

Teaching and Learning Plan 2017 to 2020

(Refreshed September 2017 in line with UBSS Strategic Plan)

Professor Greg Whateley

Associate Professor Andy West

September 2017

CONTENTS

Page	Item
3	Preface
5	Vision
6	UBSS Teaching and Learning Plan Review
7	Student Progression
8	Staff Scholarship and Research
9	Workplace Integrated Learning (WIL)
12	Teaching and Learning Resources
13	Responsibilities and KPIs
14	Teaching and Learning in the 2017-2020 Strategic Plan

Purpose

UBSS has had in place a Teaching and Learning Plan since 2012 in line with previous UBSS Strategic Plans. The continuous improvement in Teaching and Learning at UBSS has seen the development and implementation of several successful initiatives and the discontinuation of projects/initiatives that were less successful. This dynamic change is essential.

This current Teaching and Learning Plan (2017-2020) builds on the success of previous plans and brings it into alignment with the refreshed **UBSS Strategic Plan 2017-2020**.

There are *external factors* impacting on teaching and learning that present uncertainty, and that require monitoring and updating on a regular basis -

- The changing regulatory and quality framework with the refocussing of the Tertiary Education Quality and Standards Agency (TEQSA) from 2017;
- The Higher Education Standards Framework (2015) to take effect from 1 January 2017. Section 3.2 Staffing, Section 3.3 Learning Resources and Educational Support;
- TEQSA Guidance Note: Staffing, Learning Resources and Educational Support (Beta v1.2 updated 8 March 2017);
- The demands of the Australian Qualifications Framework (AQF);
- The Federal Government's Higher Education Reform Package;
- The new Education and Training Minister, Senator Birmingham, taking a more consultative approach, amendments may possibly be put forward and gain traction.
- Recent media coverage of ATAR placements being given to students well below the set ATAR entry level, pressure may mount to re-introduce caps on university degree entry; Market and economic factors such as exchange rate.

There are also *internal factors* to be considered include –

- Change in location of the UBSS campus to Sydney CBD;
- Strategic focus in providing entrepreneurial content and support to students;
- Increase in senior management to improve governance and management capability;
- Projected increase in student numbers from existing and new international markets;
- Re-introduction of domestic students by way of more attractive premises and postgraduate course offerings;
- Introduction of Executive Education programs;
- The establishment of the Centre for Entrepreneurship.

The UBSS Teaching and Learning Plan 2017-2020 is intended to provide certainty and clarity during this time of external uncertainty, while taking advantage of internal opportunities for improvement and growth. The purposes of this Teaching and Learning Plan are to –

- Communicate the Strategic Vision of UBSS in an effort to encourage staff and students to embrace the entrepreneurial focus in particular;
- Ensure that UBSS Teaching and Learning has a strong focus on entrepreneurship and innovation, and that UBSS becomes a national leader in teaching and scholarship;
- Place the student experience as the focus of the quality initiatives underlying the UBSS Teaching and Learning strategy and delivery;
- Provide a framework to allow community, industry and government engagement with UBSS staff and students through teaching and learning practices, as well as for outreach programs to bring a practical, real-world element to that student experience.

Vision

UBSS is a Private MBA School (NUHEP).

During 2015 the term “Entrepreneurs” was included in the mission statement and thinking to ensure that the teaching and learning of entrepreneurship is embedded in the subjects and courses offered by UBSS. The establishment of the Centre for Entrepreneurship (circa January 2017) further cemented the focus.

This change in strategic focus requires additional measures in the Teaching and Learning Plan 2017-2020 to ensure the quality assurance and delivery of these new focus courses.

UBSS Teaching and Learning Plan Review

The last review against outcomes of the previous Teaching and Learning Plan 2013 – 2015 was completed in December 2015.

This most recent review (September 2017) aligns with the refreshed UBSS Strategic Plan 2017-2020.

The *objectives* that complement the current UBSS Strategic Plan 2016-2018 are set out below.

Student Progression

Focus on Student Experience

- a) A more 'user friendly' timetable is in place with MBA subjects offered on Tuesdays and Wednesdays and undergraduate offerings available on Monday, Thursday and Friday;
- b) Monitoring of teaching has been enhanced so as to identify both high-performing and low-performing staff (evidenced in SFUs and annual reviews);
- c) High-performing staff are being rewarded (Executive Dean Awards) and the offer of more teaching opportunities while low-performing staff are being encouraged to enhance their teaching performance;
- d) Staff Professional Development focus on the needs of international students and the use of eResources. This is supported by the Staff Professional Development Policy (UBSS Academic Policies v 11.1, page 63, <http://www.ubss.edu.au/Uploads/Resources/Policies%20and%20Procedures%20Master%20V11.1%20updated%20by%20JW.pdf>)

Staff Scholarship and Research

Developing and broadening participation of Staff Scholarship

All staff are encouraged to be actively involved in scholarship. Annual harvesting of scholarship is undertaken using the Boyer foundations –


**UNIVERSAL
BUSINESS SCHOOL
SYDNEY**
Private MBA Business School

SCHOLARSHIP PROFILE 2016/2017

Name

Positions Held	
Memberships	
Conferences and Symposia	
Articles and Papers	
Self-Education	
Teaching at other like institutions	
Formal Courses	
Other	

Workplace Integrated Learning (WIL)

UBSS will continue previous successful WIL initiatives in all programs. From 2017 there will also be the development of case studies drawn from Fellows of the Centre for Entrepreneurship and UBSS Industry Partners. The WIL definition used by TEQSA is:

“In the context of the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework), work-integrated learning (WIL) encompasses any arrangement where students undertake learning in a workplace outside of their higher education provider as a part of their course of study. Such arrangements may include -

- clinical or other professional placements,
- internships,
- workplace projects.”

Source: http://www.teqsa.gov.au/sites/default/files/GuidanceNote_WorkIntegratedLearning%201.0.pdf

UBSS uses a broader interpretation of WIL as defined by the Office of Teaching and Learning. UBSS will not be following this narrow definition of WIL used by TEQSA, that *only* includes workplace learning, but rather the broader accepted definition of -

*“WIL is delineated as the intentional integration of theory and practice knowledge, and a WIL program provides the means to enable this integration and **may, or may not,** include a placement in a workplace, or a community or civic arena.”*

Source: <http://www.olt.gov.au/resource-work-integrated-learning-2011>

The WIL typology as developed by Lawson, Fallshaw, Papodopoulos, Taylor and Zanko (2011, p64) has been used to ensure the depth of learning in UBSS subjects. All of the classifications have been implemented in the past by UBSS, except for Internships with no plans to introduce internships in the current Teaching Learning Plan period –

Classification of WIL	Description
1.Industry case study	An actual business scenario or challenge faced by business, requiring students to apply analytical and problem-solving skills to explore solutions and/or critically evaluate those made by business executives.
2.Industry simulation	Reality-based, experiential learning-centred approaches engaging students in real-time analysis and decision making in real-world situations within the safety of an educational environment.
3.Industry practitioner delivery	Industry practitioners engage in the teaching program to deliver specialized lectures, present in seminar series, conduct professional development workshops or participate in assessment of student projects and presentations.
4.Industry study tour	Includes field trips, site visits and more lengthy tours. Industry study tours aim to create opportunities by travelling to industry-related places and situations, allowing students to apply theory, see theory in practice, ask questions of professionals in situ, compare and contrast different sites of work, and connect curriculum and learning to professional practice.
5. Industry competition	Industry competitions involve individual businesses organizing, judging, sponsoring or in some other way encouraging students (often in teams) to compete against each other to achieve a business-oriented goal in a short timeframe. Industry competitions include marketing strategies, management plans, business start-up ideas and online business games. Recognition and rewards are an important incentive in this category.
6.Industry mentoring	Matching students with a professional role model to enhance skills (instrumental) and attributes (developmental); investigating career options (transition and pathways); increasing understanding of the benefits of coursework (knowing and doing); and exposure to different thinking and learning methods.
7.Industry project	Industry projects include a broad range of activities and typically involve the sort of work undertaken in the workplace. Industry projects include the production of a workplace artefact (for example management plan, business report, market research) and management activities. As well as providing a forum to apply theory to a real-world work issue, projects develop students' project management skills, team skills, communication skills and problem-solving skills.
8.Industry placement (internship)	Immerses students in a workplace related to their discipline or career goals. Ideally, industry placement combines both class-based learning and structured and supported workplace activity with opportunities to reflect on learning and seek timely feedback on performance.

Source: Lawson R, Fallshaw E, Papodopoulos T, Taylor T and Zanko M(2011) Professional Learning in the Business Curriculum: Engaging Industry, Academics and Students, Asian Social Science, Vol. 7, Iss. 4, pp 61-68.

For the current Teaching and Learning Plan 2017-2020, the following WIL programs will be implemented –

Classification of WIL	Description
1.Industry case study	Drawing on the expertise of the Centre for Entrepreneurship (CFE) Fellows, the academic leadership of UBSS staff and representative bodies, UBSS will develop and publish Entrepreneur Case Studies to be used within class in all UBSS programs. This will be in the form of short written case studies, video interviews, questions and answers. Cases will remain the intellectual property of UBSS with ISBN and ISSN registration.
2.Industry simulation	Continued use of Business Simulation Game (BSG) in the Capstone subject for Bachelor of Business and Masters of Business Administration, entrepreneur stream. Wider use of appropriate simulation games in entrepreneur games to build a dynamic experiential learning environment for entrepreneurship.
3.Industry practitioner delivery	Continued delivery of presentations from Fellows of the CFE. Widening of presentations to include from UBSS Industry Partners. Industry Practitioner Delivery by identifying a series of successful and articulate business persons and arranging for them to give lectures in one of the key entrepreneurship subjects
4.Industry study tour	Current field trips to Reserve Bank of Australia, The Mint, Australian Stock Exchange and Australian Institute of Management. Broader use of field trips and industry study tours throughout all programs. Integration of learning from industry study tours by addressing learning outcomes, content, assessment and graduate attribute development.
5. Industry competition	Current industry competition using BSG. A widening of range of partners using BSG both nationally and internationally.
6.Industry mentoring	Future use of CFE Fellows and Industry Partners to mentor business projects.
7.Industry project	Future use of industry project provided by Industry Partners within entrepreneurship subjects at Bachelor Business and MBA level.

Teacher and Learning Resourcing

UBSS provides learning resources and educational support to ensure quality, sufficiency and access for all students to enable their learning.

The details of the Teacher and Learning Resources are provided in the 15 page support document “Domain 3.2: Teaching Individual Student Assistance” authored by Executive Dean Professor Greg Whateley. The major points covered in this document include:

- Program Director role and involvement in overseeing quality of the program
- student orientation overview
- MyGCA student management system
- Moodle Learning Management System
- Core subject Advanced Business Communications in the first trimester of each program.
- Web based study skills and career development skills resources on UBSS website and Moodle administered by the E Learning co-ordinator
- Support workshops provided by the Learning Support co-ordinator

Access to educational resources is ensured through the subscription to the following major international journal and text book databases for free through the MyGCA student management system.



UBSS provides free access to wifi on campus to all students and guests. The student lounge has 30 computers with desks and sofas. There are 3 breakout rooms for group work. The computer lab is fitted with 40 computers. All class rooms are fitted with internet, video and audio enables computers, with overheard projectors and smartboards.

Online access is ensured through all Moodle LMS and MyGCA SMS programs being Mobile Enabled, allowing all students who have a smart phone to access this information anywhere and anytime. UBSS endeavours to simulate, where possible, access to information in a seamless digital environment fostering quality cognitive learning. All learning material for each subject is provided on the Moodle LMS to allow access to lecture slides, readings, outlines, assessment outlines and assessment submission on campus and remotely.

Responsibilities and KPIs

The primary responsibility for the Teaching and Learning Plan 2017-2020 lies with the **Executive Dean**.

A range of KPIs have been built into the **UBSS Strategic Plan 2017-2020** that specifically focus on the quality of teaching and learning –

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	75	80.1	84.1	79	78	75	75	75	✓
Attrition Rate (%)	24.4	19.5	25	19.9	25.3	21	22^	25	25	25	✓
Total Completions	160	91	70	135	135	135	135	140	150	160	✓
Student Satisfaction	4.2	4.3	4.2	4.2	4.3	4.3		4.2	4.2	4.2	✓
Staff Satisfaction	3.5	4.3	4.4	NA	4.8	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	✓

Teaching and Learning in the 2017-2020 Strategic Plan

UBSS places considerable emphasis on improving and maintaining the quality of teaching. It aims to do this by adopting a more systematic approach to teacher selection; enhanced professional development; systematic monitoring of teaching; and rewarding outstanding teaching performance.

UBSS recruitment is managed by the **Executive Dean** with the assistance of **Program Directors**.

Each trimester (during orientation week) a staff development day is held with an emphasis on various elements of good teaching and learning. The UBSS Professional Development Policy at UBSS spells out the measures and activities that are used and/or encouraged for staff to maintain a high level of teaching and analysis.

Program Directors conduct ongoing one-on-one, face-to-face meetings with teaching staff (including sitting in on classes). These interactions focus on the quality and relevance of the subject, the quality of the teacher's performance based on student and supervisor evaluation and compliance with administrative requirements, and ways in which the subject and the teacher's performance can be improved.

Teachers with poor performance may have their teaching allocations reduced or removed. Teachers with superior performance will be eligible for the Executive Dean Awards (Certificate and cash bonus).