

UBSS

ANNUAL REPORT



2017

FOREWORD



2017 has again been a year of growth, diversity and quality.

Student numbers increased from 1075 (end December 2016) to 1558 (end 2017). The growth has been well managed and supported throughout the year and is best evidenced in the *Student Feedback on Units* (SFU) X 3 outcomes suggesting a positive student community, and the *Staff Feedback* X 3 also suggesting a positive view of how UBSS operated during the year. Further, the first set of *SES (QILT) outcomes* for UBSS were published in May 2017 identifying UBSS as an achieving school – ‘punching above its weight’ – so to speak.

The refreshed UBSS Strategic Plan 2017-2020 continues to provide the opportunity for UBSS to measure itself against a comprehensive range of metrics under the headings of growth, diversity, quality, entrepreneurship and performance (benchmarking).

UBSS is emerging as a quality private business school. This can only be achieved by a dedicated and focused group of people including senior management staff, support staff and teaching staff – so UBSS is indeed fortunate to have a ‘crack team’ that will carry over into 2018. *The future, then, looks very positive indeed.*

We reflect on 2017 as a positive and satisfying year to date and look forward to the challenges of 2018.

Professor Greg Whateley
Executive Dean
January 2018

Performance against Measures

GROWTH

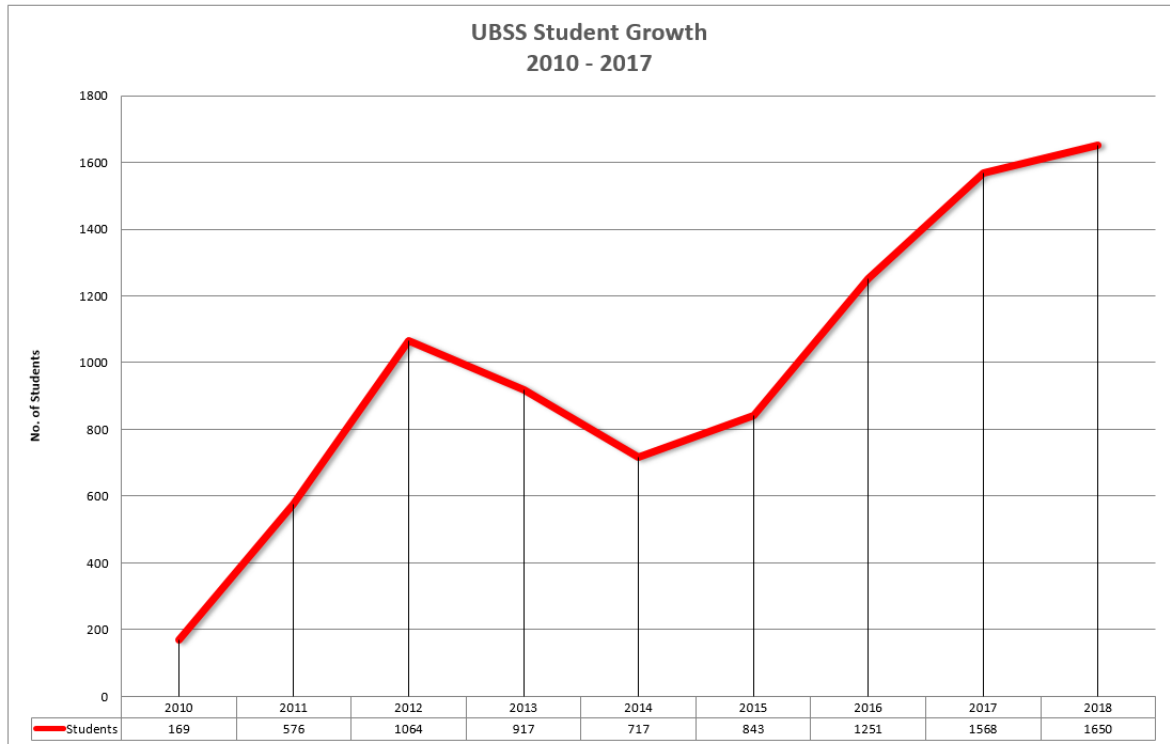
	2015	2016	2017	Q1	Q2	Q3	Q4	2018	2019	2020	
Programs	3	3	4	4	4	4	4	4	4	5	✓
Locations	1	1	2	1	1	1	1	2	3	4	✓
Students	488	1075	1197	1023	1205	1554	1558	1300	1400	1500	✓
Income (\$m)	5.6	9.9	10.5	2.9	6.5	10.9	15	11.7	12.5	14	✓
Profit (\$m) at BU*	0.76	3.75	3.3	0.9	2.6	4.7	6.2	3.5	3.7	4.2	✓

*Profit at Business Unit level excludes corporate overheads

UBSS has grown well beyond the target of 1197 (blue column) to 1558 (yellow column) by end Q4. The Q4 financials are considerably better than target.

The only disappointing (red tick) item was the locations line. It was hoped that we would establish a campus in Melbourne some time in 2017 – but sadly this did not come to fruition. The Regulator (TEQSA) refused to support the initiative until re-registration was confirmed – and they have stalled now and suffocated that possibility. *We remain confident that this will occur in 2018.*

UBSS growth from 2010 through to 2018 (projected) can best be viewed by way of the following graph –



DIVERSITY

	2015	2016	2017	Q1	Q2	Q3	Q4	2018	2019	2020	
Domestic	0	12	12	11	9	0	0	25	50	75	✓
International	488	1063	1185	1023	1205	1619	1558	1275	1350	1425	✓
Nationalities	10	33	34	34	33	41	41	35	36	37	✓
Countries with 10 +	5	8	9	10	8	10	10	10	11	12	✓
Undergraduate	488	763	790	754	852	1071	1072	830	910	1000	✓
Postgraduate	0	300	407	274	353	483	483	470	490	500	✓

In terms of **diversity** we have hit all of our targets with the exception of the domestic market (red tick) which was again stalled by the Regulator (TEQSA).

FEE-HELP has been achieved for 2018 so we are keen to reach the 2018 target of 25 domestic students with the use of the *Graduate Certificate in Business Administration*. A promotional campaign commenced in the month of November for 2018.

QUALITY

	2015	2016	2017	Q1	Q2	Q3	Q4	2018	2019	2020	
Full time staff (%)	10	25	25	31.3	28	25	25+	25	27	29	✓
AQF+1% or equivalent	40	100	100	100	100	100	100	100	100	100	✓
Progression Rate (%)	57.9	56.3	65	59	59	61	TBC	65	70	70	✓
Attrition Rate (%)	24.4	19.5	25	19.9	25.3	21	23^	25	25	25	✓
Total Completions	160	91	150	135	135	187	187	273	411	416	✓
Student Satisfaction	4.2	4.3	4.2	NA	4.3	4.3	4.2	4.2	4.2	4.2	✓
Staff Satisfaction	3.5	4.3	4.4	NA	4.8	4.7	4.7	4.2	4.2	4.2	✓
Student Staff Ratio	32.4	34	30**	32.9	36.2	38.6	36.1**	30	30	30	✗
SES (QILT) Aggregate	NA	NA	76.9	79.3	79.3	79.3	79.3^^	77.0	78.0	80	✓

In terms of **quality** the outcomes have been very good indeed.

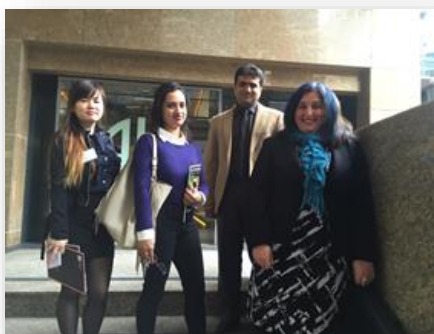
Student Satisfaction and Staff Satisfaction for T3 have recently been surveyed (they commenced in Week #10) with aggregates of 4.2 and 4.7. Very pleasing indeed.

The only disappointing line (red tick) is the Student Staff Ratio of 36.1 against a target of 30. This is a complex calculation based on a 'blunt' tool used by the Regulator (TEQSA) that aims to minimise the hours of teaching an individual does in a given trimester. *More people teaching less*. We are working toward target and hope to achieve this in 2018 using a number of strategies. There is considerable debate in the sector suggesting SSR is of no great consequence – but we remain vigilant.

ENTREPRENEURSHIP

	2015	2016	2017	Q1	Q2	Q3	Q4	2018	2019	2020	
Fellows	0	0	15	5	10	13	16	15	15	15	✓
Industry Presentations	0	0	5	5	6	6	11	6	7	8	✓
Industry Partnerships	4	7	12	12	12	13	13	15	17	19	✓
Focus Subjects	3	5	10	10	10	10	10	10	10	10	✓

Our **Entrepreneurship** goals for 2017 have been achieved.



PERFORMANCE (Benchmarking)

	2015	2016	2017	Q1	Q2	Q3	Q4	2018	2019	2020	
Partners	2	5	9	14	14	14	14	10	11	12	✓
Internal Surveys/year	3	3	3	1	2	2	3	3	3	3	✓
Staff Surveys/year	3	3	3	1	2	2	3	3	3	3	✓
Graduate Surveys/year	2	2	1	0	0	1	1	1	1	1	✓
Qualitative Surveys/year	1	1	2	2	2	4	4	2	2	2	✓
Grade Distribution Comparisons	6	6	6	6	6	6	18	6	7	7	✓
Peak Body Surveys	1	2	3	3	3	3	4	3	3	3	✓
QILT Surveys	0	1	2	0	0	2	2	2	2	2	✓

Our **Performance (Benchmarking)** targets for 2017 have also been fully achieved.



Feedback from Students

Readings (soundings) are taken against student satisfaction levels by way of eSurveys for Student Feedback on Units (SFUs) at the end of each trimester. Three snapshots were taken in 2017–

Trimester3, 2017

Marking Criteria				
1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

Survey Questions		B Bar	B Acc	MBA
Q1	The subject provided useful knowledge and skills	4.3	4.2	4.4
Q2	The learning outcomes were achievable	4.2	4.1	4.3
Q3	The subject workload was manageable	4.2	4.0	4.2
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.3	4.0	4.2
Q5	The lecturer was well prepared for each class	4.4	4.2	4.4
Q6	The lecturer provided useful feedback	4.3	4.0	4.3
Q7	The lecturer had a good knowledge of the subject matter	4.4	4.2	4.4
Q8	The lecturer used e-learning resources e.g. smartboard and made in a way that aided learning in the subject	4.3	4.1	4.3
Q9	The lecturer was available to discuss learning problems outside of class time	4.1	4.0	4.2
Q10	The assessment requirements were clearly explained	4.3	4.1	4.3
Q11	Overall the teaching in the subject was of a high quality	4.3	4.1	4.3
Average		4.3	4.1	4.3

Trimester2, 2017

Marking Criteria				
1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

Survey Questions		B Bar	B Acc	MBA
Q1	The subject provided useful knowledge and skills	4.4	4.4	4.2
Q2	The learning outcomes were achievable	4.3	4.3	4.2
Q3	The subject workload was manageable	4.2	4.2	4.1
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.3	4.3	4.1
Q5	The lecturer was well prepared for each class	4.4	4.4	4.3
Q6	The lecturer provided useful feedback	4.3	4.3	4.2
Q7	The lecturer had a good knowledge of the subject matter	4.4	4.4	4.4
Q8	The lecturer used e-learning resources e.g. smartboard and made in a way that aided learning in the subject	4.3	4.3	4.3
Q9	The lecturer was available to discuss learning problems outside of class time	4.3	4.3	4.1
Q10	The assessment requirements were clearly explained	4.3	4.3	4.2
Q11	Overall the teaching in the subject was of a high quality	4.3	4.3	4.2
Average		4.3	4.3	4.2

Trimester1, 2017

Marking Criteria				
1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

Survey Questions		B Bar	B Acc	MBA
Q1	The subject provided useful knowledge and skills	4.3	4.2	4.3
Q2	The learning outcomes were achievable	4.3	4.1	4.2
Q3	The subject workload was manageable	4.1	4.1	4.1
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.3	4.1	4.1
Q5	The lecturer was well prepared for each class	4.4	4.3	4.2
Q6	The lecturer provided useful feedback	4.3	4.2	4.2
Q7	The lecturer had a good knowledge of the subject matter	4.5	4.3	4.3
Q8	The lecturer used e-learning resources e.g. smartboard and made in a way that aided learning in the subject	4.3	4.2	4.3
Q9	The lecturer was available to discuss learning problems outside of class time	4.2	4.0	4.1
Q10	The assessment requirements were clearly explained	4.3	4.2	4.2
Q11	Overall the teaching in the subject was of a high quality	4.3	4.2	4.1
Average		4.3	4.2	4.2

The outcome has been very good across 2017.

The overall impact of the soundings suggests a highly satisfied student population with a T3, 2017 aggregate of 4.2 out of a possible 5 and a 2017 aggregate of 4.24.



Graduate Certificate in Business Administration Pilot Project

In order to test the *blended format* 11 staff from GCA were provided with the opportunity to complete the 4 subject *Graduate Certificate in Business Administration*. 9 of the 11 candidates (82% completion) were successful and formally graduated at the August 23, 2017 graduation ceremony at the Sydney Opera House.

Students completed SFUs on all four subjects (this was done on completion of each subject) –

Graduate Certificate Student Feedback on Unit		Organisational Behaviour	Management Attributes	Innovation & Com.	Research Project
Survey Questions		MCR002	MCR003	MCR010	MCR011
Q1	The subject provided useful knowledge and skills	4.9	4.5	4.6	5.0
Q2	The learning outcomes were achievable	4.7	4.4	4.3	5.0
Q3	The subject workload was manageable	4.7	4.4	4.4	5.0
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.7	4.5	4.4	5.0
Q5	The lecturer was well prepared for each class	4.6	4.5	4.4	5.0
Q6	The lecturer provided useful feedback	4.8	4.3	4.6	5.0
Q7	The lecturer had a good knowledge of the subject matter	4.7	4.4	4.6	5.0
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.8	4.5	5.0	5.0
Q9	The lecturer was available to discuss learning problems outside of class time	4.2	4.3	4.7	5.0
Q10	The assessment requirements were clearly explained	4.3	4.1	4.4	5.0
Q11	Overall the teaching in the subject was of a high quality	4.7	5	4.6	5.0
Average		4.6	4.4	4.5	5.0
% Response		100%	100%	100%	88%

This was an outstanding outcome – and aggregate of 4.7 out of a possible 5 - and suggests the model (blended) is ready for presentation to a wider audience.



Our intention is to launch the Graduate Certificate program in 2018 for domestic students.

Feedback from Staff

Readings (soundings) are taken against *staff satisfaction levels* by way of Staff eSurveys at the end of each trimester. Three soundings were completed in 2017 as indicated in the last three columns to the right, T1, 2017; T2, 2017 and T3, 2017 -

Survey Questions		T2 2016	T3 2016	T1 2017	T2 2017	T3 2017
Q1	You are provided with the tools and resources to do your job well	4.10	4.00	4.87	4.63	4.81
Q2	Your job requirements are clearly communicated and goals and strategies are clearly defined	4.20	4.40	4.80	4.68	4.75
Q3	You feel encouraged to come up with new and better ways of doing things	4.10	4.20	4.73	4.53	4.50
Q4	Your supervisor visibly demonstrates a commitment to quality	4.10	4.20	4.87	4.79	4.69
Q5	You are satisfied with the level of involvement in decisions that directly affect your work?	3.90	4.20	4.53	4.37	4.63
Q6	UBSS does a good job of keeping employees informed about matters affecting your work?	4.00	4.30	4.93	4.79	4.81
Q7	Overall, you are satisfied with your job?	4.20	4.50	4.87	4.79	4.88
Average		4.09	4.26	4.80	4.65	4.72

Staff members were encouraged to complete the survey and the response rate rose appropriately each trimester.

The overall impact of these soundings suggests a *highly satisfied* staff. The aggregated outcome for 2017 was 4.72 (quite amazing really!). Qualitative input is carefully considered and requests are actioned whenever possible.



National SES (QILT Survey) 2017

#1 for Learner Engagement in the Sydney CBD

On crunching the QILT (SES) data from 2016 **UBSS has a bold (and accurate) claim** to make –



#1 for Learner Engagement in the Sydney CBD

The reality being there is a significant amount of competition in the Sydney CBD – and we managed to blitz them all – certainly in the learner engagement domain in particular – but generally across the board.

The 9 competitors shown are only a sample of the providers in the same space.



To do your own analysis of the QILT outcomes, go to – www.qilt.edu.au – and follow the prompts.

Sincere congratulations are extended to all the teaching and professional staff at UBSS on a brilliant outcome from our first participation in the national QILT survey.

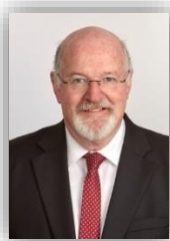
The 2017 surveys commenced in mid-August and results should be available in May 2018.



UBSS Academic Senate Membership Expansion

An achieved objective for 2017 was the expansion of the membership of the UBSS Academic Senate with more external input and expertise.

The current membership was 14 including –



Professor Greg Whateley - Chair (Internal)
Associate Professor Craig Ellis – Deputy Chair (External)
Richard Xi – Secretary (Internal)
Professor Ian Bofinger (External)
Adjunct Professor Rob Wendon (External)
Dr Cyril Jankoff (External)
Art Phillips (External)
Doris Leung (External to UBSS)
Usman Iqbal Sindhu (Student Representative)
Associate Professor Wayne Smithson (Internal)
Assistant Professor Lu, Jiao (Internal)
Professor Ray Hayek (Internal)
Jotsana Roopram (Internal)
Associate Professor Andy West (Internal)



UBSS Course Advisory Committee Membership Expansion

Another objective for 2017 was the expansion of the external membership of the Course Advisory Committee (a sub-committee of the Academic Senate).

The membership was 13 including –



Simon Chhoeu (External Chair)

Assistant Professor Lu, Jiao (Internal Deputy Chair)

Richard Xi (Secretary)

Associate Professor Wayne Smithson

Professor Ray Hayek

Professor Greg Whateley

Associate Professor Andy West

Lawrence Potter (External)

Bernadette Or (External)

Dr Cyril Jankoff (External)

Art Phillips (External)

Jamie Rigg (External)

Rahul Daga (External)



UBSS Centre for Entrepreneurship Membership Expansion

The **Centre for Entrepreneurship** was established at the beginning of 2017 with the expressed intent of gathering *Fellows* to the UBSS table. The Fellows support UBSS through presentations to students, teaching and/or membership of committees and support groups.

The Foundation Director of the CFE is **Associate Professor Andrew West**.



For details on the CFE check out - <http://www.ubss.edu.au/Content.aspx?pid=248>

Current Fellows (15) of the CFE include –

Bernadette Or
Art Phillips
Steve James
Stephen Parker
Peter Wallace
Simon Chhoeu
Assine George
Yan Flageul
Jamie Rigg
Rahul Daga
Dr Dimitri Kopanakis
Tanya Graham
Michelle Carlyle
Agata Mouasher
Jessica Ferguson

I want to take the opportunity of thanking **Professor West** on his ongoing effort and professionalism. These outcomes cannot be achieved without the effort of a committed champion.

Audits against the 2015 Threshold Standards

The new threshold standards were introduced in January 2017. UBSS has conducted three formal audits against these standards during 2017 with the assistance of the Threshold Standards Audit Committee.

The Threshold Standards Audit Committee (TSAC) continues the all-important work of gauging our compliance against the 2015 (new) standards. We are tracking quite nicely at present.

Jotsana Roopram has now joined the team as part of her preparation for her new role in 2018. The 2017 team comprises –



Professor Greg Whateley (Chair)



Assistant Professor Kim Sharma



Richard Xi



Adjunct Professor Rob Wendon (Independent)



Jotsana Roopram

I am happy to report that UBSS remains fully compliant against these standards. **Adjunct Professor Rob Wendon** provided an audit summary to a number of committees towards the end of 2017 -

AUDIT #3 OF UBSS COMPLIANCE WITH HESF (2015) THRESHOLD STANDARDS

November, 2017

The third 2017 Trimester Audit of UBSS against the HESF 2015 Threshold Standards by the UBSS Threshold Standards Audit Committee *has been completed*.

The Committee comprised **Professor Greg Whateley**, Executive Dean (internal, Chair), **Richard Xi** (internal), **Assistant Professor Kim Sharma** (internal), **Adjunct Professor Rob Wendon** (external), and for some committee review meetings in advance of her 2018 responsibilities as Executive Officer – Academic Governance for UBSS, **Jotsana Roopram** (internal).

Each member of the committee has made a substantial contribution to the document, and the Chair is thanked for his knowledge, foresight and guidance.

During a long career as a professional manager in higher education I have not encountered a more comprehensive or conscientious effort by an education provider to ensure the regulatory requirements for their institution are consistently reviewed and investigated, with compliance then assured and documented.

The documentation for each standard for UBSS is reflected in the comments or evidence section of each individual standard, and includes hyperlinks to various documents, parts of the UBSS and GCA web sites, as well as where appropriate, links to other external sources. A number of outtakes from the UBSS SFU and KPI documents are also included in the body of the threshold standards document to support evidence of compliance

The sections are -

1. Student Participation and Attainment
2. Learning Environment
3. Teaching
4. Research and Research Training (*not applicable to UBSS*)
5. Institutional and Quality Assurance
6. Governance and Accountability, and
7. Representation Information, and Information Management.

The UBSS review process has been a very interesting project to be a part of and the results to date provide support to all members of the UBSS family for continuing confidence in UBSS HESF compliance.

Associate Professor Andy West is thanked for the original provision of the reviewing tool through his membership on behalf of UBSS of the HEPP Quality Network.

Adjunct Professor Rob Wendon

17th November, 2017

New Initiatives in 2018 include –

- A **Foundation Studies** Program;
- A **Melbourne** Campus;
- **Endorsement** of our MBA Program by CPA;
- **Reregistration** of UBSS;
- **Reaccreditation** of the Bachelor of Accounting;
- **Reaccreditation** of the Bachelor of Business;
- **Reaccreditation** of the Master of Business Administration;
- **Launch** of our Domestic Student Executive Program;
- Reach CRICOS cap of **1650 students in Sydney**.

