



Det Jyske
Musikkonservatorium
The Royal Academy
of Music

CODE OF CONDUCT

For All Academic and Social
Activities





ABOUT THE CODE OF CONDUCT

WHO DOES THE GUIDE APPLY TO?

Students
Staff
External partners

PURPOSE AND RESPONSIBILITIES

The guide is intended to ensure a safe, inclusive and professional environment with respectful behaviour. RAMA will ensure that the principles are known and put into practice. Everyone has a shared responsibility to follow the guide and to take action if behaviour conflicts with its contents.

WHERE AND WHEN DOES IT APPLY?

It applies to all activities under the umbrella of RAMA - both academic and social - on campus, online, and off-campus, e.g. at conferences, concerts, study trips, etc.

ABOUT THE PROCESS

The guide stems from an initiative by the RAMA Board and the Diversity Committee. The Diversity Committee has led the work and gathered feedback along the way from the RAMA Board, the Student Councils in Aarhus and Aalborg, and the management. The guide was approved by the Rectorate in June 2026.

HOW TO USE THE GUIDE

The guide is based on RAMA's **core values** and describes, amongst other things, the **study and working environment**, **principles of conduct**, **language policy**, and **guidelines** for support, counselling and reporting in the event of unacceptable behaviour.



Principles of Conduct

Use them as daily guidelines



Language Policy

Use this in all communication



Guidelines for Support, Counselling and Reporting

If you experience behaviour that you consider unacceptable, you can find definitions, support and reporting procedures in this section.



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ARTISTIC CITIZENSHIP

Artistic citizenship is about arts and artists actively contributing to society. It is based on the belief that art also has value *outside* the space of art itself, and that musicians can make a difference to people's lives. This can be achieved, for example, through musical activities in social communities, at schools, in care homes or within healthcare settings.

1 VISION AND MISSION

RAMA's vision and mission are based on the strategy for 2025-2029. The strategy was developed in collaboration with students, staff and external partners through meetings and workshops held in 2024. It continues to focus on, amongst other things, **artistic citizenship**.

We believe that music education play an important role in society - both nationally and internationally. Music creates meaningful experiences, enhances mental wellbeing and contributes to society both culturally and economically. Music enriches society - it enriches the individual and strengthens community spirit and social cohesion. RAMA works actively to support this through high academic standards within diverse communities and an **outward engagement**.

OUTWARD ENGAGEMENT

Outward engagement means actively using your knowledge and skills when engaging with the world around you. It is about being able to collaborate, participate and create value in communities — both within and outside the space of art.

1.1 VISION

"We aim to be at the forefront of artistic citizenship, and we strive to make an impact nationally and internationally with the highest professional standards, outward engagement, and diversity."

1.2 MISSION

"We promote the development of art and culture in Denmark through the highest level of music education at an international level. We conduct research and development activities, and as a cultural institution we support the growth of new talents and general cultural activities."

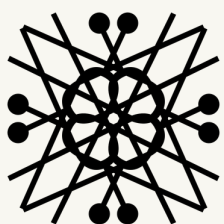
2 CORE VALUES

As a higher music education institution, RAMA aims to create an environment that fosters musical development and creativity at the highest international level. At the same time, we wish to contribute to a diverse cultural life within society.

RAMA works to strengthen diverse communities characterised by a high level of wellbeing. RAMA therefore considers an active diversity policy as an essential condition for realising this ambition. Our core values are rooted in RAMA's vision, mission and strategy, as well as in the joint **Diversity Charter** for arts education institutions under the Ministry of Culture.

Diversity Charter





2.1

HIGH ACADEMIC STANDARDS IN DIVERSE LEARNING ENVIRONMENTS

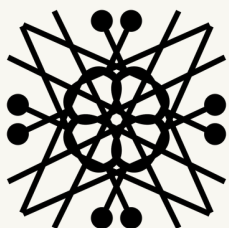
RAMA considers diversity as a strength that contributes to both creativity and academic quality. We believe that high academic standards and diverse learning environments are mutually supportive. When there is room for different perspectives and ways of working, this can lead to new learning and new artistic opportunities.

RAMA recognises that the criteria for high academic standards vary depending on the genres, forms of expression and disciplines in question. In a multifaceted artistic practice, there will be differences in the emphasis placed on, for example, technical proficiency, reflection, pedagogical competence and creative curiosity. However, regardless of these differences, RAMA believes that an open and exploratory approach is necessary.

RAMA aims to strengthen the understanding of **diversity** through communication and dialogue. This may, for example, concern language use, cultural traditions or social expectations that influence everyday life on campus and in teaching. The aim is to maintain an environment where differences are seen as a resource rather than an exception.

DIVERSITY

Diversity means variety. It means that people are different and have different experiences and backgrounds. These may include, for example, gender, ethnicity, economic and social circumstances, geographical background, sexual orientation, and mental and physical abilities. When we talk about increasing diversity at RAMA, we are referring to being mindful of these differences and making space for many different types of people, perspectives and experiences - for example, in the admissions process for our courses and in participation in our artistic practices.



2.2

REPRESENTATION

RAMA believes that broader **representation** of different people strengthens both the arts and cultural life. A wider range of perspectives leads to greater artistic expression and new voices, which can enhance the quality and relevance of both teaching and artistic practice.

RAMA will therefore work actively to increase representation in the curriculum, works and teaching materials, as well as in relation to hiring, admissions, the composition of committees, decorations, events, concerts and communications, and in the composition of examiners and juries for entrance auditions, examinations, competitions, etc. The aim is to ensure a wide variety of perspectives.



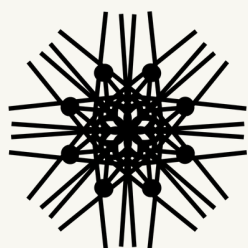
REPRESENTATION

Representation is about who or what is present in a given context - and how they are represented. This could be, for example, in a group of people, within an organisation, in a curriculum or in an art collection. Whilst diversity generally concerns differences, representation concerns how these differences become visible in practice. Representation can therefore be seen as a more or less clear expression of diversity. It is important to be aware of:

Underrepresentation: when certain groups are present only to a limited extent

Misrepresentation: when groups are portrayed in a one-sided, stereotypical manner or in ways that do not reflect their own reality

Representation is therefore not just about numbers. It is also about positions, perspectives and how people and experiences are made visible.



2.3

INCLUSION AND ACCESSIBILITY

RAMA believes that increased representation requires an inclusive study and working environment in which students and staff have the opportunity to participate and be part of the community, regardless of their background, experience or circumstances.

RAMA is also aware that there are unwritten **norms** and habits that can influence our behaviour and communities. Some norms can be limiting because they create expectations of how one “usually” is or behaves as a student, lecturer or colleague.

RAMA will therefore work to examine and challenge those norms that may stand in the way of an open and inclusive environment, and will actively work to remove barriers that may restrict access to RAMA as an educational institution, workplace and cultural institution. This applies to both physical barriers and more invisible barriers, such as unconscious expectations, language use or norms that may make it harder to participate on equal terms.

RAMA therefore emphasises inclusive language that makes room for everyone and avoids expressions that may single out or exclude individuals or groups. This may, for example, involve avoiding gendered terms when they are not necessary. RAMA will also work on specific measures to support a more inclusive environment, for example, in admission requirements, entrance examinations, assessments, exams, recruitment and evaluations, so that processes do not unintentionally favour certain groups.



NORMS

Norms are the unwritten rules and expectations that shape how we behave and what is considered normal in a given context. Norms can relate to, for example, behaviour, language, values and ways of being.



3 STUDY AND WORKING ENVIRONMENT

RAMA promotes a safe and inclusive study and working environment with room for diversity. We expect management, staff and students to treat each other with respect and to share responsibility for ensuring that this works in practice.

This is reflected, amongst other things, in a focus on psychological safety, student involvement and an awareness of relations in teaching.

3.1 SAFE CULTURE AND PSYCHOLOGICAL SAFETY

RAMA will foster a safe culture in which students and staff can ask questions, share knowledge and express doubts and disagreements without fear of negative consequences or of being excluded from the community.

This involves a shared practice where we listen to each other, show respect and build on each other's ideas. It also means that we respond to instances of behaviour that create a sense of insecurity or are unacceptable. If you experience unacceptable behaviour, you can use RAMA's guidelines for support, counselling and reporting of unacceptable behaviour.

3.2 STUDENT INVOLVEMENT

RAMA ensures that students are involved in decisions concerning their education and study environment. This is achieved, amongst other things, through student representation on councils, committees and boards, as well as through evaluations in which students provide feedback on teaching and courses. Student representatives are appointed through open and democratic election processes, so that students have the opportunity to run for election and gain influence.

RAMA also supports student-led initiatives of an academic and social nature through practical and/or financial support. These may include, for example, activities across study programmes as well as events organised by student councils and social committees.

3.3 RELATIONS IN TEACHING

The relation between the teacher and the student is of great importance to both academic development and wellbeing. Therefore, the collaboration must be characterised by trust, respect and clear boundaries.

In the teaching, the teacher is the one with the most power in the relation. The teacher therefore has a special responsibility to fulfil their role responsibly and respectfully. This means that the teacher bears primary responsibility for ensuring that personal boundaries are not crossed and that all students are treated properly and equally, regardless of their level, background or experiences.

RAMA emphasises a good balance between the academic and the social aspects of the teaching relation, so that the collaboration is professional and safe for both parties.

4 PRINCIPLES OF CONDUCT

RAMA's principles of conduct are guidelines for respectful collaboration, interaction and communication. They help to create a shared understanding of how we wish to interact with each other and how we can act in different situations.

The principles of conduct are based on RAMA's core values and draw on the principles of **Trygt Rum** (Safe Space - see page 16 for more information).

4.1 Respect Personal Boundaries

Respect other people's personal space and boundaries, both physical and psychological. Ask if it is okay before touching or hugging people. Avoid commenting on other people's clothing, appearance or sexuality.

4.2 Be Professional

Keep the relationship professional when working with fellow students, colleagues or external partners at RAMA. Music is art, personal expression and sometimes a celebration. But it is also work. Unless you have agreed otherwise, the relationship is professional.

4.3 Take Responsibility for Your Own Actions

Take responsibility for your actions. If someone tells you that your behaviour or something you have said has hurt or caused insecurity, try to put yourself in their shoes. Ask what you can do to put things right. Avoid downplaying your actions, even if they were not meant to cause any harm.

4.4 Respect and Acknowledge Differences

We all have preconceived notions and opinions, but avoid judging others based on their appearance or identity. We are more than our gender, age, visible or invisible disabilities, ethnicity, nationality, sexuality, religion, etc.





4.5 Be Inclusive

Being inclusive can require a little extra attention and sometimes a little extra effort. It is easiest to do what you are used to and what you think is “normal”. But norms in communities and good social interaction are not universal, and there is not just one right or best way to be together.

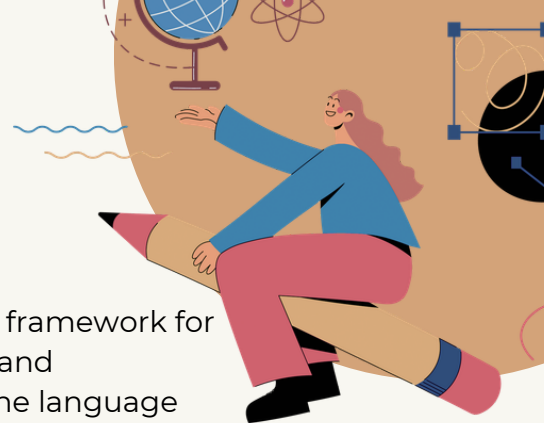
Ask yourself: How can we be inclusive? Is anyone finding it difficult to participate in the community? Think about your choice of language so that everyone can join in. Agree on shared expectations regarding punctuality and the level of preparation required for, for example, group work, ensemble practice sessions or other events outside of lessons.

By being attentive to each other, we can create an environment where everyone feels valued and welcome.

4.6 Take Action

If you see someone behaving inappropriately, step in. However, it can be difficult to judge when and how to intervene. But as a witness, you have several options.

- ◉ If you choose to intervene directly, try to handle the situation without escalating the conflict.
- ◉ If you cannot intervene without escalating the conflict, you can ask those present to help or get help.
- ◉ If you are unsure whether what you are witnessing is inappropriate, you can ask the person how they themselves perceive the situation.
- ◉ Regardless of how you choose to respond, it is a good idea to make sure that the person affected is okay afterwards, or whether they need support or other help.



5 LANGUAGE POLICY

RAMA's language policy aims to establish a clear linguistic framework for an international study environment in which both Danish and international students can participate on an equal basis. The language policy supports RAMA's strategy of developing the international environment and helping international students to integrate successfully into the institution.

The language policy applies to all forms of communications - spoken, written, via email, in documents, on social media and on websites.

5.1 Language

- The primary language of teaching and work at RAMA is Danish.
- English is used as secondary language. English is spoken when there are people present who do not speak or understand Danish.

5.2 Students

- Students at RAMA must be able to follow and actively participate in teaching in English at a level equivalent to B2 (upper intermediate) on the **CEFR Scale**
- Students who do not speak or understand Danish are encouraged to learn Danish to A1 level (basic) on the **CEFR Scale**, so that they can become part of the social study environment as best as possible.



5.3 Staff

Teaching staff at RAMA must be able to teach in English. Technical and administrative staff are expected to be able to provide verbal guidance and assistance in both Danish and English. These skills are prioritised in recruitment processes.

Staff who do not speak or understand Danish are encouraged to learn Danish to A1 level (basic) on the **CEFR Scale**, so that they can become part of the social working environment as best as possible.

RAMA will support staff in developing their English language skills.

5.4 Information

RAMA ensures that the website and intranet are available in both Danish and English.

6 GUIDELINES FOR SUPPORT, COUNSELLING AND REPORTING OF UNACCEPTABLE BEHAVIOUR

The guidelines for support, counselling and reporting of unacceptable behaviour should be read in connection with RAMA's core values, policy on the study and working environment, principals of conduct and language policy.

The purpose of these guidelines is to clarify what RAMA considers to be unacceptable behaviour and to describe how students and staff can respond if they see, hear or experience something that is unacceptable.

RAMA promotes a culture of conflict management where students and staff respond in a concrete, constructive way that respects everyone involved. This applies regardless of whether the situation is between staff members, between students, or between staff and students. If something is perceived as unacceptable behaviour, RAMA encourages people to respond as quickly as possible. However, it is always possible to raise the matter later, even if some time has passed.

RAMA distinguishes between support and counselling and formal reporting. Conversations with internal support staff are confidential and focus on providing support, clarification and guidance. Such a conversation does not automatically lead to a case being opened or proceedings being initiated. If you wish RAMA to formally handle a case, a report must be made through the applicable reporting channels. If you are in any doubt, you can start by seeking support and counselling.



Danish Working
Environment Authority



6.1 DEFINITION OF UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour can come in many forms, such as bullying, stigmatisation, harassment, sexual harassment, violence and threats. RAMA refers to the **Danish Working Environment Authority's** definition of offensive behaviour:

"Offensive behaviour consists of actions which the affected person [...] perceives as unpleasant, humiliating, hostile, threatening or otherwise degrading. This can involve both active actions and a failure to act. It is the individual's experience that determines whether an action is offensive - not whether it was intended as such."

At RAMA, we always take the individual's experience seriously. If something is perceived as offensive, it is important that there is an opportunity to talk about it and receive support and counselling. When RAMA assesses whether there has been unacceptable behaviour, this is done on the basis of a comprehensive assessment of the context, the seriousness of the matter and the relationship between those involved. This means that experiences can vary in nature and lead to different forms of follow-up. When you contact us, you will receive help in clarifying your experience and possible next steps.

6.2

SUPPORT AND COUNSELLING

RAMA offers both internal and external support and counselling services. Some people may find it reassuring to speak to an external counsellor. RAMA therefore works in partnership with external organisations that can provide support and advice independently of the institution.

All internal support and counselling services must be familiar with the applicable reporting guidelines and be able to advise students and staff on how to proceed with a case.

If you have seen, heard or experienced unacceptable behaviour at RAMA, you can get support and advice from:

as a student...

- ◆ The Study Counselling Service (obligation of confidentiality)
- ◆ Your Head of Department
- ◆ External services (see below)

as a member of staff...

- ◆ Your Staff Representative (obligation of confidentiality)
- ◆ Work Environment Representative (obligation of confidentiality)
- ◆ Your nearest manager
- ◆ External services (see below)



6.3 EXTERNAL SERVICES



TAL TRYGT (SAFE TALK)

Tal Trygt is an anonymous counselling service provided by **Studenterrådgivningen** (National Student Counselling Service), aimed at students who have experienced abusive incidents. In addition to counselling, you have the option of being assigned an external support person.

Read more about **Tal Trygt** at Studenterrådgivningen's website [HERE](#).



WHISTLEBLOWER SCHEME

RAMA is part of the **Ministry of Culture's Whistleblower Scheme**. Staff, students and partners can contact the scheme if they become aware of any issues at the institution that warrant criticism. The whistleblower scheme is administrated internally at RAMA.

Read more on RAMA's website [HERE](#) (only available in Danish).



TRYGT RUM (SAFE SPACE)

Trygt Rum provides counselling to people in the music and cultural sectors on issues relating to sexual boundary violations, sexual harassment and sexual abuse. The counselling is personalised, anonymous and free of charge - counsellors are bound by obligation of confidentiality. Trygt Rum is run by **Sex & Samfund** (Sex & Society) in collaboration with the music and cultural sectors.

Read more about **Trygt Rum** on their website [HERE](#) (only available in Danish).



6.4 REPORTING UNACCEPTABLE BEHAVIOUR

If you wish RAMA to deal with a case formally, you must submit a written report. The report may concern matters between students, staff members, or between students and staff.

The procedure for reporting and handling cases is described in the separate document “Reporting Unacceptable Behaviour”. The document can be found on the intranet [HERE](#).

RAMA is committed to ensuring a safe, clear and consistent process in which all inquiries are handled with respect, confidentiality and professionalism.



Key Principles for Reporting

- Reports are addressed as quickly as possible, but processing times may vary depending on the complexity of the case.
- All inquiries are handled with due regard for confidentiality and applicable data protection regulations.
- All reports are recorded and documented, even in cases where they do not lead to further action. This recording is carried out to ensure an overview, facilitate learning and provide a better basis for prevention.
- It is possible to report an incident even if some time has passed since it occurred.
- No one should experience negative consequences for submitting a report in good faith.

