



BENCHMARKING AT UBSS

February 2020

Greg Whateley and Andrew West

FOREWORD



An historical criticism of UBSS by TEQSA (2016 and 2017) was that our benchmarking activity did not *appear* to be actioned. The notion of conducting our extensive benchmarking regime and somehow not viewing and analysing the data on a regular basis is illogical – in all probability the result of a serious lack of understanding of the analyses by our then TEQSA case manager - (*no longer with the Regulator*).

UBSS is an active benchmarking partner and utilises our data effectively. It shares data openly and honestly with all stakeholders by way of committees, boards and publications. It uses data collected to compare with other like organisations – and where deficiencies are noted – UBSS in turn acts quickly to remedy or remediate.

Our experience in this domain over the last four years, in particular, provides a high level of comfort that we are doing things well. This is further validated by external endorsement by QILT, CPA, CA ANZ, IPA, IML and CMI to mention a few.

The following is an update of two previous benchmarking reports produced in 2019. The current report provides a summary of benchmarking activity up to December 2019 and plans for 2020.

My sincere thanks to **Associate Professor Andrew West** for his effort and commitment to this all important work.

Professor Greg Whateley

Executive Dean, UBSS

February 2020

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BENCHMARKING AT UBSS

UBSS is involved extensively in internal and external benchmarking projects, ranging in breadth and depth of scope both cross sectional and longitudinal. UBSS is *actively involved in benchmarking* providing it with a solid 360 degree review and comparison with like organisations locally, nationally and internationally. The data collected informs direction and strategy on an ongoing basis.

UBSS activity is compliant with Threshold Standards 1.4.1, 1.4.2, 2.2.2, 5.1.1, 5.1.2, 5.3.1, 5.3.4, 6.2.1 and 6.3.1

For clarification a clear understanding of benchmarking is worth the diversion –

Benchmarking can be defined as a structured, collaborative, learning process for comparing practices, processes or performance outcomes. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality. Benchmarking can also be defined as a quality process used to evaluate performance by comparing institutional practices to sector good practice.

Benchmarking needs to accommodate the significant contextual variations that exist in the Australian higher education sector between providers with different missions, educational and student profiles, and scale of operations. It is important for higher education institutions at the outset to identify the purpose of benchmarking. The purpose of benchmarking is not to standardise all courses and all assessment outcomes, but to reveal variations, and establish whether those variations arise from the individual nature of the courses or the student cohorts, or from variations in quality or academic standards.

TEQSA

Benchmarking allows you to measure your business performance against other businesses in your profession across key performance indicators.

CPA Australia

Benchmarking in education occurs when measurable standards are set for learning. For example, benchmarks might be set for the concepts that must be mastered in each grade. They might also be used to see where a particular student, class, or even school ranks in comparison to others.

Study.com

In essence UBSS benchmarks **to note where we stand in the like community** – and *if* change is warranted. Benchmarking does not imply change – it merely puts current practice into perspective and invites the home institution (in this case UBSS) to examine data in a clear, efficient way. The outcome of the benchmarking might in fact be – *no change at all*. Change and benchmarking are not synonymous.

In 2016-2019 (and moving into 2020) our benchmarking strategy predominantly aligned itself with **IHEA** (Independent Higher Education Australia), **HEPP_QN** (Higher Education Private Provider – Quality Network), **Musium20** (an International Symposia), **DET** (Australian Government's department of Education and Training) and **TEQSA** (Tertiary Education Quality and Standards Agency) activity providing us with access to a range of independent higher education institutions that we could measure ourselves against and have some confidence that the data being shared was truthful and accurate.

There are many facets of benchmarking – we identify *four categories* – and use these for our purposes.

- **Internal (Individual)**
- **Internal (across Institution)**
- **External (Selected)**
- **External (Regulated)**

Internal (Individual)

1	Board and Committee Memberships	Cross Institutional	Many UBSS staff either sit on external Committees and Boards and as a result gain a great deal of insight into how other Institutions (both public and private) operate and perform across a range of domains (this has proven to be a very solid form of benchmarking and should be encouraged across the sector).
2	Past Employment Experience	Cross Institutional	Many UBSS staff have in fact worked at a number of other institutions (both public and private) and bring with them considerable benchmarking knowledge across a range of domains.
3	Current Teaching Profile	Cross Institutional	Many UBSS staff currently teach at other institutions (both public and private) and of course have access to a range of data across a range of domains (this constitutes useful benchmarking).

This internal (individual) ongoing benchmarking has been incorrectly rejected by TEQSA (largely the personal view of a Case Manager no longer with the Regulator) – and this needs to be acknowledged moving forward as appropriate and valuable.

Internal (across Institution)

4	Student Feedback on Units	UBSS	Each Trimester
5	Staff Feedback	UBSS	Each Trimester
6	Grade Distribution	UBSS	Each Trimester by subject, program and institution.
7	Graduate Survey	UBSS	Each Graduation period – usually once per year

External (Selected)

8	Grade Distribution (National)	HEPP-QN	This project commenced at the beginning of 2017 and is currently in its third iteration delivered in the first half of 2019. Third iteration reports presented from providers discussed at HEPP-QN conference in Melbourne on <u>November 26-27, 2019 are provided. The fourth iteration will take place in 2020.</u>
8	Grade Distribution (International)	Musicum20	An annual comparison of grade distributions over some 9 countries and regions provided by members. <u>This project commenced in 2016 and continues to be used each trimester at UBSS</u>
9	Academic Leadership	HEPP-QN	Commenced late 2017. Surveys completed by UBSS Academic Leadership Team. Discussed at HEPP-QN conference 26-27 November, 2018. <u>A Consolidated report has recently been published in 2019. The initiative will continue in 2020.</u>
10	Progression, Attrition, Completion	HEPP-QN	Commenced at HEPP-QN Conference 26-27 November, 2018. Scope and terms discussed at conference. The first report was delivered in late 2019. <u>UBSS has done its own comparative analysis outside of this project provided to TEQSA as part of Condition 4- now completed.</u>
11	Student Wellbeing and Support	IHEA	Commenced June 2019 with 2 day conference in UBSS Premises on 24-25 October, 2019. Benchmarked admission, support services, retention practices and student experience of international students. <u>A report is due in early 2020.</u>
12	Assessment	IHEA	Commenced June 2019. Using Peer Portal to upload trimester 2018 subject material to be externally reviewed. Meets requirements of UBSS External Assessment Moderation policy. <u>UBSS currently has in place a robust assessment moderation policy that is followed to the letter. To be finalised in March 2020</u>
13	Work Integrated Learning	IHEA	Commenced late 2016, with conference held at UBSS in November 2017. <u>Ongoing monitoring and reporting throughout 2018 and 2019. This project will continue in 2020.</u>

External (Regulated)

14	SES QILT Undergraduate	DET	Annually – commenced in 2016
15	SES QILT Postgraduate	DET	Annually – commenced in 2017
16	SASH	TEQSA	Annual reporting of TEQSA measures against other IHEPS and Universities. Commenced in 2018, continued in 2019 and will flow into 2020.

We (UBSS) currently involve ourselves in 16 benchmarking initiatives/projects that provide us with data to compare longitudinally with ourselves and others; compare ourselves with other like providers (private and public); and provide us with an imperative to improve (*or maintain*) our current activities in the light of information gleaned. This collection of data is shared extensively with our community and stakeholders.

Benchmarking is about comparing oneself – and if necessary, making changes. What often occurs, though, is a degree of satisfaction with current performance with no change required. The extensiveness of these activities matched with the range of issues/foci gives UBSS a good indication of where we stand nationally and internationally.

The current, key foci, then, are –

1. Board and Committee Memberships
2. Past Employment Experience
3. Current Teaching Profile
4. Current student satisfaction
5. Staff feedback
6. Graduate satisfaction
7. Grade Distribution (National)
8. Grade Distribution (International)
9. Academic Leadership
10. Progression, Attrition, Completion
11. International Students
12. Assessment
13. Work Integrated Learning
14. The Undergraduate Student Experience
15. The Postgraduate Student Experience
16. Sexual Assault and Sexual Harassment Implementation

This range of foci provides UBSS with a satisfactory overview (and comparison) of performance and a 360 degree analysis of operations. Anything beyond this would be unnecessary. This approach is considerably more extensive and informing than anything we have seen in the public university sector.

We deal with each of the benchmarking elements (projects) in turn –

Activities 1, 2 and 3

1	Board and Committee Memberships	Cross Institutional	Many UBSS staff either sit on external Committees and Boards and as a result gain a great deal of insight into how other Institutions (both public and private) operate and perform across a range of domains (this has proven to be a very solid form of benchmarking and should be encouraged across the sector..
2	Past Employment Experience	Cross Institutional	Many UBSS staff have in fact worked at a number of other institutions (both public and private) and bring with them considerable benchmarking knowledge across a range of domains.
3	Current Teaching Profile	Cross Institutional	Many UBSS staff currently teach at other institutions (both public and private) and of course have access to a range of data across a range of domains (this constitutes benchmarking).

Based on the 2019 Scholarship Returns (REQ02697) **8 staff members are represented on 11 Institution Committees, Boards and the like.**

This range of activities provides an inordinate amount of insight into other like institutions and in turn provides ample opportunity to reflect on current UBSS practice and in turn make the necessary changes and recommendations needed to maintain a healthy and continuously improving institution. This type of reconnaissance cannot – nor should not - be ignored.

Based on the 2019 HR data (REQ02696) **46 of the current UBSS staff have worked at a total of 73 other institutions** within the last 10 years. This type of institution knowledge cannot – nor should not - be ignored.

Based on the 2019 Scholarship Profiles (REQ02697) **current UBSS staff teach at 33 like institutions** as well as UBSS. This type of insight cannot – nor should not - be ignored.

Learnings from 1-3

The opportunity to experience other institutions is extremely valuable and useful. To be able to see inside like institutions in an informed and personal ways provides enormous opportunity to consider our own practices through the filter of others. On reflection this is the best form of benchmarking – qualitative, informed and accurate.

Our current practices have been enhanced through this methodology.

Activities 4, 5 and 6

4	Student Feedback on Units	UBSS	Each Trimester
5	Staff Feedback	UBSS	Each Trimester
6	Graduate Survey	UBSS	Each Graduation period – usually 1 time per year

Student Feedback on Units

Student Feedback on Units (SFUs) are collected each trimester - usually during Weeks #10, #11 and #12. The data is collected electronically so maximizing anonymity and significantly increasing the return which has been characteristic over the last 12 trimesters in particular. In T3, 2019 1,850+ individual responses were collected over the two week period – this in itself is an achievement.

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

The specific focus of the SFUs is around teaching, learning and student support –

The line of questioning is centred on the **quality of the teaching and learning** (learner engagement) that UBSS is distinguishing itself around. This consistency of questioning joined with the 11 consistent issues has provided ample opportunity for comparison across trimester to trimester, across programs and across subjects. The speedy publication of the outcomes (within a week of data collection completion) provides opportunity for remedial action (if required), change of staff (if required) and high quality attention to any weak areas to improve on during

the next trimester. **This is best practice** – and very difficult to achieve in the public university sector (from experience) because of time lags and other inefficiencies.

Examining the most recent SFUs available (T3, 2019) at program and subject level there is significant evidence that UBSS students at both undergraduate and postgraduate levels are satisfied with key issues of teaching quality, learner engagement, ongoing learner-support (including out of class) and eLearning resources. These responses are monitored carefully and used for ongoing improvement (if and when required).

The most recent T3, 2019 Program Snapshot is a useful reference –

Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19
Q1	The subject provided useful knowledge and skills	4.50	4.38	4.39
Q2	The learning outcomes were achievable	4.42	4.26	4.36
Q3	The subject workload was manageable	4.36	4.23	4.33
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.38	4.29	4.36
Q5	The lecturer was well prepared for each class	4.53	4.25	4.46
Q6	The lecturer provided useful feedback	4.48	4.22	4.38
Q7	The lecturer had a good knowledge of the subject matter	4.51	4.29	4.50
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.48	4.31	4.39
Q9	The lecturer was available to discuss learning problems outside of class time	4.42	4.18	4.34
Q10	The assessment requirements were clearly explained	4.40	4.25	4.40
Q11	Overall the teaching in the subject was of a high quality	4.46	4.22	4.40
Average		4.45	4.26	4.39

Careful consideration of each of the three programs over 11 previous trimesters provides a longitudinal impression – which is also very satisfactory –

Survey Questions		Bachelor of Business										
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19
Q1	The subject provided useful knowledge and skills	4.20	4.38	4.30	4.36	4.28	4.57	4.44	4.35	4.35	4.26	4.50
Q2	The learning outcomes were achievable	4.09	4.29	4.27	4.30	4.25	4.55	4.36	4.23	4.23	4.21	4.42
Q3	The subject workload was manageable	4.06	4.00	4.14	4.20	4.17	4.51	4.21	4.19	4.19	4.16	4.36
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.17	4.20	4.27	4.31	4.26	4.55	4.35	4.24	4.30	4.25	4.38
Q5	The lecturer was well prepared for each class	4.35	4.45	4.44	4.39	4.40	4.62	4.54	4.42	4.20	4.25	4.53
Q6	The lecturer provided useful feedback	4.29	4.37	4.35	4.30	4.32	4.56	4.47	4.33	4.33	4.23	4.48
Q7	The lecturer had a good knowledge of the subject matter	4.28	4.52	4.46	4.41	4.39	4.69	4.54	4.47	4.45	4.30	4.51
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.31	4.45	4.33	4.34	4.33	4.56	4.45	4.39	4.39	4.24	4.48
Q9	The lecturer was available to discuss learning problems outside of class time	4.13	4.28	4.18	4.27	4.14	4.55	4.37	4.24	4.53	4.20	4.42
Q10	The assessment requirements were clearly explained	4.27	4.28	4.28	4.32	4.27	4.63	4.41	4.34	4.33	4.17	4.40
Q11	Overall the teaching in the subject was of a high quality	4.30	4.37	4.31	4.28	4.29	4.52	4.45	4.37	4.32	4.30	4.46
AVERAGE		4.22	4.33	4.30	4.32	4.28	4.57	4.42	4.32	4.33	4.23	4.45

Survey Questions		Bachelor of Accounting										
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19
Q1	The subject provided useful knowledge and skills	4.15	4.43	4.16	4.36	4.18	4.26	4.27	4.34	4.34	4.25	4.38
Q2	The learning outcomes were achievable	4.05	4.39	4.10	4.30	4.07	4.25	4.17	4.32	4.32	4.23	4.26
Q3	The subject workload was manageable	3.95	4.09	4.10	4.20	3.98	4.17	4.11	4.21	4.21	4.13	4.23
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.10	4.32	4.15	4.31	4.04	4.20	4.20	4.29	4.10	4.22	4.29
Q5	The lecturer was well prepared for each class	4.26	4.48	4.27	4.39	4.16	4.29	4.29	4.41	4.30	4.26	4.25
Q6	The lecturer provided useful feedback	4.19	4.38	4.16	4.30	4.04	4.19	4.20	4.37	4.30	4.23	4.22
Q7	The lecturer had a good knowledge of the subject matter	4.29	4.36	4.25	4.41	4.18	4.34	4.33	4.48	4.20	4.31	4.29
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.24	4.46	4.22	4.34	4.11	4.29	4.25	4.43	4.20	4.26	4.31
Q9	The lecturer was available to discuss learning problems outside of class time	4.03	4.26	4.04	4.27	3.98	4.17	4.16	4.30	4.10	4.19	4.18
Q10	The assessment requirements were clearly explained	4.19	4.34	4.15	4.32	4.08	4.23	4.24	4.35	4.20	4.25	4.25
Q11	Overall the teaching in the subject was of a high quality	4.15	4.40	4.17	4.28	4.07	4.24	4.19	4.34	4.20	4.16	4.22
AVERAGE		4.15	4.35	4.16	4.32	4.08	4.24	4.22	4.35	4.22	4.23	4.26

Survey Questions		Master of Business Administration										
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19
Q1	The subject provided useful knowledge and skills	4.20	4.44	4.27	4.24	4.35	4.40	4.27	4.37	4.37	4.33	4.39
Q2	The learning outcomes were achievable	4.00	4.36	4.15	4.17	4.27	4.37	4.19	4.28	4.28	4.31	4.36
Q3	The subject workload was manageable	3.90	4.21	4.09	4.08	4.18	4.25	4.15	4.25	4.35	4.25	4.33
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	3.90	4.40	4.11	4.12	4.25	4.31	4.19	4.27	4.27	4.29	4.36
Q5	The lecturer was well prepared for each class	4.20	4.59	4.17	4.29	4.42	4.44	4.37	4.42	4.42	4.38	4.46
Q6	The lecturer provided useful feedback	4.10	4.44	4.19	4.17	4.31	4.33	4.26	4.32	4.50	4.28	4.38
Q7	The lecturer had a good knowledge of the subject matter	4.30	4.58	4.30	4.38	4.43	4.48	4.41	4.48	4.48	4.41	4.50
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.10	4.51	4.27	4.29	4.31	4.37	4.30	4.40	4.40	4.31	4.39
Q9	The lecturer was available to discuss learning problems outside of class time	4.00	4.26	4.13	4.12	4.20	4.20	4.11	4.21	4.25	4.24	4.34
Q10	The assessment requirements were clearly explained	4.00	4.51	4.17	4.22	4.28	4.38	4.26	4.34	4.35	4.35	4.40
Q11	Overall the teaching in the subject was of a high quality	4.10	4.41	4.09	4.18	4.26	4.32	4.23	4.31	4.36	4.27	4.40
AVERAGE		4.07	4.43	4.17	4.21	4.30	4.35	4.25	4.33	4.37	4.31	4.39

The areas of *subject manageability* and *problem solving/critical thinking* were in focus during 2017/2018 and we have seen considerable improvement in these focus areas.

Each individual subject is investigated and Program Directors use the data to work with staff who may be experiencing less than excellent outcomes and/or considering whether to make strategic changes to the teaching line-up. It is an extremely useful exercise and because of the timeliness of reporting the data is proactive prior to the commencement of the next trimester -

Bachelor of Business Program Trimester 3 2019												
SUBJECT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Average
BAC41 A	4.75	4.75	4.75	5.00	5.00	5.00	4.75	4.75	4.75	4.75	4.75	4.82
BAS121 A	4.25	4.25	4.25	4.25	4.25	4.25	4.25	4.25	4.25	4.25	4.25	4.25
BAS22 A	4.64	4.50	4.57	4.14	4.79	4.71	4.79	4.71	4.64	4.64	4.71	4.62
BBE351 A	4.54	4.38	4.31	4.31	4.46	4.31	4.46	4.54	4.15	4.31	4.38	4.38
BBC131 A	4.38	4.25	4.25	4.31	4.56	4.44	4.44	4.38	4.31	4.50	4.31	4.38
BBC131 B	4.27	4.14	3.95	3.91	4.27	4.14	4.27	4.23	4.05	4.23	4.27	4.16
BBC131 C	4.50	4.38	4.25	4.63	4.50	4.38	4.38	4.38	4.38	4.38	4.38	4.41
BBE351 A	4.54	4.38	4.31	4.31	4.46	4.31	4.46	4.54	4.15	4.31	4.38	4.38
BBM123 A	4.25	4.33	4.17	4.33	4.50	4.42	4.58	4.42	4.25	4.25	4.25	4.34
BBM221 A	4.43	4.43	4.43	4.43	4.57	4.57	4.57	4.57	4.57	4.43	4.57	4.51
BBM265 A	4.35	4.18	4.35	4.29	4.47	4.12	4.53	4.24	4.35	4.00	4.18	4.28
BBM265 B	4.50	4.67	4.33	4.33	4.50	4.50	4.50	4.50	4.67	4.50	4.50	4.50
BBM310 A	4.57	4.00	4.43	4.29	4.43	4.43	4.57	4.43	4.14	4.29	4.29	4.35
BBM311 A	5.00	4.90	4.50	4.70	4.70	4.80	4.50	4.70	4.80	4.70	4.90	4.75
BBM331 A	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.86
BBM361 A	4.18	4.18	4.09	3.91	4.00	4.18	4.00	4.00	4.00	4.00	4.27	4.07
BHR103 A	4.50	4.50	4.25	4.50	4.75	4.75	4.75	4.75	4.75	4.50	4.50	4.59
Average	4.50	4.42	4.36	4.38	4.53	4.48	4.51	4.48	4.42	4.40	4.46	4.45



Bachelor of Accounting T3 2019												
SUBJECT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Average
BAC11 A	4.67	4.83	4.67	4.67	4.83	4.50	4.67	4.67	4.50	4.83	4.83	4.70
BAC21 A	4.11	4.00	3.94	4.00	4.06	3.94	4.11	3.94	4.00	3.83	3.83	3.98
BAC21 B	4.43	4.14	4.36	4.43	4.43	4.29	4.36	4.36	4.36	4.29	4.43	4.35
BAC31 A	3.92	3.62	3.46	3.54	3.31	3.31	3.31	3.38	3.23	3.23	3.08	3.40
BAC51 A	4.88	4.88	4.63	4.63	4.88	4.75	4.88	4.75	4.75	4.75	4.75	4.77
BAC51 B	5.00	5.00	5.00	4.75	4.75	5.00	5.00	5.00	5.00	5.00	5.00	4.95
BAC61 A	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.33	4.44	4.33	4.34
BAC61 B	4.60	4.00	4.00	4.00	4.20	4.40	4.40	5.00	4.40	4.20	4.40	4.33
BAC61 C	4.57	4.57	4.71	4.71	4.71	4.57	4.43	4.43	4.43	4.57	4.57	4.57
BAP11 A	4.28	4.00	4.17	4.06	4.50	4.33	4.72	4.50	4.22	4.50	4.28	4.32
BAP11 B	4.18	4.09	4.09	4.09	4.36	4.09	4.27	4.18	4.18	4.18	4.09	4.17
BAP12 A	4.46	4.38	4.23	4.23	4.23	4.23	4.38	4.15	4.15	4.15	4.15	4.25
BAP12 B	4.62	4.54	4.15	4.46	4.62	4.54	4.46	4.31	4.08	4.31	4.38	4.41
BAP21 A	4.44	4.44	4.44	4.56	4.22	4.56	4.56	4.67	4.67	4.33	4.44	4.48
BAP22 A	4.27	4.09	4.18	4.27	4.27	4.09	4.27	4.27	3.82	4.00	4.18	4.16
BAP31 A	4.33	4.17	4.33	4.33	4.17	4.17	4.17	4.17	4.17	4.33	4.33	4.24
BAP32 A	3.70	3.50	3.40	3.70	3.70	3.60	3.70	3.80	3.80	3.60	3.60	3.65
BAP41 A	4.88	4.82	4.82	4.82	4.88	4.94	4.94	4.82	4.82	4.88	4.94	4.87
BAP42 A	4.71	4.71	4.71	4.71	4.71	4.86	4.86	4.86	4.86	4.86	4.86	4.79
BAP51 A	4.40	4.40	4.50	4.30	4.40	4.40	4.40	4.40	4.40	4.40	4.50	4.41
BAP53 A	4.14	2.86	3.14	4.00	2.71	2.57	2.86	3.00	2.29	2.86	2.86	3.03
BAP61 A	4.06	4.11	4.06	4.22	4.39	4.22	4.06	4.28	4.17	4.28	4.22	4.19
BAP62 A	4.64	4.64	4.73	4.64	4.82	4.82	4.91	4.91	4.73	4.73	4.55	4.74
BAP62 B	4.67	4.67	4.67	4.67	4.67	4.67	4.50	4.67	4.67	4.67	4.67	4.65
BAP71 A	4.38	4.38	4.13	4.38	3.75	3.63	4.00	4.25	3.75	4.13	3.75	4.05
BAS11 A	4.00	4.00	3.92	3.92	4.00	4.00	3.92	4.17	3.83	4.08	3.92	3.98
BAS11 B	3.54	3.54	3.46	3.54	3.38	3.31	3.38	3.23	3.23	3.15	3.23	3.36
BAS11 C	4.47	4.40	4.40	4.53	4.13	4.33	4.20	4.27	4.27	4.47	4.27	4.34
BAS51 A	3.71	3.86	3.29	3.57	3.29	3.29	3.57	3.71	3.43	3.43	3.43	3.51
Average	4.36	4.24	4.20	4.28	4.23	4.20	4.26	4.23	4.16	4.22	4.20	4.24



MBA Program Trimester 3 2019											
SUBJECT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Average
MAC001A	4.40	4.40	4.40	4.40	4.80	4.60	4.80	4.40	4.60	4.60	4.53
MAC002A	4.33	4.42	4.25	4.33	4.67	4.33	4.33	4.67	4.67	4.50	4.45
MAC003A	4.25	4.08	4.42	4.08	3.83	3.75	4.17	4.00	3.92	3.92	4.05
MAC004A	4.71	4.43	4.29	4.71	4.86	4.71	4.71	4.86	4.71	4.71	4.68
MAC005A	4.00	4.13	4.47	4.33	4.27	4.07	4.33	4.20	4.13	4.13	4.22
MAC006A	4.36	4.36	4.29	4.36	4.43	4.29	4.50	4.36	4.14	4.36	4.34
MAC007A	4.25	4.13	4.38	4.25	4.44	4.38	4.38	4.56	4.25	4.38	4.31
MAC008A	4.33	4.33	4.17	4.00	4.17	4.17	4.17	4.17	4.17	4.17	4.18
MCR001A	4.32	4.21	4.18	4.18	4.25	4.29	4.43	4.29	4.18	4.25	4.26
MCR001B	4.50	4.39	4.50	4.50	4.44	4.61	4.56	4.56	4.44	4.39	4.49
MCR001C	4.61	4.56	4.50	4.50	4.50	4.44	4.72	4.61	4.39	4.44	4.52
MCR001D	4.50	4.59	4.32	4.45	4.64	4.64	4.64	4.50	4.36	4.50	4.52
MCR002A	4.52	4.52	4.61	4.52	4.65	4.55	4.71	4.61	4.55	4.65	4.59
MCR002B	4.53	4.53	4.41	4.35	4.71	4.65	4.65	4.47	4.47	4.41	4.51
MCR002C	4.62	4.38	4.38	4.46	4.77	4.54	4.77	4.62	4.69	4.69	4.61
MCR003A	4.43	4.54	4.34	4.54	4.57	4.54	4.46	4.37	4.31	4.54	4.47
MCR003B	4.57	4.52	4.52	4.65	4.65	4.57	4.74	4.48	4.30	4.70	4.58
MCR003C	4.47	4.41	4.47	4.41	4.53	4.53	4.65	4.41	4.47	4.53	4.49
MCR004A	4.32	4.19	4.26	4.45	4.32	4.26	4.35	4.32	4.23	4.39	4.32
MCR004B	4.27	4.17	3.90	4.23	4.40	4.17	4.53	4.50	4.00	4.17	4.24
MCR004C	3.91	4.00	3.78	3.91	3.83	3.57	4.26	3.70	3.61	3.78	3.82
MCR005A	4.50	4.50	4.75	4.38	4.63	4.75	4.75	4.63	4.88	4.63	4.65
MCR006A	4.00	3.89	3.89	3.89	4.14	3.84	4.08	3.84	3.57	3.89	3.89
MCR006B	4.25	4.33	4.25	4.13	4.29	4.04	4.46	4.17	4.08	4.00	4.18
MCR006C	4.33	4.56	4.44	4.67	4.44	4.44	4.33	4.33	4.33	4.44	4.42
MCR007A	4.54	4.50	4.35	4.38	4.54	4.42	4.62	4.54	4.38	4.62	4.50
MCR007B	4.58	4.63	4.58	4.46	4.63	4.54	4.71	4.58	4.54	4.71	4.61
MCR007C	4.40	4.35	4.10	4.35	4.55	4.55	4.55	4.45	4.35	4.50	4.42
MCR008A	4.33	4.33	4.36	4.22	4.47	4.47	4.44	4.44	4.50	4.47	4.41
MCR008B	4.28	4.28	4.22	4.19	4.31	4.34	4.41	4.25	4.25	4.41	4.30
MCR008C	4.33	4.33	4.28	4.17	4.33	4.33	4.28	4.00	4.39	4.06	4.27
MCR009A	4.12	4.08	3.88	4.04	4.31	4.19	4.54	4.27	4.15	4.12	4.16
MCR009B	4.40	4.48	4.32	4.40	4.52	4.36	4.36	4.40	4.52	4.32	4.41
MCR009C	4.37	4.20	4.27	4.40	4.40	4.50	4.67	4.37	4.30	4.40	4.40
MCR010A	4.42	4.42	4.50	4.33	4.58	4.50	4.50	4.50	4.58	4.42	4.46
MCR011A	4.43	4.36	4.50	4.50	4.43	4.50	4.57	4.36	4.36	4.50	4.44
MCR012A	4.57	4.57	4.43	4.43	4.71	4.57	4.57	4.43	4.57	4.71	4.56
MCR012B	4.75	4.88	4.63	4.88	4.88	4.75	4.88	4.75	4.88	4.75	4.81
MHR001A	4.60	4.53	4.40	4.60	4.60	4.53	4.47	4.53	4.53	4.47	4.52
MHR002A	4.50	4.38	4.38	4.38	4.38	4.50	4.25	4.38	4.38	4.25	4.36
MKT001A	4.56	4.44	4.50	4.50	4.56	4.50	4.56	4.38	4.63	4.63	4.52
MKT002A	4.10	3.90	4.20	4.10	4.00	3.80	4.10	4.00	3.70	4.10	3.99
Average	4.39	4.36	4.33	4.36	4.46	4.38	4.50	4.39	4.34	4.40	4.39

The SFU data is collected via the UBSS Learning Management System (LMS) which means *individual staff members* are able to review the responses for individual subjects and classes immediately post survey. This has proven most useful and serves as an important part of professional development (*consistent with the UBSS Professional Development Policy*).

Staff Feedback

Staff Surveys are used to monitor the 'health and well-being' of staff and also to monitor the institutional support provided to make doing their job professionally is adequate and accessible. Outcomes suggest staff members believe they have the necessary tools to do the job; the supervision provided is appropriate; staff members are well informed about matters affecting their work; and they are satisfied with their current role/position/job.

The most recent staff survey was conducted at the end of T3, 2019 –

Survey Questions		T2 2016	T3 2016	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019	T3 2019
Q1	You are provided with the tools and resources to do your job well	4.10	4.00	4.87	4.63	4.81	4.83	4.62	4.54	4.40	4.44	4.56
Q2	Your job requirements are clearly communicated and goals and strategies are clearly defined	4.20	4.40	4.80	4.68	4.75	4.83	4.71	4.69	4.67	4.81	4.44
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	4.61	4.67	4.54	4.73	4.44	4.44
Q4	Your supervisor visibly demonstrates a commitment to quality	4.10	4.20	4.87	4.79	4.69	4.72	4.71	4.77	4.87	4.75	4.78
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	4.56	4.62	4.69	4.60	4.25	3.89
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	4.89	4.62	4.77	4.80	4.81	4.44
Q7	Overall, you are satisfied with your job?	4.20	4.50	4.87	4.79	4.88	4.94	4.76	4.85	4.87	4.75	4.44
Average		4.09	4.26	4.80	4.65	4.72	4.77	4.67	4.69	4.70	4.61	4.43

The data is provided over 11 trimesters – which in turn provides a valuable longitudinal oversight. The evidence strongly supports the notion that UBSS is a good place to work and that staff are satisfied with their jobs (currently sitting on 4.4)

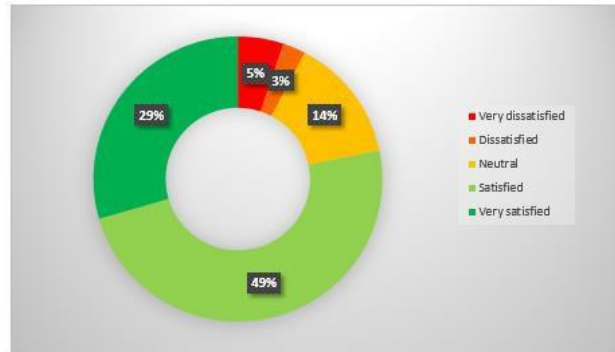
This serves as an example of benchmarking providing direction for improvement – and in this case evident success.

Graduate Surveys

Each year, on graduating, UBSS students are surveyed via a Graduate (Exit) Survey. The most recent is August 2019. The key outcomes are best expressed in the following images –

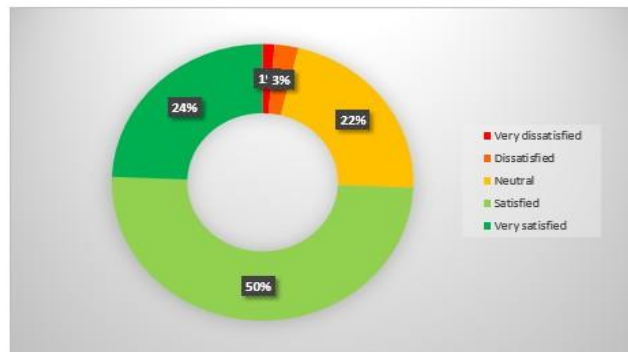
Q3. How satisfied are you with your overall educational experience at UBSS?

Answer Choices	Responses	
Very dissatisfied	5%	4
Dissatisfied	3%	2
Neutral	14%	11
Satisfied	49%	38
Very satisfied	29%	23
Answered		78



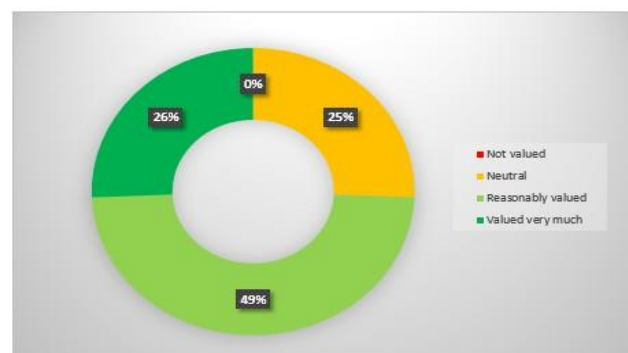
Q4. How satisfied are you with the assistance you received from administrative faculty and staff (including academic advisors, student support, program directors, academic coordinators)?

Answer Choices	Responses	
Very dissatisfied	1%	1
Dissatisfied	3%	2
Neutral	22%	17
Satisfied	50%	39
Very satisfied	24%	19
Answered		78



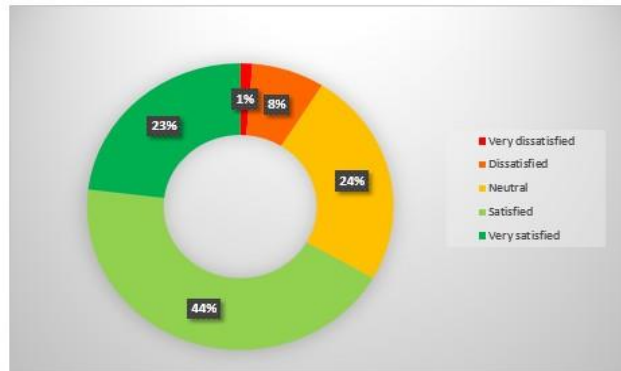
Q5. Do you feel that UBSS is a place where innovation is valued?

Answer Choices	Responses	
Not valued	0%	0
Neutral	26%	20
Reasonably valued	49%	38
Valued very much	26%	20
Answered		78



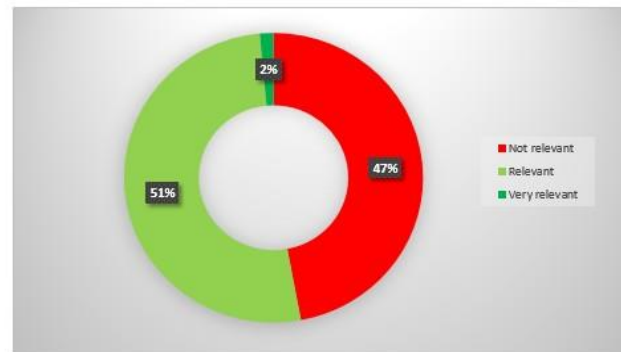
Q6. How satisfied are you with your non-academic or student life experience at UBSS?

Answer Choices	Responses	
Very dissatisfied	1%	1
Dissatisfied	8%	6
Neutral	24%	19
Satisfied	44%	34
Very satisfied	23%	18
	Answered	78



Q10. If working, how relevant is your UBSS qualification to your current job?

Answer Choices	Responses	
Not relevant	47%	32
Relevant	51%	35
Very relevant	1%	1
	Answered	68



A comparison with other years (2017, 2018 and 2019) is a useful activity (longitudinal) across the five key areas of overall satisfaction, assistance provided, innovation, non-academic experience and relevance of award –

Key Issues	2017	2018	2019
Satisfaction with overall UBSS experience	73%	84%	78%
Satisfaction with assistance provided	78%	78%	74%
Innovation is valued at UBSS	83%	77%	75%
Satisfaction with non-academic experience	71%	74%	67%
Relevance of the UBSS qualification to work	75%	67%	52%

Naturally we are pleased with the outcomes and they further reinforce (and reiterate) the range and findings of additional surveys and measures we use throughout each year including SFUs, Staff Surveys and QILT surveys (administered externally by DET).

The learning experience, though, is *the importance of stressing the relevance of study to employment*. This is a complex issue – and often resolves itself in the long term. In the short term staff are encouraged to emphasise the issue in all classes – and management provides video and social media excerpts to stress the relevance of study to work.

Associate Professor Andrew West was also able to analyse the recent Graduate Survey (as part of the PIR process) and put it in perspective in relation to 2014 - 2019 (longitudinal). He wrote -

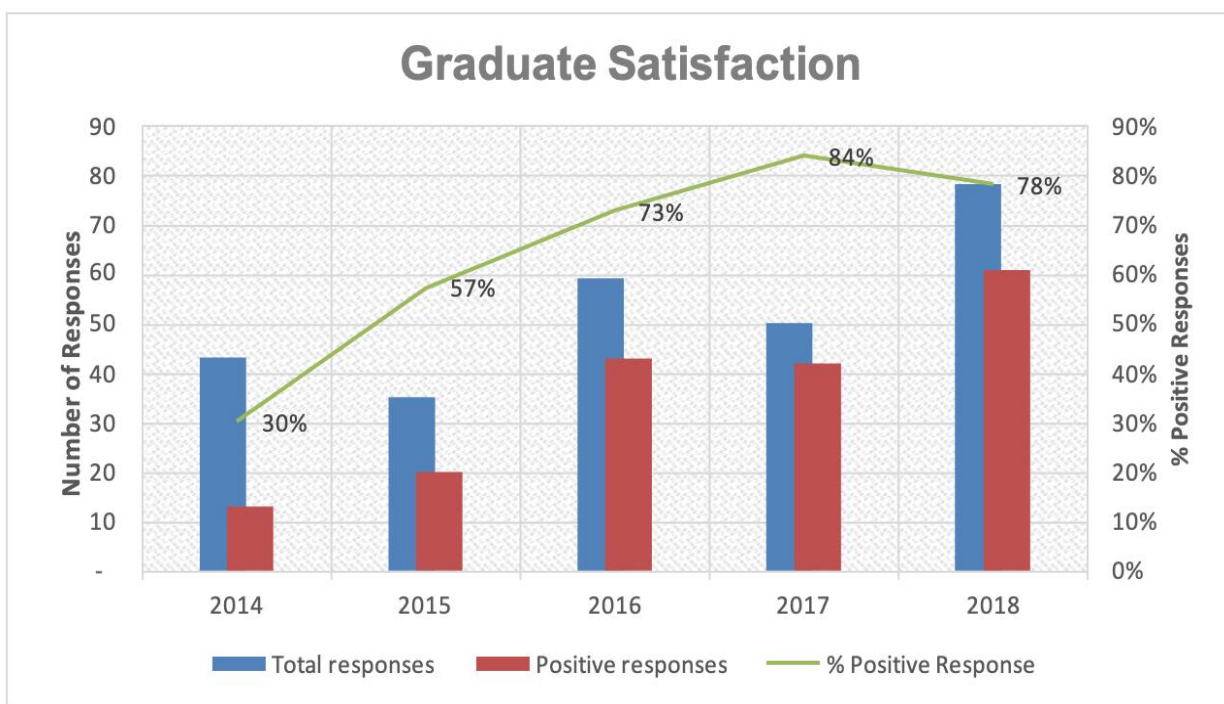


‘At the UBSS Graduation held in August 2019 at the Sydney Opera House, the annual Graduate Outcomes Survey was conducted. This is completed by all eligible graduates for that year. The results show a continuing positive outcome for UBSS. The survey was completed by 72 graduates, representing a 60% response rate. The highest number of responses and the highest response rate in the collection of this important survey. Set out below are the results since 2014 -

Graduate Satisfaction

Year	2014	2015	2016	2017	2018
Total responses	43	35	59	50	78
Positive responses	13	20	43	42	61
% Positive Response	30%	57%	73%	84%	78%

To the question “How satisfied are you with your overall educational experience at UBSS?”, UBSS graduates who were satisfied or very satisfied totalled a healthy **78% in 2018**, remaining at the high level set in 2017 of 84%.



Graduate Destinations

Year	2014	2015	2016	2017	2018
Total responses	43	35	59	50	78
Full time Work or Study	30	29	40	40	66
% Work or Study	70%	83%	68%	80%	85%

To the question “Following completion of your studies at UBSS, have you either gone into employment (full time/part-time) or gone on to further study:” 66 graduates indicated they are either in full time employment or studying. *This is the highest level of positive graduate outcomes since UBSS commenced in 2008 with 85% of graduates in full time work or study within 6 months of graduating from UBSS. Congratulations to all graduates for their ongoing success. This measure of graduate outcome at 85% vindicates the quality measures implemented by UBSS over the years of operation and the graduate support offered by UBSS during the period of study.*

This ability to use longitudinal data to internally view UBSS is extremely useful and informative.

Learnings from 4-6

The collection of data around student, staff and graduate satisfaction and outcomes is extremely useful for a number of reasons.

The SFU data informs us that our current focus on learner engagement is working and paying dividends. The student feedback (longitudinally) is suggesting high levels of student satisfaction especially in areas of usual concern such as access to staff outside of class time – Q9 (notoriously problematic in the public sector) and the provision of useful feedback – Q6.

The Staff Feedback has indicated that we are tracking well and staff feel informed (4.77) and comfortable in our School environment (4.85). This is essential to good practice. These measures are monitored over and over to ensure we are providing the necessary support. Any qualitative feedback is measured and responded to wherever possible – which in turn reflects in the qualitative elements the following survey.

UBSS is proud of the quality education provided to its students and for their success on graduation. The graduate satisfaction of 78% positive response, but more importantly the positive *graduate outcome at 85% vindicates the quality measures implemented by UBSS over the years of operation and the graduate support offered by UBSS during and after the period of study.*

Activities 7, 8, 9, 10, 11, 12 and 13

Grade Distribution (National)

7	Grade Distribution (National)	HEPP-QN	This project commenced at the beginning of 2017, and is currently in its 3 rd iteration to be delivered in the first half of 2019. 2 nd iteration reports presented from providers discussed at HEPP-QN conference in Melbourne on <u>November 26-27, 2018 are provided</u>
8	Grade Distribution (International)	Musicum20	An annual comparison of grade distributions over some 5 countries and regions provided by members. <u>This project commenced in 2016 and continues to be used each trimester at UBSS</u>
9	Academic Leadership	HEPP-QN	Commenced late 2017. Surveys completed by UBSS Academic Leadership Team. Discussed at HEPP-QN conference 26-27 November, 2018. <u>A Consolidated report has recently been published in 2019.</u>
10	Progression, Attrition, Completion	HEPP-QN	To commence at HEPP-QN conference 26-27 November, 2018. Scope and terms discussed at conference. The first report is due mid-to late 2019. <u>UBSS has done its own comparative analysis outside of this project provided to TEQSA as part of Condition 4- now completed</u>
11	International Students	COPHE	Commenced June 2018 with 2 day conference in Melbourne on 25-26 October, 2018. Benchmarked admission, support services, retention practices and student experience of international students. <u>A report is due in mid 2019.</u>
12	Assessment	COPHE	Commenced June 2018 with 2 day conference in Melbourne on 25-26 October, 2018. Using Peer Portal to upload trimester 2018 subject material to be externally reviewed. Meets requirements of UBSS External Assessment Moderation policy. <u>UBSS currently has in place a robust assessment moderation policy that is followed to the letter.</u>
13	Work Integrated Learning	COPHE	Commenced late 2016, with conference held at UBSS in November 2017. <u>Ongoing monitoring and reporting throughout 2018 and 2019.</u>

Grade Distribution has been a keen area of focus in the benchmarking area for UBSS for some time. Two projects emerge as being very useful for comparison and aspiration.

The first is the **HEPP_QN project (7)**.

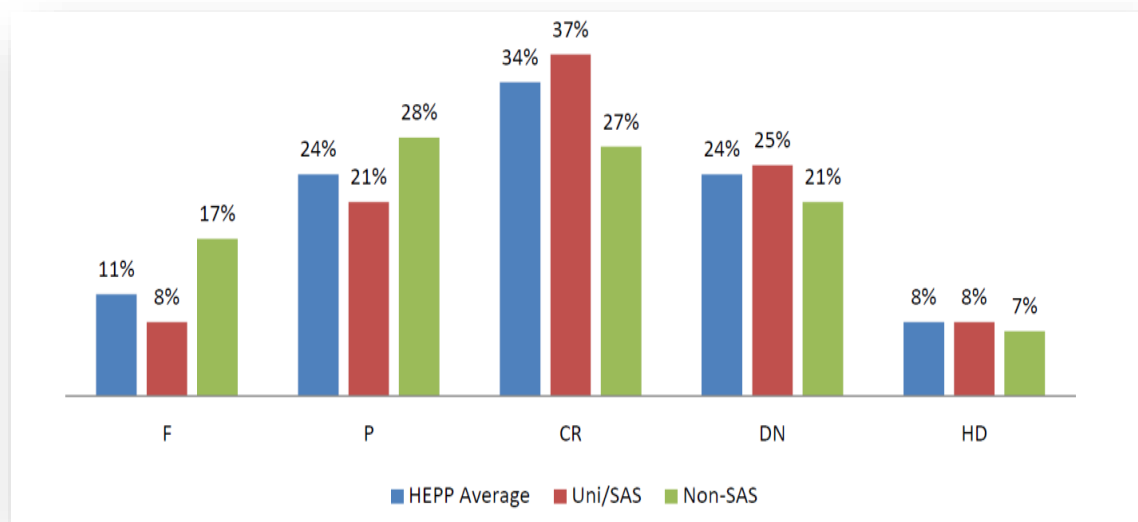
This project commenced at the beginning of 2017 (West), and is currently in its third iteration. Reports from the various providers were discussed in some detail at the HEPP-QN Conference in Melbourne on November 26-27, 2019.

The project provides the opportunity to compare some 16 providers (both public and private) in terms of the grade distribution patterns at the end of a given academic period. UBSS has participated in the program since the inception and we have analysed our own distributions in the light of the project and we have noted a gradual movement toward 'centre'.

What it is has reinforced for UBSS (the learning), however, is that we are hard markers – and our award is increasingly respected in the HE space for this reason. This has enhanced our credibility which in turn has been evidenced in the internal SFU and staff survey domains as well as the external QILT outcomes.

The project (UBSS is HEPP_QN 11 in the study) takes the grade data and manipulates it in some valuable shapes to provide a comparison an 'establishment point' for UBSS.

The overall data of the 16 institutions (self-accrediting and non-self-accrediting) is compared -



By student type

2. By Student Type

N = 78,898	F	P	CR	DN	HD	Success
ALL COHORTS	11%	24%	34%	24%	8%	83%
Domestic	9%	20%	37%	26%	8%	84%
Overseas	18%	34%	27%	16%	5%	78%

By AQF type

3. By AQF levels

N = 80,579	F	P	CR	DN	HD	Success
ALL COHORTS	11%	24%	34%	24%	8%	83%
AQF 5	15%	24%	33%	21%	7%	75%
AQF 6	11%	26%	36%	21%	6%	83%
AQF 7	9%	25%	34%	24%	8%	87%
AQF 8	11%	18%	34%	29%	8%	84%
AQF 9	6%	16%	34%	32%	11%	90%

By broad field of education

6. By Broad Field of Education[†]

N = 80,583	F	P	CR	DN	HD	Progression
ALL COHORTS	11%	24%	34%	24%	8%	83%
01 -Natural and Physical sciences	13%	25%	29%	21%	11%	83%
0603 - Nursing	4%	25%	43%	22%	5%	92%
06 other - Health	7%	15%	33%	33%	12%	92%
07 -Teacher Education	5%	17%	41%	27%	10%	92%
0803 -Business and Management	15%	30%	29%	20%	5%	81%
08 other – Business & Commerce	20%	30%	27%	17%	5%	75%
0917 -Religion	8%	23%	38%	25%	7%	89%
09 other - Society and Culture	7%	21%	37%	27%	8%	89%
10 - Creative Arts	15%	14%	31%	28%	11%	61%

Link to the [HEPP-QN coverage of Field of Education](#)

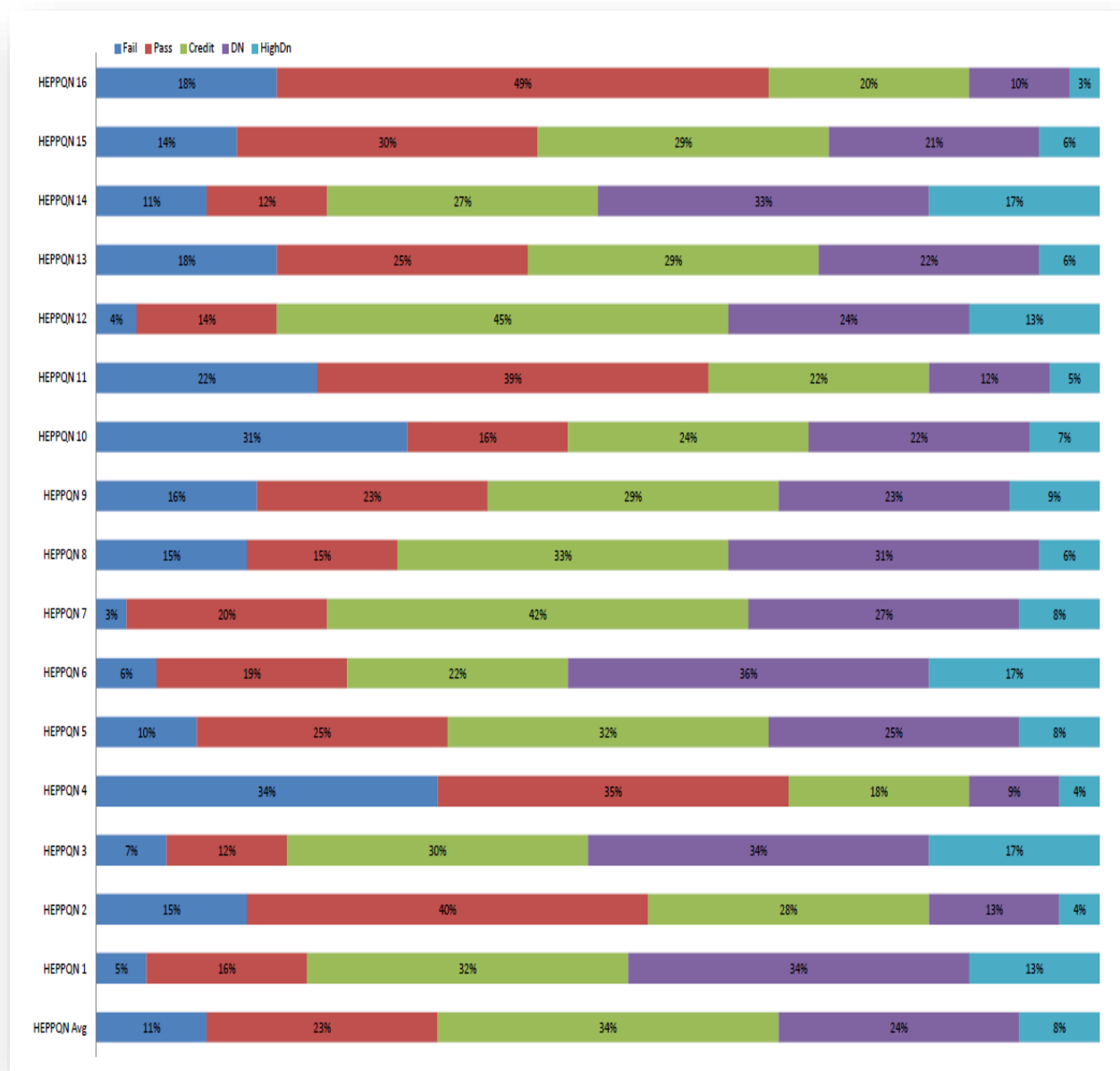
By Provider

5. Grade distribution per Provider

	F	P	CR	DN	HD	Progression	n=
AVERAGE	11%	24%	34%	24%	8%	83%	80,583
HEPPQN 1	5%	16%	32%	34%	13%	NA	< 1,000
HEPPQN 2	15%	40%	28%	13%	4%	85%	1,000-4,000
HEPPQN 3	7%	12%	30%	34%	17%	92%	1,000-4,000
HEPPQN 4	34%	35%	18%	9%	3%	65%	1,000-4,000
HEPPQN 5	10%	25%	32%	25%	8%	83%	1,000-4,000
HEPPQN 6	6%	19%	22%	36%	17%	91%	< 1,000
HEPPQN 7	3%	20%	43%	27%	8%	93%	> 4,000
HEPPQN 8	15%	15%	33%	31%	6%	78%	1,000-4,000
HEPPQN 9	16%	23%	29%	23%	9%	66%	> 4,000
HEPPQN 10	31%	16%	24%	22%	7%	69%	1,000-4,000
HEPPQN 11	22%	39%	22%	12%	5%	73%	1,000-4,000
HEPPQN 12	4%	14%	45%	24%	13%	89%	< 1,000
HEPPQN 13	18%	25%	29%	22%	6%	NA	1,000-4,000
HEPPQN 14	11%	12%	27%	33%	17%	86%	1,000-4,000
HEPPQN 15	14%	30%	29%	21%	6%	85%	> 4,000
HEPPQN 16	18%	49%	20%	10%	2%	81%	< 1,000
AVERAGE	11%	24%	34%	24%	8%	83%	80,583

See below for graphic representation

UBSS is HEPPQN 11 in this study



This provides UBSS with an ongoing opportunity to consider our grade distributions (which are not normalised) with 15 other like institutions. This is a unique opportunity – and not widely used in public universities who frequently (if not always) moderate to a curve – and adjust raw scores to achieve that distribution.

Of particular interest is that UBSS's grade distribution and progression (HEPP-QN 11 from '5. Grade Distribution by Provider' above) is very similar to the Business cohort from the HEPP-QN grade distribution cohort (6. By Broad Field of Education).

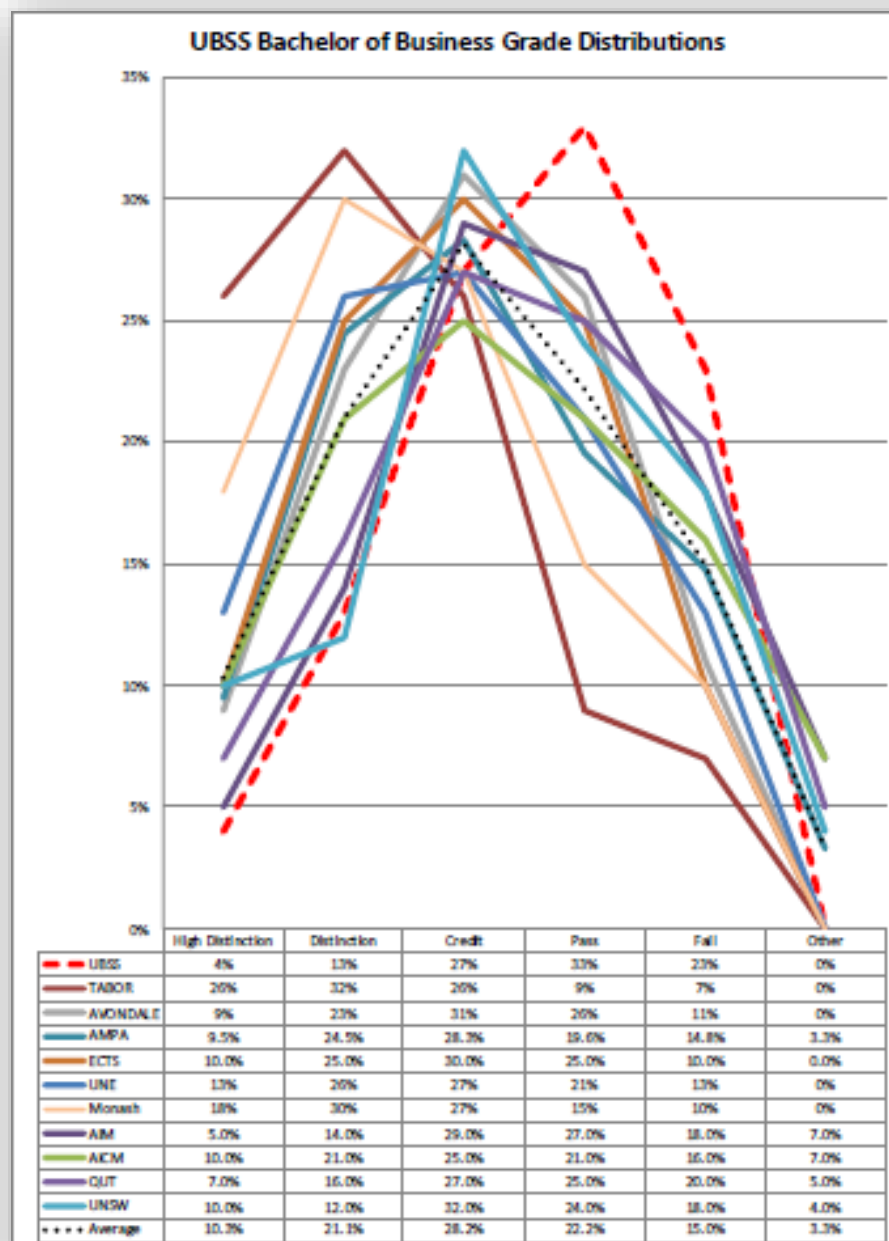
Detail	Fail %	Pass %	Credit %	Distinction %	High Distinction %	Progression%
UBSS (HEPP-QN 11)	22	39	22	12	5	73
Business Cohort	20	31	27	17	5	75

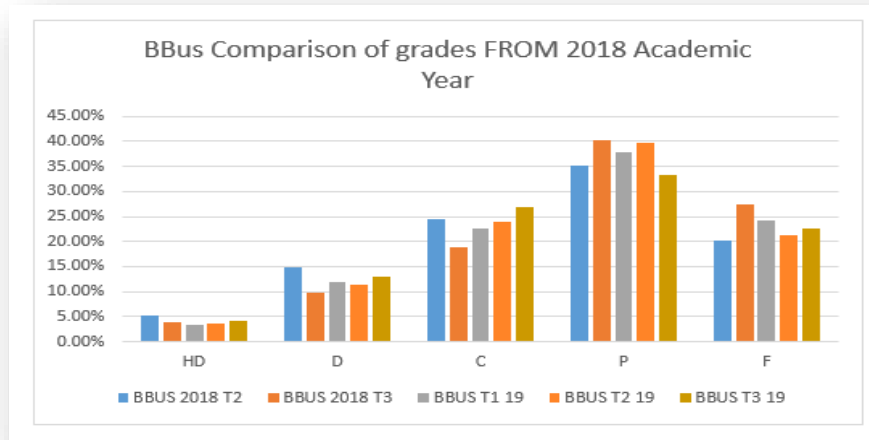
As can be observed, both the UBSS and HEPP-QN business cohort have a positive skew, not following a normalised distribution with the mean of credit, as is often the case in normalised grade distributions. UBSS does not change or moderate the grades to fit a normal distribution. UBSS relies on the integrity of the assessments and those that mark them, to indicate the level of proficiency of students to achieve student learning outcomes and course learning outcomes at UBSS.

The third iteration of this project was delivered in April 2019. The focus of this project is Business awards (mainly, but not exclusively 0803 awards). Following are brief notes from the project leader Dr Stephen Spence from Polytechnic. "This is a longitudinal study as well as allowing cross-institutional comparison. We are looking for trends and variations from our own "norms." This project will not validate standards. But it will give us an external reference point for the analysis of our own data for the period 2016 - 2019 (and beyond).

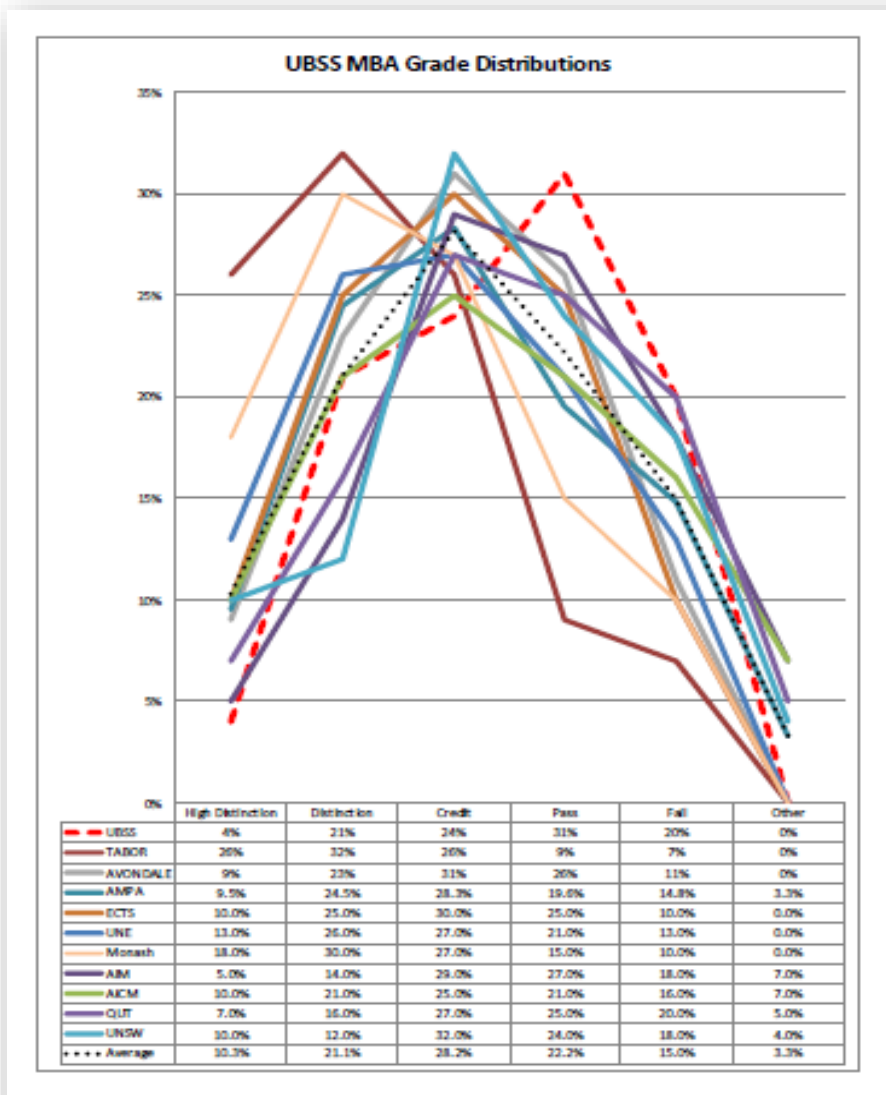
Grade Distribution (International)

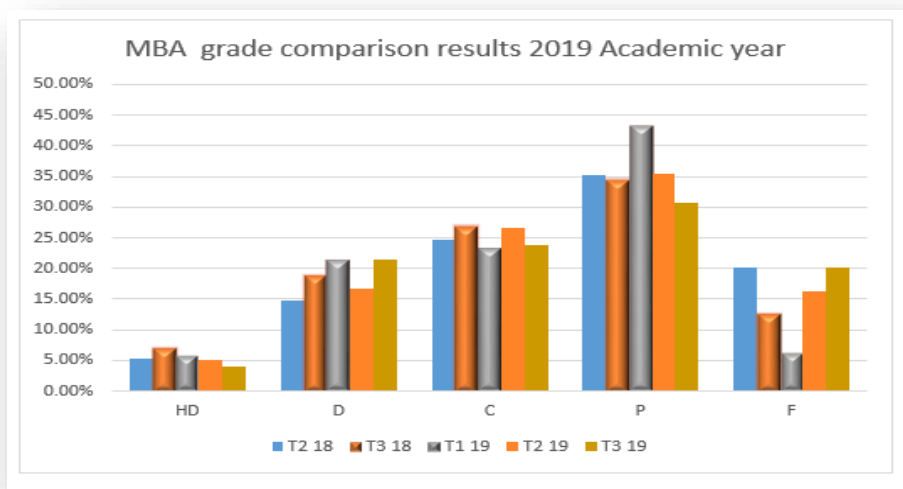
A second grade distribution project was initiated in 2016 (Whateley and Bofinger) with a group of national/international interests who were keen to compare *across borders* to see what likenesses and/or differences were apparent. This resulted in a most valuable distribution graph that UBSS is able to imprint itself each trimester. This is refreshed regularly with participants (now 11 participants). The most recent exercise was conducted at the end of T3, 2019 – UBSS is represented with the broken red line. This comparison (benchmarking) is done at program level as well.





MBA Results





The exercise is most valuable (as can be evidenced) in the fact that the UBSS distributions are consistent nationally and internationally. *UBSS is not an easier marker* – but it is consistent. No change has been recommended – or in fact needed.

Academic Leadership (HEPP_QN)

A presentation was recently given by **Dr Kathie Ardzejewska** (Manager of the Learning and Teaching Office - University of Notre Dame) and **Dr Albert Haddad**, Director of Academic Administration - Alphacrucis College. The talk covered the input on the academic leadership survey completed by the members of academic leaders from the HEPP-QN. *UBSS senior management team provided input into this benchmark project.*

The Higher Education Private Provider – Quality Network (HEPP-QN) values the diversity of the Australian Higher Education sector, acknowledging that all Higher Education Providers (HEPs) operate within the same government regulatory environment. The HEPP-QN also recognises that there are *many and varying ways* in which the private sector may demonstrate quality academic leadership performance and that the scale and size of an institution has no bearing on quality. Nevertheless, consensus needs to be developed around the expectations of academic leadership roles for HEPs, especially given differences in mission and size when compared to public universities.

The Matrix developed by HEPP_QN was designed to provide clarity to academics on indicative criteria and minimum performance standards of academic leadership. However, recognising that academic leadership capabilities develop over time, Levels 1 and 2 operate to encourage academics to work strategically towards developing and achieving academic leadership capabilities. Levels 3 and 4 demonstrate synergy with the HEPP-QN Academic Leadership Statement¹; i.e. it is intended to guide institutions and academics to formalise recruitment, and reward and recognition of academic leadership in practice.

The three dimensions of the Matrix comprise the areas of engagement for academic leaders -

1. Governance and Change;
2. Professional Learning Of Self and Others;
3. Engagement in Communities of Practice.

The dimensions and their associated descriptors also take into account the following -

- Higher Education Standards Framework (2015);
- Australian Institution Teaching Criteria Standards Framework (AUTCAS);
- Higher Education Academy Fellowship Scheme and;
- Position descriptions and promotion policies of HEPs.

In general, the descriptors should be considered as signals that can be used as evidence of meeting the expected academic performance quality for a current level of appointment, or to build a case for reward, recognition and/or promotion. It is not necessary for an academic to be strong in every one of the three dimensions or all of the descriptors.

This paper was workshopped at the HEPP-QN conference in November 2018, with a final paper due in May 2019 at the HEPP-QN Sydney Conference. The findings have been integrated into UBSS Academic Leadership practice 2019+.

¹ A penultimate draft was presented at the November 2018 HEPP-QN workshop

Progression, Attrition and Completion (HEPP_QN)

A brief overview of the benchmarking project was provided by **Dr John Skrzypaszek** (*Lecturer & Director of E.G. White Centre, Avondale College*) and **Ms Glenda Hepplewhite** (*Director Quality Assurance, Alphacrucis College*) at the recent (November 2018) HEPP_QN Conference.

This presentation was primarily centred on the support to be provided to students to improve retention. The presentation material and the scope of this benchmark project will be released at the May 2019 HEPP-QN conference to be held in Sydney.

UBSS has noted improved *retention* and lowered *attrition* (accompanied by improved progression) in part due to a 10-part strategy put in place in late 2016 and early 2017. The approach and current status is best captured in the table provided –

August Initiative	October Update	Progress
Lobbying the Federal Government for the instigation of CHESN for international students (for tracking purposes and to address the anomaly between domestic and international students);	COPHE and ACPET have raised the issue on several occasions with the Minister with no apparent progress. A new Minister has been recently appointed and will be approached accordingly. UBSS has contributed to the discussion on several occasions with words of support and urgency.	✓
Increasing the number of PASS support units available to students;	Prior to August 2018 UBSS was running 2 PASS sessions weekly for undergraduate students and 1 PASS session for postgraduate students.. Post August 2018 the PASS sessions have been augmented to 3 PASS sessions for undergraduate students, 1 for postgraduate students and the introduction of PASS Online for undergraduate students in BAP12, BAC11 and BAP11.	✓
Establishing an entry level quiz for some harder subjects (with preparation sessions for students not successful with quiz);	This initiative has not yet been actioned.	✓
Developing coaching videos for some academic development (i.e. essay writing);	Post August 2018 video production has commenced in association with the PASS Online initiative	✓
Provide PASS student tutors <i>within</i> in some tutorials of key subjects;	'Parachute' PASS tutors project has commenced.	✓
Identifying students who switch (JUMP) to other providers (i.e. exit interview) and provide incentive to return;	This initiative has not yet been actioned	✓
Identifying students who switch (jump) to other providers and feed data into current <i>blunt</i> attrition modelling;	This initiative has not yet been actioned	✓
Closer monitoring of attendance (despite ESOS changes);	UBSS has closely monitored attendance at classes since August 2018 and reinforced with students the importance of 'being there'	✓
Very early intervention – with Program Director interviews;	Program Directors (with the assistance of the Learning Support Co-ordinator has maintained the early intervention strategy.	✓
Cohort monitoring.	UBSS has instigated a program by program, level by level mechanism to monitor <i>attrition, progression and completion</i> – this will provide reports at the end of trimesters commencing T3, 2018 Grade distributions are presented in cohort model	✓ ✓

This strategy and monitoring informs Registration Conditions 4bi, 4bii and 4d.

International Students (COPHE)

This benchmarking project is being completed in conjunction with the members of COPHE, with **Dr Sara Booth** from *Peer Portal* the supervisor. In October 26 -27, 2018 the COPHE Conference on 'internationalisation benchmarking' was conducted. UBSS provided responses to the initial survey giving us access to both the project and the comparative data. There were 18 institutions involved in this benchmarking project.

There were 4 broad KPIS against which COPHE members participating provided responses –

- 1) Admission and recruitment of international students
- 2) Business development and strategy
- 3) Embedding ELICOS Standards at the course level
- 4) Support for international students

The input from the other COPHE members participating has been absorbed and was finalized by end of December 2018. The UBSS Academic Senate has been requested to provide feedback to the project – this was accommodated on December 13, 2018.

Project release was early 2019.

Assessment Benchmarking (COPHE)

Assessment benchmarking was also covered at the COPHE conference in Melbourne (October 2018).

UBSS is using this assessment benchmarking project as an opportunity to meet its obligations to comply with external moderation of assessment. The three subjects chosen are –

- A. Accounting for Business**
- B. Accounting Information Systems**
- C. Human Resource Management**

The required documentation has been uploaded to the *Peer Portal* site for external review by independent providers Polytechnic Institute Australia (PIA) and Australian Institute of Higher Education (AIHE). Results were made available in mid-2019. This initiative will continue in 2020.

Work Integrated Learning (COPHE)

On 14-15 November 2017, UBSS hosted the Work Integrated Learning COPHE Workshop, held over two days. This was held in the premises of UBSS on level 10, 233 Castlereagh Street, Sydney.

The Council for Private Higher Education (COPHE)-supported national Work Integrated Learning (WIL) benchmarking project (2017) involving eighteen higher education (HE) institutions across Australia. These HE institutions varied in institutional missions and contexts, ranging in the number of students [72 students to 2900 students; the number of staff [302 staff to 9 staff and historical context in terms of when they were established (1948 to 2017). The institutional context played an important role in how key performance indicators and measures were rated and what resources were available.

The 18 participating HE institutions were -

- Adelaide College of Divinity
- Alphacrucis College [AC]
- Australian College of Christian Studies [ACCS]
- Deakin College
- Excelsia College
- Griffith College
- Insearch
- International College of Management, Sydney [ICMS]
- Le Cordon Bleu, Australia [LCBA]
- Marcus Oldham
- Moore Theological College
- Photography Studies College [PSC]
- South Australian Institute of Business and Technology [SAIBT]
- Sydney Institute of Business and Technology [SIBT]
- Tabor College
- Universal Business School, Sydney [UBSS]
- UOW College [UOWC]
- Wentworth Institute

The **specific aims** of the COPHE Benchmarking Project were to –

- Benchmark institutional processes on working integrated learning and first year transition support;
- Benchmark at the discipline level assessment inputs/outputs;
- Build capacity for HE institutions to participate in external referencing activity to improve their own educational performance; and
- Develop institutional and national recommendations, share good practice and network with other COPHE members and external members.

The **key outcomes** from the COPHE Benchmarking Project include –

- 17 Institutional self-review reports [Wentworth Institute focused on discipline level benchmarking only];
- Peer Review Workshop and documentation [COPHE WIL Benchmarking Information Booklet, COPHE Pathways Information Booklet; COPHE Benchmarking Overview Presentation; COPHE Day 2 Presentation];
- 5 Presentations from workshop participants;
- External Referencing Schedule 2017-2018 with over 50 units; and
- Final Report with 3 national recommendations, 90 institutional recommendations or areas for improvement, and 131 examples of good practice.

The **key themes** to emerge from the COPHE Benchmarking Project include:

Work Integrated Learning [WIL]		First Year Transition Support	
Sector strengths	Sector gaps	Sector strengths	Sector gaps
<ul style="list-style-type: none"> Information to students, staff and stakeholders on WIL Dedicated roles and responsibilities in WIL Industry and volunteer opportunities for WIL 	<ul style="list-style-type: none"> Industry mentors/alumni Student/staff exchange at national/international levels Role of research partnerships in WIL Employer/business incentives 	<ul style="list-style-type: none"> Institutional plans, policies and organisational structures Financial resources to support students Help students belong 	<ul style="list-style-type: none"> Opportunities to engage with professions/industry and further study

UBSS Recommendations for the COPHE WIL Benchmarking Report

UBSS	
Further development 1 Policies and Procedures	Work Integrated Learning is currently within the UBSS Policies and Procedures as the 3.23 Professional Development Policy, but there is more work to include WIL into other policies. UBSS policies are currently being benchmarked against 4 other similar private institutions. From this it is expected a range of policy development initiatives will be recommended. WIL policy may be one of them. This policy benchmarking was completed in March 2018. [1.2]
Further development 2	Dedicated roles and responsibilities for WIL is an area under development. The current responsibility sits with the Director of the Centre for Entrepreneurship, reporting to the Executive Dean. Program

Roles and Responsibilities	Directors of the 3 programs also have responsibilities to implement and review WIL within their respective programs. [1.3]
Further development 3 Training and Induction	Training and induction on WIL is limited. Currently under review and development. [1.4]
Further development 4 Industry Projects	Trialled industry project work with one external organisation for industry opportunities. This was offered to MBA students. UBSS is looking to broaden this further with industry partners in 2019. [1.5]
Further development 5 Industry Partners	Limited institutional processes to support industry engagement and strategic partnerships, but UBSS is currently reviewing these to develop engagement and relationships with entrepreneurs and larger organisations. This development is expected to continue throughout 2019. [2.1]
Further development 6 Alumni	UBSS has established an alumni association to take effect in 2018. This will assist with WIL relationships into the future. UBSS is also researching other professional memberships for the business programs [2.2]

TEQSA's definition on WIL 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

The COPHE Benchmark project used a different definition of WIL. Work Integrated Learning (WIL) can be defined as 'an "umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum' (NSWIL, 2015). It involved improving the employability of graduates by giving them valuable practical

experiences through their course of study. It also improves the transition from university to work and productivity outcomes for the employer and the economy.

UBSS will not be following the 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 (See UBSS Strategic Plan 2016 -2018, pages 6-8). All of the classifications have been implemented in the past by UBSS, except for Internship.

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 specialised 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 organising, 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.

Drawing on the expertise of the CFE Fellows, the academic leadership of UBSS staff and representative bodies, UBSS will further introduce WIL throughout the Bachelor and Masters programs. There will be a phased approach over the year in consultation with the three UBSS Program Directors Duncan Honore-Morris, Felix Stravens and Wayne Smithson. This will lead to a further integration of WIL throughout UBSS and further utilise the CFE Fellows.

UBSS continues to embed WIL initiatives into teaching and learning through various channels in 2018, 2019. And will continue into 2020.

Activities 15 and 16

14	SES QILT Undergraduate	DET	Annually – commenced in 2016
15	SES QILT Postgraduate	DET	Annually – commenced in 2017

SES QILT Undergraduate

The Australian Government (through the Department of Education) released the 2017 **SES (QILT)** outcomes last week.

The screenshot shows the QILT website homepage. At the top, there is a navigation bar with links: "About this site", "For institutions", "For students", "Glossary", "Feedback", and "Contact us". Below this is the QILT logo, which consists of a colorful geometric shape and the text "QILT quality indicators for learning and teaching". To the right of the logo, there is a section titled "Choose a university or higher education institution that is best for you." and "Compare undergraduate and postgraduate coursework student experience and graduate employment." Below this is a "Help me get started" section with a video player and a "View transcript" link. A navigation bar at the bottom of the header includes "Home", "Study Areas", "Institutions", "My Shortlist" (with a star icon and a count of 0), and a download icon. The main body of the page features a large image of a group of students and a search bar with the text "Find a study area or institution" and a "GO" button.

We have participated in the survey now for two years – and we are delighted (again) with the outcomes of the survey. This time around, we participated in both the *undergraduate* and *postgraduate* elements. The very nature of the project is to compare performance and this can be done quite easily on the QILT website – www.qilt.edu.au

On close examination we are delighted to announce three excellent outcomes and boasts –



#1 Postgraduate School in Australia for Learner Engagement



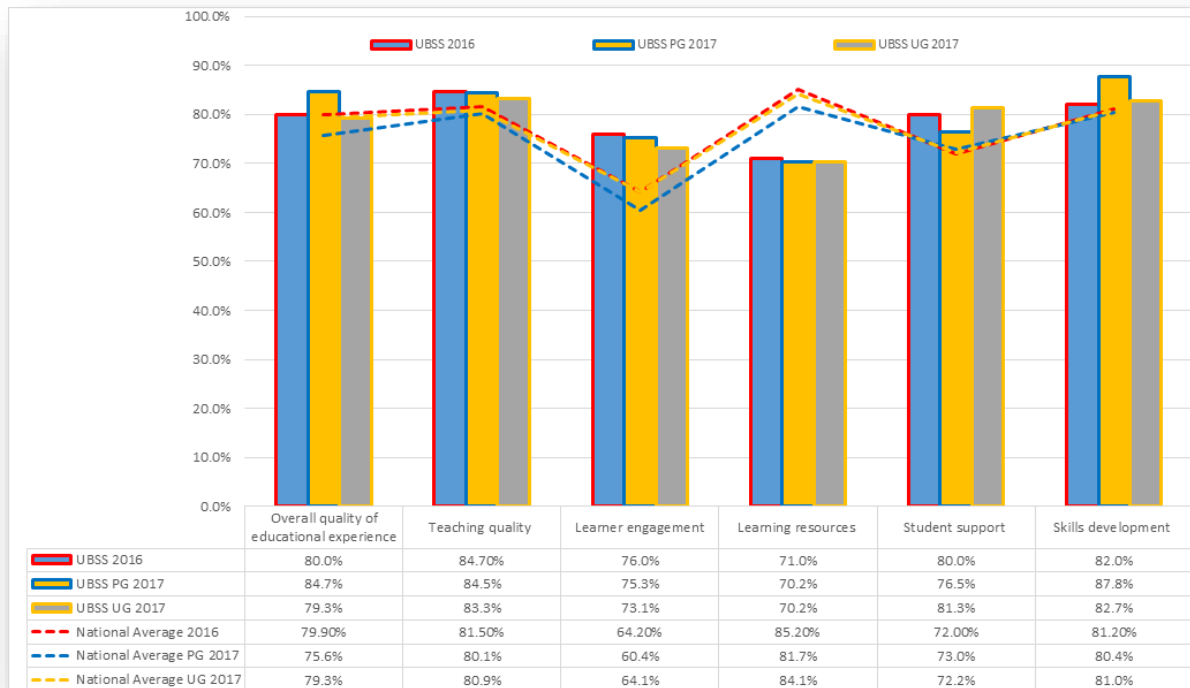
#1 Postgraduate NUHEI Business School in Australia for Overall Quality of Educational Experience



#1 Undergraduate NUHEI Business School in the Sydney CBD for all six QILT quality indicators

We provide an overview – but encourage you to visit the site when you get a moment.

Assistant Professor Kim Sharma provided a very useful 2016 and 2017 performance comparison for UBSS which is pleasing to see –



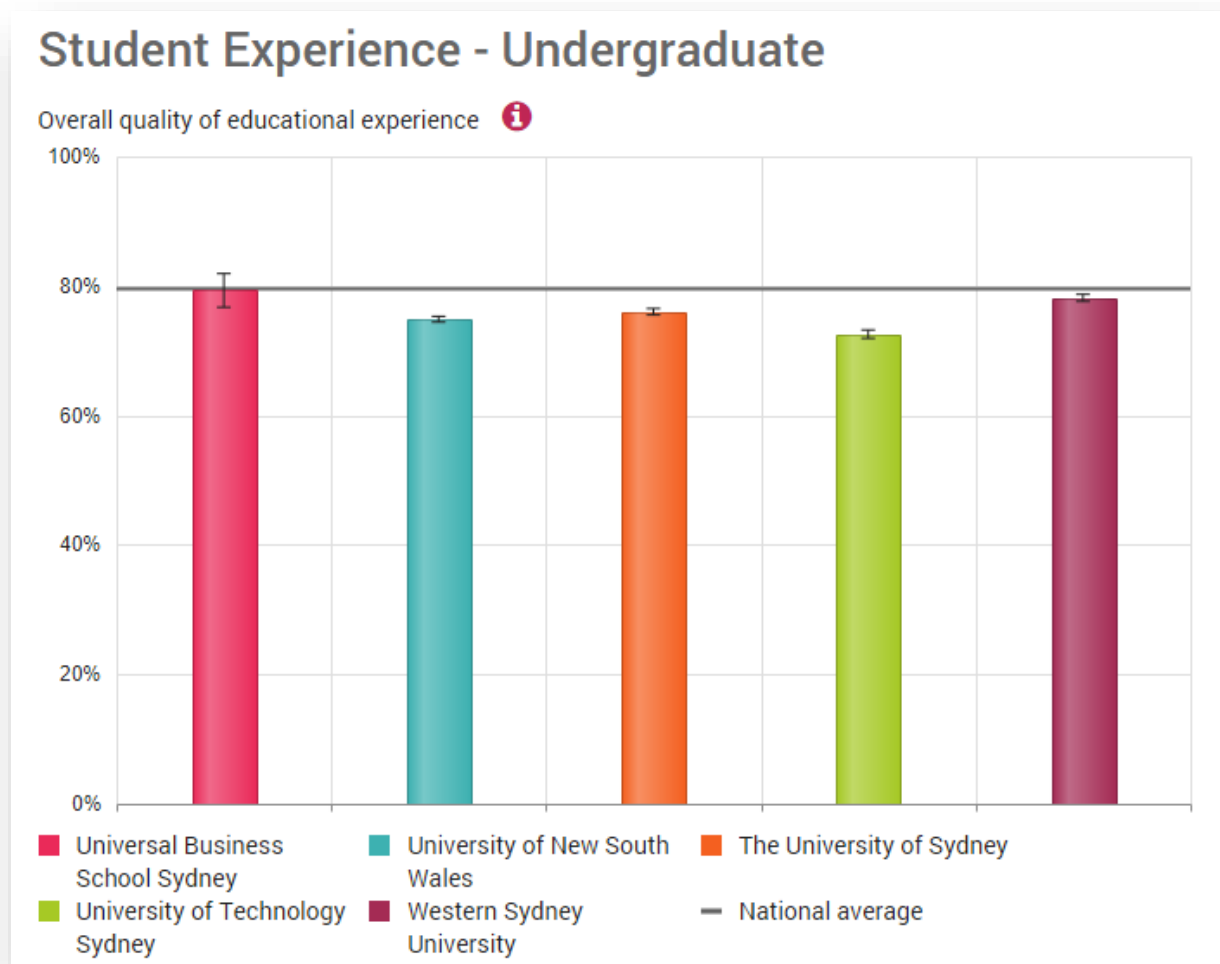
The above provides a snapshot of the 2017 (UG and PG) against the 2016 (UG) outcomes for consideration. The horizontal broken lines give us the opportunity to measure the UBSS performances against the 2016, 2017 national averages. **In essence, the UBSS results are excellent. This has continued into 2019 and 2020.**

Our teaching, *learner engagement* and skills development is exemplary. Our student support mechanisms are excellent.

Our *learning resources* are below national average – but we will never be able to compete with the libraries, swimming pools, cafeterias and the like (students often confuse learning with entertainment).

Using our standard snapshot of some of our neighbours in the CBD and across the domains at both UG and PG level the outcomes become evident and very satisfying. *Remember QILT is designed to measure against the national averages and be able to compare institutions (something that Universities simply do not like) –*

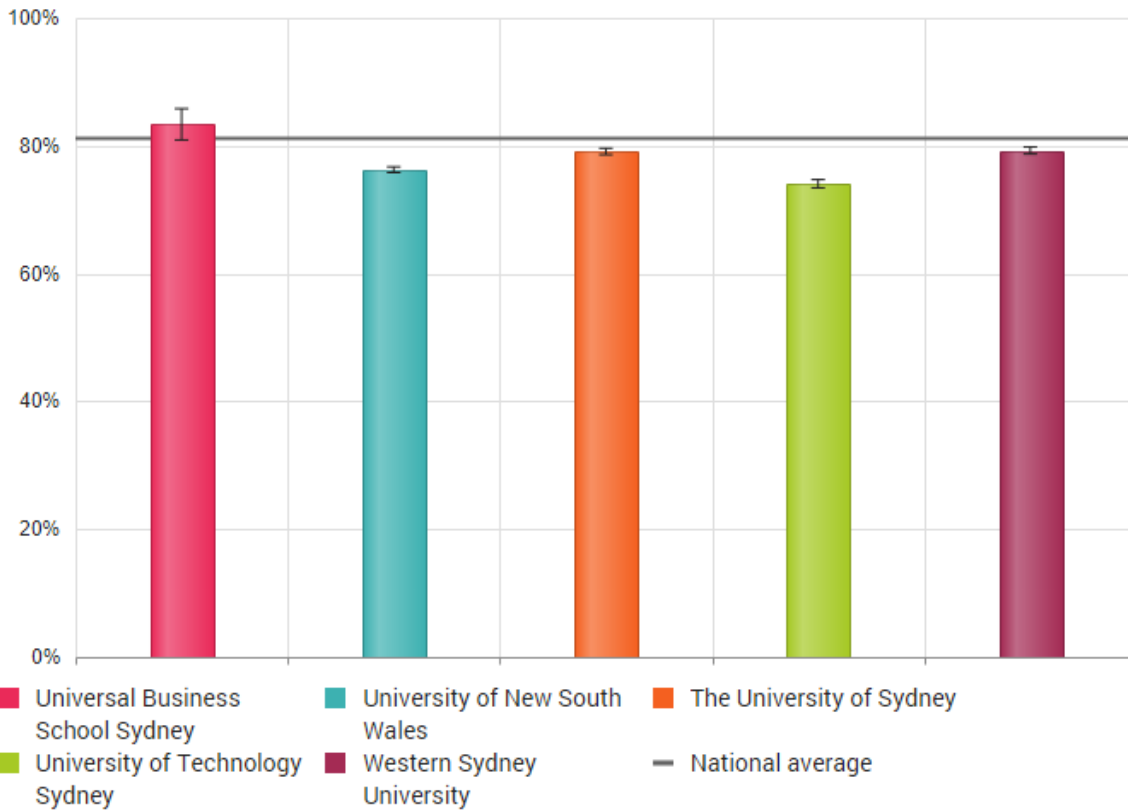
Undergraduate QILT Outcomes



This is a very pleasing comparison with UBSS (far left in red) the only one of the five to actually make the national average on overall Quality of Education Experience. This domain is about the total package of offering at UBSS – teaching, learning and support.

Student Experience - Undergraduate

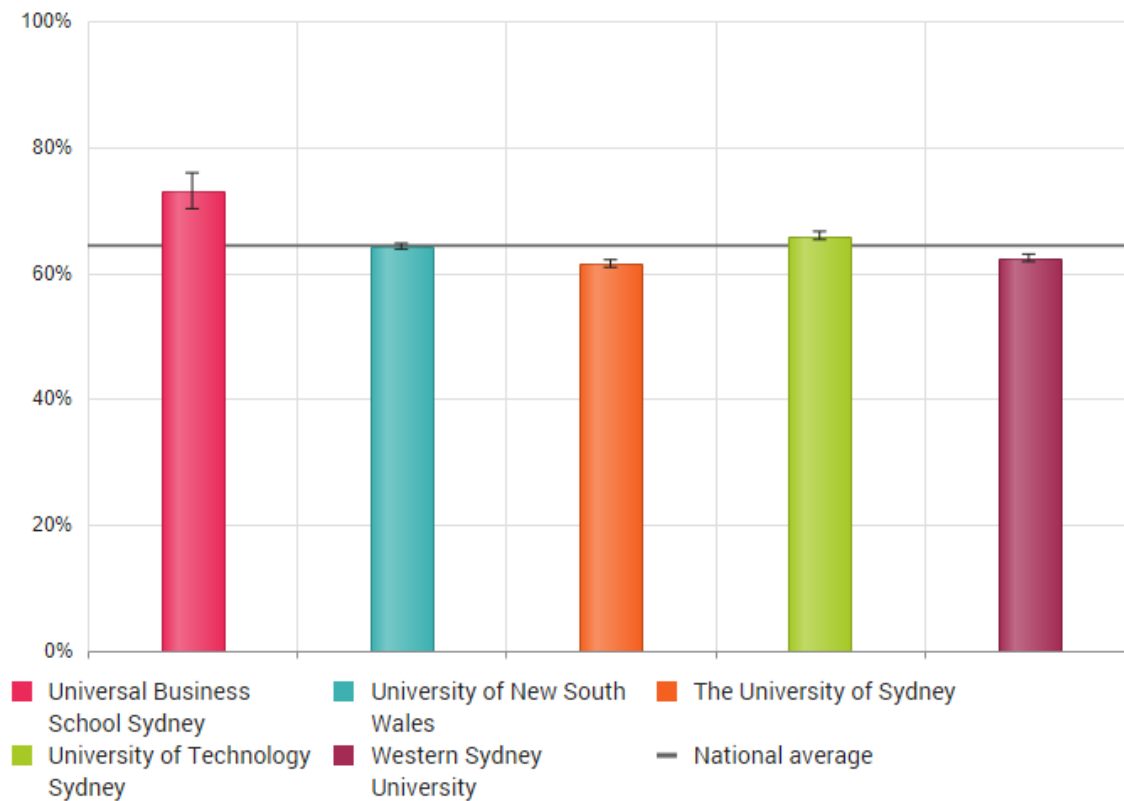
Teaching quality ⓘ



UG Teaching Quality is something for the academic staff to be very proud of – above the national average - and certainly above our neighbours in the Sydney CBD.

Student Experience - Undergraduate

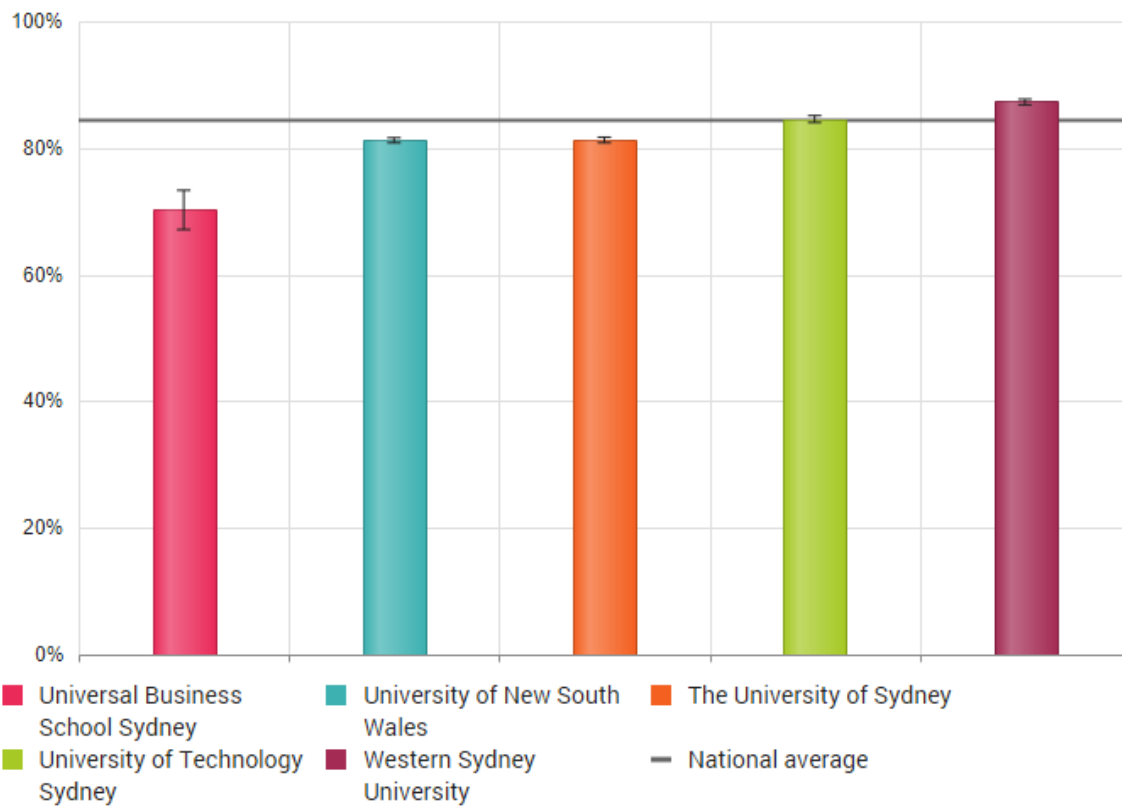
Learner engagement



Learner Engagement is *our forte*! This is an outstanding outcome for UBSS and a credit to all involved. It is largely about the interface in the classroom (and beyond) and is consistent with the ongoing internal (SFU) measures we use. In truth it is a validation.

Student Experience - Undergraduate

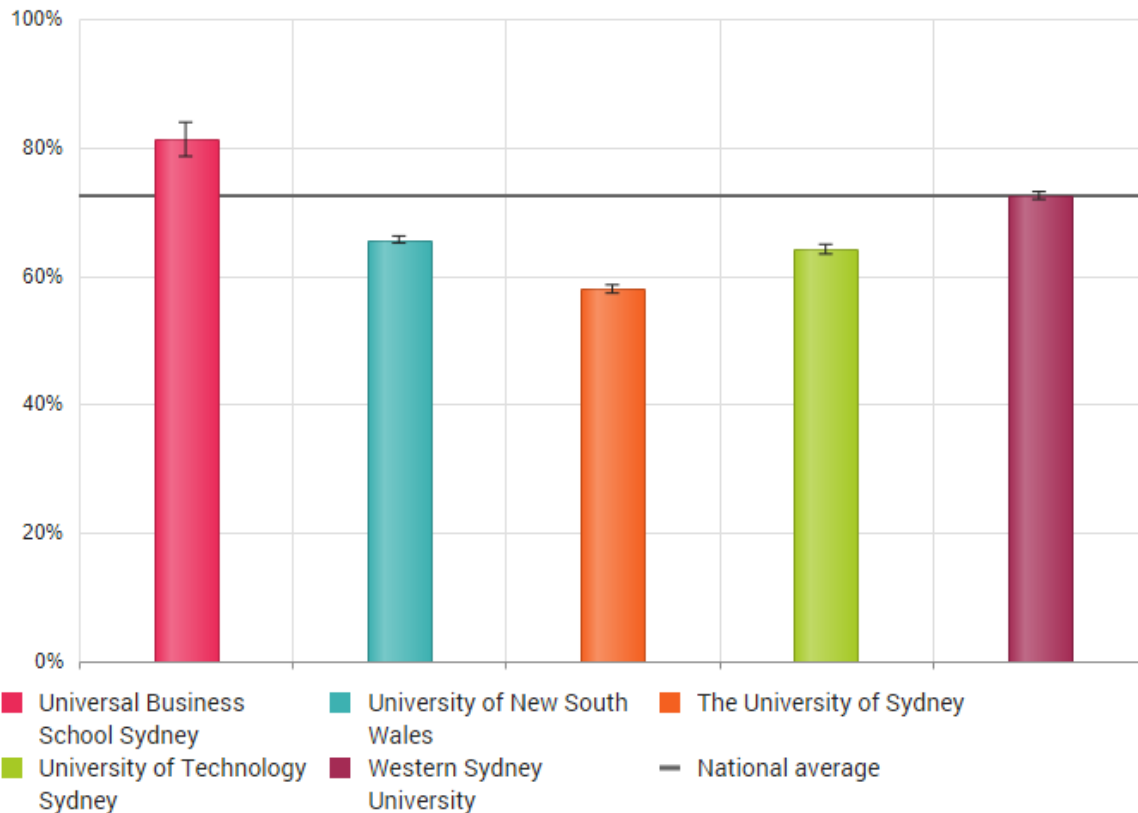
Learning resources i



This domain is our weakest performance. I could pump a million dollars into the CBD site and probably not change the outcome a great deal. It is near impossible to compete with the massive (some say excessive) tax-payer investment in sites at WSU and USyd for example.

Student Experience - Undergraduate

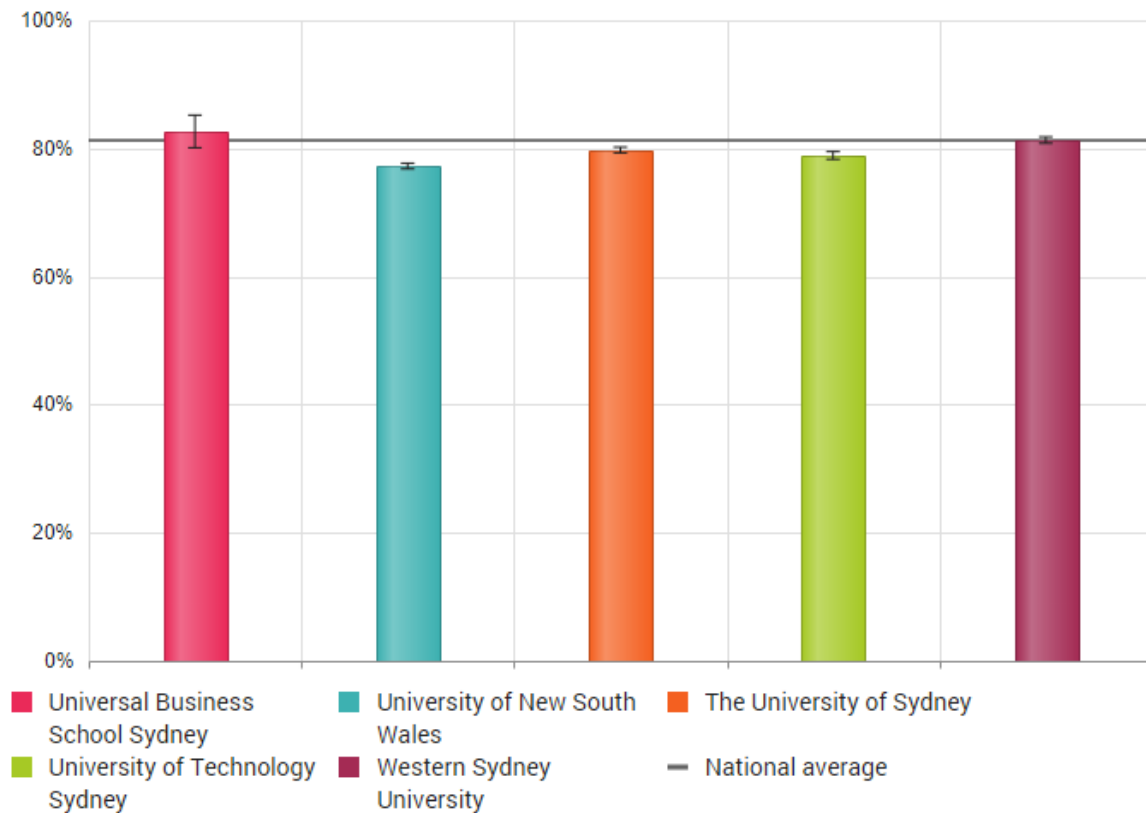
Student support ⓘ



This is another brilliant outcome for UBSS – and a ‘whole of team’ effort. I personally know the extent of the investment WSU (purple) puts into this domain – and it is massive! At UBSS students appreciate the support provided by both the professional and academic teams – this about contact, consideration and action.

Student Experience - Undergraduate

Skills development ⓘ

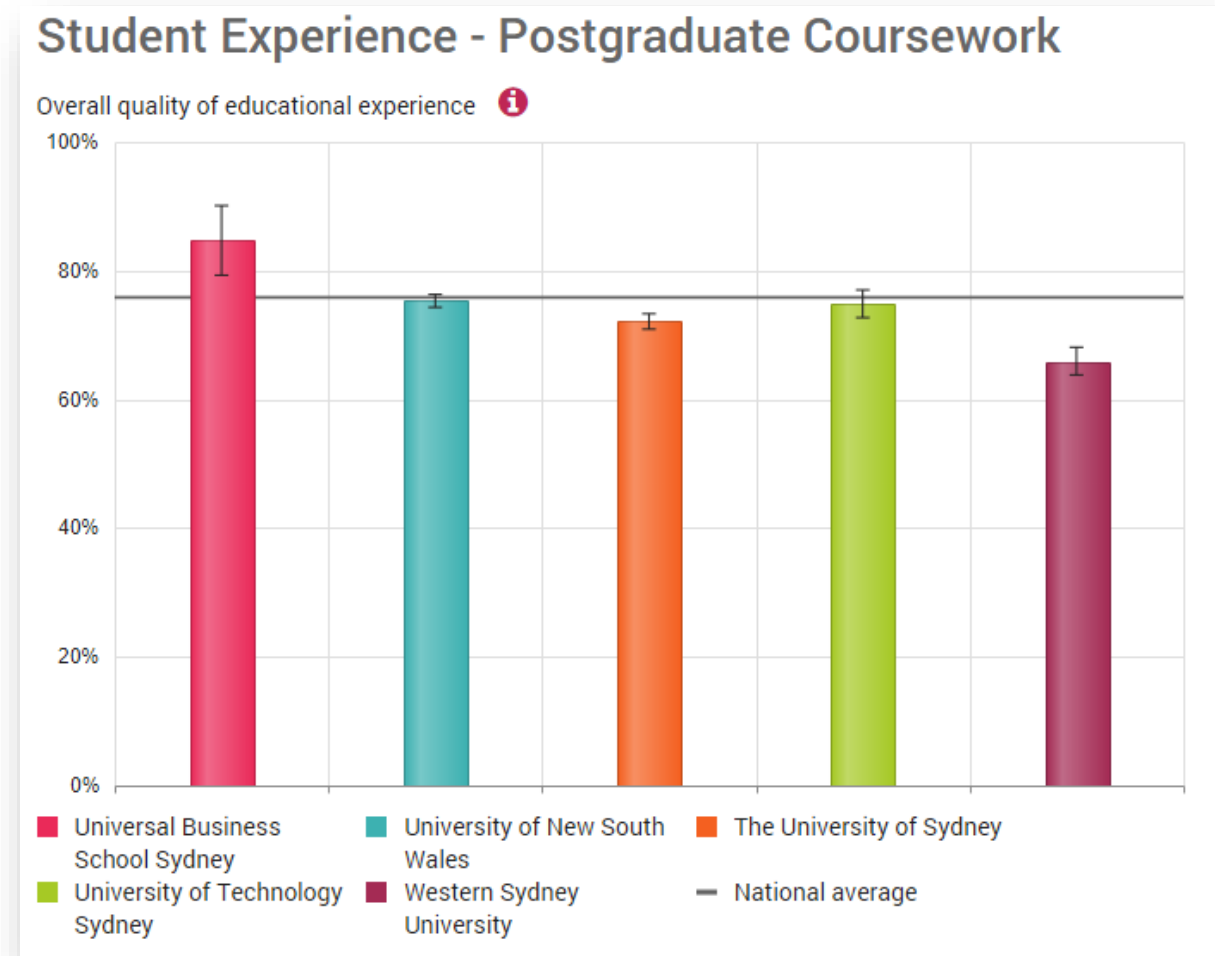


This is another very pleasing outcome.

In terms of the **undergraduate outcomes** (above) we should be very satisfied as a community that we have the right emphasis and the right strategy for our students – certainly as far as they perceive.

Postgraduate QILT outcomes

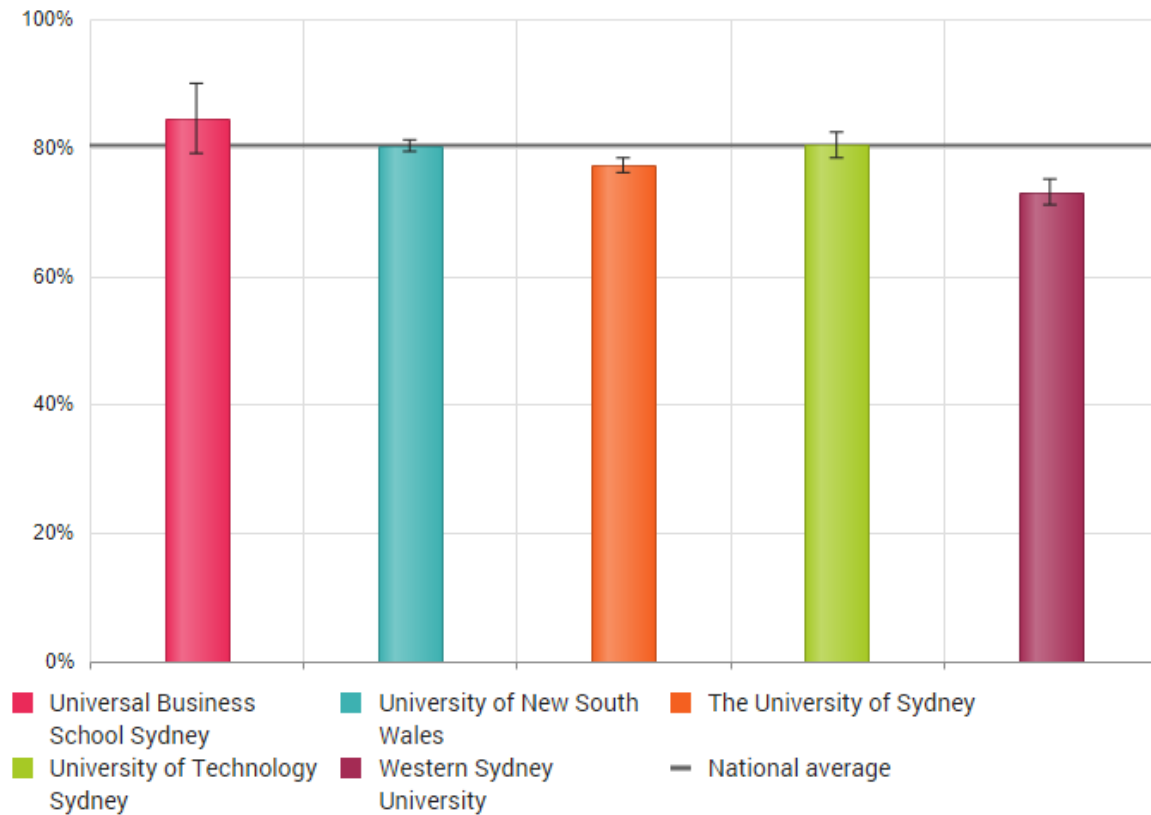
2017 was the first time UBSS participated in the postgraduate survey and the results are very satisfying indeed. We currently have 600+ students in the MBA program and I suspect the reasons for this success are evidenced in the QILT deliberations -



This is an excellent overall outcome at both national and neighbour level.

Student Experience - Postgraduate Coursework

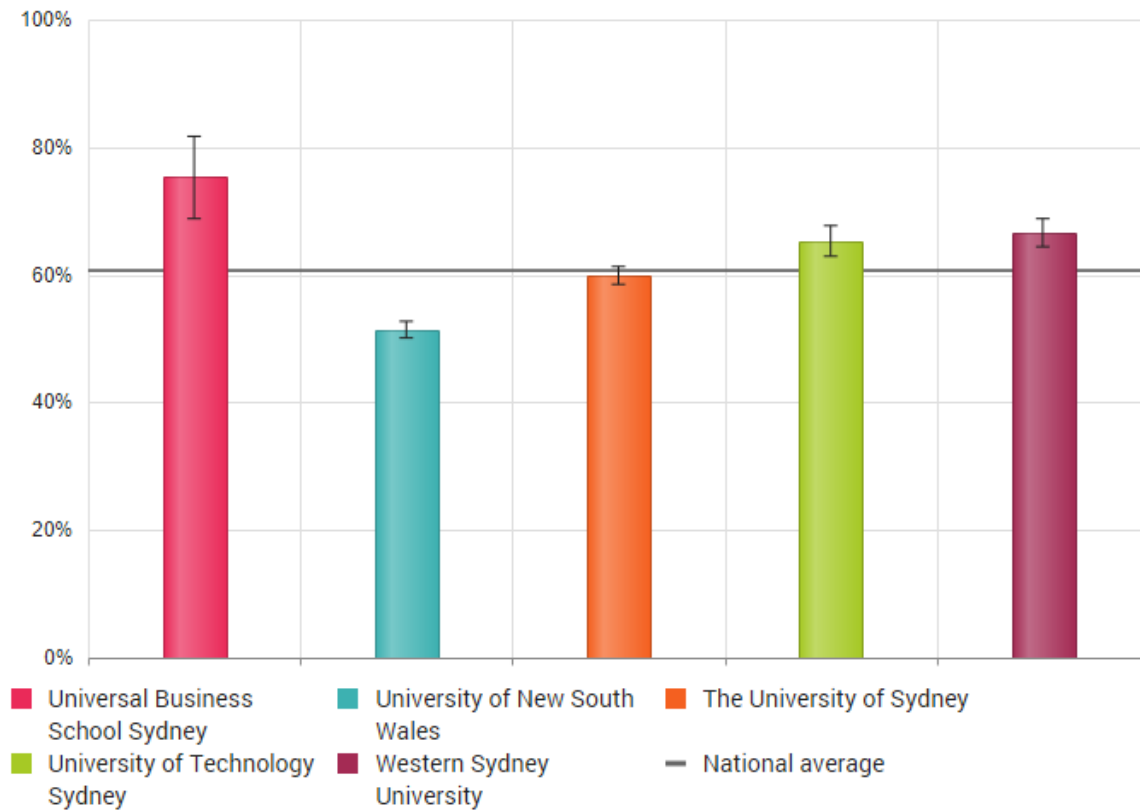
Teaching quality ⓘ



Teaching quality is paramount – UBSS has done so well in this domain. This, again, is consistent with SFU feedback.

Student Experience - Postgraduate Coursework

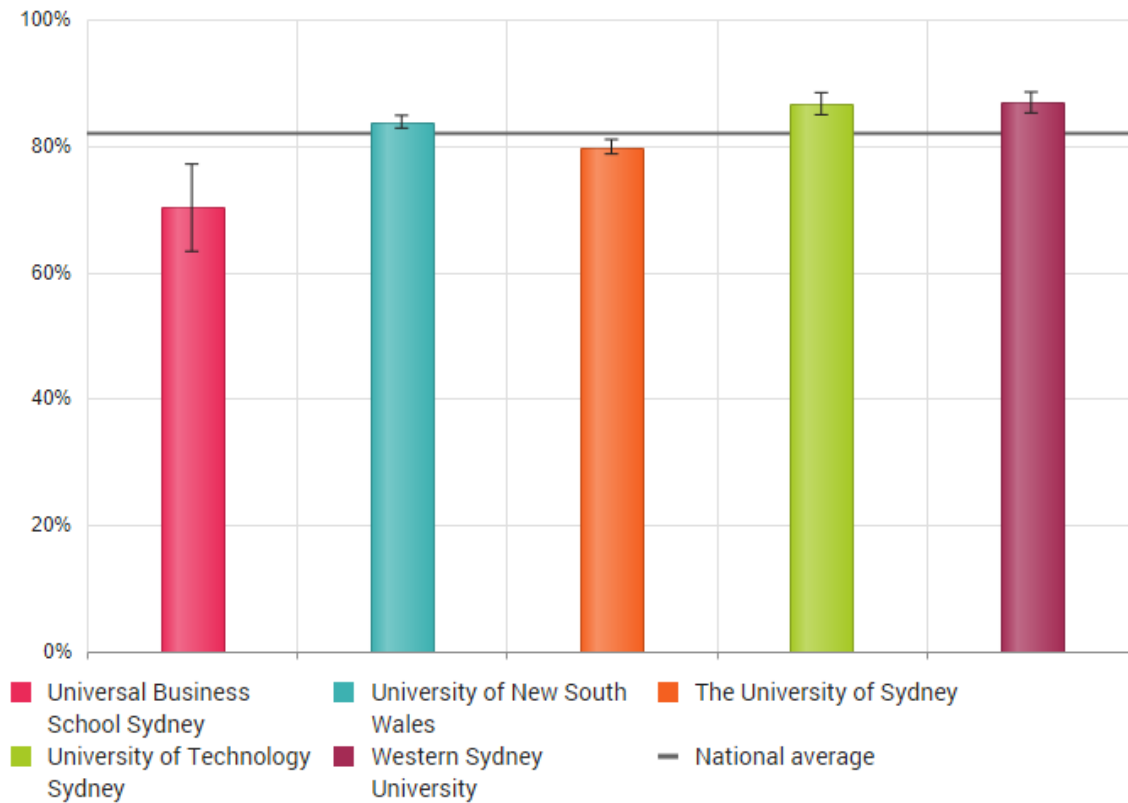
Learner engagement ⓘ



The UBSS strength appears to be in the engagement domain – with our postgraduate students ranking us well above the national average. And, comparatively, the #1 in the country.

Student Experience - Postgraduate Coursework

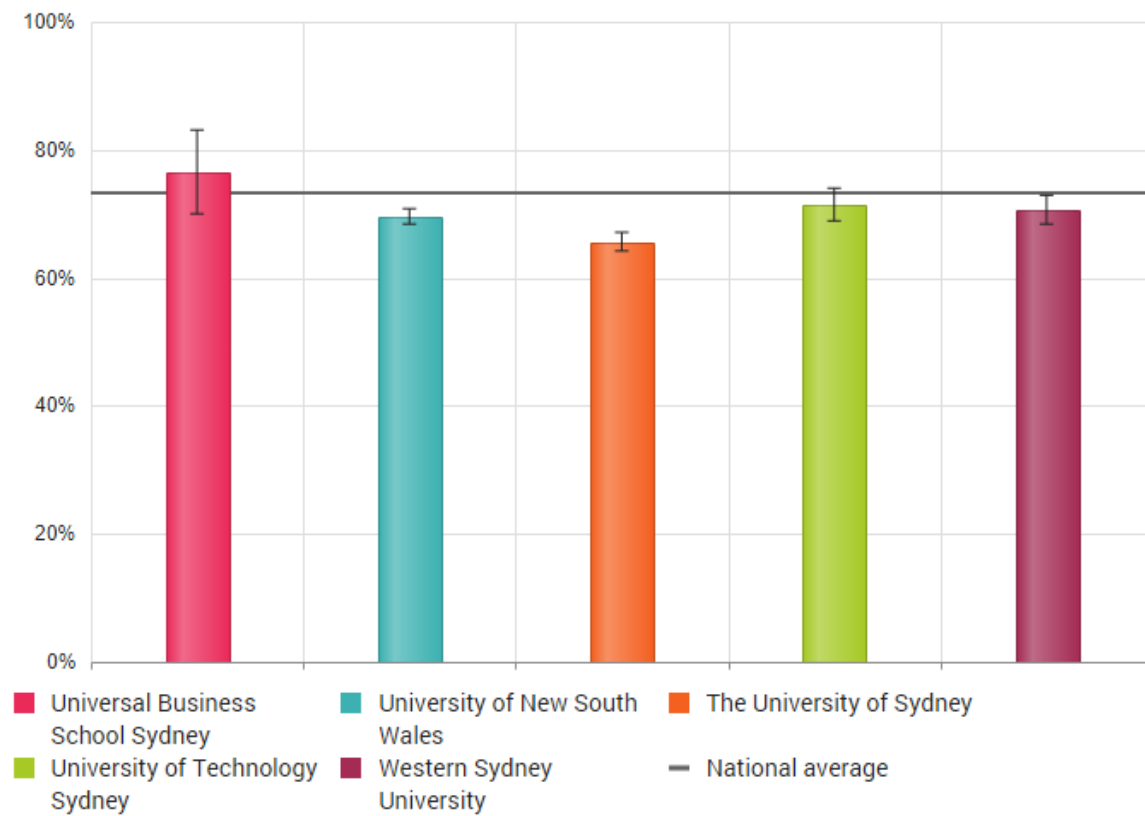
Learning resources ⓘ



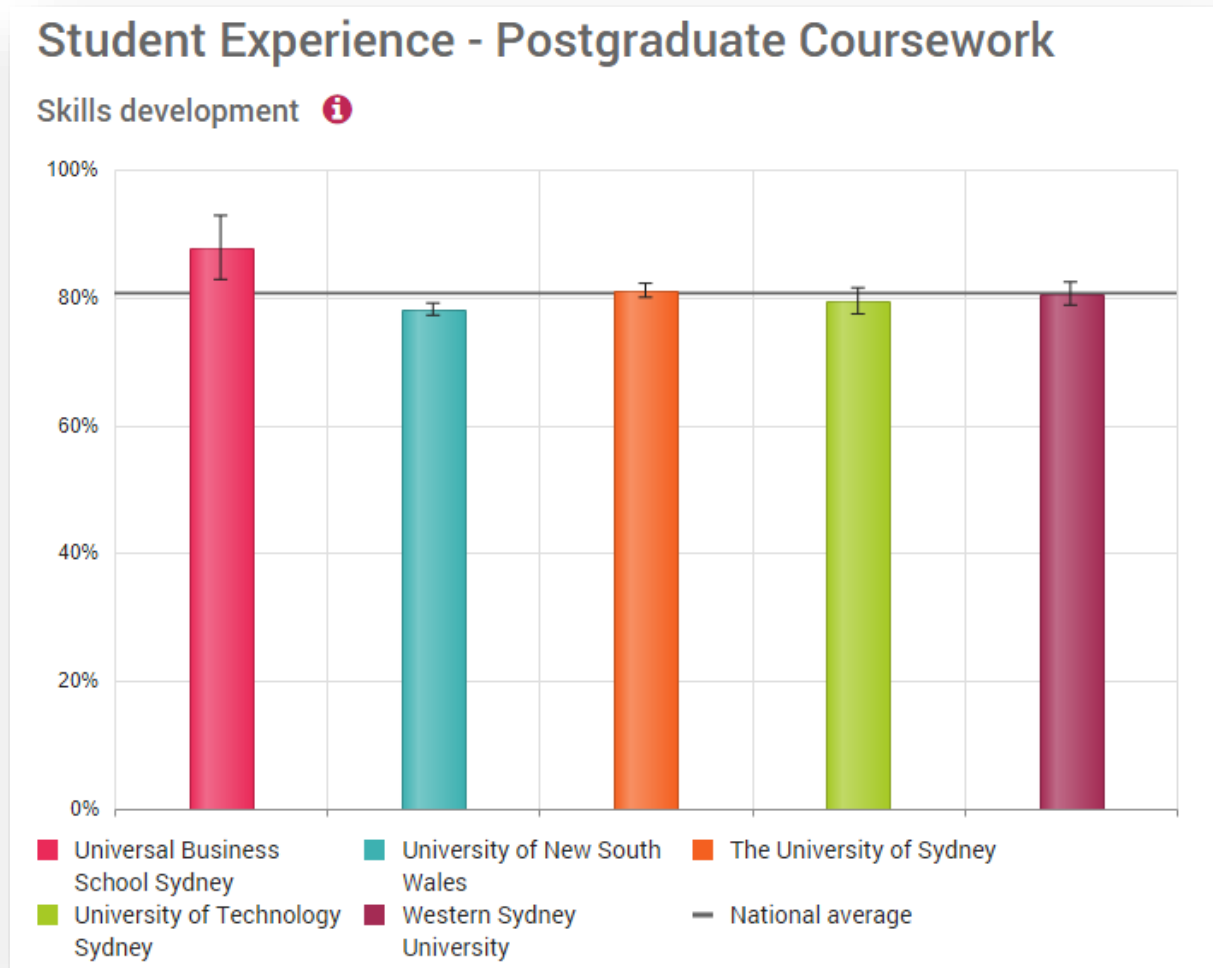
This is, and will remain, our weakest area – we simply cannot compete – but what it does show is that our postgraduate students are not unhappy with the resources and probably do use the eLibrary. I suspect they also approve of the CBD location.

Student Experience - Postgraduate Coursework

Student support ⓘ



An excellent set of outcomes and above the national average.



The 2018 outcomes (published in April 2019) are best summarised in the range of accolades achieved at both undergraduate and postgraduate levels –

MASTER OF BUSINESS ADMINISTRATION

Overall Quality of Educational Experience

Top 4 NUHEI in Sydney CBD

Top 7 NUHEI in New South Wales

Top 3 MBA Business School in Australia

Top 9 in Australia (NUHEI and Universities)

Teaching Quality

Top 3 NUHEI in Sydney CBD

Top 2 MBA Business School in Australia

Top 6 NUHEI in Australia

Learner Engagement

#1 NUHEI in Sydney CBD

#1 NUHEI in New South Wales

#1 MBA Business School in Australia

Learning Resources

Top 5 NUHEI in Sydney CBD

Top 9 NUHEI in New South Wales

Top 13 NUHEI in Australia

#5 MBA Business School in Australia

Student Support

#1 NUHEI in Sydney CBD

#1 MBA Business School in Sydney CBD

Top 2 MBA Business School in New South Wales

Top 4 MBA Business School in Australia

Top 9 NUHEI in Australia

Skills Development

#2 MBA Business School in Sydney CBD

Top 3 NUHEI in Sydney CBD

Top 7 NUHEI in New South Wales

Top 3 MBA Business School in Australia

Top 8 NUHEI in Australia

BACHELOR OF BUSINESS/BACHELOR OF ACCOUNTING

Overall Quality of Educational Experience

Top 2 NUHEI in Sydney CBD

Top 6 NUHEI in New South Wales

Top 8 NUHEI in Australia

Teaching Quality

Top 2 NUHEI in Sydney CBD

Top 5 NUHEI in New South Wales

Top 6 NUHEI in Australia

Top 10 in Australia (NUHEI and University)

Learner Engagement

Top 2 NUHEI in Sydney CBD

Top 6 NUHEI in New South Wales

Top 10 NUHEI in Australia

Top 13 in Australia (NUHEI and University)

Learning Resources

Top 3 NUHEI in Sydney CBD

Top 10 NUHEI in Australia

Student Support

Top 2 NUHEI in Sydney CBD

Top 2 NUHEI in New South Wales

Top 6 NUHEI in Australia

Top 12 in Australia (NUHEI and University)

Skills Development

#2 NUHEI in Sydney CBD

Top 7 NUHEI in Sydney CBD

Top 9 NUHEI in Australia

Top 11 in Australia (NUHEI and University)

This is very pleasing indeed – placing UBSS above the national average and performing well above our neighbours.

In terms of learnings from the QILT exercise – UBSS will remain vigilant across all domains and will use early data from the internal SFUs to ensure good outcomes.

SASH Independent higher education provider responses to key measures

(edited to show Group Colleges Australia results)

Source: <https://www.teqsa.gov.au/sites/default/files/sash-appendix-3-heps-table-updated.pdf?v=1555299650>

Independent and TAFE higher education providers	Leadership and Governance			Changing attitudes & behaviours				Procedures for responding			Monitoring and evaluation			Residential colleges			
	A taskforce has been established	The VC/CEO is leading the taskforce	A policy on sexual assault and sexual harassment exists	A standalone SASH policy exists	A standalone policy on sexual harassment exists	A review of SASH policies & procedures is complete	Online training is available	Face to face seminars or training provided	Internal counselling is available	External counselling is available	No counselling is available	Collaboration with an external sexual assault service provider	SASH specific emergency contact info provided	Safe escort service contact details are provided	Incident data is internally reported	Incident data is publicly reported	A review of student accommodation is complete
University total number	42	10	39	12	6	5	39	39	39	42		40	41	36	42	9	29
University total per cent	100%	24%	93%	29%	14%	12%	93%	93%	93%	100%		95%	98%	86%	100%	21%	69%
Independent higher education providers total number	30	3	73	7	12	20	16	52	59	44	31	10	20	11	47	1	1
Independent higher education providers total per cent	22%	2%	54%	5%	9%	15%	12%	39%	44%	33%	23%	7%	12%	8%	35%	1%	1%
Group Colleges Australia – 2018 Results											✓						
Group Colleges Australia– 2019 Results	✓	✓		✓	✓					✓			✓		✓		

Summary of Findings

- The above table is an edited version of the IHEPs table of SASH key measures as determined by TEQSA.
- The table shows the level of compliance by the other 135 IHEPs and the 42 Universities as at 28 June 2019
- The initial assessment in 2018 has GCA with no measures in place.
- Throughout 2019, UBSS established the SASH Task Force as a sub-committee of the EMT, SASH policies and various related implementations.
- As part of the UBSS re-registration a report of SASH implementation was submitted to TEQSA. Various interviews were conducted.
- TEQSA SASH department submitted a final report on UBSS SASH initiatives to the TEQSA re-registration team in November 2019.
- TEQSA has found GCA now has 7 ticks out of possible 12 measures (blacked out options above do not apply to GCA)
- GCA has a significantly higher level of compliance of 65-98% more compliance depending on the measure, than the other IHEPS,
- This has been confirmed by TEQSA with the table to be updated and loaded to the TEQSA website by the end of February 2020
- UBSS SASH Task Force continues to review and determine implementation of SASH measures. Next phase is training.
- After due consideration, some of these measures will not be implemented by GCA.

CONCLUSION

Webb (2018, pp 27-28) recommended the GCA be required to report *within one year* (of registration) on further direct performance comparisons it has made with external bodies and how these have been used to effect performance improvement. The details of the various activities has been provided – a *summary* and action implication would be useful at this point. Accordingly, this summary is provided –

Evidence of Action Resulting from Benchmarking Activity

Category	Finding	Action
Internal (Individual)		
1	UBSS staff are active	Encourage <i>more</i> staff to take on positions of responsibility at like institutions
2	UBSS staff are active	Employ with diversity of experience in mind
3	UBSS staff are active	Encourage staff to become actively involved in like institution teaching
Internal (Across Institution)		
4	UBSS is tracking well	Maintain and talk about the commitment to learner engagement
5	UBSS is tracking well	Maintain and talk about the commitment to learner engagement
6	Need to promote work preparation	Talk up the importance of a HE degree for work potential
External (Selected)		
7	UBSS features as a hard marker	No change required
8	UBSS is comparing favourably	Ongoing commitment to monitoring results
9	UBSS given input into Academic Guidelines and benchmarking	Further work with members of HEPP-QN including upcoming workshop at May 2019 conference.
10	Progression, Attrition continued to be monitored	Work with HEPP-QN members to collate this data
11	UBSS tracking well against other COPHE members	Wait for final report due mid-2019.

12	Assessment moderation continues meeting strict policies set and implemented	Review outcomes from final report.
13	Diversity of WIL	Industry project work with one external organisation for industry opportunities offered to MBA. Using alumni network for WIL opportunities. Engaged external internship and business project provider from April 2019. Continue to monitor this relationship.
External (Regulated)		
14	Learning Resources	Talk up the extensive support mechanisms available
15	Learning Resources	Talk up the extensive support mechanisms available
16	Sexual Assault and Sexual Harassment – Student Wellbeing	Throughout 2019 UBSS has implemented many initiatives to ensure the safety and wellbeing of students. This will be continued in 2020, with more staff training.

PS

Prior to publishing this document UBSS has been invited by HEPP_QN to be part of a 20 Institution Survey on Sexual Assault and Harassment (Fernandez, Spence and Coughlan). A formal report will be published in May 2020.