrolment by filling out a form available on request from Administration.

- It is Administration's responsibility to track a deferred student's status and contact them once their deferral period ends.
- Students who have accepted but deferred their commencement to another period are tracked by Admissions.

3.3.2 Reasonable Adjustments for Students with a Disability

This section describes how to request and implement learning, teaching or other reasonable adjustments to accommodate a disability. See 2.1.4 Disability Policy.

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3.3.2.1 Scope

This applies to enrolled students who have a temporary or permanent disability that may impact on the accessibility of their study environment. Relevant procedures will also apply to prospective students.

3.3.2.2 Definitions

Disability – for the purposes of this policy, the definition of disability is that used by relevant anti-discrimination legislation. The full definitions are in the Disability Discrimination Act 1992 (DDA).

Disability is very broadly defined in the legislation and covers physical, sensory, intellectual, psychiatric, neurological and learning disabilities. It also covers physical disfigurement as well as serious illnesses. A disability may be temporary or permanent, total or partial, lifelong or acquired.

Reasonable Adjustment – refers to the administrative, environmental or procedural alterations that are required to enable a person with a disability to study effectively and on the same basis as other student peers without a disability.

On the same basis – a person with a disability is treated ***on the same basis*** as a student peer without a disability if the person has opportunities and choices in admission, enrolment and participation that are comparable with those offered to other students without disabilities. The provider makes any decisions on the basis that reasonable adjustments could be provided.

An adjustment – is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students (Disability Standards for Education 2005).

3.3.2.3 The Application of Reasonable Adjustments

Reasonable adjustments are changes introduced into the reasonable process to ensure programs are accessible to students who have a disability. Reasonable adjustments may be required in situations where a student has:

- An injury or illness of a temporary or permanent nature or;
- An acquired condition or disability, whether temporary or permanent or;
- An established condition or disability.

The procedures described in this document apply to the management of reasonable adjustments for all these categories.

The requirement to provide adjustment for people with a disability applies to all areas and phases of study, including:

- Admission and enrolment
- Access to learning materials
- Attendance at classes
- Assessment including examinations

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- Professional placements

AMPA is entitled to maintain the academic requirements of the course or other requirements or components that are inherent or essential to the nature of the course.

AMPA will endeavour to meet the needs of students through inclusive and flexible teaching practices; however examples of the type of adjustments that may need to be provided include:

- Providing information in accessible formats
- Reasonable adjustment to course content
- Reasonable adjustment to course mode of delivery
- Reasonable adjustment to course assessment procedures
- Flexible study arrangements
- Substitute assessment activities

Any adjustments will be provided in a timely and sensitive manner, protecting the privacy and the dignity of the student at all times.

Adjustments may be permanent or temporary depending on the nature of the disability and the needs of the individual. The level and nature of the adjustment may also change over time. However, it may not be necessary for a student to repeat the processes of seeking the same adjustments for an ongoing condition, e.g. examination conditions.

3.3.2.4 Making a Request for Reasonable Adjustments

A student may make a request for reasonable adjustments initially by contacting the approved AMPA counsellor; however a student may make direct arrangements with any member of academic staff to provide reasonable adjustments that are within their authority.

Students should note that indicating that they have a disability, and a desire for information about disability support, does not constitute a request for reasonable adjustments.

A student who contacts Student Services will be referred to the AMPA approved counsellor and will be required to complete a Student Disability Support Registration form accompanied by supporting documentation.

3.3.2.5 Disclosure and Documentation

If a student or prospective student with a disability requires a reasonable adjustment, there is a requirement to disclose their disability to the approved counsellor or to other.

The student will be required to provide documentary evidence about the disability and the relevant limitations it involves. This evidence may be obtained from a medical practitioner, psychologist or other relevant professional. The suitability and currency of the documentation are to be judged by the AMPA approved counsellor or Registrar who will assess whether further documentation is required.

At all times the staff responsible for administering the adjustment will respect the privacy of the student. Information about the student's disability will only be sought insofar as it relates to the request for adjustment. Information

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about the disability will only be disclosed to relevant AMPA staff to enable reasonable adjustments to accommodate a student's disability. Information will not be supplied to any person or organization outside AMPA for any purposed unless authorized by the student except where AMPA may be legally required to do so.

3.3.2.6 Consultation and Needs Assessment

In assessing the student's need for reasonable adjustment, an approved counsellor or relevant staff member will consult with the student on the following matters:

- The nature, severity and duration of the disability, injury or illness
- The functional limitations placed on the student by the disability or condition
- Whether the disability or condition is likely to change over time and reasonable adjustments may require review
- What specific adjustments, if any, have been suggested by the student
- Information provided by or on behalf of the student about how the disability affect the student's ability to participate; and
- Whether further specialist evaluation is required to identify and implement appropriate adjustments.

The approved counsellor will open a confidential file to record the information outlined above. The file will be kept in accordance with the Privacy and Personal Information Act 1998 (NSW). It will only be accessible to the student and relevant staff involved in the adjustment process except where legislation allows for access by others. A notation will be made on the main Student Administration file that a confidential disability support plan exists.

The student will be informed of their rights regarding the confidentiality of the information they supply by reading the privacy statement on the registration form and then signing the registration form.

Where further evaluation is required the approved counsellor will source additional information from, and liaise with, the following (as appropriate and with the consent of the student):

- A medical practitioner and/or;
- Other appropriate health professional and/or;
- A disability service provider and/or;
- An educational institution where the student has previously been enrolled and/or;
- Other appropriate information source.

The adjustment will be determined using the following factors:

- The student's disability
- The effect of the adjustment on the student including the effect on the student's:
- Ability to achieve learning outcomes
- Ability to participate in courses and programs
- Independence
- The effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students and;

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- The costs and benefits of making the adjustment.

3.3.2.7 Implementations of Adjustments

The Disability Standards for Education 2005 section 3.4 state that *In assessing whether an adjustment to the course of the course or course program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.*

Once an approved counsellor has made an assessment of the student's needs, they will, in consultation with the student and relevant staff, devise a Student Support Plan.

3.3.2.8 Costs

Costs of adjustments for assessments and examinations will be met by AMPA.

AMPA will not fund the cost of:

- Professional assessments of disability
- Personal aids that are also required by the student outside AMPA
- General use furniture
- Computers
- Workstations within the home environment
- Personal care
- Treatment for a temporary or permanent condition or disability
- Monitoring and Review

The student will advise the AMPA approved counsellor if any problems arise relating to *Reasonable Adjustment* in a timely manner. The Student Support Plan will be reviewed each trimester or as required by the student.

3.3.2.9 Appeals

Where a concern is raised about the reasonableness of an adjustment, the matter can be referred informally to the Head of Program where the complaint arises. Formal Complaints may be made to the Executive Dean of AMPA and will be dealt with in accordance with the Student Appeals/Grievances and Complaints Section of this Manual.

Students can also contact the relevant State or Territory Anti-Discrimination Board or the Human Rights and Equal Opportunity Commission to address a complaint of disability discrimination. Students are encouraged to raise the issue with AMPA in the first instance, before pursuing other avenues.

3.4 Orientation

3.4.1 Orientation and Transition Support

All students undertake an orientation program prior to the commencement of their study.

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Orientation covers:

- a campus tour and facilities
- course details, timetable, access to the student portal, relevant policy and procedure documents, copy of the student handbook and Student Representative Council
- welfare and academic issues
- details of on-campus and external support available
- visa requirements and student safety

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4 TEACHING AND LEARNING

4.1 Teaching and Learning Plan

4.1.1 KPIs and Objectives for Learning and Teaching

4.1.1.1 Quality Learning Experiences are available for all students

- All students have access to services that support learning
    - Students are advised at the commencement of studies of the scope, location and availability of services that support learning at AMPA.
- Students are provided opportunities to express concerns about their studies and teaching and learning issues that may impinge on their study
    - Strategies are in place for students to express their learning concerns to either the Head of Programs or Program Coordinator or via web-based email to Student Services or via a Grievance form.
    - AMPA has strategies to monitor, respond to and provide feedback on the outcomes of student complaints/concerns.
    - Appeals of Grade are conducted within the AMPA's Quality Assurance Manual (QAM) procedures and provide recommendations to the Academic Board if necessary to improve teaching/learning processes.
    - The number of student complaints and Appeals of Grade are monitored and measured with a goal to reduce numbers.
- Staff create environments that support learning
    - Students are advised of all staff involved in their learning experiences for each enrolled course by week 1 of the trimester.
- Staff provides contact access through the use of voicemail or email.
    - Staff who will be un-contactable or unavailable to students for longer than five working days (from their usual point of contact) will provide an alternate person/point for students for the duration of the absence/unavailability.
- Sufficient staff with appropriate qualifications and competencies and experience to support quality learning for students.
    - Trimester timetabling processes identify academic resource requirements to ensure appropriate staffing to support learning.
    - The Selection Criteria for academic staff define minimum academic qualifications.
    - Appointed sessional staff have the experience and expertise to provide a quality learning experience for students.
    - Student concerns of staff expertise in the use of technology are minimal.
- Teaching staff continually increases skills with application and operation of current technologies used for teaching.
    - Staff workloads support quality teaching.
    - AMPA provides professional development for full-time and sessional staff to further enhance teaching skills and maintain

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currency.
    - Training needs for academic staff are identified through continual performance reviews

4.1.1.2 Quality Teaching Experiences are provided to all Students

- All academic/teaching staff are aware of AMPA's curriculum models in the Teaching and Learning Plan.
    - All new staff are provided with orientation and training in the teaching technologies used by their programs.
    - All new staff are provided with indication training in Paradigm and eCon, including Unit Guides, teaching support, assessment, etc.
    - All new staff are advised of their roles and responsibilities, and Quality System processes and procedures, as defined in AMPA's Quality Assurance System (QAM).
- AMPA responds to feedback from Student Unit Surveys
    - AMPA identifies strategies for improvement based upon feedback in Student Survey and evaluates the effectiveness of change on an annual basis.
- Staff contribute to the development and review of AMPA's strategic direction
    - Staff are able to provide input into the development of AMPA's strategic direction through teaching practices.

4.1.1.3 Quality Academic Programs are offered to all students

- Courses are approved according to TEQSA policies and procedures
    - New courses are submitted for approval, amendment, and modification according to TEQSA procedures, timelines and notifications.
- Courses are reviewed on a regular basis
    - Each course is reviewed on a five yearly basis using internal and external experts.
    - All units are developed and/or redeveloped with community or external consultation.
    - AMPA's Academic Board responds to the recommendations of the TEQSA reviews as specified by TEQSA.
- All Units that are offered in AMPA Programs are evaluated regularly
    - The Academic Board each Trimester evaluates all Academic Units through student surveys.

4.1.1.4 Assessment Processes, Procedures and Practices Support Quality Learning

- Assessment tasks are equitable and appropriate, and reflect the Unit's learning outcomes
    - Assessment items are reviewed by the Teaching and Learning Committee if variations to the Unit Outline are requested.
    - The weighting, frequency and scope of assessment tasks are the minimal amount to measure the achievement of Unit outcomes.

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    - All assessment tasks are moderated according to the AMPA's QAM System requirements.
    - All students are advised upon enrolment of the existence and location of assessment policies.
- Students are provided with accurate and clear information to assist them with making choices of courses and programs when considering enrolment
    - All students are advised upon enrolment of the existence and location of policies and procedures in the Student Handbook.
    - The accuracy and relevance of data on the AMPA website, Paradigm, eCon and the Student Handbook are reviewed regularly and amended as necessary.
- Students are supported during their registration and provided with information regarding their progression and unit selection that best meets individual needs
    - Student registrations are correctly entered into Paradigm prior to Census date.
    - Students at risk are identified through reports and are provided counselling and support as appropriate
- Quality of Learning and Teaching
    - Census data indicates retention is maintained and attrition is decreasing.
- Graduation processing is timely
    - Data to support the graduation of students is collated in a fashion that facilitates graduation within approved timelines.

4.1.1.5 Quality Teaching and Learning Environments

- AMPA supports the maintenance of quality teaching and learning environments through adequate resourcing
    - All teaching spaces meet all health and safety requirements.
    - All teaching facilities and equipment are maintained at functional level.
- Resources support flexible approaches to teaching and learning
    - Resources are sufficient to meet the teaching needs of academics and students (availability of teaching technologies).
- All students have access to information to support their learning
    - All enrolled students have access to library services.
    - Library resources are sufficient to support quality teaching and learning.
    - All students have access to online databases to support teaching and learning.

4.2 Course and Unit Review

4.2.1 Unit Evaluation Surveys

4.2.1.1 Overview

AMPA collects data on student satisfaction through a variety of surveys and instruments completed by students.

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4.2.1.2 Student Questionnaire

- A Student Questionnaire is electronically distributed to students in week 9.
- A member of the administration staff collates the responses.
- The collated data is evaluated by the Executive Dean and Heads of Dance & Music
- A report on the data with recommended action, if required, is tabled at the Executive Management Committee meeting.
- The minutes of the Management meeting, including recommended action item, and the outcomes are then tabled at the Academic Board.
- Content

4.2.1.3 Questionnaire

The survey consists of 12 questions (10 quantitative and 2 qualitative). There are 5 focused on content, 5 focused on delivery and 2 best practice and worst practice identifiers.

4.2.1.3.1 Content

1: The goals and objectives of this unit were made clear at the start of the trimester
2: The unit content is relevant, interesting and presented clearly
3: The support materials were effective and readily available
4: Methods for assessment were appropriate for the unit
5: Constructive, timely and relevant feedback on work/assessment was given.

4.2.1.3.2 Delivery

1: Class time was well-structured and efficiently used
2: Unit workload is appropriate for the course
3: Teaching methods were appropriate and effective
4: The lecturer regularly revised and reinforced content with students
5: The lecturer was inspiring and enthusiastic about the unit.

Which elements of this unit were taught well? _____

Which elements of this unit could be improved? _____

4.2.1.3.3 Responses and weighting

5	Strongly Agree
4	Agree
3	Uncertain
2	Disagree

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1	Strongly Disagree
O	N/A

4.3 Monitoring Teaching and Learning Quality

AMPA is committed to

a) Providing current and prospective students with accurate information about its academic goals, processes and services to assist students in making informed decisions about their preferred course of study and career outcomes;
b) The provision of a supportive culture for students as adult learners including access to qualified support staff and quality support systems that reflect the vision of AMPA as a centre of excellence in education;
c) The provision of a teaching and learning environment characterised by good practice and innovation regardless of the site of delivery;
d) Monitoring the admission and progression of students to ensure that admission requirements are rigorous and that academic standards of progressing students in a course of study are appropriately implemented; and
e) Monitoring a range of student performance and achievement metrics including retention, graduation and employment rates and to implement benchmarking comparators to analyse data to achieve improvement.

4.4 Research Ethics

4.4.1 Ethical Research Guidelines

AMPA Units of study such as 'Research I', 'Research II', 'Graduate Research proposal' and 'Graduate Research Project can involve students in the organisation of interviews and focus groups. It is vitally important that prior to organising such research, students familiarise themselves with the following Ethical Research Guidelines.

AMPA specifically prohibits research that involves:

- Children (under the age of 14) and vulnerable groups (eg groups who may have difficulty providing informed consent to the research);
- Covert observation or deception;
- Any risk of physical harm or emotional distress;
- Illegal or criminal activity;
- Lack of disclosure of the aims of the research and the involvement of AMPA to prospective participants;
- Payment to the student from an organisation without seeking prior permission from AMPA;

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- Failure to declare any relevant affiliations or financial interest on submitted research;
- Failure to rigorously protect the anonymity of research participants;
- Failure to rigorously protect the confidentiality of their responses. In any publication of the research, data must be included in such a way that individual participants cannot be identified;
- Failure to obtain written consent from external participants (ie participants who are not AMPA students or staff);
- The accessing of confidential records about research participants without their knowledge or consent;
- Offering payment or incentives to participants in a way that may bias the research results.

If a student wishes to undertake a research project that they believe is potentially legitimate, but conflicts with these guidelines, they must table their research proposal with their Head of Department, who will raise it for discussion with the Teaching and Learning Committee. The Committee's decision will be conveyed to the student in writing by the Head of Department.

Where it is the intention of the researcher to invite the participant to state comments for the public record, the participant must confirm in writing that they hold no expectation of confidentiality.

The primary data in the form of written questionnaires, audio recordings etc must be either securely stored or destroyed. Destruction of the data should take place after assessment has been completed, and where there is no prospect or intention to publish. Where there is an expectation that the research will be published or used by third parties, upon completion of the unit the data should be handed over to the unit lecturer, who will organise for secure storage on AMPA's premises.

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4.4.2 Research Participant Consent Form

You, _____

(name of participant)

are invited to participate in a study of _____

(research subject)

We/I _____

(student name/s

hope to investigate_____

(state research objective)

You were selected as a potential participant in this study because *(state why)*

_____

_____

As researchers, we undertake to adhere to AMPA's 'Ethical Research Guidelines', a copy of which is attached.

If you believe that we have not adhered to these Guidelines, you can raise your concerns with:

Executive Dean
Australian Academy of Music and Performing Arts
136 Chalmers Street
SURRY HILLS NSW 2010

Il complaints will be treated in confidence, investigated by the appropriate Head of Department, and the complainant informed of the outcome.

If you decide to participate, you are free to withdraw your consent at any time without prejudice.

Unless you have separately provided to us in writing your permission to treat your comments as 'on the public record', thus waiving confidentiality, we will adhere to the confidentiality assurances pledged in the attached Guidelines.

Your signature indicates that, having read this Consent Form and the attached Ethical Guidelines, you have decided to participate in the study.

_____

Signature of Research Participant (please PRINT name) Date

_____

Signature of Witness (please PRINT name) Date

_____

Signature of Researcher (please PRINT name) Date

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4.5 Student Assessment Feedback

AMPA is committed to providing effective feedback for all assessment items. Student assessment feedback contributes to consistency, fairness, flexibility and reliability in course delivery mechanisms and assessment practices regardless of location of delivery.

To meet this commitment, students' assignments will be marked and returned to students within a maximum of 21-day turnaround.

Uncollected paper-based students' assignments will be held in Reception until the Census date of the following Trimester. If assignments are not collected by that date then they will be securely disposed. Marked Assignments on eCon will be similarly deleted on the Census date of the following trimester.

4.5.1 Individual Assessment Feedback

For individual assessment (ie Performance Examinations, Thesis submissions etc), the assessment criteria are generated from the Learning Outcomes contained within the *Unit Outline* and *Unit Guides.* These criteria are structured and weighted in an Excel spread sheet that calculates a 'quantitative' grade from the 'qualitative' input data as well as creates a feedback report for the student. An example is given below

4.5.1.1 Assessment Criteria and Weighting

Criteria	%
Technical Proficiency 50%	
Accuracy of Performance (rhythm, pitch etc)	20
Tonal Control (dynamics, cantabile etc)	20
Fluency of Performance	10
Interpretive Skills 40%	
Stylistic Appropriateness	15
Sophistication & Synthesis	15
Artistry & Performance Flair	10
Stagecraft 10%	
Overall Presentation	10

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4.5.1.2 Calculation Sheet

NUMBER OF EXAMINERS	3	EXAMINER(S)	Examiner's names																
CANDIDATE NAME	Example of Student									ST ID	T14B002								
TYPE OF EXAMINATION	End of Unit Performance Examination									PROGRAM	BMus								
UNIT NAME	Principal Study VI				DATE	4th May 2016													
Criteria	**%**	**F**			**P**			**C**			**D**			**HD**			**%**	**Weighted%**	
Technical Proficiency 50%																			
Accuracy of Performance (rhythm, pitch etc)	20													2	1		89.2	17.83	
Tonal Control (dynamics, cantabile etc)	20										1	2					81.2	16.23	
Fluency of Performance	10													2	1		89.2	8.92	
Interpretive Skills 40%																			
Stylistic Appropriateness	15													1	2		90.8	13.63	
Sophistication & Synthesis	15											2		1			83.8	12.58	
Artistry & Performance Flair	10										1	1		1			83.0	8.30	
Stagecraft 10%																			
Overall Presentation	10													2	1		89.2	8.92	
Comments:	100																**TOTAL**	**86.40**	

4.5.1.3 Student Feedback

This is then converted into a separate worksheet which combines and averages the examiner's feedback into a pdf report that is published on the student's record in Paradigm.

ACADEMY OF MUSIC AND PERFORMING ARTS

End of Unit Performance Examination

CANDIDATE NAME **Example of Student** STUDENT NUMBER **eg15A000**

UNIT NAME **eg Principal Study VI** PROGRAM **BMus**

EXAMINERS **Examiner's Names** DATE **Example Only**

Criteria	%	F	P	C	D	HD
Technical Proficiency 50%						
Accuracy of Performance (rhythm, pitch etc)	20					✓
Tonal Control (dynamics, cantabile etc)	20				✓	
Fluency of Performance	10					✓
Interpretive Skills 40%						
Stylistic Appropriateness	15					✓
Sophistication & Synthesis	15				✓	
Artistry & Performance Flair	10				✓	
Stagecraft 10%						
Overall Presentation	10					✓

Aggregate Grade

OTHER	F	P	C	D	HD
					✓

Comments:

A well thought out, balanced and designed set. Staging of the opening was clever and succesful. XXXX was stylistically secure as was the XXXX. XXXX could have had a warmer toner colour up high. 'XXXX - repetitive use of playing up and harsh at the end of every phrase, try to vary. Some nice moments in the introduction. 'XXXX' vocally you are still developing but having said that the tone of your voice and the tone you generated in the XXXX solo supported each other. XXXX needed to be more mentally prepared before starting to play. You need to relax physically on stage - you showed great tension when trying to achieve an introverted sound and this distracted from both the tone achieved and the actual performance. Great ensemble and solo/duel work in the XXXX. High energy and technically well performed. 'XXXX' balance of the ensemble needed addressing. Dynamically constant throughout while you could have created some lovely atmospheric and musical moments, with more focus on the XXXX feel, before leading up to a high energy closing. 'XXXX' - this was a relaxed performance and could be heard and seen in your solos. Overall this was a secure, well prepared, balanced and enjoyable recital.

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4.5.2 Assignment Feedback

4.5.2.1 Assessment Criteria and Weighting

For unit assessment where the class submission is simultaneous (ie Research Papers, Analysis, Technique assessments), the assessment criteria are generated from the Learning Outcomes contained within the *Unit Outline* and *Unit Guides*. These criteria are structured and weighted in an Excel spread sheet that calculates a 'quantitative' grade from the 'qualitative' input data as well as creates a feedback report for the student.
The data is entered into the worksheet using drop down menus from the Grade Result field below.

Grade	Result	Band -	Band +
HD (HIGH)	0.975	0.950	1.001
HD (MID)	0.925	0.900	0.950
HD (LOW)	0.875	0.850	0.900
DD (HIGH)	0.833	0.817	0.850
DD (MID)	0.800	0.783	0.817
DD (LOW)	0.767	0.750	0.783
CR (HIGH)	0.733	0.717	0.750
CR (MID)	0.700	0.683	0.717
CR (LOW)	0.667	0.650	0.683
PP (HIGH)	0.625	0.600	0.650
PP (MID)	0.575	0.550	0.600
PP (LOW)	0.525	0.500	0.550
FF (HIGH)	0.417	0.333	0.500
FF (MID)	0.250	0.167	0.333
FF (LOW)	0.083	0.001	0.167
No Attempt	0.000	0.000	0.000

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4.5.2.2 Calculation Sheet

DEMO UNIT

ACADEMY OF MUSIC AND PERFORMING ARTS

Research Calculator					Content 60%				Bibliography /Refrence List 30%			General points 10%		
				Student ID Number	Preparation of argument	Relevance of material	Support of evidence/ argument	Aptness of conclusion	Appropriateness and accuracy of documentation	Evidence of wide reading	Referencing system precision	Grammatical accuracy	Presentation and organisation	Overall Results
Last	First	Result	Days Late		15	15	15	15	10	10	10	5	5	100
SURNAME 1	FIRST 1	64.7325	1	T15A002	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (HIGH)	HD (LOW)	PP (HIGH)	PP
SURNAME 2	FIRST 2	71.925		T15A003	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (HIGH)	HD (LOW)	PP (HIGH)	CR
SURNAME 3	FIRST 3	80.85		T15A004	DD (LOW)	DD (HIGH)	DD (LOW)	HD (MID)	DD (LOW)	CR (HIGH)	DD (HIGH)	HD (LOW)	DD (HIGH)	DD
SURNAME 4	FIRST 4	70.9		T15A005	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	CR
SURNAME 5	FIRST 5	61.65		T15A006	PP (LOW)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (LOW)	PP (MID)	FF (MID)	CR (LOW)	PP
SURNAME 6	FIRST 6	72.425		T15A007	DD (HIGH)	PP (HIGH)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	CR
SURNAME 7	FIRST 7	65.75		T15A008	PP (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	CR (LOW)	DD (LOW)	PP (MID)	PP (HIGH)	CR
SURNAME 8	FIRST 8	38.825		T15A009	FF (HIGH)	FF (MID)	PP (MID)	PP (MID)	FF (MID)	FF (LOW)	CR (LOW)	FF (LOW)	PP (MID)	FF
SURNAME 9	FIRST 9	61.65		T15A010	PP (LOW)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (LOW)	PP (MID)	FF (MID)	CR (LOW)	PP
SURNAME 10	FIRST 10	72.425		T15A011	DD (HIGH)	PP (HIGH)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	CR
SURNAME 11	FIRST 11	87.325		T15A012	HD (MID)	HD (LOW)	HD (HIGH)	DD (LOW)	DD (MID)	HD (MID)	DD (LOW)	HD (LOW)	HD (HIGH)	HD
SURNAME 12	FIRST 12	38.825		T15A013	FF (HIGH)	FF (MID)	PP (MID)	PP (MID)	FF (MID)	FF (LOW)	CR (LOW)	FF (LOW)	PP (MID)	FF
SURNAME 13	FIRST 13	61.65		T15A014	PP (LOW)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (LOW)	PP (MID)	FF (MID)	CR (LOW)	PP
SURNAME 14	FIRST 14	72.425		T15A015	DD (HIGH)	PP (HIGH)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	CR
SURNAME 15	FIRST 15	0		T15A016	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	NA
SURNAME 16	FIRST 16	71.625		T15A017	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	CR (LOW)	CR
SURNAME 17	FIRST 17	61.425		T15A018	PP (LOW)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (LOW)	PP (MID)	FF (MID)	PP (HIGH)	PP
SURNAME 18	FIRST 18	73.875		T15A019	DD (HIGH)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	PP (MID)	CR
SURNAME 19	FIRST 19	67.775		T15A020	PP (LOW)	DD (LOW)	DD (LOW)	DD (LOW)	DD (LOW)	DD (LOW)	PP (MID)	FF (MID)	CR (LOW)	CR
SURNAME 20	FIRST 20	71.85		T15A021	DD (HIGH)	CR (LOW)	DD (LOW)	PP (HIGH)	DD (LOW)	CR (LOW)	DD (LOW)	PP (HIGH)	CR (LOW)	CR
SURNAME 21	FIRST 21	53.25		T15A022	PP (HIGH)	FF (LOW)	CR (LOW)	DD (LOW)	CR (LOW)	FF (LOW)	DD (LOW)	PP (MID)	PP (HIGH)	PP
SURNAME 22	FIRST 22	48.65		T15A023	FF (HIGH)	DD (LOW)	FF (LOW)	PP (MID)	FF (LOW)	DD (LOW)	CR (LOW)	DD (LOW)	PP (MID)	CP
SURNAME 23	FIRST 23	79.575		T15A024	HD (MID)	DD (LOW)	DD (LOW)	DD (HIGH)	DD (LOW)	DD (LOW)	DD (LOW)	DD (LOW)	CR (LOW)	DD
SURNAME 24	FIRST 24	76.2		T15A025	PP (LOW)	HD (MID)	DD (LOW)	DD (LOW)	DD (LOW)	HD (MID)	DD (LOW)	CR (LOW)	CR (LOW)	DD
SURNAME 25	FIRST 25	73.35		T15A026	DD (HIGH)	PP (HIGH)	HD (MID)	PP (HIGH)	HD (MID)	DD (LOW)	DD (LOW)	FF (LOW)	CR (LOW)	CR
SURNAME 26	FIRST 26	68.525		T15A027	PP (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	CR (LOW)	HD (MID)	DD (LOW)	PP (HIGH)	CR
SURNAME 27	FIRST 27	42.25		T15A028	FF (HIGH)	FF (MID)	PP (MID)	PP (MID)	FF (MID)	FF (LOW)	CR (LOW)	DD (LOW)	PP (MID)	FF
SURNAME 28	FIRST 28	65.025		T15A029	PP (LOW)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (LOW)	PP (MID)	HD (MID)	CR (LOW)	CR
SURNAME 29	FIRST 29	72.425		T15A030	DD (HIGH)	PP (HIGH)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	CR
SURNAME 30	FIRST 30	87.325		T15A031	HD (MID)	HD (LOW)	HD (HIGH)	DD (LOW)	DD (MID)	HD (MID)	DD (LOW)	HD (LOW)	HD (HIGH)	HD

4.5.2.3 Student Feedback

This is then converted into a separate worksheet which combines and averages the examiner's feedback into a pdf report that is published on eCon. The only student identifier is the student's unique Student Identification number.

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DEMO UNIT

Student ID Number	Content 60%				Bibliography /Refrence List 30%			General points 10%		Overall Results
	Preparation of argument	Relevance of material	Support of evidence/ argument	Aptness of conclusion	Appropriateness and accuracy of documentation	Evidence of wide reading	Referencing system precision	Grammatical accuracy	Presentation and organisation	
	15	15	15	15	10	10	10	5	5	100
T15A002	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (HIGH)	HD (LOW)	PP (HIGH)	PP
T15A003	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (HIGH)	HD (LOW)	PP (HIGH)	CR
T15A004	DD (LOW)	DD (HIGH)	DD (LOW)	HD (MID)	DD (LOW)	CR (HIGH)	DD (HIGH)	HD (LOW)	DD (HIGH)	DD
T15A005	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	CR
T15A006	PP (LOW)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (LOW)	PP (MID)	FF (MID)	CR (LOW)	PP
T15A007	DD (HIGH)	PP (HIGH)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	CR
T15A008	PP (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	CR (LOW)	DD (LOW)	PP (MID)	PP (HIGH)	CR
T15A009	FF (HIGH)	FF (MID)	PP (MID)	PP (MID)	FF (MID)	FF (LOW)	CR (LOW)	FF (LOW)	PP (MID)	FF
T15A010	PP (LOW)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (LOW)	PP (MID)	FF (MID)	CR (LOW)	PP
T15A011	DD (HIGH)	PP (HIGH)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	CR
T15A012	HD (MID)	HD (LOW)	HD (HIGH)	DD (LOW)	DD (MID)	HD (MID)	DD (LOW)	HD (LOW)	HD (HIGH)	HD
T15A013	FF (HIGH)	FF (MID)	PP (MID)	PP (MID)	FF (MID)	FF (LOW)	CR (LOW)	FF (LOW)	PP (MID)	FF
T15A014	PP (LOW)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (LOW)	PP (MID)	FF (MID)	CR (LOW)	PP
T15A015	DD (HIGH)	PP (HIGH)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	CR
T15A016	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	NA
T15A017	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	CR (LOW)	CR
T15A018	PP (LOW)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (LOW)	PP (MID)	FF (MID)	PP (HIGH)	PP
T15A019	DD (HIGH)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	PP (MID)	CR
T15A020	PP (LOW)	DD (LOW)	DD (LOW)	DD (LOW)	DD (LOW)	DD (LOW)	PP (MID)	FF (MID)	CR (LOW)	CR
T15A021	DD (HIGH)	CR (LOW)	DD (LOW)	PP (HIGH)	DD (LOW)	CR (LOW)	DD (LOW)	PP (HIGH)	CR (LOW)	CR
T15A022	PP (HIGH)	FF (LOW)	CR (LOW)	DD (LOW)	CR (LOW)	FF (LOW)	DD (LOW)	PP (MID)	PP (HIGH)	PP
T15A023	FF (HIGH)	DD (LOW)	FF (LOW)	PP (MID)	FF (LOW)	DD (LOW)	CR (LOW)	DD (LOW)	PP (MID)	CP
T15A024	HD (MID)	DD (LOW)	DD (LOW)	DD (HIGH)	DD (LOW)	DD (LOW)	DD (LOW)	DD (LOW)	CR (LOW)	DD
T15A025	PP (LOW)	HD (MID)	DD (LOW)	DD (LOW)	DD (LOW)	HD (MID)	DD (LOW)	CR (LOW)	CR (LOW)	DD
T15A026	DD (HIGH)	PP (HIGH)	HD (MID)	PP (HIGH)	HD (MID)	DD (LOW)	DD (LOW)	FF (LOW)	CR (LOW)	CR
T15A027	PP (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	CR (LOW)	HD (MID)	DD (LOW)	PP (HIGH)	CR
T15A028	FF (HIGH)	FF (MID)	PP (MID)	PP (MID)	FF (MID)	FF (LOW)	CR (LOW)	DD (LOW)	PP (MID)	FF
T15A029	PP (LOW)	PP (HIGH)	CR (LOW)	DD (LOW)	PP (MID)	DD (LOW)	PP (MID)	HD (MID)	CR (LOW)	CR
T15A030	DD (HIGH)	PP (HIGH)	DD (HIGH)	PP (HIGH)	CR (LOW)	DD (LOW)	DD (HIGH)	PP (HIGH)	CR (LOW)	CR
T15A031	HD (MID)	HD (LOW)	HD (HIGH)	DD (LOW)	DD (MID)	HD (MID)	DD (LOW)	HD (LOW)	HD (HIGH)	HD

4.5.3 Mid-Trimester Examination Feedback

4.5.3.1 Assessment Criteria and Weighting

For written examination assessments (ie Mid-Trimester written examinations)), the examination questions are structured and weighted in an Excel spread sheet that calculates the overall grade from the individual question result data and then creates a qualitative feedback report for the student.

DEMO UNIT		Average	81%	83%	84%	80%	59%	54%	59%	57%	57%
Student Details		Question	1	2	3	4	5	6	7	Total	Total %
Surname	First	Student ID	30	20	25	15	10	10	10	120	100
SURNAME 1	FIRST 1	T15A002	23	18	24	12	6	6	5.5	94.5	78.8
SURNAME 2	FIRST 2	T15A003	28	18	19	11	4	5.5	6	76	63.3
SURNAME 3	FIRST 3	T15A004	19	17	20	11	6.5	6.5		67	55.8
SURNAME 4	FIRST 4	T15A005	25	15	21	12	8	5.5	6	73	60.8
SURNAME 5	FIRST 5	T15A006	21	17	24	9	4.5	7		71	59.2
SURNAME 6	FIRST 6	T15A007	28	18	19	11	6	4.5	6	76	63.3
SURNAME 7	FIRST 7	T15A008	27	15	23	15	6	5	5	80	66.7
SURNAME 8	FIRST 8	T15A009	26	18	24	13	6	6	6.5	81	67.5
SURNAME 9	FIRST 9	T15A010	21	17	24	10	4.5	2	5	72	60.0
SURNAME 10	FIRST 10	T15A011	27	18	20	13.5	4.5	5	5	78.5	65.4

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4.5.3.2 Student Feedback

This is then converted into a separate worksheet which converts the numerical data into grade descriptors that is published on eCon. The only student identifier is the student's unique SID.

ACADEMY OF MUSIC AND PERFORMING ARTS

DEMO UNIT								
Question	1	2	3	4	5	6	7	Total
Student ID	30	20	25	15	10	10	10	120
T15A002	DD (LOW)	HD (MID)	HD (HIGH)	DD (MID)	PP (HIGH)	PP (HIGH)	PP (MID)	DD
T15A003	HD (MID)	HD (MID)	DD (LOW)	CR (HIGH)	FF (HIGH)	PP (MID)	PP (HIGH)	PP
T15A004	PP (HIGH)	HD (LOW)	DD (MID)	CR (HIGH)	CR (LOW)	CR (LOW)	No Attempt	PP
T15A005	DD (HIGH)	DD (LOW)	DD (HIGH)	DD (MID)	DD (MID)	PP (MID)	PP (HIGH)	PP
T15A006	CR (MID)	HD (LOW)	HD (HIGH)	PP (HIGH)	FF (HIGH)	CR (MID)	No Attempt	PP
T15A007	HD (MID)	HD (MID)	DD (LOW)	CR (HIGH)	PP (HIGH)	FF (HIGH)	PP (HIGH)	PP
T15A008	HD (MID)	DD (LOW)	HD (MID)	HD (HIGH)	PP (HIGH)	PP (LOW)	PP (LOW)	CR
T15A009	HD (LOW)	HD (MID)	HD (HIGH)	HD (LOW)	PP (HIGH)	PP (HIGH)	CR (LOW)	CR
T15A010	CR (MID)	HD (LOW)	HD (HIGH)	CR (LOW)	FF (HIGH)	FF (MID)	PP (LOW)	PP
T15A011	HD (MID)	HD (MID)	DD (MID)	HD (MID)	FF (HIGH)	PP (LOW)	PP (LOW)	CR
T15A012	No Attempt	No Attempt	No Attempt	CR (HIGH)	PP (MID)	No Attempt	CR (LOW)	FF
T15A013	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	NA
T15A014	CR (MID)	PP (LOW)	DD (LOW)	DD (LOW)	PP (MID)	PP (HIGH)	PP (MID)	PP
T15A015	HD (MID)	HD (HIGH)	HD (MID)	HD (HIGH)	CR (MID)	PP (MID)	PP (HIGH)	CR
T15A016	CR (MID)	DD (LOW)	HD (LOW)	HD (LOW)	CR (MID)	CR (LOW)	CR (LOW)	PP
T15A017	HD (MID)	HD (MID)	DD (LOW)	DD (LOW)	CR (LOW)	PP (MID)	FF (HIGH)	PP
T15A018	CR (MID)	HD (LOW)	HD (HIGH)	CR (HIGH)	PP (LOW)	FF (HIGH)	PP (MID)	PP
T15A019	HD (MID)	HD (MID)	DD (LOW)	DD (MID)	PP (LOW)	FF (HIGH)	PP (HIGH)	PP
T15A020	HD (LOW)	HD (HIGH)	HD (HIGH)	HD (MID)	PP (HIGH)	FF (HIGH)	PP (LOW)	CR
T15A021	CR (LOW)	PP (LOW)	HD (HIGH)	DD (MID)	CR (MID)	CR (LOW)	PP (HIGH)	PP
T15A022	HD (LOW)	HD (MID)	HD (MID)	CR (HIGH)	PP (MID)	CR (LOW)	No Attempt	CR
T15A023	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	No Attempt	NA
T15A024	HD (MID)	HD (MID)	DD (HIGH)	DD (MID)	PP (HIGH)	CR (LOW)	CR (LOW)	CR
T15A025	HD (MID)	HD (HIGH)	HD (HIGH)	CR (HIGH)	PP (MID)	PP (MID)	FF (HIGH)	CR
T15A026	CR (MID)	PP (HIGH)	CR (LOW)	HD (MID)	DD (LOW)	CR (MID)	CR (MID)	PP
T15A027	No Attempt	No Attempt	No Attempt	DD (MID)	PP (HIGH)	PP (HIGH)	CR (LOW)	FF
T15A028	CR (LOW)	DD (MID)	HD (LOW)	DD (MID)	CR (MID)	PP (MID)	PP (MID)	PP
T15A029	PP (LOW)	CR (LOW)	CR (LOW)	HD (MID)	CR (MID)	CR (MID)	CR (LOW)	PP
T15A030	HD (MID)	HD (LOW)	HD (LOW)	DD (HIGH)	CR (MID)	PP (MID)	CR (MID)	CR
T15A031	ERROR	ERROR	FF (MID)	CR (HIGH)	PP (HIGH)	PP (LOW)	CR (LOW)	FF
T15A032	HD (LOW)	HD (MID)	HD (HIGH)	DD (LOW)	PP (LOW)	PP (MID)	PP (MID)	PP
T15A033	HD (MID)	HD (HIGH)	HD (LOW)	PP (HIGH)	FF (HIGH)	FF (MID)	CR (LOW)	PP

4.5.4 Result Collation

All of the assessment data described in 4.4.1 through 4.4.3 is automatically linked into the *Unit Master Results* file.

The document has a number of inbuilt protection features that generate error codes if:

- The weightings of the assessments don't add up to 100%
- Results entered exceed the total marks for the assessment

It also tracks the formative means for each assessment as well as the number of submissions.

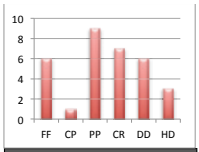
Once all of the results are entered, the overall grade distributions are calculated and presented both as a table and in graph form.

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This document serves as the evidence for decisions made at the Assessment Review Committee.

4.5.4.1 Unit Master Results

UNIT NAME: DEMO UNIT			Assessment 1	Assessment 2	Assessment 3	Assessment 4	Complete?		
ACADEMY OF MUSIC AND PERFORMING ARTS		Type of assessment	Listening Examination	Essay	Final Examination	Research Essay	Y		
		Submissions	28	25	27	29	30	NB <70%	
		Mean	68%	74%	58%	75%	62%	NB <50% or >75%	
		Weighting %	20%	20%	30%	30%	100%		
Student ID	Student Surname	Total Marks	30	30	40	90	TOTAL	GRADE	
T15A002	SURNAME 1	FIRST 1	30	15	20.2	55	63	PP	
T15A003	SURNAME 2	FIRST 2	18.8	19	23	72.5	67	CR	
T15A004	SURNAME 3	FIRST 3	10.5	15	13	71	50	PP	
T15A005	SURNAME 4	FIRST 4	17.3	27	29	42	65	CR	
T15A006	SURNAME 5	FIRST 5	19.5	18	22.4	75	67	CR	
T15A007	SURNAME 6	FIRST 6	26.3	23.4	31	34.065	68	CR	
T15A008	SURNAME 7	FIRST 7	29	25	21.4	69	75	DD	
T15A009	SURNAME 8	FIRST 8	21	23	22	90	76	DD	
T15A010	SURNAME 9	FIRST 9	19.5	10	24	80.4	64	PP	
T15A011	SURNAME 10	FIRST 10	23.3	0	20.8	57	50	PP	
T15A012	SURNAME 11	FIRST 11	24.8	26	24.2	88	81	DD	
T15A013	SURNAME 12	FIRST 12	23.3	23	22.2	85	76	DD	
T15A014	SURNAME 13	FIRST 13	20	21	8.4	43.9	48	CP	
T15A015	SURNAME 14	FIRST 14	28.5	27	36.4	72	88	HD	
T15A016	SURNAME 15	FIRST 15	6	12	23	87.9	59	PP	
T15A017	SURNAME 16	FIRST 16	13.5	21.6	7.2	74.25	54	PP	
T15A018	SURNAME 17	FIRST 17	17.3	28	18.4	65.4	66	CR	
T15A019	SURNAME 18	FIRST 18	24.8	24	27	67.7	75	DD	
T15A020	SURNAME 19	FIRST 19	0	0	0	51.9075	17	FF	
T15A021	SURNAME 20	FIRST 20	27	29	40	75.6225	93	HD	
T15A022	SURNAME 21	FIRST 21	11.3	0	0	72.875	32	FF	
T15A023	SURNAME 22	FIRST 22	27.8	26	35.8	0	63	PP	
T15A024	SURNAME 23	FIRST 23	2.3	0	1.6	54	21	FF	
T15A025	SURNAME 24	FIRST 24	28	27	32.5	75.125	86	HD	
T15A026	SURNAME 25	FIRST 25	26.3	25	30.2	76	82	DD	
T15A027	SURNAME 26	FIRST 26	16.5	25	19	71.3	66	CR	
T15A028	SURNAME 27	FIRST 27	20.3	24	31.4	56.175	72	CR	
T15A029	SURNAME 28	FIRST 28	19.5	15	18.6	71.7	61	PP	
T15A030	SURNAME 29	FIRST 29	0	0	0	0	0	FF	
T15A031	SURNAME 30	FIRST 30	0	0	0	0	0	FF	
T15A032	SURNAME 31	FIRST 31	16.5	24	21.6	41.225	57	PP	
T15A033	SURNAME 32	FIRST 32	0	0	0	78.375	26	FF	



GRADE COUNT		%
No Attempt	2	6%
FF	6	19%
CP	1	3%
PP	9	28%
CR	7	22%
DD	6	19%
HD	3	9%
CG	0	0%
TF	0	0%
WH	0	0%
WF	0	0%
TOTAL	32	

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4.6 AMPA Graduate Attributes

It is our intention that graduates of the Australian Academy of Music and Performing Arts (AMPA) will have in-depth knowledge and practice in their major discipline studied and will also display effective communication skills, independent thought, creativity, critical judgement, ethical considerations and social understanding.

These attributes are best captured in the following table -

Attributes	Professional	Academic	Personal
Global perspectives	The ability to identify problems, create solutions, innovate and improve current discipline practices.	The recognition of the need for lifelong learning, continuous improvement and quality assurance.	Capability of applying their discipline in not only local arenas but also in national and international contexts.
	An international and transdisciplinary perspective to their chosen field of specialisation.	Academic literacy (including English Language proficiency, IT and digital literacy skills)	Appreciation and desire for local and global community engagement as the artist, the student and as the teacher.
Ethical awareness	Understanding the contexts of all artistic works and professional workplaces without bias or prejudices.	The ability to identify problems, develop solutions and improve current artistic practices.	The ability to interact effectively with others in order to work towards a common outcome.
	A knowledge and respect of ethics and ethical standards in relation to a major area of study	The ability to collect, analyse and organise information and ideas and to clearly convey those ideas.	An appreciation of cultural diversity and respect for individual's views and perspectives.
Industry preparation	Application of expertise appropriate to their major discipline as both artists and teacher.	Capacity for critical, independent thinking, analysis, critique, and reflection	The ability to work and learn independently within the parameters of a given brief.
	A comprehensive and well-founded knowledge in the field of study	The ability to use an appropriate level, style and means of communication.	The ability adapt to new environments and management of change.

Knowledge and Understanding

- have in-depth knowledge of specialist performance/composition disciplines
- understand the professional, social, economic and cultural contexts of

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the discipline within the performing arts industry
- be critical and creative thinkers, with the ability to undertake continued self-directed and life-long learning
- effectively and creatively use information and communication technologies
- examine critically, synthesise and evaluate knowledge across a range of performance/composition areas and related disciplines
- develop a high level of written and oral skills
- participate fully in individual and collaborative learning
- have a set of flexible and transferable skills for different employment opportunities within the performing arts industry

Leadership
- develop excellent interpersonal and decision-making skills
- have an awareness of strengths and limitations
- be able to train and develop future generations of performing artists
- capable of embracing and initiating change and new creative directions

Global Citizens
- capable of applying their discipline in local, national and international contexts
- have cultural awareness and respect for diversity, human rights and ethics
- act in socially just and responsible ways

4.7 Course and Unit Development

4.7.1 Overview

The Australian Academy of Music and Performing Arts (AMPA) recognises that course and program review is necessary to ensure the provision of quality learning outcomes.

Appropriate processes must be followed to ensure new and existing units and courses are proposed, approved and improved in accordance with good practice and in a way that ensures external compliance requirements are satisfied.

4.7.1.1 Mechanisms

A number of different mechanisms may be employed to assist with course development and review processes, at both unit and at course levels, including:

- Benchmarking course requirements, including content and objectives, with similar courses at Australian universities and relevant international institutions
- External input through the Courses Advisory Committee and Academic Board members

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- Feedback through Executive Management Committee Meetings from SRC and Heads of Program
- Issues arising from the moderation process at the Academic Review Committee regarding assessment criteria
- Benchmarking assessment through moderation of samples by academic staff from external institutions
- Feedback from students (unit evaluations and grievances) and graduates
- Peer assessment of teaching practices
- Graduate destinations
- Feedback from employers of AMPA graduates

4.7.1.2 Course/Unit Changes

As a non-self-accrediting institution, courses at AMPA are currently offered under the authority of the Tertiary Education Quality and Standards Agency (TEQSA). New courses require initial accreditation by TEQSA, and subsequently re-accreditation every five years. Proposed changes to a course may arise within an accreditation period, with the authority to approve changes dependent upon whether they are minor or major in nature.

4.7.1.2.1 Major course changes

Major changes to courses, course delivery and institutional arrangements must be reported to TEQSA. These include:

- Major alterations to teaching premises;
- Changes to delivery location;
- Changes to the mode of delivery of a course, such as from face-to-face to on-line;
- Significant substitution of new units or significant deletion of units in a course (such as that comprising more than 25% of the total number of units in the course);
- Any changes to the title of a course; and/or
- Significant reduction in student contact hours in a course.

4.7.1.2.2 Minor course changes

The Academic Board can approve minor changes, which are all changes other than those of the nature identified above.

4.7.1.3 Responsibilities

The Academic Board has overall responsibility for matters relating to course development and review, with delegated responsibility from the Board of Directors for all academic activities of AMPA through the QAM policies and procedures.

The Heads of Program, which report to Academic Board the Teaching and Learning Committee, have specific roles in course development and review which are to review, comment and make recommendations on:

- The nature and content of the programs

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- Modes of delivery, including timing and pedagogical practices
- Proposed changes and/or new courses
- Quality of teaching and learning
- Future directions.

The Teaching and Learning Committee also has major input into course development and course review as it monitors the effectiveness of current teaching practices, the validity and reliability of assessment processes, and the efficiency of grievance and appeals mechanisms, so that documentation can be maintained and progressively improved for each accreditation cycle.

The Executive Dean, who is the member of all of the above Boards and Committees, has overall responsibility for course development and review matters and ensures that:

- Realistic projections of the demand and resources required for the course of study;
- External standards and requirements,(e.g. published discipline standards, professional accreditation, input from relevant external stakeholders, and comparable standards at other higher education providers) are considered; and,
- Appropriate development of key graduate attributes in students including English language proficiency is inherent in the unit and course design.

4.7.2 Credit Points for Undergraduate Units

Credit Points are considered to be a proportional indicator of the amount of work required to complete a unit.

The normal full-time study pattern of 20 credit points for one trimester is based on a student workload averaged over the trimester of 40 hours per week. Each credit point at AMPA represents a workload of approximately 2 hours per week.

It is understood that there will be variation in the actual student workload, given the varying ability, previous educational experience and level of achievement of students in a course.

As an example, a 4-credit point unit carries with it the expectation that approximately 8 hours of work per week will be done in the unit throughout the trimester. These 8 hours include both class contact hours and time spent on study associated with the unit.

In determining the credit point value for each subject, unit coordinators will take account of the student load in the form of the various teaching and learning requirements of the unit. This includes projects, essays, independent practice and library study, and any other teaching/learning strategies appropriate to the given discipline or unit. For all AMPA units, the credit point value should be an even number to facilitate cross-disciplinary registration where applicable.

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5 STUDENT ASSESSMENT & ACADEMIC PROCESSES

5.1 Assessment Procedures

5.1.1 Special Consideration

Special Consideration is intended for students who are prevented by short-term illness, serious misadventure or unavoidable disruption from completing any unit requirements in accordance with their ability.

5.1.1.1 Eligibility

Students may apply for Special Consideration on a range of health or compassionate grounds where unexpected or extenuating circumstances during or at the end of semester, which:

- prevented them from submitting assessable tasks;
- prevented them from attending an examination, or
- substantially affected their performance in the above.

Examples of unexpected or extenuating circumstances normally considered, include:

- acute illness, for example, hospital admission, serious injury, severe asthma, severe anxiety or depression. This does not include symptoms associated with minor illness such as a cold or hay fever.
- Loss or bereavement, for example, death of a close family member, family/relationship breakdown.
- Hardship/trauma, for example, victim of a crime, sudden loss of income or employment, severe disruption to domestic arrangements.

5.1.1.2 Application

All applications will be considered on a case-by-case basis and full consideration will be given to the particular circumstances of the individual student.

Special Consideration applications must be supported by evidence to demonstrate the severity of the circumstance(s) and that substantial disruption has been caused to the student's capacity for effective study.

Applications must also include specific details on how the unavoidable disruption affected previously satisfactory work by the student.

5.1.1.3 Responsibility

If a student determines that it is appropriate to apply for Special Consideration, it is their responsibility to notify AMPA of unavoidable disruption.

See 2.2.9 Special Consideration Policy

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5.1.2 Requests for Extension / Deferral of Assessment

Any student requesting a deferred examination or wishes to request an extension for an assignment through illness or misadventure, significant performance or professional opportunities must complete an application for Examination/Assessment Deferral form and submit this to Student Administration no later than 2 days after the examination has taken place or within 2 days of Medical Certificate expiry period (if applicable).

Extensions may be made for the following circumstances:

1. Medical – a medical certificate is required and a copy submitted to Administration.
2. Bereavement – evidence is needed, e.g. order of service, death notice.
3. Official – evidence of studies being interrupted by court, jury duty, immigration requirements, or similar summons that will delay the submission of work.
4. Unforeseen Circumstances – situations that a reasonable person would consider beyond a student's control, for which that student is not responsible, and which will prevent the student from completing assessment task by the due date.

The administration staff will assess the application in the first instance and make a decision based on the original, appropriate documentary evidence provided (such as medical certificates). Should the reasons stated relate to professional opportunities or other reasons, the administration staff member will consult with the Head of Program or the Executive Dean and seek clarification.

If a request is then denied, the administration staff will inform the student of that decision and provide reasons why the application has been approved or denied no later than 7 days after the request has been made, providing all required supporting documentation has been submitted. In cases where an application is submitted prior to the examination and the application is refused, every effort will be made to contact the student prior to the scheduled examination.

If the request is approved, the administration staff will advise the student of the revised date, time and place the deferred examination is to take place, or of the extended timeframe for an assignment.

It is recommended that in consultation with the Heads of Program, all deferred examinations should be scheduled on one day for all students, one week after the original examination has taken place. Deferred Exam papers should be altered and differ from the original exam questions to avoid students passing on information to each other.

An examination or assessment may be deferred no more than twice. If the student is again unable to undertake the third scheduled examination or assessment submission, further deferral will not be granted. If the student is able to provide evidence of continuing exceptional circumstances from an specialist authority (ie not a General Practitioner) the Head of Program, after consultation with the student, may recommend to the Executive Dean that:

a) The student's enrolment in the relevant unit be cancelled without academic penalty (but with financial liability); or

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b) Other assessment accommodation(s) be made, having regard to the circumstances of the case.

"Pressure of work", either from employment or from other units is not an acceptable reason for seeking an extension of time.

5.1.3 Penalties for Late Submission of Work

5.1.3.1 Reason for applying a Penalty

Late penalties are applied for reasons of equity:

- A student who takes additional time to complete an assignment may be unfairly advantaged, and
- Late submission of an assignment may delay marking of the assignments and hence delay the giving of feedback to all students.

5.1.3.2 Condition under which a Penalty is applied

A late penalty will be applied to an assessment item submitted after:

- The submission date and time specified in the Unit Guide, or
- A date and time agreed to by the appropriate Head of Program

The maximum penalty for late submission of any assessment item is as follows:

- For each day or part day that the item is late, a weighted reduction of the result initially awarded will be made in accordance with the following table,
- Weekends count as two calendar days in determining the penalty,
- Public holidays are counted as calendar days,

Calendar Days Late	Assessment Mark
1	(Examiner's Mark) x 0.9
2	(Examiner's Mark) x 0.8
3	(Examiner's Mark) x 0.7
4	(Examiner's Mark) x 0.6
5	(Examiner's Mark) x 0.5
6	(Examiner's Mark) x 0.4
7	(Examiner's Mark) x 0.3
8	(Examiner's Mark) x 0.2
9	(Examiner's Mark) x 0.1
10 or more	0%

As an example: if an assignment is due on Friday and is submitted on the following Tuesday, it would be considered to be 4 days late. The mark for the assignment may have been 72% but when the late penalty is applied, the final result is calculated at 72% x 0.6 = 43.2%.

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5.2 Results and Grading Systems

5.2.1 Grade Descriptors

Grade	Definition	Mark	Explanation
HD	High Distinction	85-100%	Outstanding level of achievement
DD	Distinction	75-84%	High level of achievement
CR	Credit	65-74%	Above average level of achievement
PP	Pass	50-64%	Required level of achievement
CP	Conceded Pass	45-49%	Minimum level of achievement
S	Satisfactory		Ungraded pass
FF	Fail	0-49%	Unsatisfactory level of achievement (Graded)
U	Unsatisfactory		Ungraded fail
WF	Withdrawn Fail		Failure due to unit withdrawal after census date
WH	Withheld Result		Results not yet available
CG	Credit Granted		Recognition of Prior Learning

High Distinction 85-100%

This grade will be awarded where there is evidence that a student has undertaken the required work for the unit at a high level and considerable additional work in wider areas relevant to the unit, has demonstrated the acquisition of an advanced level of knowledge/understanding/skills required for demonstrating unit learning outcomes and passing the range of unit elements at the *highest level.* The student would normally have attained an in-depth knowledge and level of performance/composition skills beyond that which is required or expected. The student would have consistently demonstrated a high level of proficiency at applying a range of theories, approaches, methodologies and conceptual tools to professional practice, and combining a knowledge of the subject matter with original and creative thinking. This grade is reserved for recognition of the highest level of academic and performance achievement expected of a student at a given unit level.

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Distinction 75-84%

This grade is awarded where there is evidence that a student has undertaken all of the required work for the unit at a *high level* and considerable additional work in wider areas relevant to the unit, has demonstrated advanced knowledge/understanding/skills required for demonstrating unit learning outcomes and completing assessment tasks at a high standard. The student would normally have attained an advanced knowledge and level of performance/composition skills. The student would have consistently demonstrated a broad familiarity with a facility at applying a range of theories, approaches, methodologies and conceptual tools. This grade should reflect very high quality work which shows the student generally works at a level which is beyond the requirements of the assessment tasks and is developing a capacity for original and creative thinking.

Credit *65-74%*

This grade is awarded where there is evidence that a student has undertaken all of the required work for the unit and additional work in wider areas relevant to the unit, and has demonstrated a sound level of knowledge/understanding/skills required for demonstrating unit learning outcomes and completing assessment tasks at a *proficient standard.* The student would normally have attained a sound knowledge of and level of performance/composition skills. The student would have demonstrated familiarity with and the ability to apply a range of theories, approaches, methodologies and conceptual tools. Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course objectives and shown considerable evidence of a sound capacity to work with the range of relevant subject matter.

Pass 50-64%

This grade is awarded where there is evidence that a student has undertaken the required work for the unit and has demonstrated the knowledge, understanding, and skills required for demonstrating unit learning outcomes and satisfactorily completing the published assessment tasks. The student would normally have attained a sound knowledge of matter contained in the texts and reading materials, and demonstrated a good general level performance/composition.

Conceded Pass *45*-49%

This grade is awarded only when all other units in a trimester have been completed satisfactorily.

Fail 0-45%

This grade is awarded if a student is unable to demonstrate satisfactory performance in the unit or has failed to complete essential topic elements or

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required assessment tasks at an acceptable level, in accordance with unit objectives. This grade also applies where there is evidence of serious academic misconduct.

Satisfactory

The Satisfactory (S) grade will be awarded in a unit that is assessed only on a pass or fail basis where a satisfactory level of performance and participation has been achieved.

Unsatisfactory

The Unsatisfactory (U) grade will be awarded in a unit that is assessed only on a pass or fail basis where an unsatisfactory level of performance and participation has been achieved.

5.2.2 Student Academic Appeals

5.2.2.1 Purpose and Scope

All AMPA students, or people seeking to enrol or have enrolled in any accredited higher education course with AMPA are entitled to use the academic appeal procedures set out in this document and there are three stages at which a complaint may be addressed. Each stage is free of charge.

At the first stage of the process students may take their complaint to their Head of Program. The complaint will be dealt with within 10 days of receipt of the complaint/appeal and will be completed within a reasonable timeframe.

For international students, the process will take the length of a student's visa into consideration and the student's enrolment for future courses or units.

While an appeal is being considered a student maintains his/her enrolment in the course.

5.2.2.2 Appeal against Grades or Assessments

A student may appeal against an assessment in any unit. An appeal must be lodged with AMPA within two weeks of results being posted for the Trimester in which the unit was undertaken.

Dissatisfaction with grades does not constitute grounds for an appeal. On appeal, a review will be made of all components contributing to the original assessment.

The purpose of this review is to ensure that he assessment process has:

- Been fairly applied
- No procedural or factual errors in the processing of the grade have been made
- Had all appropriate components included; and
- No errors occurred with the addition of marks on which the assessment grade is based on.

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The outcome of this process will determine whether the original grade stands or the original grade is to be amended due to an error of calculation or process.

A student may request a remark of a written assignment. A remark of an assignment will be undertaken by the Head of Program or, if the Head of Program was the original assessor, by a suitably qualified person to be determined by the Executive Dean. A remark will carry a non-refundable fee of $ 50.00.

5.2.2.2.1 Stage 1: Student Academic Appeals – Receipt and Investigation

If the grievance relates to academic results, the student is to complete an "Academic Appeal" form and submit it to the Student Administration.

Resolution of the grievance should be achieved in a timely manner, normally within four weeks. Where other parties are involved, the process should be monitored to ensure a mutually acceptable resolution is reached without undue delay.

Student administration staff will then update the application details in the "Grievances, Appeals and Complaints Register".

5.2.2.2.2 Stage 2: Student Academic Appeal – Formal Academic Appeal

The second stage of the process at which a complaint is addresses is as follows:

An initial assessment of the nature of the appeal/complaint will be made and appropriate documentation forwarded to the Head of Program further processing.

Student Administration will inform students of the outcome of their appeal in writing as soon as a decision has been reached but not later than 10 working days after the meeting. The response to the student will be:

- Transparent and be written in plain English, and
- Explain the process and the basis on which the decision was reached.

Student administration staff will then update the application details in the "*Grievances, Appeals and Complaints Register*".

If a candidate is not satisfied with the outcome of an appeal, the candidate will be advised that the matter can be referred to the Executive Dean who can employ the services of an external reviewer for an independent assessment.

If unsatisfied with the response to the complaint or the time taken to resolve the matter, the complainant may submit a complaint in writing and appeal to the Teaching and Learning Committee.

The Administration Staff liaise with all concerned parties during the academic appeals process and maintains records of all documentation for a period of at least five years. These records are confidential. Access can be granted to parties involved within 48 hours of the Administration Staff receiving a formal request.

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5.2.2.2.3 Stage 3: External Review Process

The third stage of the process at which a complaint or appeal is addressed as follows:

In compliance with the Higher Education provider Guidelines AMPA has an arrangement for an external review of decisions made under the above paragraph by an independent person or body established or nominated by AMPA.

If not satisfied with the decision of the Discipline and Appeals Committee, the complainant may submit a request in writing that the matter be further reviewed by an external reviewer. On receipt of a written request from a complainant for an external review of the decision made by the D&AC, AMPA will contact the external reviewer and arrange for an appointment and will assist the complainant in making contact with the external reviewer'.

5.2.2.3 External Reviewer

Recommendations from an external reviewer will be implemented and procedures will be adjusted accordingly if deemed necessary.

Recommendations from external examiners will be forwarded to the Executive Dean who will advise the Academic Board if changes to procedures have been recommended by not later than 30 working days after the recommendation has been received. Changes to AMPA policies or procedures will be published on the AMPA website and will be available to both students and staff.

5.2.2.4 Complaints against Staff Involved in the Grievance Process

Students who have grievances against any staff member involved with the grievance process are able to approach the Executive Dean of AMPA in the first instance. If the complainant believes that this inappropriate because of the nature of the complaint, then the complainant can approach the external reviewer directly with his/hers concerns.

See 2.2.1 Academic Appeals Policy.

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5.3 Moderation

5.3.1 Moderation Procedures

5.3.1.1 Purpose

To monitor the academic assessment process and practices of AMPA to ensure that good practice in assessment is being applied consistently across the institution, and that student performances are being properly, fairly and accurately judged.

5.3.1.2 Overview

AMPA is committed to a moderation process of its delivery on all campuses to ensure consistency in marking and grading standards in all courses delivered. Moderation contributes to consistency, fairness, flexibility and reliability in course delivery mechanisms and assessment practices regardless of location of delivery.

Markers will only be either the principal lecturer or tutor for that unit.

If there is an occasion when this policy cannot be complied (e.g. staff absenteeism, or unreasonably large number of assessment items to be marked in the required timeframe) the following means by which moderation is achieved are to be followed:

An assessment marking template it to be generated and distributed (including mark breakdown and weighting system).

Exemplars of the following to be provided by the key moderator for that unit:

- High assessment,
- Medium assessment,
- Low assessment item.

AMPA is using electronic marking reports for many of the unit assignment marking.

5.3.1.3 Procedure

The Administration Staff will schedule a meeting of the Assessment Review Committee (ARC) at the end of each trimester to review all results and student performance.

- The ARC reviews the minutes of the previous trimester's meeting and follows up on action points listed in the minutes.
- Each unit is presented for discussion by the ARC. Selected scripts or works may also be submitted for review as part of the moderation process.
- The ARC ensures that the assessment of the same unit by different lecturers accurately reflects the assessment criteria and standards.
- Fail and withheld results are accompanied by an explanation so that the assessment process can also be reviewed.

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- The ARC discusses the pedagogical standards of results presented and makes recommendations as needed. Outcomes may include decisions to change the grades in one or more units by applying a scaling or ranking formula that either increases or decreases the marks.
- Any changes to grades will be carried out by the ARC during the meeting.
- Samples of students work may be sent to an external reviewer for comment on the standard and grading.
- The proceedings are recorded in the ARC minutes, results annotated where necessary including the moderation date.
- The finalised results are prepared as a summary of grades and presented in conjunction with the MC minutes to the Teaching and Learning Committee for approval and release to students.

  See 1.5.8 Assessment Review Committee – Terms of Reference.

5.4 Graduation

5.4.1 Overview

AMPA conducts one graduation ceremony per year (usually in July).

When students successfully complete their award and are potentially eligible to graduate, AMPA will make contact with these graduands regarding specific details of their graduation ceremony. If a student believes they should be graduating and have not received any correspondence from AMPA, they should contact the Registrar, through Student Services.

The usual cycle of graduation is:

- Trimester 1 completion - Graduation is in the ceremony of that year,
- Trimester 2 completion - Graduation is in the ceremony of the following year
- Trimester 3 completion - Graduation is in the ceremony of the following year.

If a graduand can't make the specified ceremony and wishes to graduate, arrangements can be made to attend a subsequent graduation ceremony.

A Guest speaker is usually invited with relevant background to present a speech to the graduands. There are usually AMPA Students & Staff performing at the ceremony, and light refreshments provided on conclusion of the ceremony.

The Chair of the AMPA Board of Directors or delegate will officially confer the awards and present the testamurs to the graduands.

5.4.1.1 Definitions

Graduation Ceremony: Event at which educational provider confers degrees upon students and issues student with their testamur for a degree course after successful completion.

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Graduand: A student who has completed their course requirements and is eligible to graduate.

Graduate: A student who had their degree conferred and has graduated.

See 2.5.1 Graduation Policy

5.4.2 Graduation Ceremony

Identifying Graduands:

After results have been processed, a Paradigm graduand report will capture all students who have completed the necessary credit points and units to graduate.

A draft list will be produced by department and degree in alpha order and then forwarded to Heads of Program for confirmation of graduands.

The Academic Board has to approve the list of graduands at the next scheduled Academic Board meeting before Graduation takes place.

Once the list is confirmed – a master copy is then saved on AMPA's server

Student Administration is then advised of the master list so that graduation letters and forms can be sent to graduands.

Preparing & Sending Graduation Invitation Letters & Forms to Graduands:

Invitation letter & form templates are kept on AMPA's server.

The master list of graduands is used to produce invitation letters, which are then sent via email to students and the graduation reply form is also attached to the email.

Letters & forms are usually sent to graduands 8 weeks prior to the graduation date with an RSVP date usually 2 weeks before the graduation date.

PDF copies of the letters are kept on AMPA's server

PDF copies are also saved on the student's file in Paradigm.

Create RSVP spreadsheet listing all the graduands invited to the graduation ceremony, the list is maintained and updated with information once reply graduation forms have been returned. The RSVP list is kept on AMPA's server

Collecting & Processing Graduation Forms

Graduands send through their completed graduation form for processing – this can be done via email, post or in person.

Graduation forms received are collected and payment processed (if applicable).

If credit card details are provided on the form - once payment has been processed – the credit card details should then be marked out so they are not legible.

RSVP spreadsheet is updated with the information from the graduation forms, i.e. student's attendance option, payment received & receipt number,

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correct spelling of student's name for testamur, number of guests, and height for academic gown.

Student's file in Paradigm is also updated with graduation information.

Graduation Forms are scanned and kept on AMPA's server.

Order of Proceedings

The order of proceedings is put together once confirmation has been received for performers and guest speaker.

The final copy of the order of proceedings is forwarded for inclusion in the graduation brochure.

Seating Plan

A seating plan is put together once final RSVP have been confirmed for graduands, guests and staff.

A copy is given to the staff members who will be assisting on the day.

Stage Management & Production

Details regarding stage management, lighting and sound need to be organized.

Venue

The venue should be booked as the date for graduation is confirmed.

Photographer

The photographer will be contacted as least one month before the graduation date and booked in for the ceremony.

Catering

Catering will be organized according to the number of graduands and guests attending the ceremony (catering is light refreshment after the ceremony).

Flowers

An arrangement of flowers is organized for delivery the day before the graduation ceremony (flowers are for the venue – placed on stage).

Cleaners

Cleaners are booked in for the day before the graduation ceremony.

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Testamurs & Academic Transcripts

Ensure that appropriate paper is available for academic transcripts and Testamurs.

Academic transcripts for the graduands have to be printed on lighter parchment; testamurs go on thicker parchment paper.

The names of the graduands are double checked and then sorted in alpha order and degree order by departments, and have to be handed out at ceremony in that order.

Testamurs will be handed to graduands at the ceremony and transcripts will be available to graduates after the ceremony when they return their academic gown hire.

An electronic copy of each testamur is to be maintained on the server

Graduation Program & Covers

All graduands are listed in the program regardless of their attendance at the ceremony.

The program needs to go to printers at least 2 weeks before ceremony.

Cover for transcripts are also ordered through the printers, and has the same cover as the graduation program (needs to have the name of the student on it – labels are printed).

Preparing Graduation Gowns

Gowns are sorted by size according to the graduands height selection on the graduation form.

Graduand's names are then attached and the gowns are sorted in alphabetical order.

According to the type of degree the graduand will be receiving, a hood in the correct colour is then allocated and attached to the gown as well as a trencher/bonnet.

Staff gowns and hood colours are also sorted in alphabetical order on a different rack

Day of Graduation Ceremony

Graduands and Guests Arrival at Venue

The Graduands sign in at reception desk and confirm number of guests.

The Graduand is then advised where to collect their academic gown.

Collection of Academic Gowns

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The Graduand signs in to collect their academic gown and is assisted with the correct way to wear it.

Gathering after Graduation Ceremony

Light refreshments provided for graduands, guests and staff to mingle and catch up after the ceremony.

Photographs

Graduates have the option to have photos taken with their guests or on their own.

Returning Academic Gowns & Collecting Transcripts

The Graduate then returns their academic gown and signs out to collect their transcripts.

5.5 Academic Misconduct

5.5.1 Strategies for the Prevention of Academic Misconduct

AMPA employs a range of coordinated strategies to encourage academic integrity -

Orientation Information

During orientation period (Week #1 of each semester) students are provided with information on academic misconduct, particularly on the area of plagiarism. They are also taught that plagiarism is a form of cheating that may include copying someone else's work, unacknowledged material from the Internet, or presenting the ideas of a teacher or peer as one's own.

Expectations as per Unit Outlines and Unit Guides

Students receive outlines for each unit which specify clearly what the assessment expectations are, and are in turn reminded of the penalties for academic misconduct.

See 2.2.3 Academic Misconduct Policy

5.5.1.1 Assessment Approaches

Lecturers attempt to devise assessment approaches that increase students' engagement with their study and build their confidence in submitting their own original work for assessment. Staff will explain the aims and purposes of assessment tasks, provide prompt, detailed, and constructive feedback to assignments and examinations, and act as role models in encouraging students to follow sound practice in both protecting intellectual property and sustaining their own academic integrity.

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5.5.1.2 Detection of Plagiarism

Plagiarism is essentially an ethical issue rather than a legal one. AMPA views dishonest plagiarism as a grave offence against universal and fundamental academic principles.

Academic staff distinguish between inadvertent plagiarism which has occurred from a student's lack of understanding, preparation, skill or care, and that which arises from an intention to deceive.

Where academic misconduct is detected, the process used to address it will offer a scale of successive stages for its management; not disadvantage one group of students over another; and be consistent with information provided to all students. Students will be given an opportunity to respond to any allegations and proposed disciplinary action.

5.5.1.3 Management of Academic Misconduct Offences

Any person who has direct knowledge of academic misconduct may make a complaint against a student of AMPA. Where plagiarism is suspected, the reasons and evidence for this suspicion will in the first instance be referred to the Executive Dean. Within ten (10) working days of receiving the allegation, the Executive Dean must either dismiss the allegation because it is deemed to be unwarranted or lacking in supporting evidence, or notify the student of the allegation and request a response. The Executive Dean usually meets with the student to informally investigate and discuss the matter to clarify issues and decide what further action should be taken, if any. The student may bring a support person to the meeting, or may elect not to attend a meeting.

Following receipt of a student's response to the allegation of academic misconduct, the Executive Dean will write to the student within 10 working days to state that, either:

- the case is not substantiated, or
- the allegation constitutes an initial and/or minor offence, and award an appropriate penalty, or
- the allegation appears to be substantiated and deemed to be significant and/or repeated and advise the student that the matter will be referred to the Teaching and Learning Committee, keeping a secure record of this written advice.

The Executive Dean will report to the Teaching and Learning Committee summaries of minor offences and penalties, without identifying the students involved, and forward all documentation to Administration for confidential filing.

5.5.1.4 General Procedure and Penalty

Initial and Minor Misconduct

With respect to matters of behaviour and ethics, the emphasis is less on penalty than understanding and insight. Students who engage in what is regarded as relatively minor improper or unethical behaviour in their first semester are to be counselled in all instances regarding the

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inappropriateness of their behaviour and the potential consequences for self and others, including potential expulsion for repeated improper or unethical behaviour. Unless the behaviour involves specific assessments not covered by other forms of academic misconduct, no academic penalty will apply.

Initial and Deliberate Misconduct

Where an initial instance of improper conduct causes major disruption to AMPA, the work of other students or the ability of academic staff to perform their duties, the offending student will be reported to the Executive Dean. A letter of warning will be sent informing the student that a subsequent finding of deliberate misconduct may result in failure of the current units of study and/or expulsion.

Repeated and Minor Misconduct

Where the Executive Dean is of the opinion that the offence warrants suspension, the Executive Dean may propose to the Teaching and Learning Committee that the student be suspended for a period to be determined by the Committee, but for no less than one semester. The Committee may also recommend and arrange Academic Counselling for the student.

The Teaching and Learning Committee may decide that instead of suspending the student, the student should fail the semester in which the misconduct occurred and be placed on probation, for a period of no less than one semester. The student may be asked to respond in writing to a 'show cause' request as to why they should remain in the course.

Repeated and Deliberate Misconduct

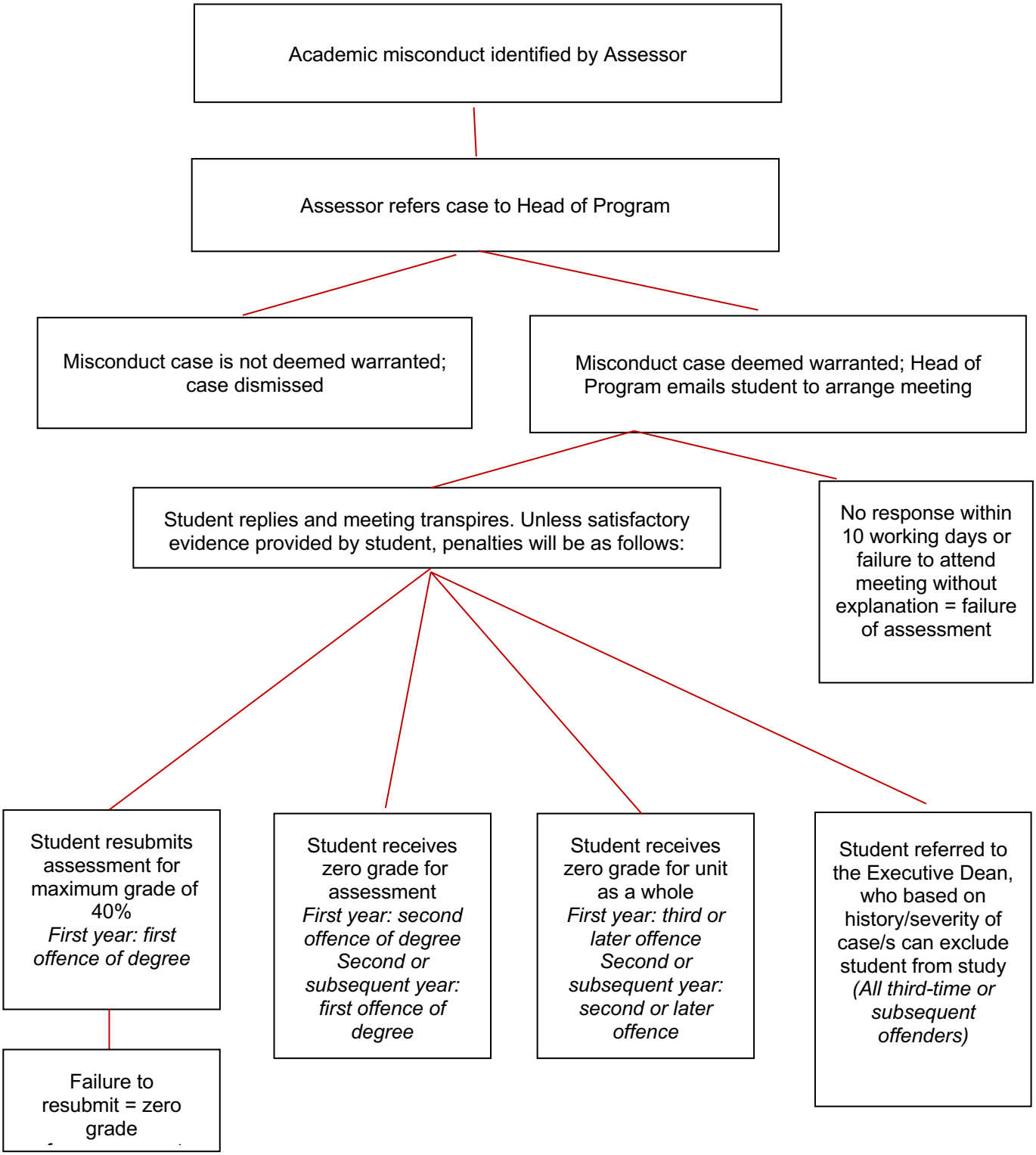
The Teaching and Learning Committee may decide to suspend the student for no less than one semester, or fail the student for the semester/s in which the offence occurred and expel the student from AMPA for a minimum of one year. If the student is found to have committed deliberate misconduct once more during this period, then expulsion from AMPA will be automatic.

A student against whom a complaint of misconduct has been established under these procedures may appeal by accessing the Academic Grievance Procedure within thirty (30) days of receiving the decision of the Teaching and Learning Committee. If a student lodges an academic grievance, all parties follow the Academic Grievance Procedure, and the implementation of any penalty will be stopped until the grievance is resolved.

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5.5.2 Academic Integrity

The following Flow chart outlines the processes for managing cases of suspected breaches of academic integrity



Students may appeal any decision via the *Academic Appeals Policy and Procedures document*

5.6 Scholarships & Prizes

5.6.1 Overview

Prizes, scholarships and honorary awards are awarded on the basis of merit for students and individuals. Scholarships are awarded on the basis of merit and must be supported by a relevant Head of Program.

Scholarships are determined as a fixed value and are reviewed each Trimester. The scholarship is paid after the meeting of the Assessment Review Committee has determined that all scholarship conditions have been met.

The AMPA scholarship is awarded with the following conditions:

a) Scholarship holders must not receive a grade of fail for any unit of study;

b) Scholarship holders must achieve an average grade of Distinction or higher in Major Study units and are calculated on the units (see table below).

c) Scholarships are granted on condition of full registration of units. If a scholarship holder wishes to register in less than a full load they must seek the approval of the Executive Dean or his designate. The scholarship payment may be varied pro rata to registration load.

d) Scholarship holders must attend all scheduled classes. Only absence due to illness (supported by a medical certificate) and approved absences are permitted;

e) Scholarship holders will contribute to external activities for AMPA where requested.

AMPA conducts public performances at a number of venues both on and outside of the campus. Examples of these activities are Open Days and expos If required to perform, scholarship holders will be given reasonable notice.

AMPA scholarships are reviewed each Trimester. If a scholar fails to meet one of these conditions it may result in the cancellation of the scholarship. Before the scholarship is cancelled a scholarship holder will be given the opportunity to show cause as to why the scholarship should not be discontinued.

Accepting the scholarship indicates an acceptance of the conditions of the scholarship.

A payment will be made after the ARC (Assessment Review Committee) has completed its deliberations. Scholarship holders wishing to register in less than 20 credit points must receive permission of the Executive Dean or his nominee. Failure to register in or complete 20 credit points may result in forfeiture of the scholarship.

Students with status of probation or suspension are excluded from and forfeit any scholarship payments they might have been entitled to. Students who have had their scholarship discontinued as a result of probation or suspension may re-apply for a scholarship once enrolment status returns back to normal.

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5.6.2 Administrative Procedures

All updates regarding scholarship students (type of scholarship, scholarship period, status, payment etc) recorded on the server

Terms & Conditions

- All terms and conditions for each scholarship must be logged in this spreadsheet and approved by management:
- If a condition needs to be updated the above spreadsheet and corresponding contract or form must be updated and sent to management to the scholarship committee for approval. Please also make sure to use version control on the document students are updating.
- All new contracts or forms must be approved by the committee prior to being given/sent to the student

5.6.2.1 Procedure: Director's Award

- Director's Award application form and tracking spreadsheet is saved on the Rozelle server:
- All students need to pay a $55 fee upon submission of their application; ensure all supporting application documents are included where necessary. Create a Director's Award application folder for each submission, clearly labelled with the student's full name and application year, *e.g. John Smith Director's Award Application 2016*. Scan application and save a soft copy in each student's individual file.
- Schedule audition times with students, once date is confirmed by management. Send email confirmation to students after their audition is booked and SMS reminders 1-2 days before audition day.
- On the day of auditions, submit all application folders to the audition panel. Once auditions are completed, allow the panel to make decisions within 14 days (given deadline).
  Audition panel will confirm when Director's Award offers/unsuccessful auditions have been finalised. Admin will send out the letters to students via email.
- Accounts is to advised of the amount the student has been awarded so that they can process or adjust the student's invoice.

5.6.2.2 Procedure: All other awards

One Scholarship

Outstanding and Special Talent Award

Music Achiever Award

Dance Achiever Award

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- The above scholarships are usually awarded to students at the commencement of their degree. Prior to their commencement, admissions will send the student a letter of offer with scholarship details and copy of the scholarship terms and conditions attached. Admissions save a copy of this email to the student file.
- Once the student has accepted their letter of offer, admissions will alert admin and admin will prepare a copy of their contract to be sent to admissions and Issac for confirmation.
- During their enrolment session, administration will remind the student of the terms and conditions in their scholarship contract and get them to sign the document.
- After the enrolment session, each new scholarship student will have a folder made with their signed contract will be saved to the server and kept in their hardcopy folder. A softcopy of the signed contract will be emailed to the scholarship student.
- The overview spreadsheet (Detailing type of scholarship, amount etc) will be sent to the FEE HELP officer, accounts and management. This information should be sent at least two weeks before census date.

5.6.3 Scholarship Review

Each trimester after the results moderation & subsequent TLC meeting, a scholarship review meeting should be scheduled by Administration. The scholarship review meeting will include the scholarship committee and a member of administration. Prior to the meeting, administration should print out transcripts for each current scholarship student.

During the meeting, administration will present the scholarship overview spreadsheet, stating the below details for each scholarship student:

Current trimester
Type of Scholarship
Attendance Record
Transcript
Claim form (if the student has submitted one)

Students that are no longer eligible or are in danger of losing their scholarship should be flagged in the minutes.

After the meeting, the Executive Dean will draft any letters regarding warnings or ineligibility and advise administration to send them out. Administration will update the scholarship overview register accordingly and send out the meeting minutes.

Any claim forms that have been approved should be signed by the head of the scholarship committee and sent to accounts.

5.6.3.1 Claims

If a student wants to claim their scholarship amount (in the case of Outstanding, Special Talent, Music Achiever or Dance Achiever) administration will get the student to fill out the corresponding claim form.

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Prior to sending the claim form, please make sure that the terms and conditions matches the scholarship amount, terms and conditions that were stated on their scholarship contract.

Once the claim form has been returned, the scholarship officer will book a meeting

5.7 'Teach Out' Guidelines

5.7.1.1 Introduction

On occasion, AMPA may decide that a program of study should be discontinued. There are a number of reasons that may contribute to this decision, including: changes in student demand, changes to a particular market, or a major course revision following a course review process.

These guidelines identify issues to be considered and the appropriate steps to address them, in order that students enrolled in a teach out program are not unreasonably disadvantaged.

The focus is to ensure that students have an opportunity the complete the course in a reasonable time frame and that the quality of the program and supporting resources are maintained to the end of the teach out period.

5.7.1.2 Issues to Consider

1. *Determine final intake period:*
    - The timing of the decision to discontinue a course will be determined by how early an intake can be ceased.
    - Students will need to be advised that an offer of a place in the final course intake cannot be deferred.

2. *Determine anticipated completion dates:*
    - Review all existing enrolments per year level to determine an achievable end date. Part-time students should be able to complete the course in a normal part-time progression.
    - Based on the course length and pattern of enrolment, forecast the estimated enrolment pattern for the teach-out period.
    - Students should have access to AMPA's extension policy, however, they should be advised that any extension beyond this time would be unlikely.

3. *Mapping unit delivery across the teach out period:*
    - Map unit delivery requirements across the teach out period per year based on estimated student enrolment patterns.
    - Wherever possible the schedule should maximise students completing on time and minimise unit offerings.

4. *Prepare individual course maps for all students:*
    - Review each enrolled student and prepare an individualised course map for the teach out period.

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- Course maps will need to be reviewed each semester to ensure that timely progression is maintained and any progression issues resolved.

5. *Student communication*
    - All students affected by the decision must be advised in writing. The correspondence should include the reasons for the decision and details concerning the various options available.
    - Student communication should also include current applicants and students who have deferred.
    - At the point of final intake, students need to be advised that no deferral of commencement is possible. Marketing material for final intake must clearly state that deferral cannot be approved.

6. *Course advertising*
    - The course needs to be removed from websites and publications both local and international. Student recruitment and administration should be advised as early as possible of the decision.

7. *Develop an action plan:*

- Discuss with Executive Dean and Administration student load issues associated with the teach out
- Advise recruitment and admissions of decision
- Develop a communication plan to advise current applicant, both local and international, that the course will no longer be offered
- Send a letter to all students explaining the teach out arrangements
- Upload teach out information on eCon and advise students to check for update information
- Prepare and supply individual course plans for all students mapping their progression to completion
- At the end of each year, verify the Paradigm records of course plans for students mapping their progression to completion

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6 STUDENT SUPPORT

6.1 Student Services

6.1.1 Overview of AMPA Student Services

AMPA is committed to supporting students to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory progress towards meeting the learning outcomes of their course.

AMPA assists the students in this adjustment through an orientation and enrolment process which covers a range of information, including access to:

- student support services
- legal services
- emergency and health services
- facilities and resources
- complaints and appeals processes
- student visa condition relating to course progression and/or attendance requirements

AMPA also provides the following support to students:

- Services to assist students in maintaining their course progression and attendance.
- Access to on-campus or external welfare-related support services
- A critical incident policy and procedures that cover the action to be taken, required follow-up and records of an incident.
- Designated staff members as the official point of contact for students who require assistance and/or support.
- Access to complaints and appeals policies and procedures.

6.1.1.1 Procedure

Student Services Support

AMPA student administration is open from 8:30am-5:00pm Monday to Friday.

Students can approach administration staff for help or to make general enquiries.

If necessary, the administration staff will put the student in touch with the relevant staff member to answer their enquiry.

The official point of contact for overseas students is the International Student Officer.

Academic, Language and Learning Support

Although there is a prescribed level of English language proficiency required for entry into the courses, AMPA also provides students with additional support when required.

This can be in the form of regular tutorial sessions with a specific learning focus and study skills, or meeting with academic staff at prescribed times

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throughout the trimester to discuss lecture content, assignments or examinations.

Student Welfare Services

AMPA has designated staff to provide a basic counselling service to any student who may be experiencing difficulties in any aspect of their life, or issues of an academic or personal nature.

The student welfare services include:

- **Legal Services** – students can be referred to legal a practitioner. The student would be responsible for any cost related to the legal advice provided.

- **Accommodation** – while there is no on-campus accommodation available, administration can provide information about accommodation options, including shared accommodation with current students.

- **Emergency and Health Services** – during orientation students are advised on campus safety and how to access emergency health services in Australia. For non-urgent services students are encouraged to discuss these with administration.

- **Complaints and Appeals Process** – the complaints and appeals policy and procedures is made available and explained to students at orientation. It is also available in the Student Handbook and on the student portal. Students are encouraged to seek advice from administration if they are unsure about the process.

- **Counselling Services** – students can be referred to an external counselling service if required. Each issue is dealt with on a case by case basis. Any cost charged by an external service will be paid for by the student.

- **Students under the age of 18** – all students under the age of 18 will be required to meet with a designated staff member on a fortnightly basis in their first trimester of study to ensure that they are settling into their life in Australia and their study. The student will be encouraged to discuss any areas of concern that may have a negative impact on their study at AMPA or their experience in Australia.

6.1.1.2 Contacts

AMPA wishes for all students to feel happy and safe. In most cases, should students need help with orientation, further study or accommodation, students should consult the Student Services Officers. The Student Service Officers are generally the first contact for overseas

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students as they adjust to life in Australia and seek to resolve study issues. **Tracey O'Leary** is the initial contact for any FEE-HELP queries, eCon support or Paradigm support. **Tracey O'Leary** is also the initial contacts for all other administrative queries including Opal card queries.

For all academic matters, please speak to student lecturer/tutor or contact the following staff members:

All Music units (excluding Acting, Dance, Music Theatre Performance Art and Music Theatre Ensemble): **Dr. Elizabeth Jones (Head of Music)**

All Dance and Musical Theatre units (including Acting, Dance, Music Theatre Performance Art and Music Theatre Ensemble): **Adele Hyland. (Head of Dance)**

6.2 Student Complaints/Grievances

AMPA's academic and non-academic grievance policies and procedures for current and prospective students aim to ensure that students and other stakeholders have access to clear and comprehensive procedures for a fair and effective resolution of a grievance.

6.2.1 Non-academic Grievances/Complaints

Non-Academic Grievances do not cover academic results. (See sections 2.2.1 Academic Appeals Policy and 5.2.2 Academic Appeals Procedure).

All non-academic grievances/complaints are an operational responsibility.

Students and staff of AMPA or those seeking to enrol in a course of study with AMPA are entitled to access the complaints and appeals procedures set out in this policy, regardless of the location of the campus of AMPA at which the grievance has arisen, the student's place of residence or the mode in which they study.

This policy is applicable to all AMPA academic staff, members of the AMPA Academic Board and its committees and members of the community.

Non-academic grievances can be lodged as a verbal complaint or a written complaint.

The AMPA Complaint Form allows students to lodge concerns about any issues related to their studies at AMPA. Each report lodged with AMPA will be reviewed and action will be taken to resolve issues that are resolvable. Each student lodging a report should ensure his/her contact details have been provided and will receive a response from AMPA. This will be done within a reasonable timeframe of 21 days.

The process of managing Student Complaints is illustrated on the flowchart below. The second stage of the process at which a complaint is addresses is as follows:

If unsatisfied with the response to the complaint or the time taken to resolve the matter, the complainant may submit a complaint in writing. AMPA Student Services will be able to issue the complainant with the appropriate forms. The

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appeal will be submitted to the Administration Staff member who will deal with the appeal within a reasonable time, generally within 30 days of receipt of the appeal.

On receipt of a written complaint it is to be referred to the appropriate authority (defined in the complaints flowchart) and the Administration Staff member, who will contact the complainant within five working days (recording contact on the Corrective Action Report).

6.2.2 Verbal Complaints Procedure

Where possible, complaints are to be dealt with by the person receiving the complaint. If the complaint cannot be resolved at this level it is to be referred to the appropriate authority (defined in the complaints flowchart). The authority will contact the complainant within five (5) working days.

On receipt of an oral complaint the receiver must:

f) Interview with Complainant

g) Clarify the complaint with the complainant;

h) Identify complainant expectations;

i) Thank complainant for making complaint as it may well be of use in the quality improvement process;

j) If the staff member receiving the complaint but is unable to solve it because of lower authority level, it is referred to Management.

k) If the complaint is such that it may lead to legal, media or political issues the matter will be referred to the Executive Dean of AMPA.

Grievances, Appeals and Complaints Register - [TRIMESTER, YEAR]

Details								Outcomes			
Date submitted	Student Number	Surname	First name	Course	Request/Appeal	Nature of Request/Appeal	Supporting documentation	Outcome	Student Notified	Notes	Comments

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6.3 Supporting Students at Risk

6.3.1 Attendance

Attendance at classes and scheduled sessions is compulsory, since the course material in each unit is covered in class sessions on-campus, and there are no alternative delivery arrangements in place. The specific requirements for each unit are detailed in the Course Unit Outline, and academic progress in each unit is monitored according to these published requirements. Students are expected to be aware of the requirements for each unit.

Because AMPA believes that attendance and participation in scheduled classes are essential to the learning process, attendance records are generally maintained.

Students are required to attend a minimum of 80% of all classes (no more than two unexplained absences in a given unit in a given trimester), and students will be notified when students are not maintaining the required attendance level.

An explained absence requires a medical certificate or similar supporting documentation. Students are required to provide a copy of student's documentation to staff as soon as possible after student's return and students will need to fill out an "Explained Absence" form located on eCon or available at the Reception Desk at Surry Hills. Alternately, students are welcome to email through their documentation with an explanation.

For all classes, if students have been notified that student's attendance has dropped below 80%, students will be identified as being "at risk" and will meet with Academic Support as the first step in the intervention strategy.

Lateness to lessons or classes is considered to be unacceptable. If students are more than 15 minutes late to a class three times, without gaining prior consent from the lecturer or without a valid reason for being late, this will be recorded as an absence.

Where a student appeals a grade of fail, based on attendance, medical certificates or similar supporting documentation must accompany the appeal.

See 2.2.10 Students at Academic Risk Policy.

6.3.2 Intervention Process

6.3.2.1 During Semester

The lecturer monitors progress at the unit level. If a student ceases to maintain satisfactory academic progress in a unit during the semester, the lecturer will normally activate an early intervention strategy through discussion of the issues with the student and Head of School/Department. Early intervention strategies might include arranging for the student to attend a tutorial or study group, or receive mentoring.

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If difficulties persist, the lecturer will normally consult the Executive Dean or Head of School/Department, who will work with the student to provide the best opportunity for the student to successfully maintain academic progress. Strategies here may include advising the student to:

- complete an academic skills program;
- receive individual case management;
- attend counselling;
- receive assistance with personal issues which are influencing progress;
- be placed in a suitable alternative unit within a course;
- reduce their study load.

Where a student behaves in a manner that would adversely affect learning outcomes, the Executive Dean is notified and would issue a verbal, and possibly a written warning. It should be noted, however, that a student needing this warning may have already missed too much class work to succeed in passing the unit.

6.3.2.2 End of Semester

At semester end students who do not pass 50% of their enrolled units are reported to the Teaching and Learning Committee as failing to maintain minimum academic progress. Where there are no mitigating circumstances, the Committee places such students on probationary status for the following semester. They receive with their results a written formal notification and a copy of the Rules of Progression policy explaining what the probationary status means. The probationary status is normally lifted when the student passes all their enrolled units in the following semester.

This end-of-semester intervention strategy aims to warn students of the seriousness of the situation, and to highlight the need for the student to access support services and work closely with staff to ensure they succeed in meeting the requirements of the provisional status.

The Executive Dean will monitor the progress of any student on provisional status, and will remind the student of support services that are available, and will ensure international students are compliant with their visa conditions. Students who wish to defer their study or apply to reduce their study load can discuss this with the Executive Dean.

In the case of **International Students** who have failed more than 50% of the course requirements in a study period, the written formal notification includes a warning that failure to satisfy the requirements of their provisional status will result in them being excluded from their course and reported to the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE). This may lead to the cancellation of the student's visa.

Any formal notification will refer students to AMPA's appeals processes and advise them that they are able to access the Student Complaint Policy within 20 working days.

In summary, AMPA encourages open dialogue between staff and students at all stages of the students' academic program so that problems and difficulties can be identified and overcome before they affect course progression. Staff will document their monitoring and intervention strategies

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to ensure students receive the best possible assistance to achieve their study goals.

6.4 Student Progress

6.4.1 Monitoring the progress of students

AMPA recognises the necessity of reliably and efficiently monitoring the progress of students in their studies, and of having systems in place to promote the early detection of students who are making unsatisfactory progress and are, therefore, at risk of failing to complete their course within the planned period of study. This policy is designed to identify students who are at risk and may need assistance through intervention strategies.

1. If a student fails more than 50% of units in a given semester; the student will be placed on probation. Such students will receive formal written notification that they have not maintained satisfactory academic progress and have been assigned a probationary status. Probation will require that failed units are repeated in the following trimester in conjunction with a modified academic program approved by the Executive Dean.

2. Failure of more than 50% of units while on probation will require the student to show cause why they should be allowed to continue with their studies in the course. Students will receive formal notification advising them to show cause to the Teaching and Learning Committee why they should not be excluded from the course. The student's submission must indicate:
   - The reasons for their previous performance, supported by documentary evidence;
   - Any remedial action undertaken since they were advised of being at risk; and
   - How they intend to improve their academic performance if permitted to continue.

3. Failure to meet the conditions applied to the show cause will lead to exclusion from the program.

The Teaching and Learning Committee will decide whether the student is eligible to
remain in the course and the conditions that apply.

Overseas students will receive a warning letter advising them that failure to achieve the required passing grades in their probationary trimester will result in them being reported to the Department of Immigration and Citizenship (DIAC) on the grounds of unsatisfactory academic progress.

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