

HISTORICAL DATA ANALYSIS (2012-2018) AT UBSS

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V1 May 2018

V2 February 2019

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Overview

This version (February 2019) is an update on the paper that initially demonstrated how *historical data* (2012-2016) was used, in an analytical way, to either improve and/or maintain outcomes across a range of domains at UBSS. This includes both course (program) and cohort consideration.

The exercise satisfied the conditions around 4a, 4ai, 4aai, 4aiii, 4aiv, 4bi and 4bii as per the AAT agreement -

Condition #4 - HISTORICAL DATA ANALYSIS		
4a A comprehensive diagnostic analysis of the probable causes for observed rates and trends for grade distributions, student attrition, progression and minimum time completion rates for each accredited HE course from 2012-2016 (inclusive)		9 May
4a i entry path (comparing students admitted under each entry pathway) 4a ii recognition of credit (comparing students admitted without recognition of prior credit to students admitted with credit) 4a iii referral to and uptake of student support 4a iv student achievement (including attrition, progression, completion and grade distribution in similar courses at other HEPs)		9 May
4b i detailed strategy on specific targets for improvement of student attrition, completion and progress rates for each course; 4b ii consideration of admission policies and standards, identification of students at risk not progressing, effectiveness of student support Mechanisms		9 May

Internal records have been maintained at UBSS for a number of years (4a; 4ai; 4aai) and DET data has been harvested (as available) on a regular basis. This paper brings that information together in a meaningful way. In addition to the initial scope of the project (2012 – 2016), figures for 2017 and 2018 to demonstrate progress (or otherwise) in a more recent context. This exercise in turn satisfies condition 4d completely –

4d Approval of the report and strategy by AS when provided to regulator	20 Aug				
4d Evidence of steps taken to implement strategy – and report on effectiveness of strategy		30 Oct		1 May	Completed

Every attempt has been made to present data against like NUHEPS (iHEPS), State and National outcomes *where available* (4aiv)

The current admission policy has been reviewed and the mechanisms around student support has been investigated (4a ii).

The Academic Senate and/or its subcommittees are considering these matters on an ongoing basis. This report provides an historical snapshot as requested (4a). The paper was

presented to the UBSS Academic Senate at the 28 June, 2018 meeting as agreed within the terms of the AAT agreement. *Five members of the Senate have been involved in the authoring of this paper – so consideration is heightened.*

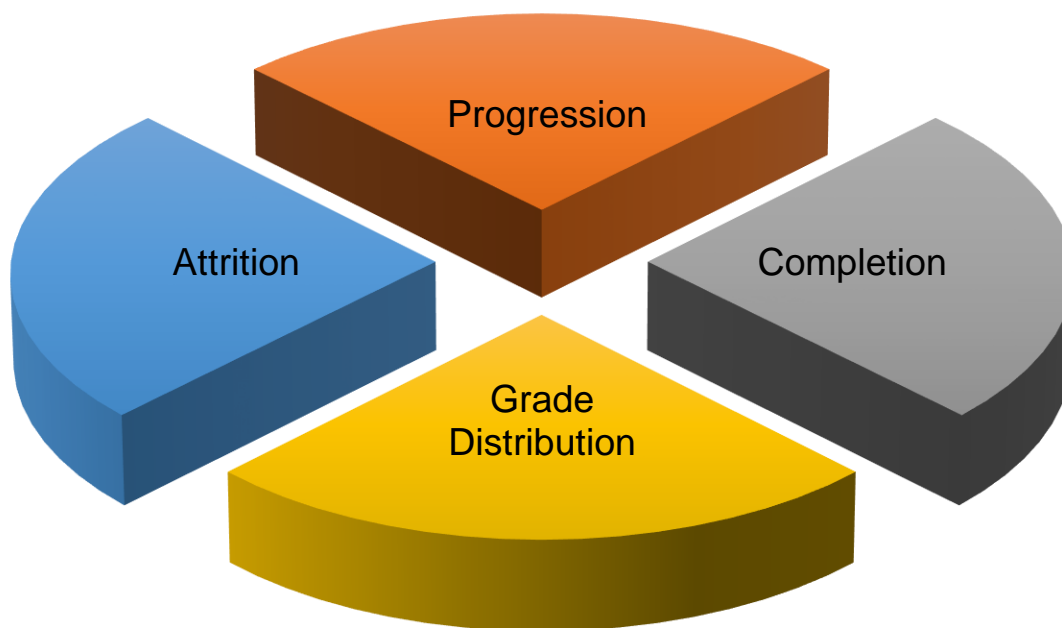
This second (refreshed) version (February 2019) provides the latest figures available up to end 2018 will be presented to the April 4, 2019 Academic Senate sitting. The document has also been published on the UBSS website for public consumption.

No feedback from the Regulator (TEQSA) has ever been received – which is disappointing. This lack of feedback and interaction is a symptom of poor regulation that has affected TEQSA in more recent years. I am urging the Federal Government to rethink TEQSA and work towards a more iterative approach to quality assurance – achieved through a more open and much more responsive approach to conversation and collaboration.

PART A (4a)

Initially it is worth examining **UBSS wide trends and outcomes**. Further it is useful to put these into context – the context being the iHEP environment and matching outcomes against State, National and benchmarked data (wherever possible).

The four domains are used for illustrative purposes –



Initially the discussions focus on an *overall* UBSS impression (very useful) and later on a *course specific* and *cohort specific* breakdown of the macro data into metadata (bordering on microdata).

Attrition

Attrition	2012	2013	2014	2015	2016	2017	2018
UBSS	24.13	32.81	36.69	30.67	33.82	23.00	22.4
<i>State</i>	19.10	24.46	28.98	40.26	34.23	NA	NA
<i>National</i>	25.44	26.96	27.82	26.40	26.62	NA	NA
Kaplan	NA	29.76	30.53	27.24	28.51	NA	NA
Kent	NA	29.49	31.61	39.73	45.71	NA	NA
TAFE NSW	19.44	18.18	23.08	22.02	38.14	NA	NA
TOP	28.21	31.68	28.05	17.89	22.83	NA	NA

NA: Not Available

Source – DET -

<https://app.powerbi.com/view?r=eyJrIjoieYWM2NjRkYTktZGJkNC00MGVklWJlYjltMGRjNTc3Y2FkNmVkliwidCI6ImRkMGNmZDE1LTQ1NTgtNGIxMi04YmFkLWVhMjY5ODRmYzQxNyJ9>

In terms of *overview* – attrition at UBSS has fluctuated and peaked in 2014 at 36.60%. Current trends (2015+) suggest a decline achieving outcomes better than the State and National NUHEP figures in 2015 (for example). Observation of the 2017– 2018 numbers would suggest that this trending is correct. *A pleasing outcome for UBSS especially when further compared to Universities such as - UNE at 22.8; CSU at 23.14 and USQ at 25.67 for example.*

The targets for 2016-2020 were established in the current *Strategic Plan* at **25%**. The 2017 and 2018 outcomes achieved 'green' status (against this target) suggesting the target was achieved (and in this case bettered). If UBSS can sustain a 25% outcome (or less) over the four year period of the plan – this will be a very good outcome. If the current State and National trends remain – this will be an excellent outcome for UBSS.

NB

Attrition is a fascinating topic with regard to international students in particular. Domestic students are given a USI number – international students are not. If a student leaves one institution for another – domestic tracking is feasible – international tracking is not. It is our view that this explains the discrepancy between domestic attrition (14.7%) and international attrition (27.7%). The international data is flawed and biased. This matter needs to be addressed.

Progression

Progression	2012	2013	2014	2015	2016	2017	2018
UBSS	76.9	75.4	62.9	57.9	56.6	74.3	79.1
<i>State</i>	79.38	71.24	69.82	58.53	65.45	NA	NA
<i>National</i>	72.86	70.28	68.40	62.91	66.62	NA	NA
Kaplan	52.43	60.69	60.71	70.83	69.80	NA	NA
Kent	NA	70.51	68.39	60.12	54.29	NA	NA
TAFE NSW	87.50	72.18	74.15	78.97	61.66	NA	NA
TOP	86.2	88.89	57.14	75	76.08	NA	NA

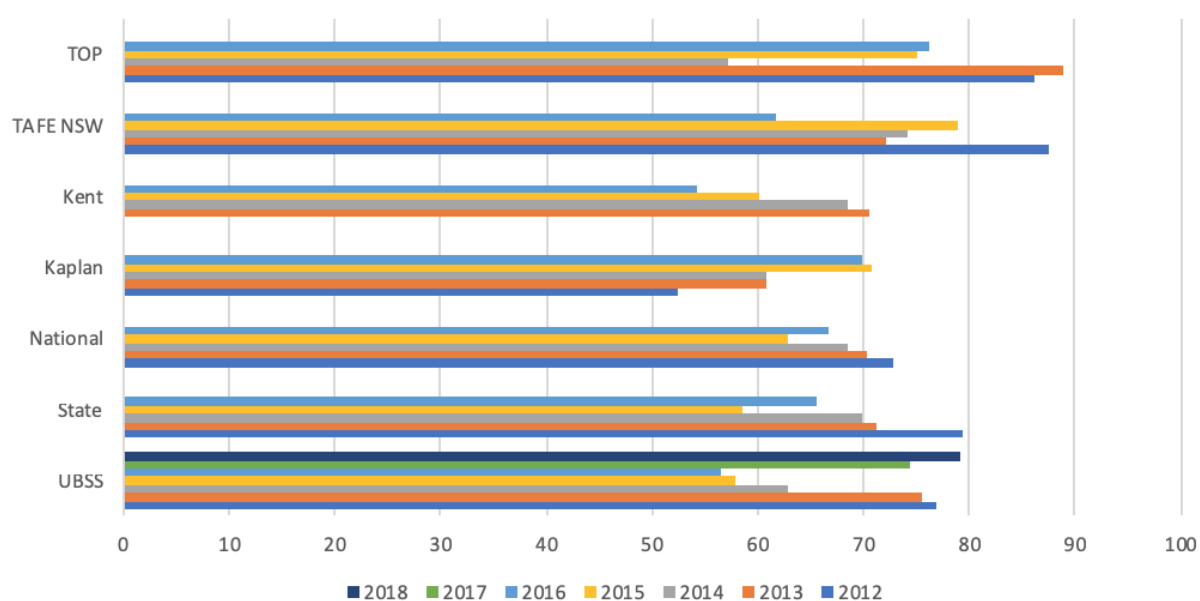
NA: Not Available

Progression outcomes have trended downward from 2012 (as have Sector indicators). Current numbers from 2017+ suggest a [significant upward trend](#).

The rate of 75% is the challenge for the next four years as per the current *Strategic Plan*. It is achievable, though perhaps over-ambitious given the sector aggregates. The 2017 outcome of 74.3% went very close to target (pleasing) and the 2018 exceeded target at 79.1. These outcomes are certainly heading in the right direction and assuming the State and National trending remains the same – would indeed represent a very satisfying outcome.

Progression, attrition and grade distribution are very closely connected in this domain.

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Completion

Comparative data (external) is hard to obtain. The UBSS figures can, however, be observed in the following table. The numbers within the *Strategic Plan* are posed as actuals opposed to a percentage. The percentage is added for the purpose of this paper –

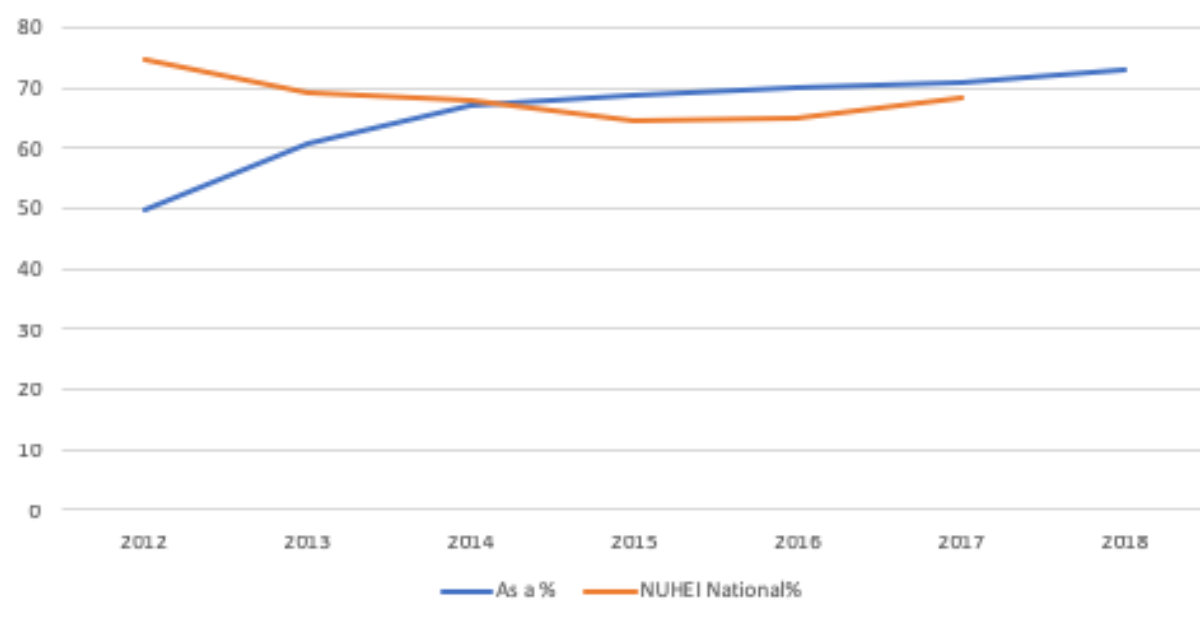
Completion	2012	2013	2014	2015	2016	2017	2018
UBSS	62	146	195	160	91	150	240
As a %	50	61	67	69	70	71	73
NUHEI National%	74.96	69.35	68.05	64.63	64.98	68.21	NA

The Federal Minister for Education announced the 2016 sector average as 66.7% (*The Australian, January 18, 2017*) and according to the Department of Education figures for Overseas Students, which is trending downwards from 74.96% in 2012 to 64.98% in 2016, *UBSS is sitting well within the sector* and is consistently trending upwards. Both 2017 and 2018 are pleasing outcomes.

The UBSS Strategic Plan notes actual numbers in the forecasts (targets) which represent circa 70%. Assuming the sector aggregate remains constant (likely) this would represent a very good outcome indeed for UBSS.

The National average is provided as a benchmark for Non University Higher Education Institutions undergraduate students for overseas students (comparable cohort to UBSS)

<https://app.powerbi.com/view?r=eyJrIjoieYWM2NjRkYTktZGJkNC00MGVklWJlYjltMGRjNTc3Y2FkNmVklwidCI6ImRkMGNmZDE1LTQ1NTgtNGIxMi04YmFkLWVhMjY5ODRmYzQxNyJ9>



Grade Distributions -

A UBSS comparative table provides insight to the grade distribution during the same period

As a %	HD	D	C	P	F
2012	5	8	11	28	23
2013	4	7	8	32	24
2014	4	9	6	35	23
2015	5	8	7	36	23
2016	4	9	12	33	22
2017	5	10	9	35	21
2018	4	11	17	34	22

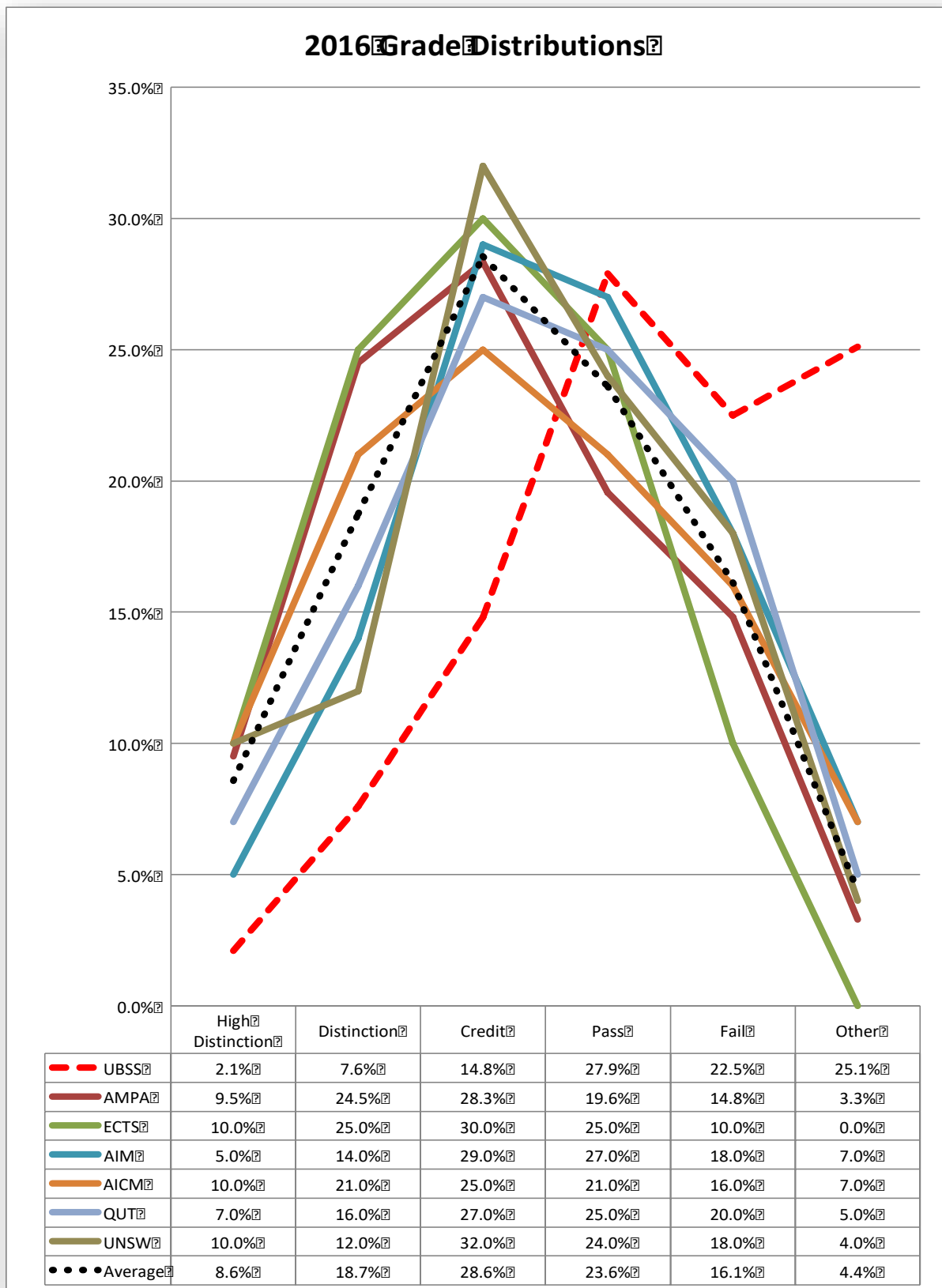
UBSS is actively involved in a range of benchmarking activities around the domain of grade distributions. Projects for **HEPP_QN**, **COPHE (IHEP)** and our own **UBSS initiative** provides us with a solid context. In brief, UBSS is a 'tough marker' and we stand behind that decision. We do not moderate results towards a curve (as do many institutions – public and independent). We believe in academic integrity and to achieve a UBSS award suggests rigour and application on the part of the student.

In order to provide *annual* outcomes – two and/or three sets of results each year have been aggregated across UBSS. *The exercise fits the brief – but lessens the significance.*

What is probably more useful in this discussion on grade distribution is the 2016, 2017 and 2018 benchmarking outcomes. These provide a sense of 'where' UBSS sits in the larger grade distribution context. *It is important to note that UBSS does not internally alter grades. It would be a relatively simple task to generate perfect distribution curves (as used by many Australian Universities and the European Union) – but we believe it is essentially inappropriate. At UBSS you receive the grade you deserve.*

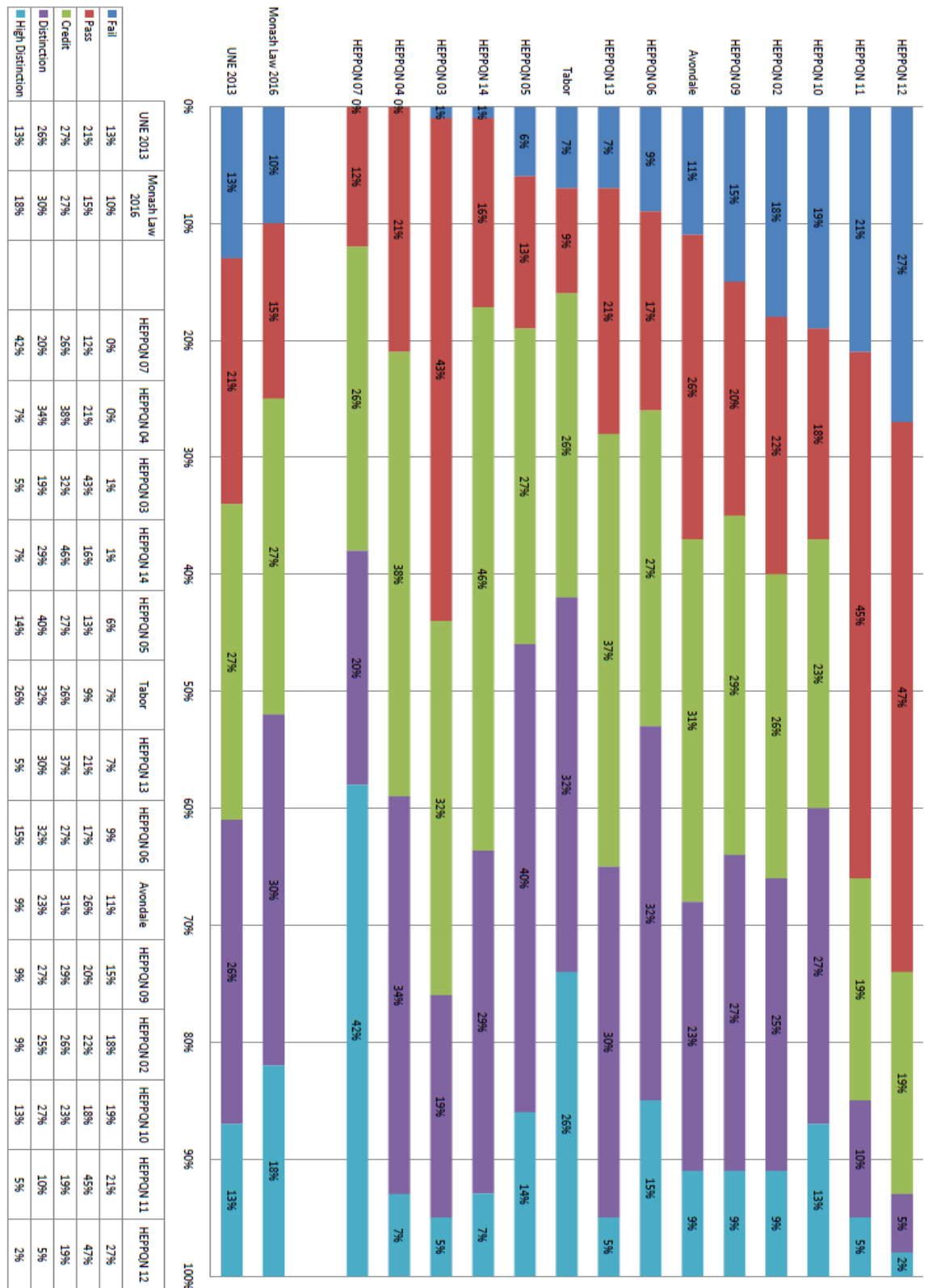
External moderation monitors marking activity, coupled with the fact the teaching staff at UBSS have both significant experience in marking and teach/mark at numerous other like institutions in Sydney. *We know a lot about grade distribution and assessment.*

In 2016



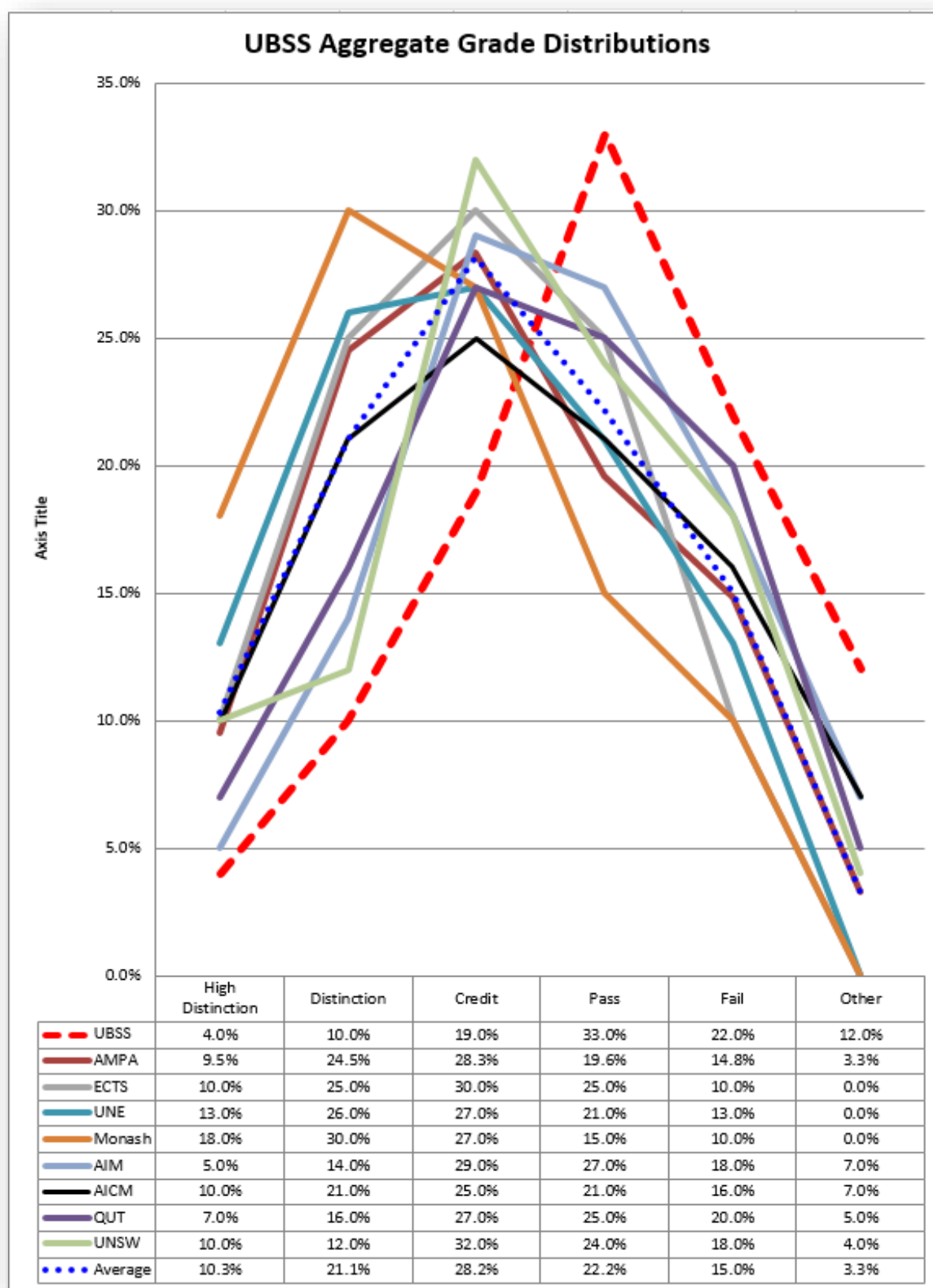
UBSS is represented by the broken red line

HEPPQN 2016 Data



UBSS is HEPP_QN 11 in this study

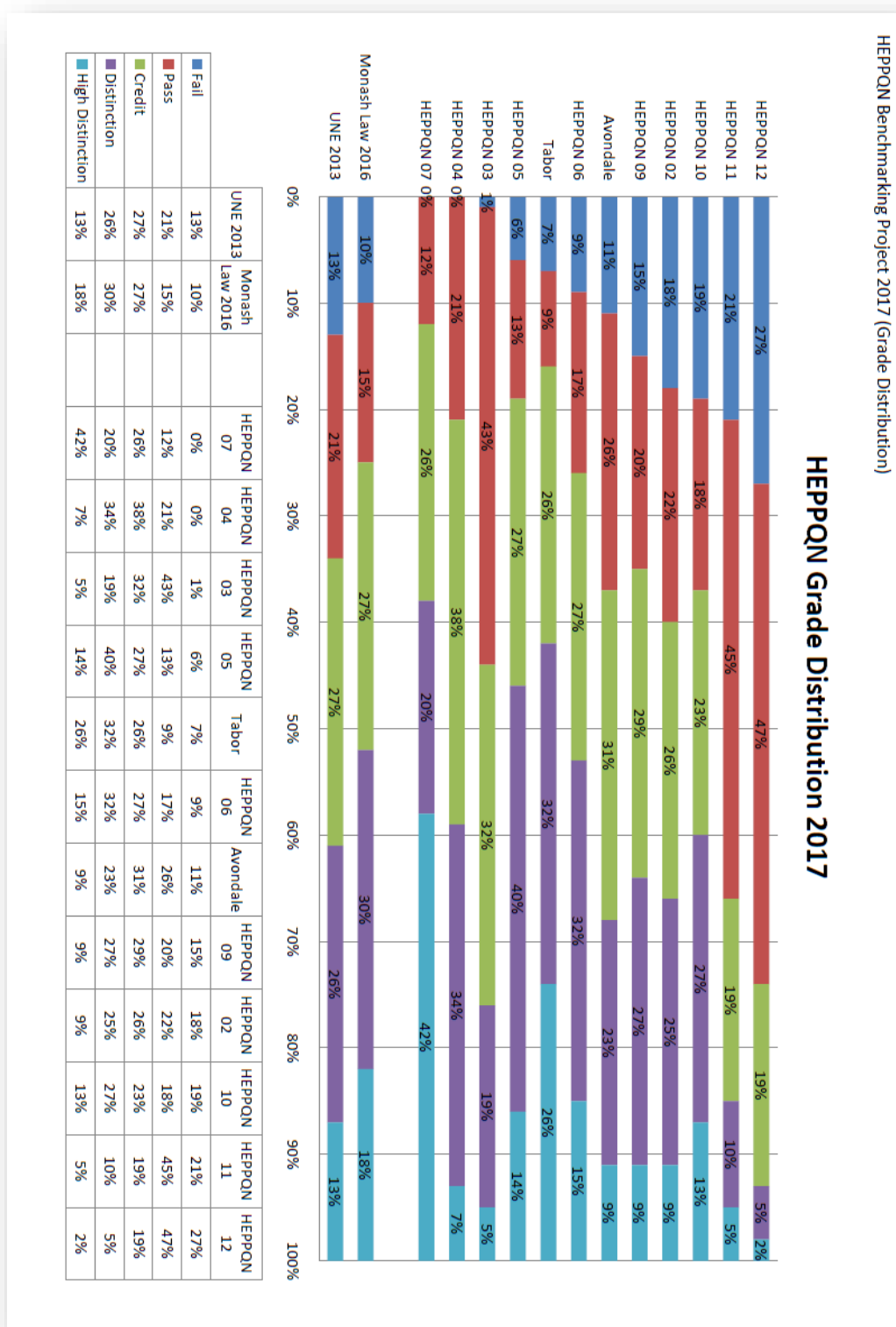
In 2017



UBSS is represented with the broken red line.

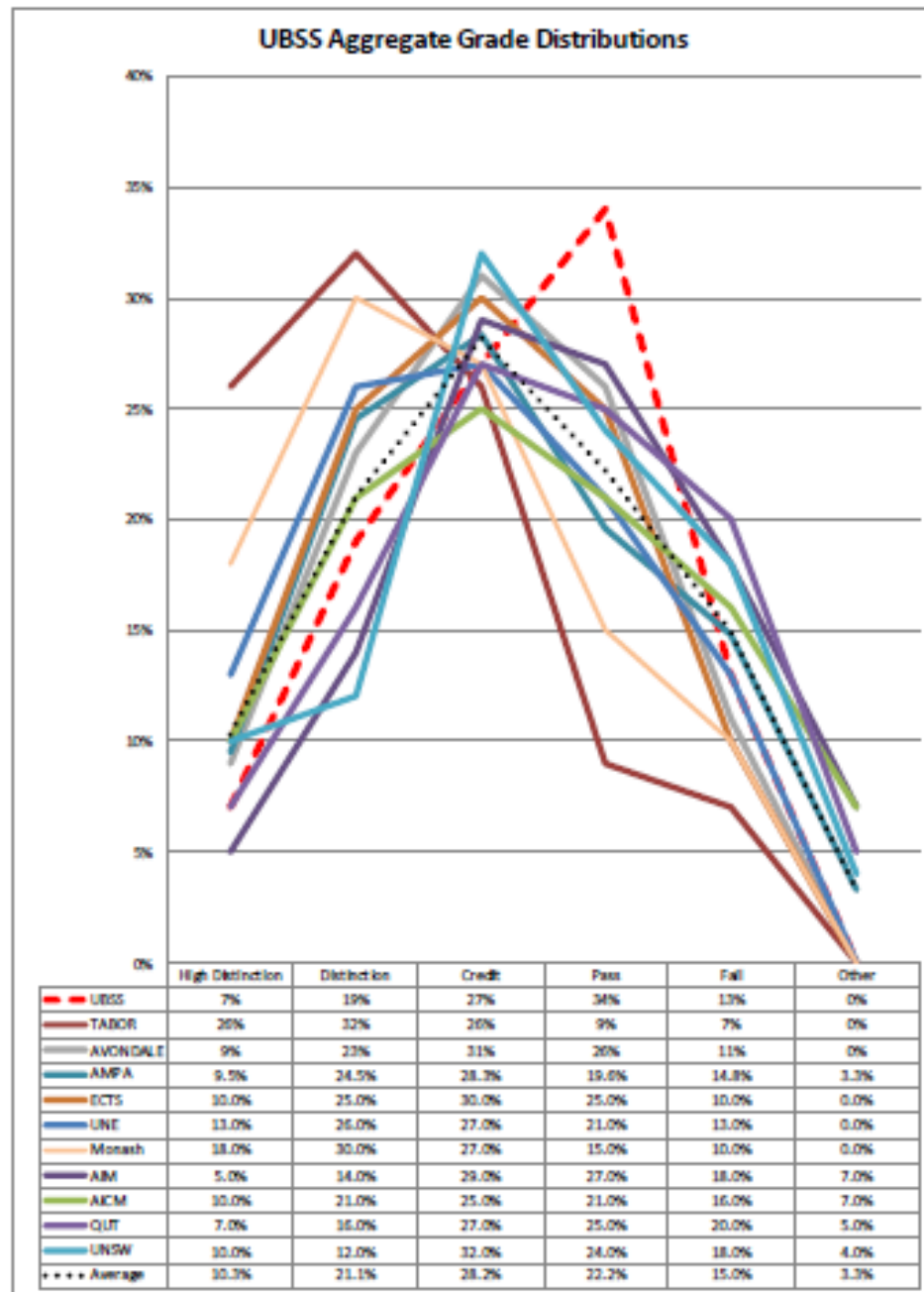
HEPPQN 2017 Data

UBSS is *HEPPQN 11* in this study



Both scenarios suggest UBSS is among the 'harder markers' – *which is not necessarily a bad thing*. We would prefer to be at *this* end of the spectrum rather than the opposite end.

In 2018



The HEPPQN 2018 data has not yet been released.

Student feedback (perception) on assessment over the last 8 trimesters (2016-2018) would suggest that students believe the assessment to be appropriate –

Survey Questions		Bachelor of Business							
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18
Q1	The subject provided useful knowledge and skills	4.20	4.38	4.30	4.36	4.28	4.57	4.44	4.35
Q2	The learning outcomes were achievable	4.09	4.29	4.27	4.30	4.25	4.55	4.36	4.23
Q3	The subject workload was manageable	4.06	4.00	4.14	4.20	4.17	4.51	4.21	4.19
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
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
Q6	The lecturer provided useful feedback	4.29	4.37	4.35	4.30	4.32	4.56	4.47	4.33
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
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
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
Q10	The assessment requirements were clearly explained	4.27	4.28	4.28	4.32	4.27	4.63	4.41	4.34
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
		4.22	4.33	4.30	4.32	4.28	4.57	4.42	4.32

Survey Questions		Bachelor of Accounting							
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18
Q1	The subject provided useful knowledge and skills	4.15	4.43	4.16	4.36	4.18	4.26	4.27	4.34
Q2	The learning outcomes were achievable	4.05	4.39	4.10	4.30	4.07	4.25	4.17	4.32
Q3	The subject workload was manageable	3.95	4.09	4.10	4.20	3.98	4.17	4.11	4.21
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
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
Q6	The lecturer provided useful feedback	4.19	4.38	4.16	4.30	4.04	4.19	4.20	4.37
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
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
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
Q10	The assessment requirements were clearly explained	4.19	4.34	4.15	4.32	4.08	4.23	4.24	4.35
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
		4.15	4.35	4.16	4.32	4.08	4.24	4.22	4.35

Survey Questions		Master of Business Administration							
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18
Q1	The subject provided useful knowledge and skills	4.20	4.44	4.27	4.24	4.35	4.40	4.27	4.37
Q2	The learning outcomes were achievable	4.00	4.36	4.15	4.17	4.27	4.37	4.19	4.28
Q3	The subject workload was manageable	3.90	4.21	4.09	4.08	4.18	4.25	4.15	4.25
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
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
Q6	The lecturer provided useful feedback	4.10	4.44	4.19	4.17	4.31	4.33	4.26	4.32
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
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
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
Q10	The assessment requirements were clearly explained	4.00	4.51	4.17	4.22	4.28	4.38	4.26	4.34
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
		4.07	4.43	4.17	4.21	4.30	4.35	4.25	4.33

The relevant data set here is –

- Q2 The learning outcomes were achievable;
- Q3 The subject workload was manageable;
- Q6 The lecturer provided useful feedback;
- Q10 The assessment requirements were clearly explained.

Consistently, and across all three programs the indication is high levels of satisfaction around assessment issues.

PART B

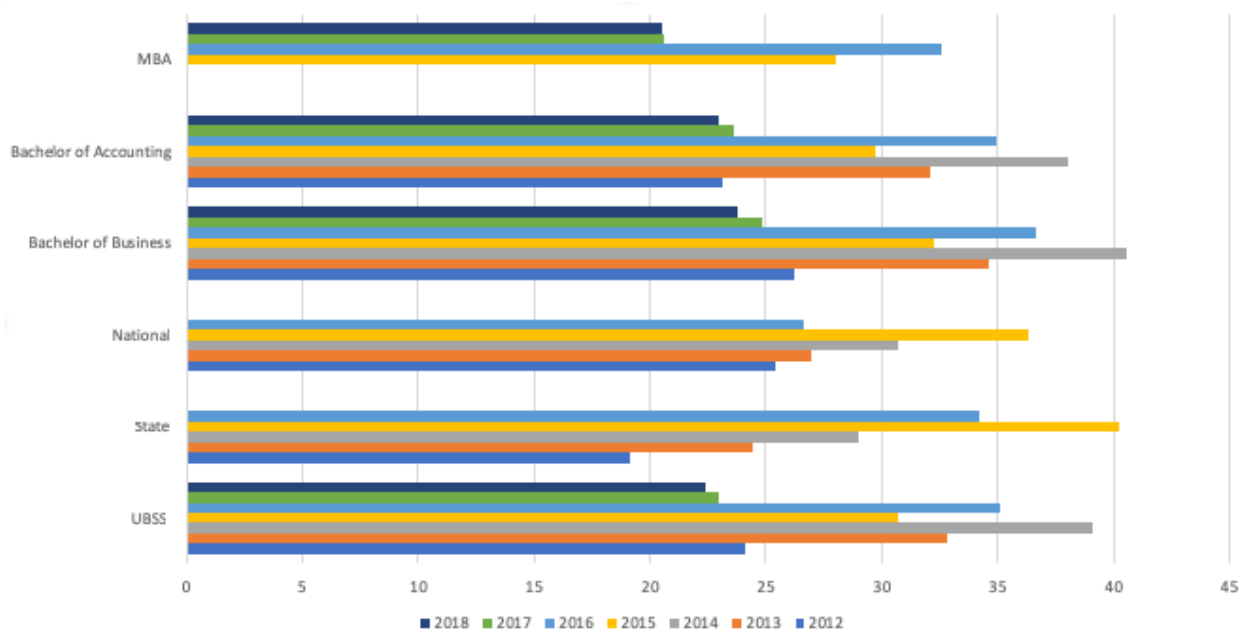
A closer examination at course level is now appropriate (4a)

Attrition

Attrition	2012	2013	2014	2015	2016	2017	2018
UBSS	24.13	32.81	39.09	30.67	35.09	23.00	22.43
State	19.10	24.46	28.98	40.26	34.23	NA	NA
National	25.44	26.96	30.73	36.34	26.62	NA	NA
Bachelor of Business	26.22	34.60	40.53	32.24	36.64	24.80	23.80
Bachelor of Accounting	23.12	32.06	38.	29.73	34.91	23.60	22.95
MBA	-	-	-	28.02	32.57	20.62	20.55

The *Bachelor of Business* has (since 2012) had the highest attrition rate of all three programs. Bachelor of Business students are more transient and have little difficulty in attracting credit for studies completed on transfer to other institutions both NUHEPs and HEPs.

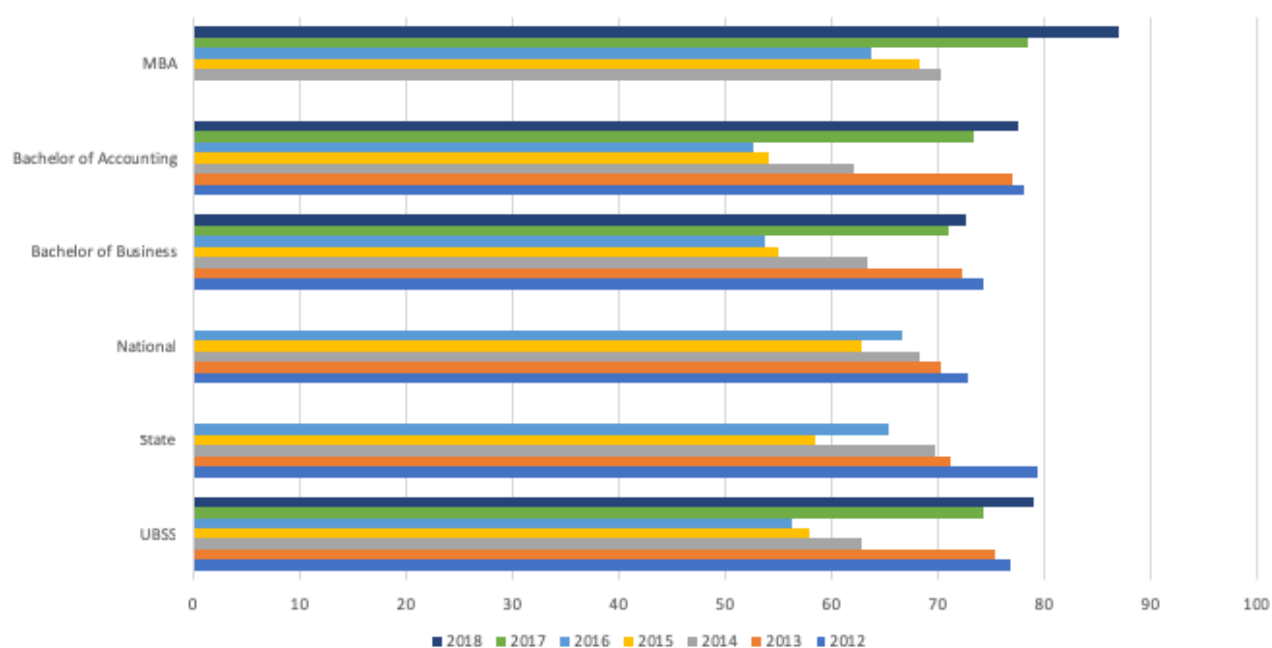
The *Bachelor of Accounting* and the *Master of Business Administration* (since 2014) have shared similar statistics.



Progression

Progression	2012	2013	2014	2015	2016	2017	2018
UBSS	76.9	75.4	62.9	57.9	56.3	74.3	79.1
State	79.38	71.24	69.82	58.53	65.45	NA	NA
National	72.86	70.28	68.40	62.91	66.62	NA	NA
Bachelor of Business	74.3	72.3	63.5	55.1	53.8	71.1	72.7
Bachelor of Accounting	78.2	77.0	62.2	54.1	52.7	73.4	77.6
MBA	NA	NA	70.4	68.3	63.7	78.6	87

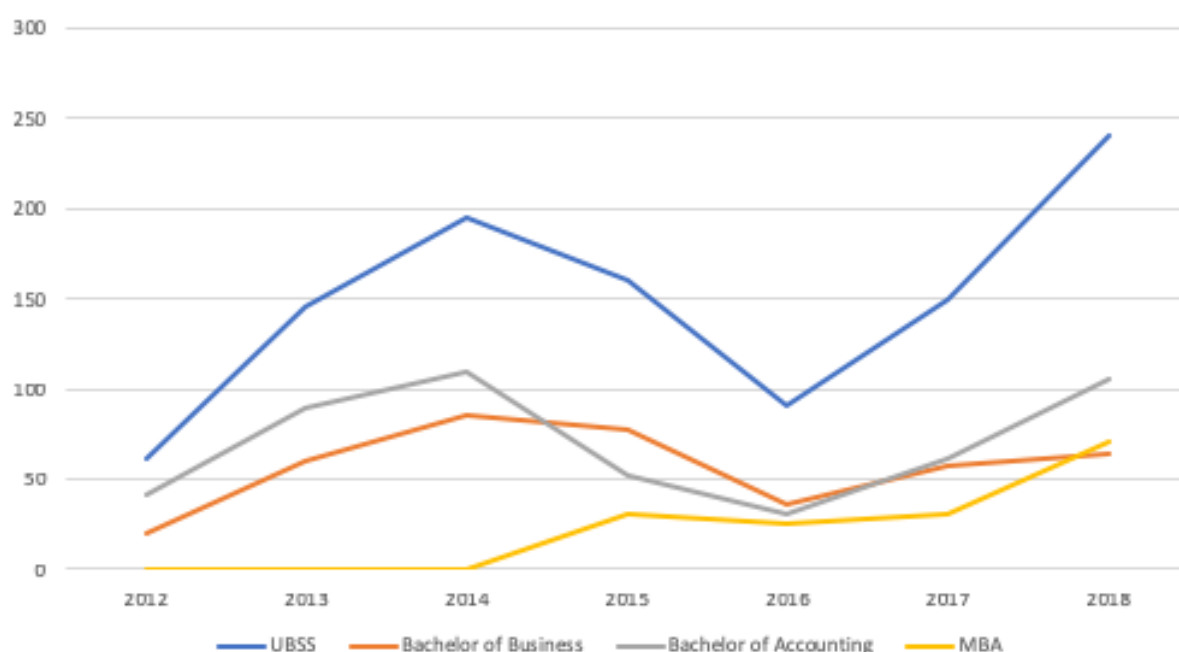
Progression outcomes have trended downward from 2012 (as have Sector indicators). Current numbers from 2017+ suggest an upward trend – this is pleasing to see.



Completions

Completion Rates	2012	2013	2014	2015	2016	2017	2018
UBSS	62	146	195	160	91	150	240
As a %	50	60	67	69	70	71	73
Bachelor of Business	20	60	86	78	36	57	64
Bachelor of Accounting	42	89	109	52	30	62	105
MBA	-	-	-	30	25	31	71

The UBSS Strategic Plan notes actual numbers in the forecasts (targets) which represent circa 70%. No individual course targets have been created per se (appropriate) – but monitoring is ongoing and reported against at various stakeholder meetings. The outcomes 2016-2018 are pleasing.

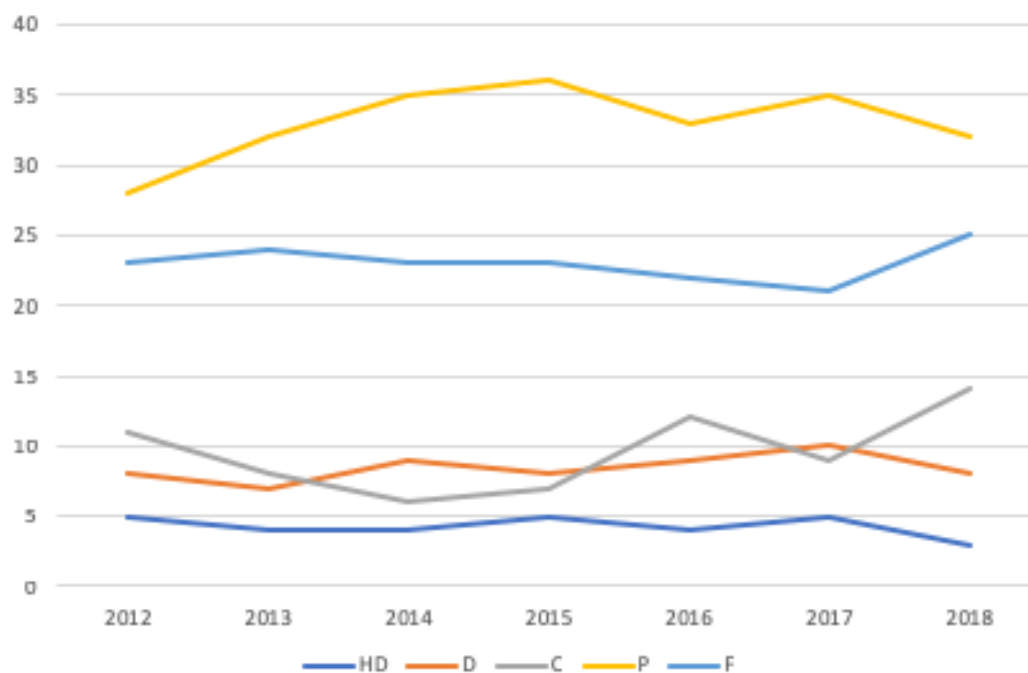


Grade Distributions

The **Bachelor of Business** grade distributions have been considered –

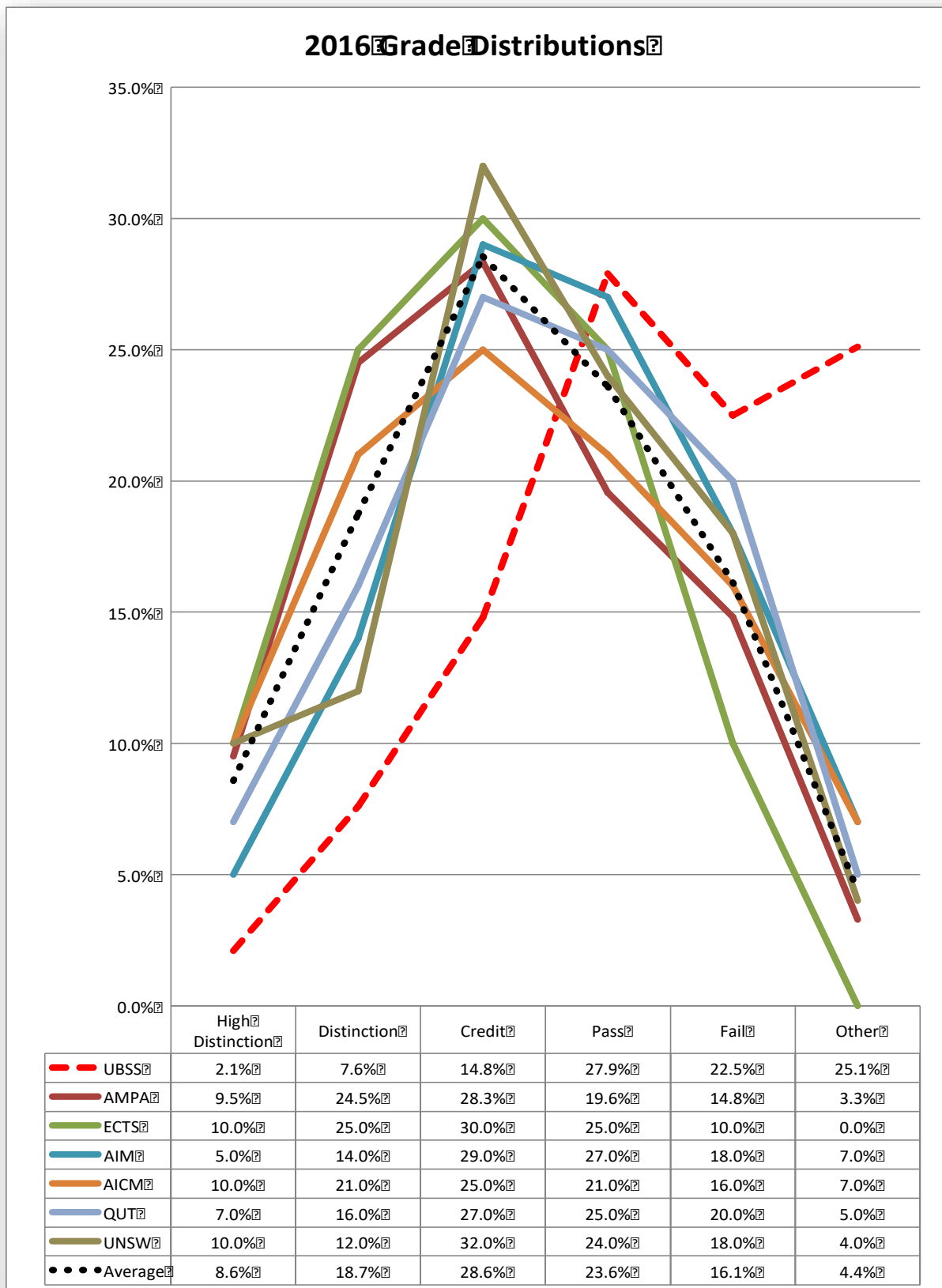
As a %	HD	D	C	P	F
2012	5	8	11	28	23
2013	4	7	8	32	24
2014	4	9	6	35	23
2015	5	8	7	36	23
2016	4	9	12	33	22
2017	5	10	9	35	21
2018	3	8	14	32	25

In order to provide *annual* outcomes – two and/or three sets of results each year have been aggregated across UBSS. *The exercise fits the brief – but lessens the significance.*



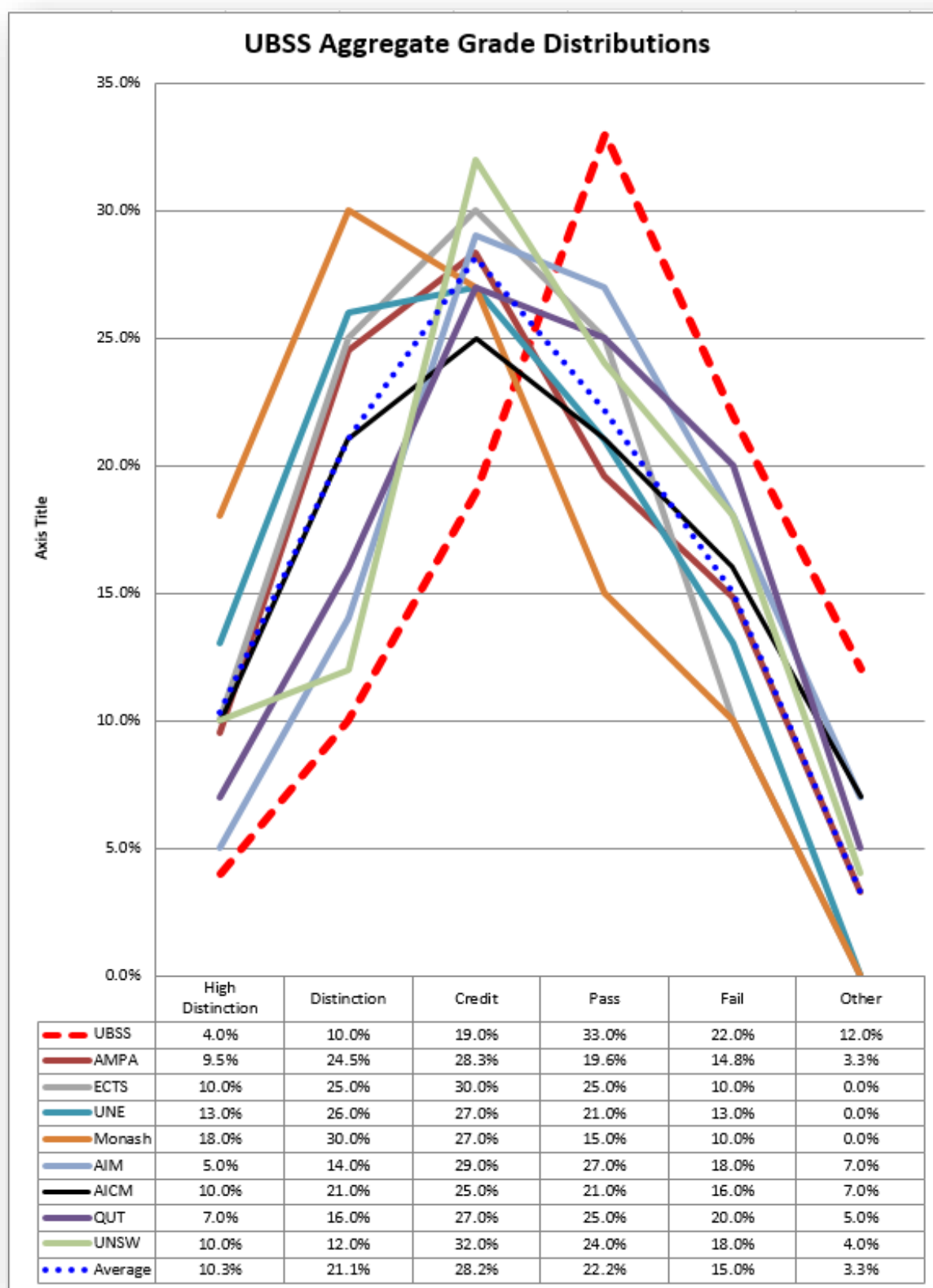
In terms of Bachelor of Business benchmarking comparisons -

In 2016



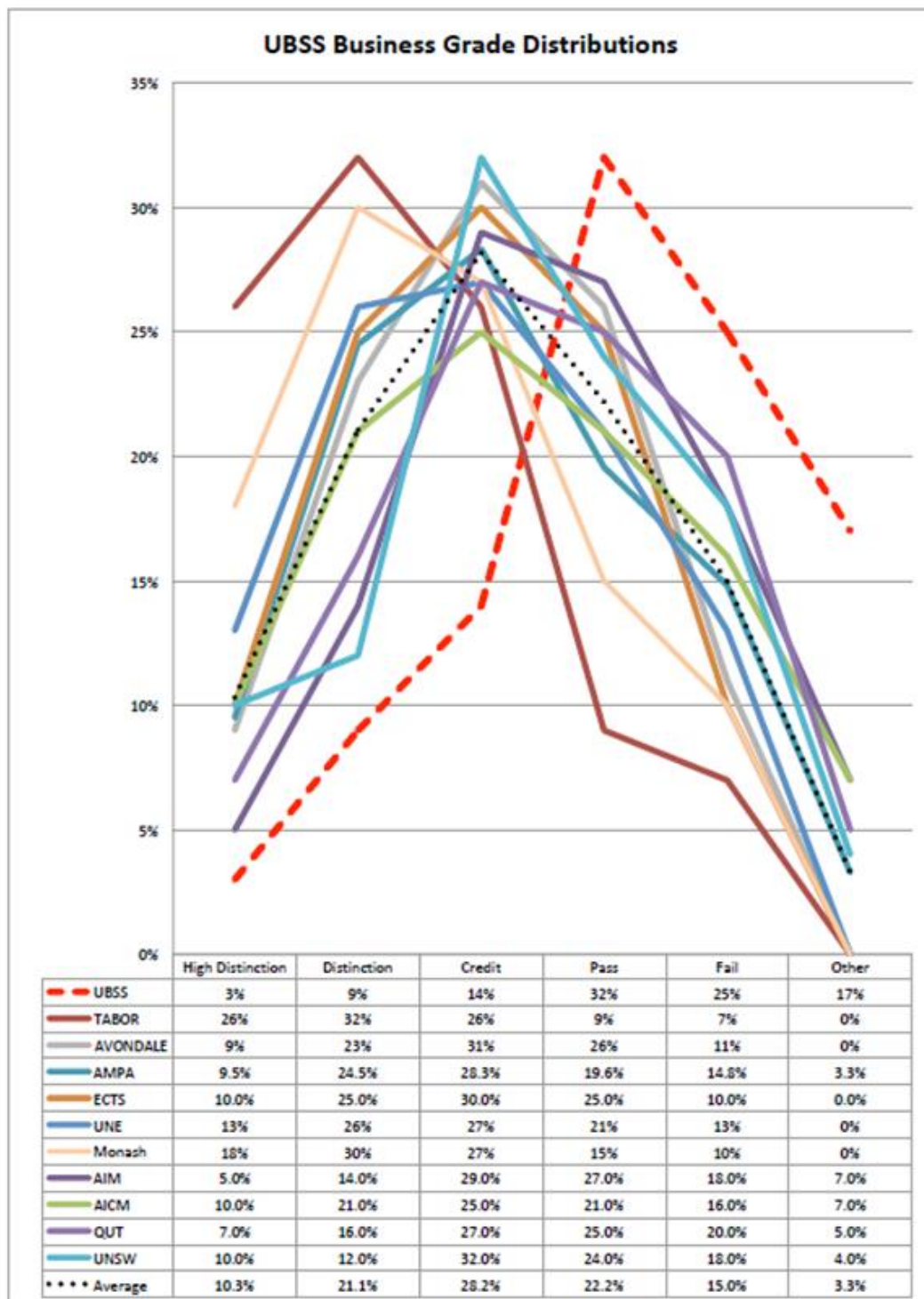
UBSS is represented by the broken red line

In 2017



UBSS is represented with the broken red line.

In 2018

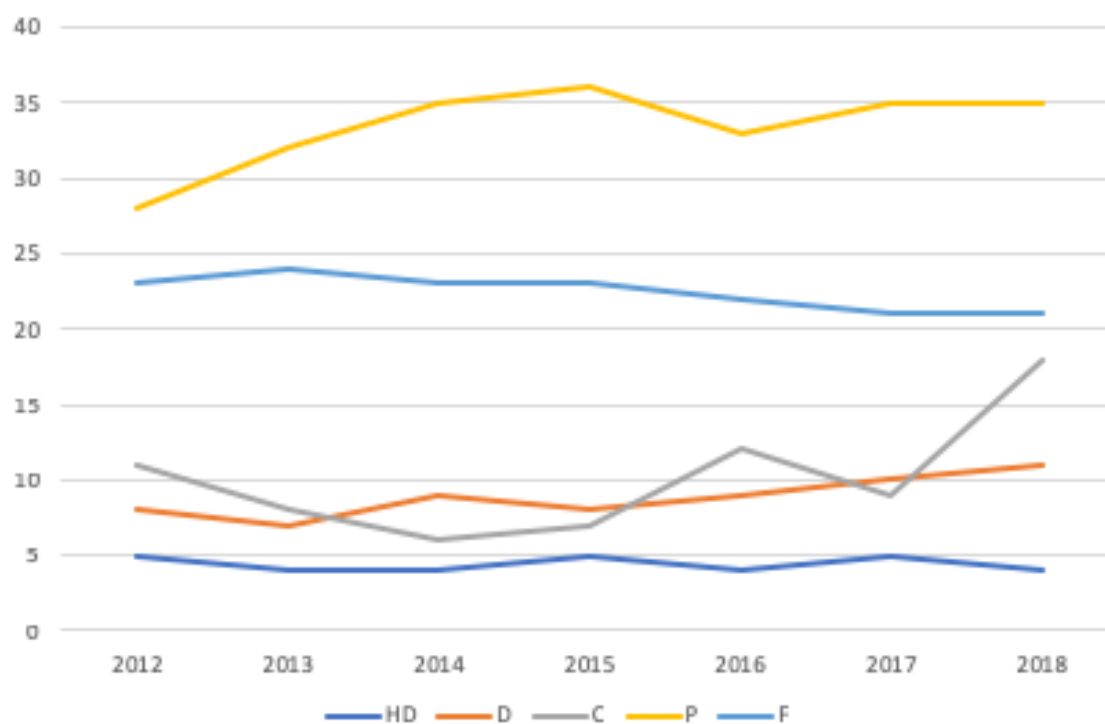


UBSS is represented with the broken red line.

The **Bachelor of Accounting** grade distributions have been considered -

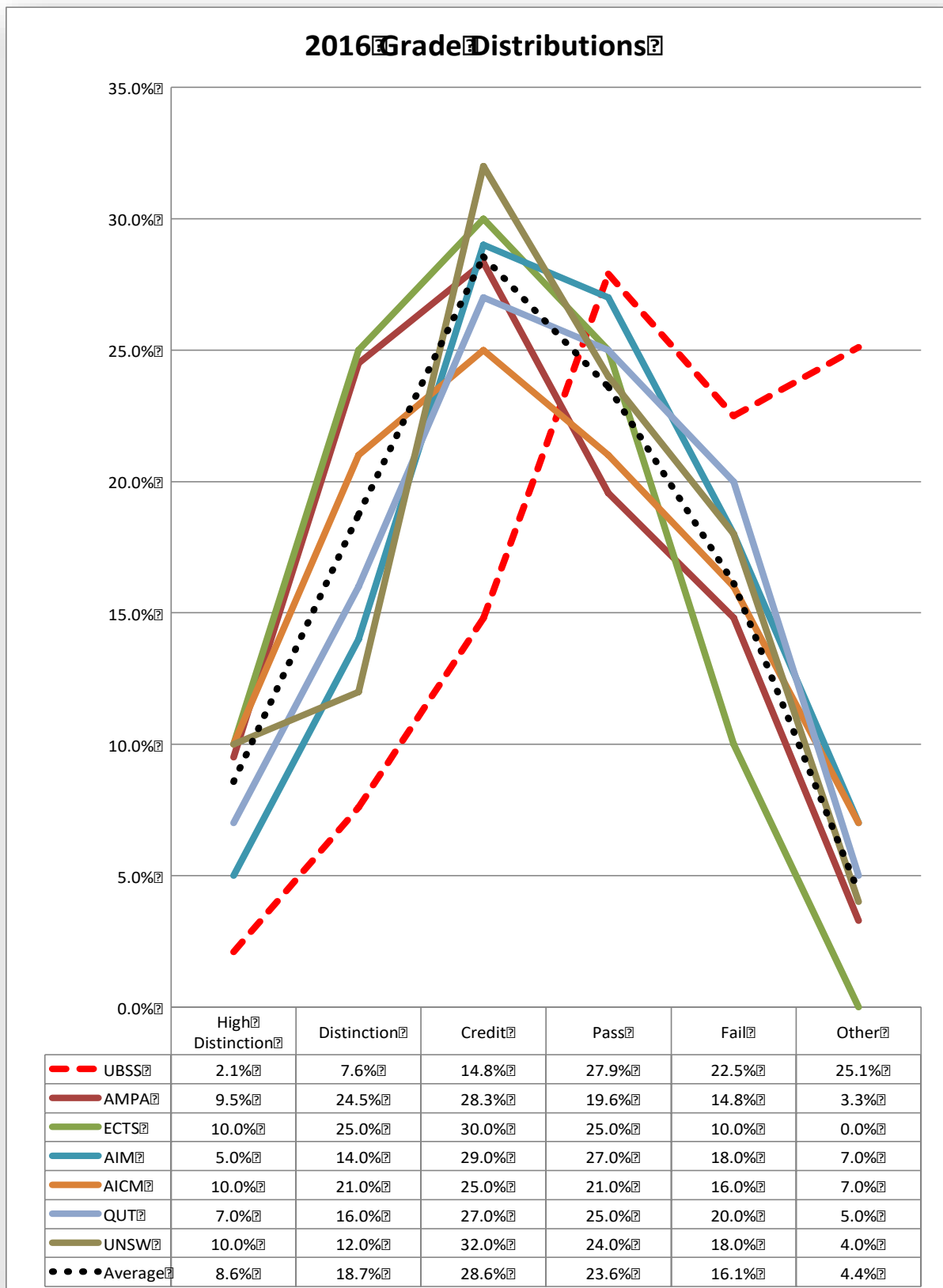
As a %	HD	D	C	P	F
2012	5	8	11	28	23
2013	4	7	8	32	24
2014	4	9	6	35	23
2015	5	8	7	36	23
2016	4	9	12	33	22
2017	5	10	9	35	21
2018	4	11	18	35	21

In order to provide *annual* outcomes – two and/or three sets of results each year have been aggregated across UBSS. *The exercise fits the brief – but lessens the significance.*



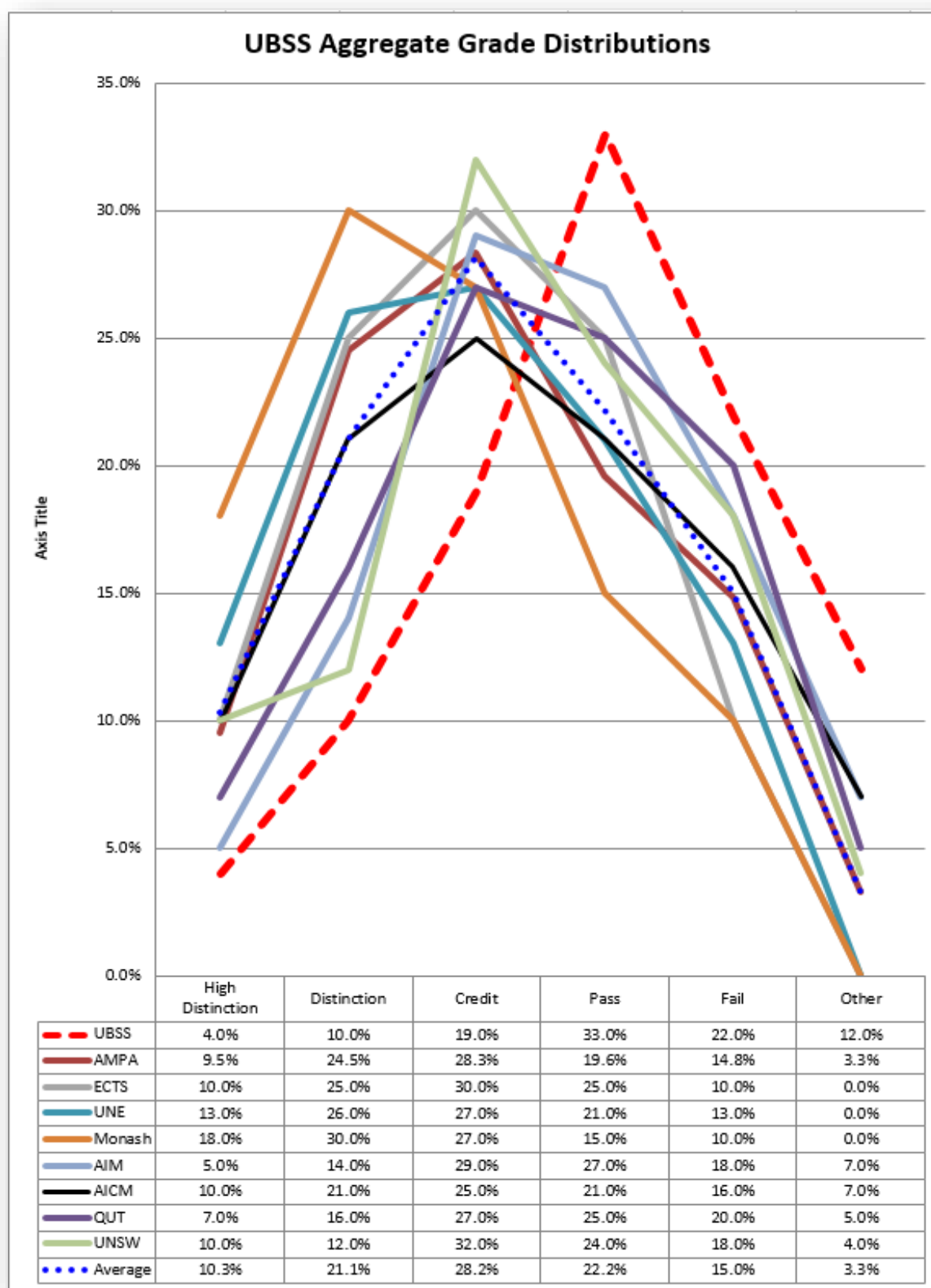
In terms of Bachelor of Business benchmarking comparisons -

In 2016



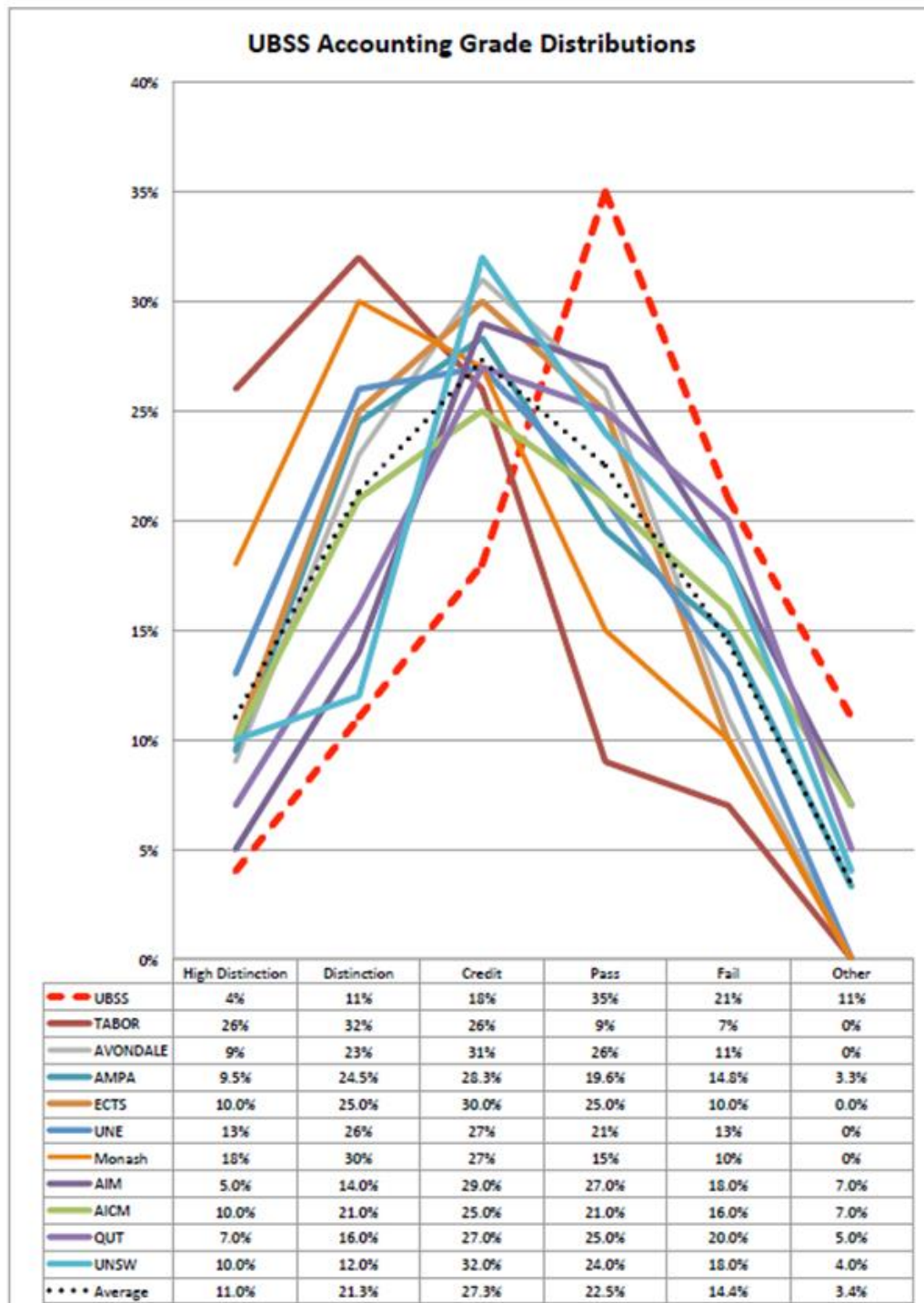
UBSS is represented by the broken red line

In 2017



UBSS is represented with the broken red line

In 2018

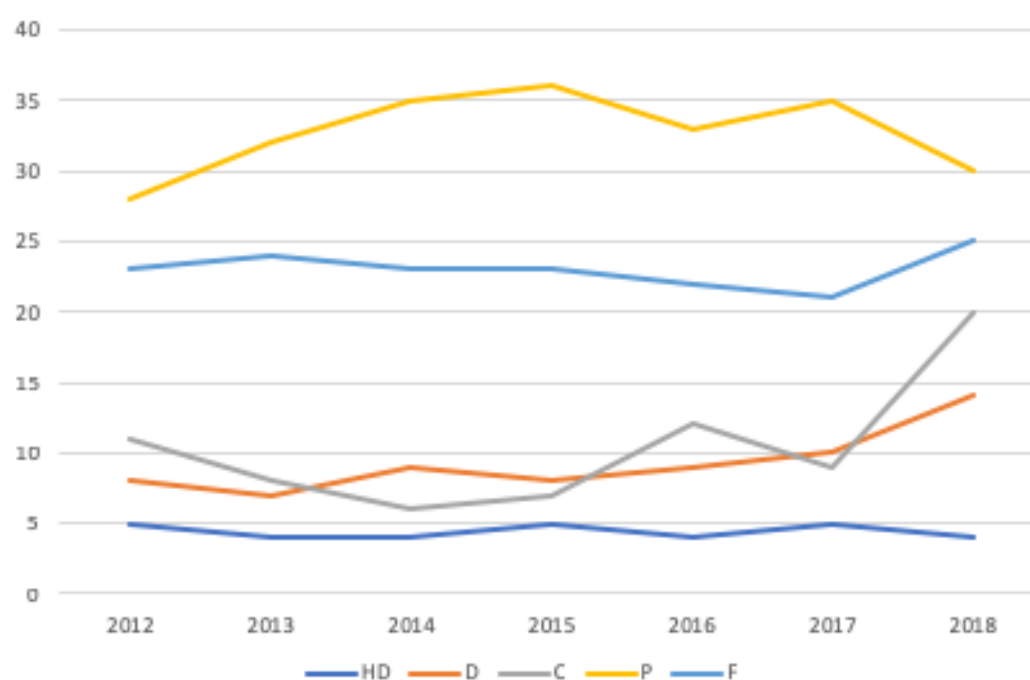


UBSS is represented with the broken red line.

The **Master of Business Administration** grade distributions have been considered -

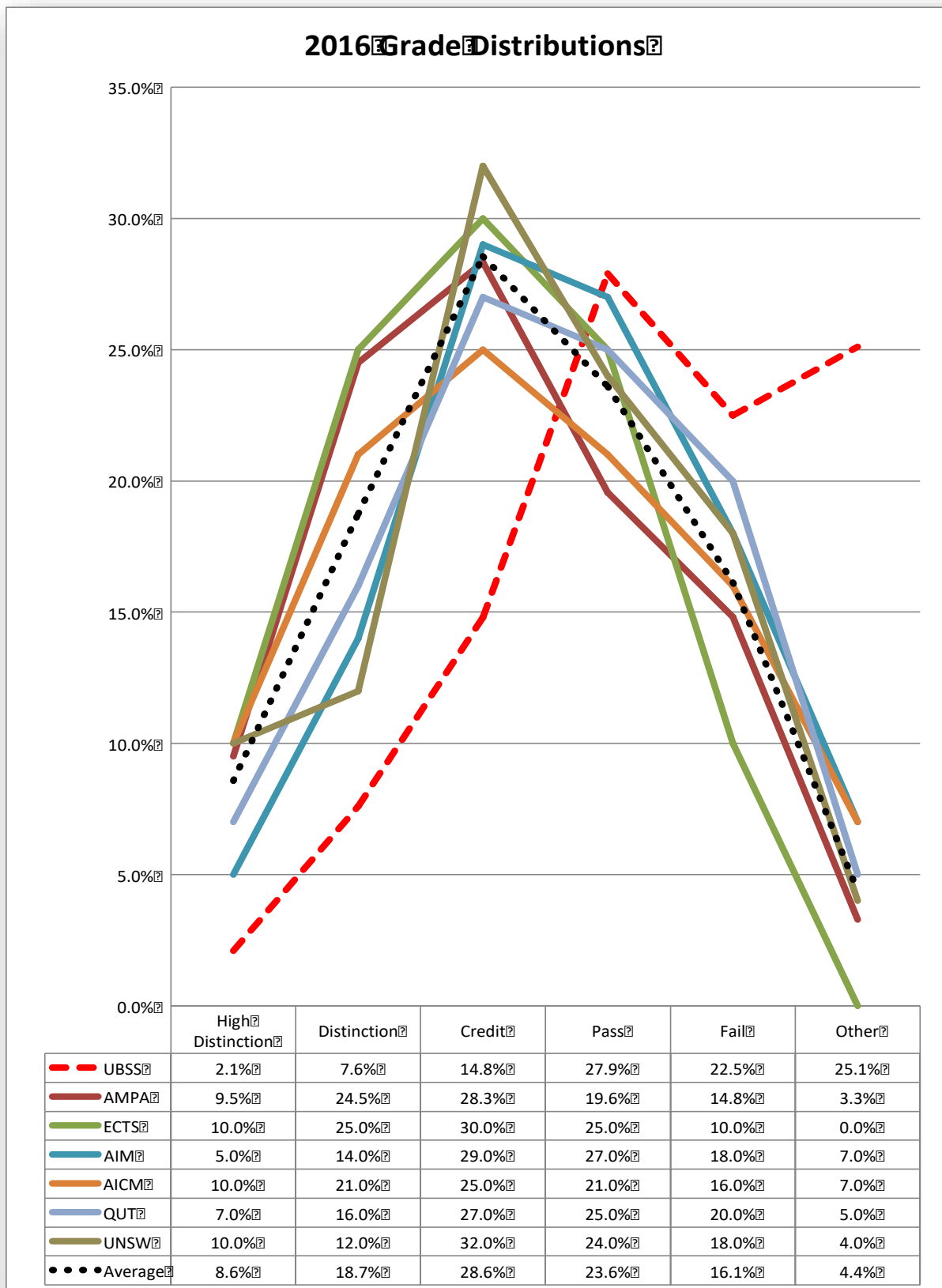
As a %	HD	D	C	P	F
2012	5	8	11	28	23
2013	4	7	8	32	24
2014	4	9	6	35	23
2015	5	8	7	36	23
2016	4	9	12	33	22
2017	5	10	9	35	21
2018	4	14	20	30	25

In order to provide *annual* outcomes – two and/or three sets of results each year have been aggregated across UBSS. *The exercise fits the brief – but lessens the significance.*



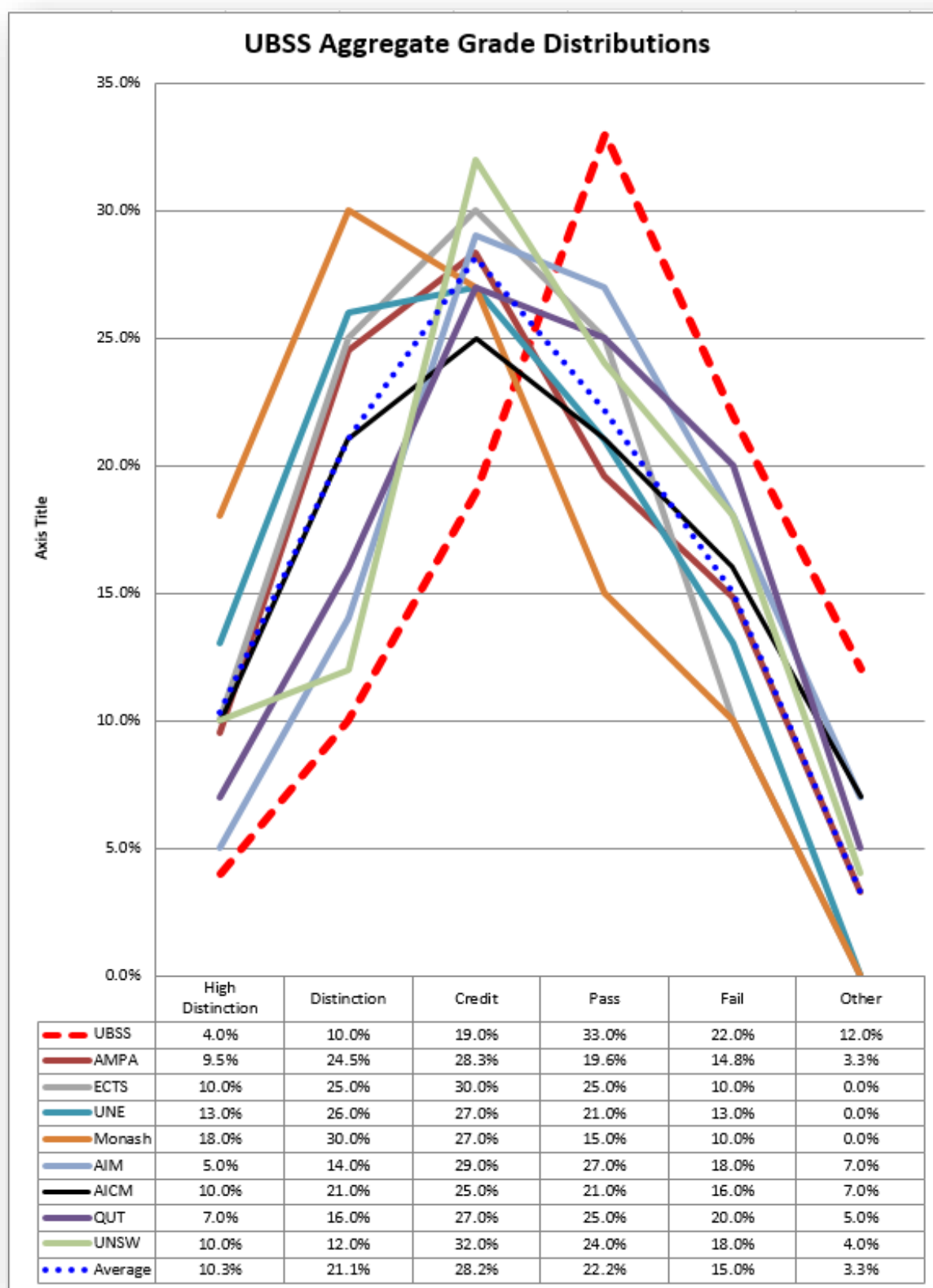
In terms of Master of Business Administration benchmarking comparisons -

In 2016



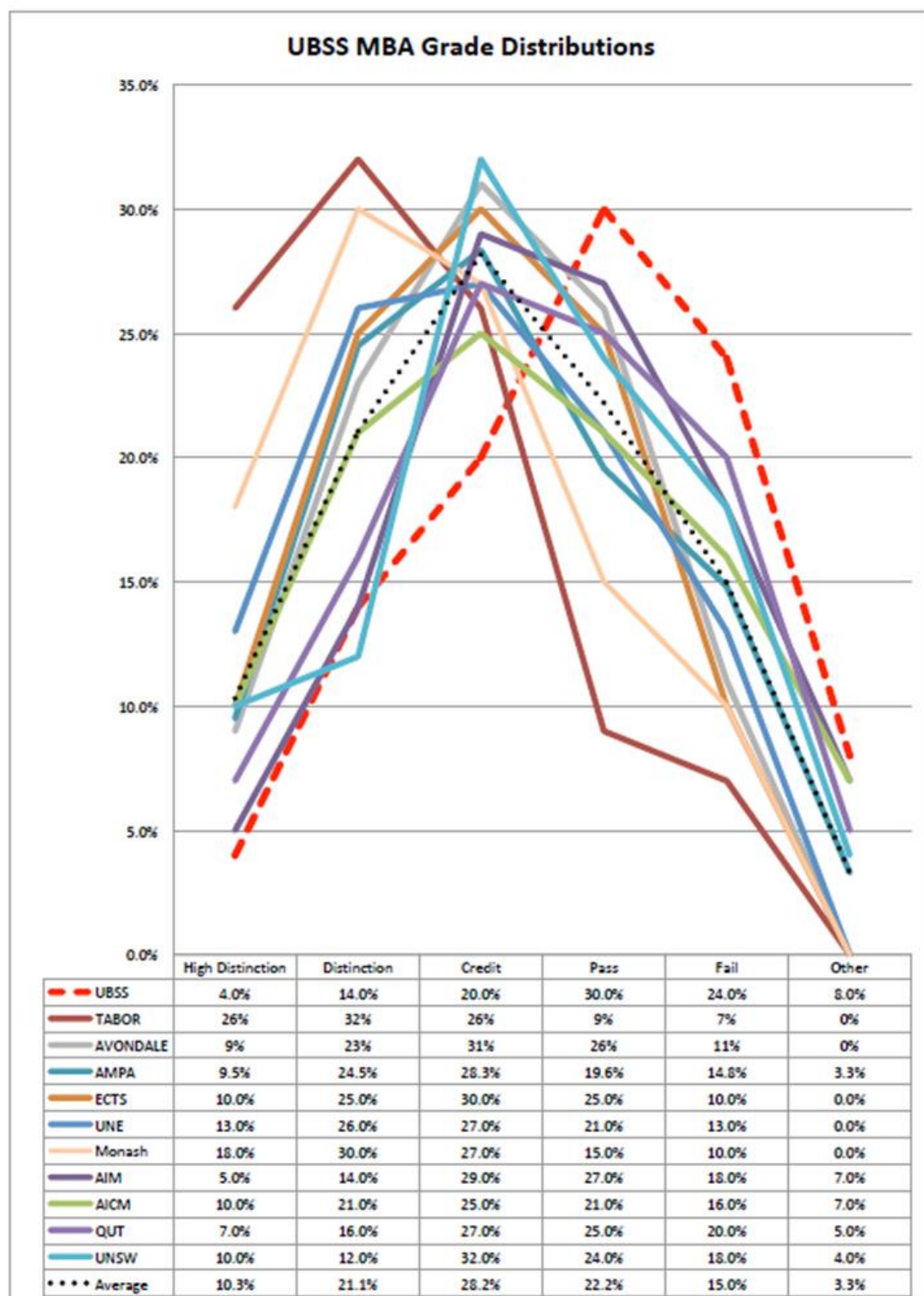
UBSS is represented by the broken red line

In 2017



UBSS is represented with the broken red line.

In 2018 –



UBSS is represented with the broken red line.

Student Feedback

Student feedback (perception) on assessment over the last 8 trimesters during 2016, 2017 and 2018 (in particular) would suggest that students believe the assessment to be appropriate -

Bachelor of Business –

Survey Questions		Bachelor of Business							
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18
Q1	The subject provided useful knowledge and skills	4.20	4.38	4.30	4.36	4.28	4.57	4.44	4.35
Q2	The learning outcomes were achievable	4.09	4.29	4.27	4.30	4.25	4.55	4.36	4.23
Q3	The subject workload was manageable	4.06	4.00	4.14	4.20	4.17	4.51	4.21	4.19
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
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
Q6	The lecturer provided useful feedback	4.29	4.37	4.35	4.30	4.32	4.56	4.47	4.33
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
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
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
Q10	The assessment requirements were clearly explained	4.27	4.28	4.28	4.32	4.27	4.63	4.41	4.34
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
		4.22	4.33	4.30	4.32	4.28	4.57	4.42	4.32

Bachelor of Accounting –

Survey Questions		Bachelor of Accounting							
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18
Q1	The subject provided useful knowledge and skills	4.15	4.43	4.16	4.36	4.18	4.26	4.27	4.34
Q2	The learning outcomes were achievable	4.05	4.39	4.10	4.30	4.07	4.25	4.17	4.32
Q3	The subject workload was manageable	3.95	4.09	4.10	4.20	3.98	4.17	4.11	4.21
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
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
Q6	The lecturer provided useful feedback	4.19	4.38	4.16	4.30	4.04	4.19	4.20	4.37
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
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
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
Q10	The assessment requirements were clearly explained	4.19	4.34	4.15	4.32	4.08	4.23	4.24	4.35
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
		4.15	4.35	4.16	4.32	4.08	4.24	4.22	4.35

Master of Business Administration –

Survey Questions		Master of Business Administration							
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18
Q1	The subject provided useful knowledge and skills	4.20	4.44	4.27	4.24	4.35	4.40	4.27	4.37
Q2	The learning outcomes were achievable	4.00	4.36	4.15	4.17	4.27	4.37	4.19	4.28
Q3	The subject workload was manageable	3.90	4.21	4.09	4.08	4.18	4.25	4.15	4.25
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
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
Q6	The lecturer provided useful feedback	4.10	4.44	4.19	4.17	4.31	4.33	4.26	4.32
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
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
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
Q10	The assessment requirements were clearly explained	4.00	4.51	4.17	4.22	4.28	4.38	4.26	4.34
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
		4.07	4.43	4.17	4.21	4.30	4.35	4.25	4.33

The relevant data set here is –

- Q2 The learning outcomes were achievable;
- Q3 The subject workload was manageable;
- Q6 The lecturer provided useful feedback;
- Q10 The assessment requirements were clearly explained.

Consistently, and across all three programs the indication is high levels of student satisfaction around assessment issues.

PART C (4a, 4ai)

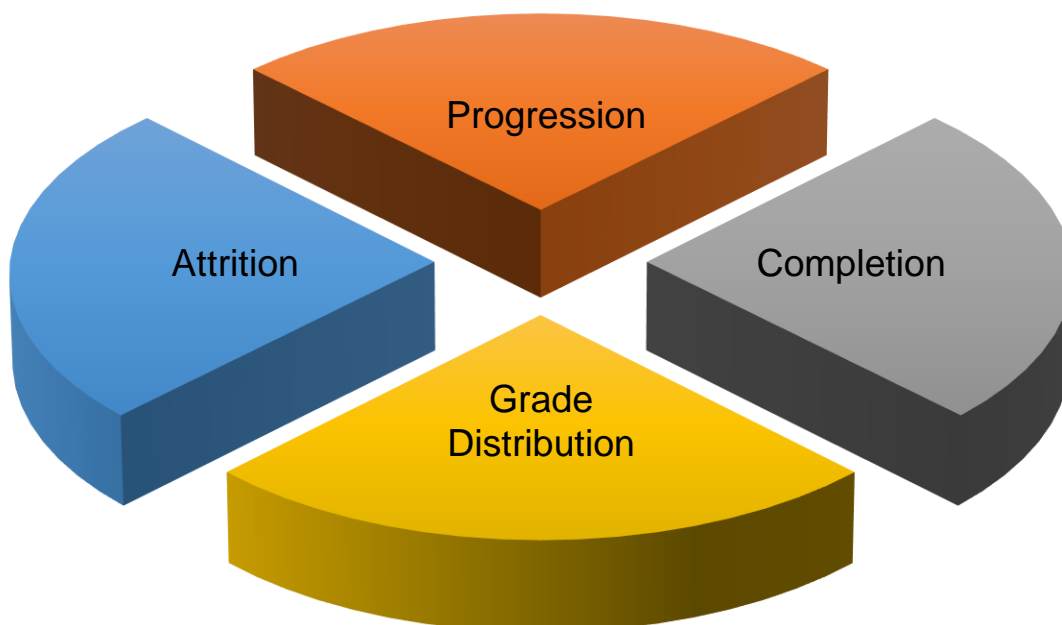
An examination of cohort outcomes is also worthy of consideration.

For the purpose of this paper, the *four* fundamental pathway cohorts are examined in the light of the *four* domains.

The cohorts being –

- Central College students feeding into UBSS
- Metro English College feeding into UBSS
- Onshore source students into UBSS
- Offshore source students into UBSS

The four domains being –



We deal with each in turn -

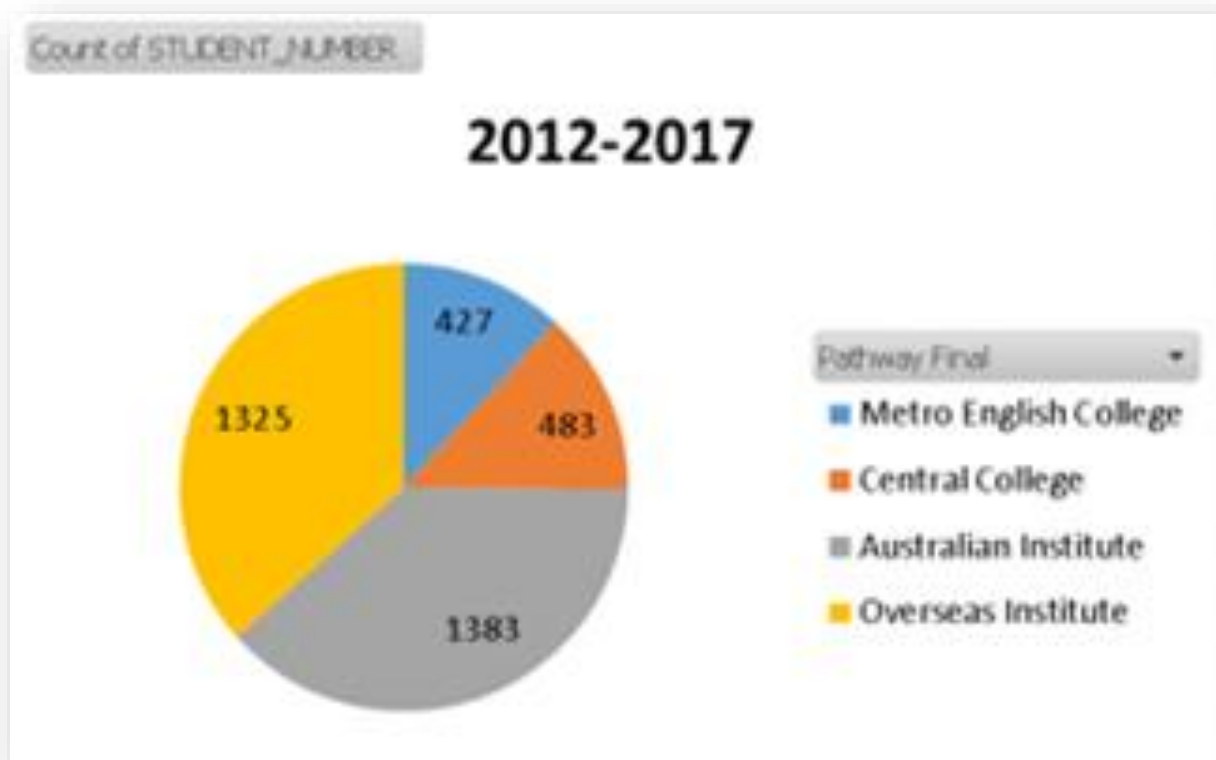
Pathway Students

There are essentially four *pathways* into UBSS.

During the period 2012-2017 (2018 data is not yet available) the number and percentage have been tracked and extracted –

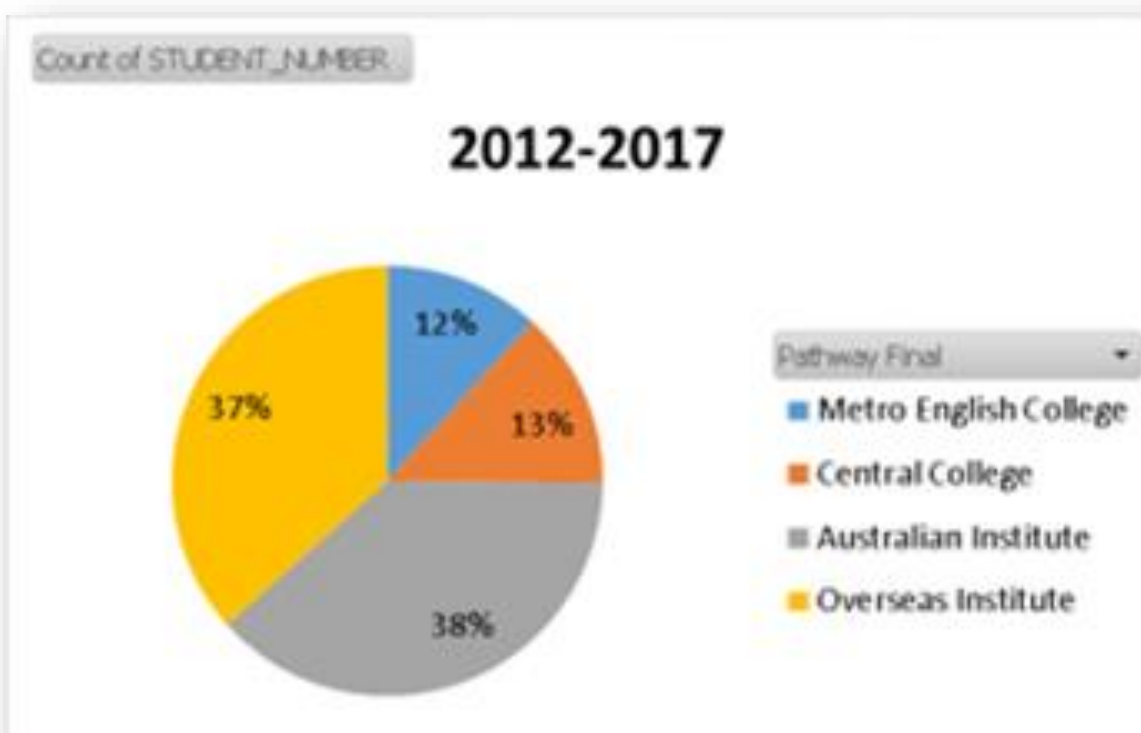
In number terms –

Count of STUDENT_NUMBER	Start Year							
Pathway		2012	2013	2014	2015	2016	2017	Grand Total
Metro English College		40	17	30	116	150	74	427
Central College		185	126	41	39	41	51	483
Australian Institute		168	113	117	148	297	540	1383
Overseas Institute		118	56	87	253	308	503	1325
Grand Total		511	312	275	556	796	1168	3618



In percentage (%) terms –

Count of STUDENT_NUI Start Y								
Pathway	2012	2013	2014	2015	2016	2017	Grand Total	
Metro English College	7.83%	5.45%	10.91%	20.86%	18.84%	6.34%	11.80%	
Central College	36.20%	40.38%	14.91%	7.01%	5.15%	4.37%	13.35%	
Australian Institute	32.88%	36.22%	42.55%	26.62%	37.31%	46.23%	38.23%	
Overseas Institute	23.09%	17.95%	31.64%	45.50%	38.69%	43.07%	36.62%	
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	



The 2018 data is not yet available.

Some drawings from the figures (2012- 2017) -

- The Metro (blue) intake is small and has been small since 2012.
- The Central College intake has reduced significantly (as a proportion) since 2013.

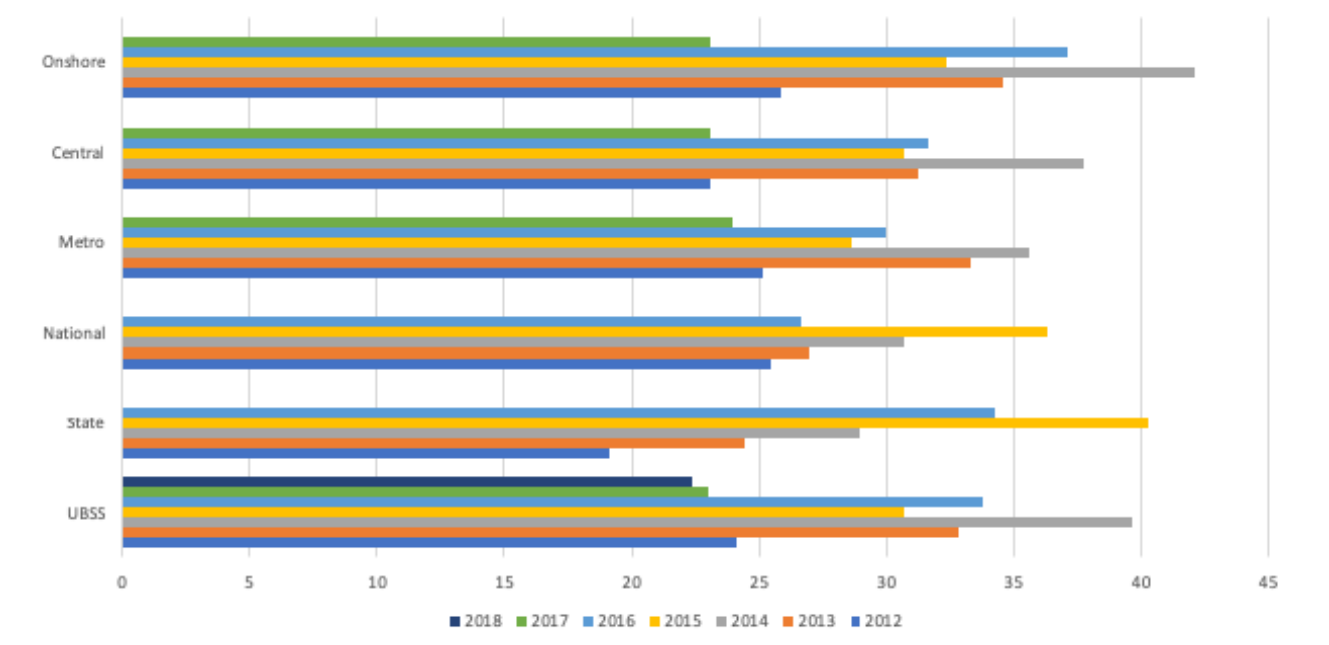
The onshore/off shore previous qualification category remains strong and represents the significant intake source.

Considering the four pathways in terms of attrition, progression, completion and grade distribution is interesting -

Attrition

Attrition	2012	2013	2014	2015	2016	2017	2018
UBSS	24.13	32.81	39.69	30.67	33.82	23.00	22.40
State	19.10	24.46	28.98	40.26	34.23	NA	NA
National	25.44	26.96	30.73	36.34	26.62	NA	NA
Metro	25.12	33.34	35.63	28.62	30.02	24.00	NA
Central	23.10	31.22	37.75	30.73	31.65	23.10	NA
Onshore	25.90	34.61	42.10	32.34	37.14	23.10	NA
Offshore	22.91	32.55	37.08	29.10	36.75	22.00	NA

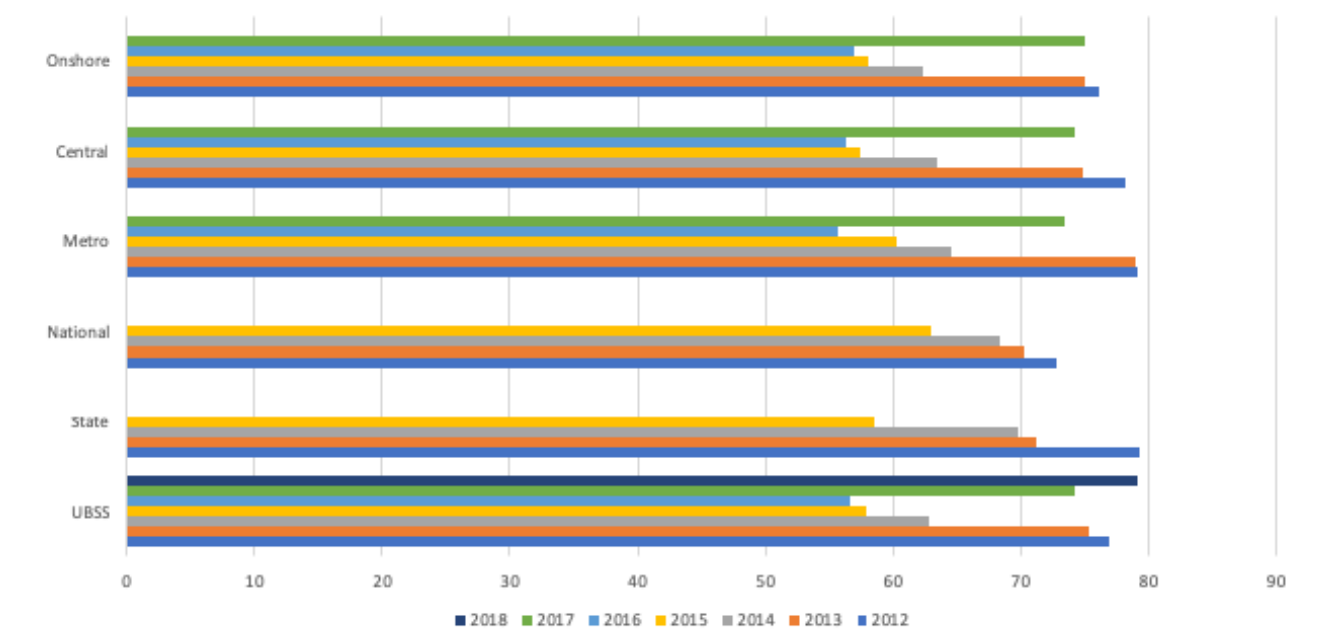
There is no particular pathway cohort that stands out as 'special' or 'needy'. All four cohort groups essentially match the attrition trends across the larger organisation and are consistent with students coming through as 'direct entry' (not pathway). *The exercise is interesting, though not particularly useful.*



Progression

Progression	2012	2013	2014	2015	2016	2017	2018
UBSS	76.9	75.4	62.9	57.9	56.6	74.3	79.1
State	79.38	71.24	69.82	58.53	NA	NA	NA
National	72.86	70.28	68.40	62.91	NA	NA	NA
Metro	79.2	79.0	64.5	60.3	55.7	73.4	NA
Central	78.2	74.8	63.4	57.4	56.4	74.2	NA
Onshore	76.1	75.0	62.4	58.0	57.0	75.0	NA
Offshore	75.3	75.7	62.4	57.2	56.8	74.8	NA

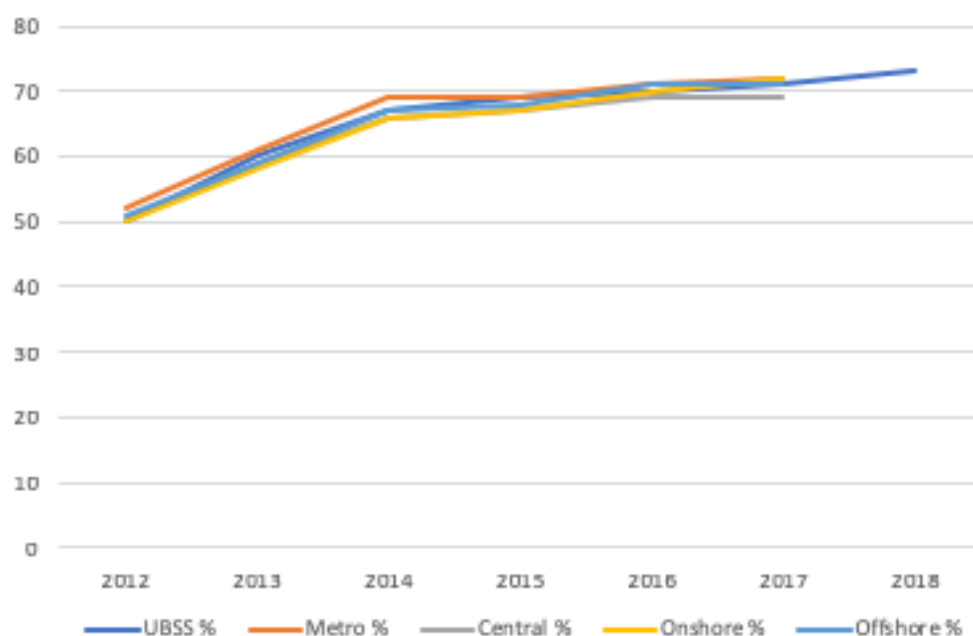
There is no particular pathway cohort that stands out as 'special' or 'needy'. All four cohort groups essentially match the progression trends across the larger organisation and are consistent with students coming through as 'direct entry' (not pathway). *The UBSS aggregate is provided in line one of the table. The exercise is interesting, though not particularly useful.*



Completion

Completion	2012	2013	2014	2015	2016	2017	2018
UBSS	62	146	195	160	91	150	240
As a %	50	60	67	69	70	71	73
Metro %	52	61	69	69	71	72	NA
Central %	50	59	66	67	69	69	NA
Onshore %	50	58	66	67	70	72	NA
Offshore %	51	59	67	68	71	71	NA

There is no particular pathway cohort that stands out as 'special' or 'needy'. All four cohort groups essentially match the completion trends across the larger organisation and are consistent with students coming through as 'direct entry' (not pathway). Metro students (though a small cohort) appear to be slightly above the UBSS aggregate. *The exercise is interesting, though not particularly useful.*



Grade Distribution

As a %	HD	D	C	P	F
2012	5	8	11	28	23
2013	4	7	8	32	24
2014	4	9	6	35	23
2015	5	8	7	36	23
2016	4	9	12	33	22
2017	5	10	9	25	21
2018	4	11	17	34	22
Metro	4	7	12	37	24
Central	4	8	13	32	21
Onshore	3	9	12	30	24
Offshore	4	9	13	33	20

In order to achieve an overview of performance of the four cohorts in question the results were analysed and averaged. What the exercise did demonstrate is that there is *little deviation* between the cohorts and the aggregated UBSS results.

Students receiving credit (RPL) (4aii)

In summary, credit was provided to the following numbers during the period of consideration.

Program	2012	2013	2014	2015	2016	2017	2018
Postgraduate	-	-	1	34	62	84	130
Undergraduate	402	120	82	108	162	190	220

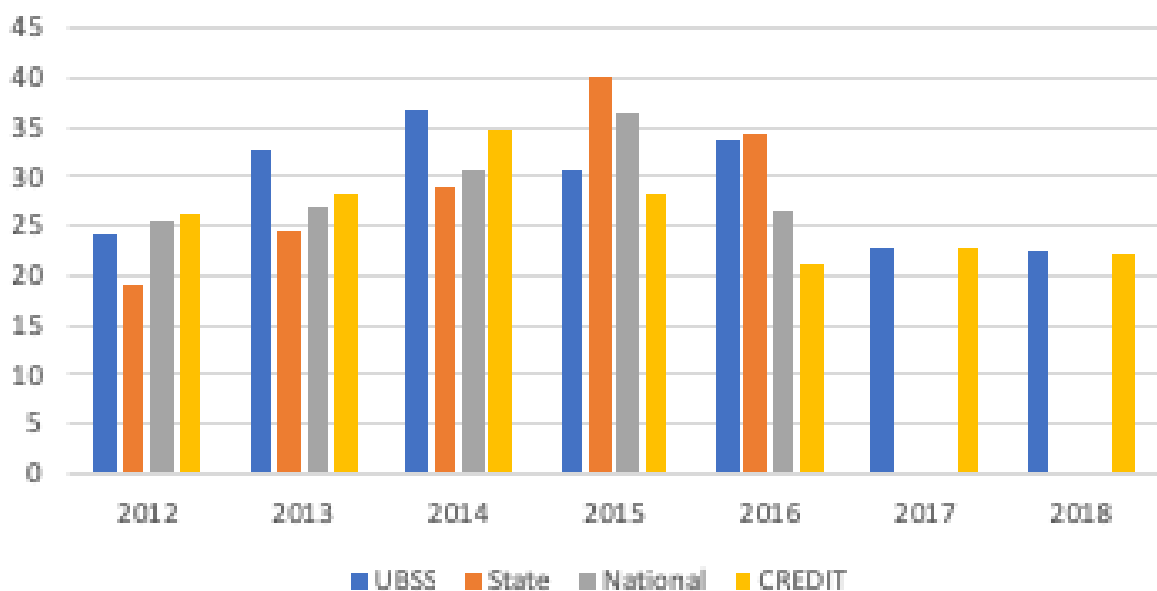
The current Credit Policy is robust and appropriate. A copy of the policy available on the UBSS website - <https://www.ubss.edu.au/media/1344/credit-and-recognition-of-prior-learning-policy.pdf>

An exercise of extracting outcomes for students who have received credit (**credit**) was a complex investigation - but achieved with some interesting findings.

Attrition

Attrition	2012	2013	2014	2015	2016	2017	2018
UBSS	24.13	32.81	36.69	30.67	33.82	23.00	22.4
State	19.10	24.46	28.98	40.26	34.23	NA	NA
National	25.44	26.96	30.73	36.34	26.62	NA	NA
CREDIT	26.11	28.33	34.55	28.3	21.11	22.8	22.1

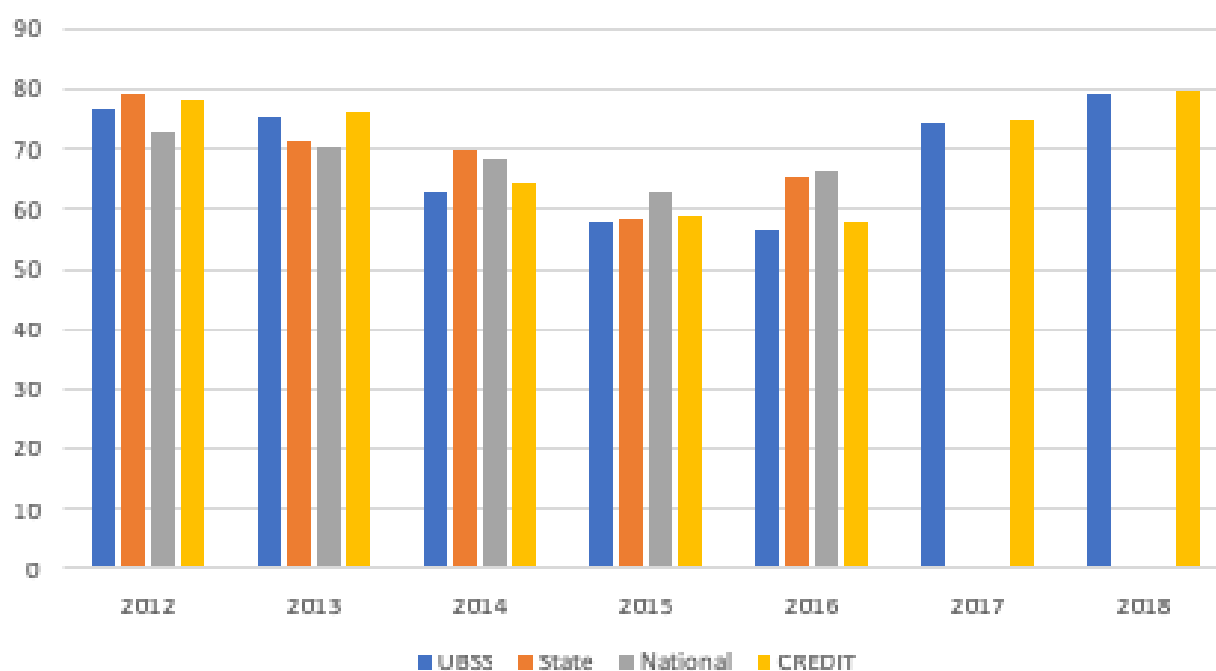
There is evidence that students who receive credit perform marginally better in terms of attrition than the aggregated outcome of UBSS.



Progression

Progression	2012	2013	2014	2015	2016	2017	2018
UBSS	76.9	75.4	62.9	57.9	56.6	74.3	79.1
State	79.38	71.24	69.82	58.53	65.45	NA	NA
National	72.86	70.28	68.40	62.91	66.62	NA	NA
CREDIT	78.4	76.5	64.7	59.1	58.1	74.7	80

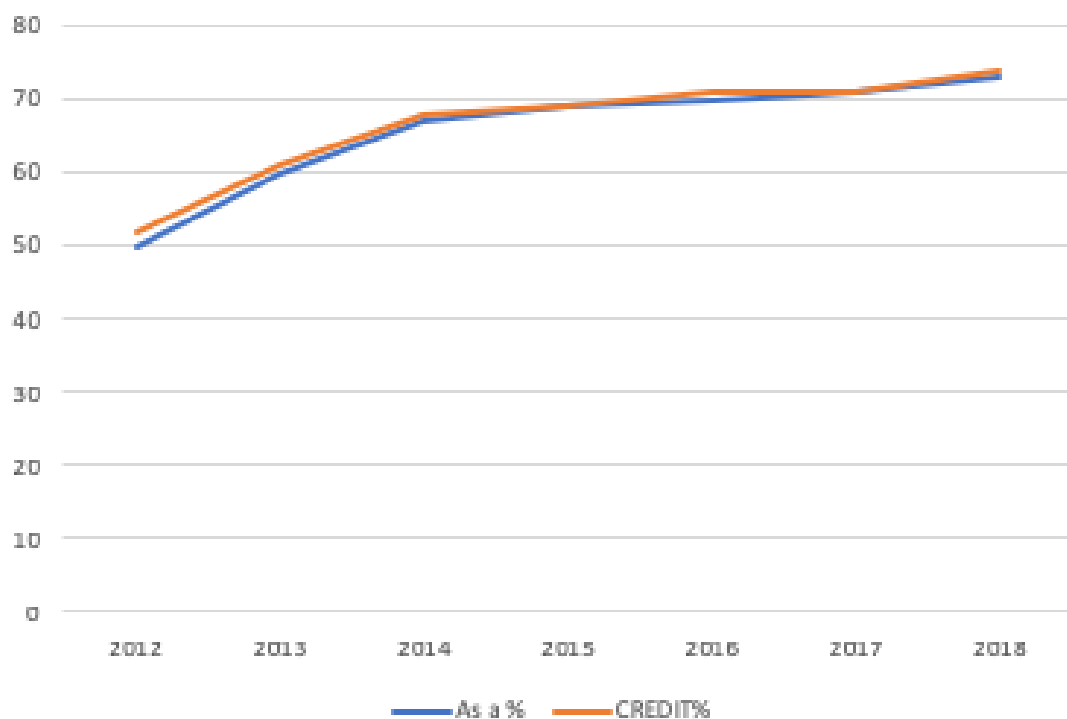
There is also evidence that students who receive credit perform better in terms of progression than the aggregated outcome of UBSS.



Completion

Completion	2012	2013	2014	2015	2016	2017	2018
UBSS	62	146	195	160	91	150	240
As a %	50	60	67	69	70	71	73
CREDIT%	52	61	68	69	71	71	74

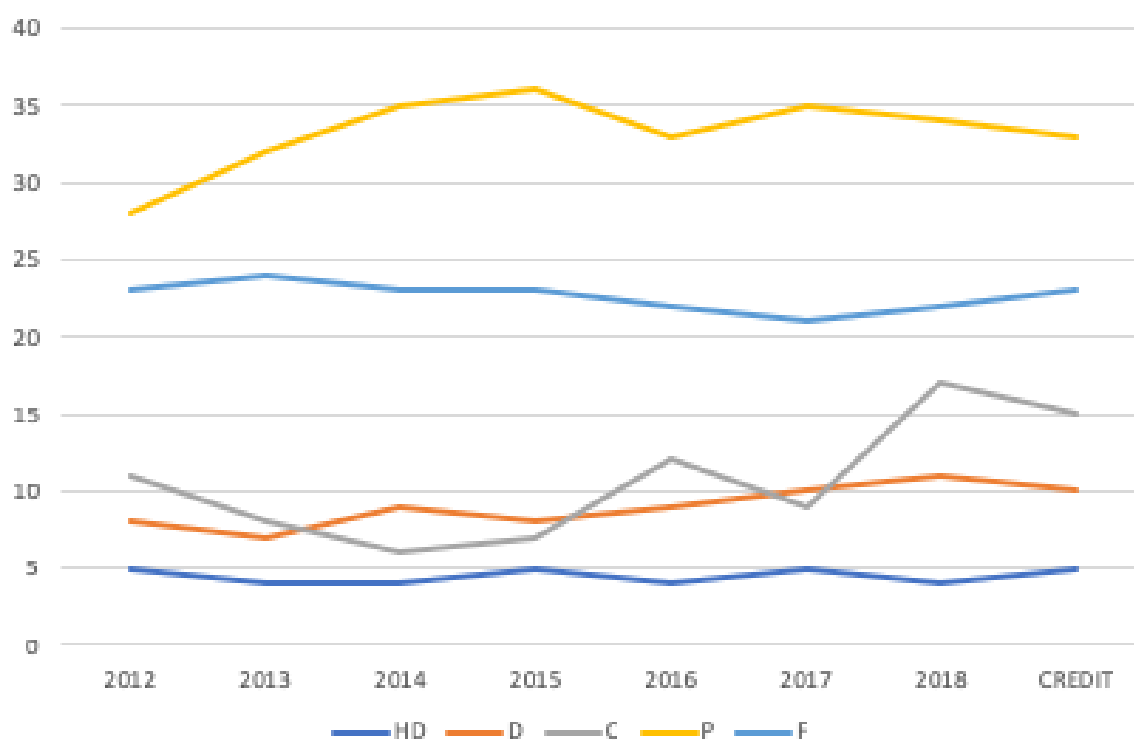
There is evidence that students who receive credit perform better in terms of completion (though marginal) than the aggregated outcome of UBSS.



Grade Distribution

As a %	HD	D	C	P	F
2012	5	8	11	28	23
2013	4	7	8	32	24
2014	4	9	6	35	23
2015	5	8	7	36	23
2016	4	9	12	33	22
2017	5	10	9	35	21
2018	4	11	17	34	22
CREDIT	5	10	15	33	23

In order to achieve an overview of performance of the credit group in question the results were analysed and averaged over the seven year span. What the exercise did demonstrate is that there is *little deviation* between the credit group and the *non-credit group* in terms of grade distribution and the aggregated UBSS results. Given the differences in the first three domains – this was a mildly surprising outcome. *With that said there is little in the way of thesis emerging.*



PART D

Student support provision, uptake and success (4aiii)

Support provided to students post enrolment

During the orientation phase students are made aware of the demands of study at UBSS and at the same time the support systems that are in place.


As part of the orientation exchange (either in person or online) students are made aware of a number of support strategies that are available to them to including –

- **Access to MyGCA – Student Management System**
- **Advanced Business Communication subject for undergraduate students**
- **Study Skills web pages**
- **Support Workshops**
- **Learning Support personnel**
- **eResources and eLibrary**
- **PASS**
- Credit Transfer
- Avoiding plagiarism
- Genuine student attributes
- Assessment
- Pathways
- Learning Management System – Moodle
- Modes of communication
- Attendance
- Study load and progress
- Academic grievances
- Code of conduct
- Use of computer laboratories and eResource room

All aspects are important, but the seven (7) highlighted areas provide evidence of ongoing support for students post enrolment. We deal with each in turn –

Access to MyGCA – Student Management System

Access to MyGCA is an essential ingredient for success at UBSS given that it is the portal to all eResources (including the LMS) that provides students with notes, presentations, assignments, readings and a raft of other study support matters.




SYDNEY
MBA Business School

MyGCA

Online, 24 hour support

- Comparable to universities where students can self manage their course using an web-based Student Management System



Student Services Online Features

- Academic Certificates, Academic Progress Statement, Academic Results History, Academic Transcript, Appeal Application, Attendance, Change Password, CoE Change Request, CoE Request, CoE Review, College Information, Course Deferment, Request Course Extension, Disciplinary Action, Emergency Contact Enrolment, Confirmation, Feedback Form, Financial Status, Generate Offer Letter, Holiday Certificate, Journal, Leave Application, Policies and Procedures, Record Proof of Payment, Refund Request, Release Letter Request, Reset Student Password, Resit Exam Application, Resit Exam Timetable, Subject Exemption, Subject Selection, Student Card Replacement, Timetable



UNIVERSAL
BUSINESS SCHOOL
SYDNEY
Private MBA Business School


MyGCA

24/7 online

Student Home Page

[Student Home](#)
[Student Details](#)
[Student Services Online](#)
[Bulletin Archive](#)
[GCA E-Resources](#)

Student Name: [REDACTED]	Financial
Student Number: [REDACTED]	Not Registered for Current Term
	04-Mar-2013 to 21-Jun-2013
	Network Access Avail
	32 Years 6 Months
	16-Aug-1980
	You were born on Saturday



Course Information

Start Date:	End Date:
Course Code : BSB40207	Course Name : Certificate IV in Business
13-Jul-2009	04-Dec-2009 Show term dates
Course Code : BSB51107	Course Name : Diploma of Management
27-Jan-2010	25-Jun-2010 Show term dates
Course Code : BSB60407	Course Name : Advanced Diploma of Management
12-Jul-2010	01-Jul-2011 Show term dates

Start Date:	End Date:
Course Code : BBM6073	Course Name : Bachelor of Business (Major in Management)
18-Jul-2011	20-Jun-2014 Show term dates

Welcome to myGCA


For all academic and administration requests please use the [Student Services Online](#) link in the menu on the left hand side of the screen.

[Central College Online](#)

[Moodle](#)

[Student Email](#)

Student Direct email: bsstudentmail.gca.edu.au



Private MBA Business School

MyGCA

24/7 online

20 February 2013
Student Home Page

Student Services Online

- Academic Certificates
- Academic Progress Statement
- Academic Results History
- Academic Transcript
- Appeal Application
- Attendance
- Change Password
- CoE Change Request
- CoE Request
- CoE Review
- College Information
- Course Deferment Request
- Course Extension
- Disciplinary Action
- Emergency Contact
- Enrolment Confirmation
- Feedback Form
- Financial Status
- Generate Offer Letter
- Holiday Certificate
- Journal
- Leave Application
- Policies and Procedures
- Record Proof of Payment
- Refund Request
- Release Letter Request
- Reset Student Password
- Reset Exam Application
- Reset Exam Timetable
- Subject Exemption
- Subject Selection
- Student Card Replacement
- Timetable

Student Name: [REDACTED]

Student Number: [REDACTED]

Welcome to Student Services Online.

Find: Search All

The Student Services Online functions are designed based on the college policies that require you to carefully read and agree with all the terms and conditions.

By submitting the application, you agree to pay the relevant administration fee which is payable upon the requirements of the college.

Please select your desired request from the left-hand menu.

Students can access College Information such as **Policies and Procedures** documents and Student Handbooks via their account on Student Services Online.

- **Link to e-resources**
- **Moodle:** online learning system – you must access it weekly for each subject!

Advanced Business Communication subject for undergraduate students

A support strategy that was put in place in 2015, by means of a compulsory subject for all students – BAS22 Advanced Business Communication -

SUBJECT OUTLINE			
1. General Subject Information			
Subject Code:	BAS22 A or B or C		
Subject Title:	Advanced Business Communication		
Teaching period:	Trimester	2	
	Year	2017	
	Teaching Weeks	12	
Core/Elective Status:	Core Subject		
Pre-requisites:	None		
Class Times:	Mondays 2.45 – 5.45pm	A	
	Mondays 6.00 – 9.00pm	C	
	Tuesdays 6.00 – 9.00 pm	B	
Class Room:	1113		
Class Contact Hours:	3 hours per week		
Delivery Mode and Format:	Full-time; On Campus		
Lecturer:	Sue Cameron		

This subject is scheduled for the first trimester of both undergraduate awards –
Bachelor of Accounting

Year 1
Trimester 1

Subject Code	Subject Name	Credit Points
BAP12	Accounting for Business	3
BAS22	Advanced Business Communication	3
BAC11	Information Technology for Accountants	3
BAC21	Quantitative Methods	3

Bachelor of Business

Year 1

Subject Code	Subject Name	Credit Points
BAS22	Advanced Business Communication	3
BBM123	Management Principles	3
BAC21	Quantitative Methods	3
BAP12	Accounting for Business	3
BAS11	Business Economics	3
BAS121	Marketing Fundamentals	3
BHR372	Managing Employee Relations	3
BAP11	Principles of Accounting	3

The subject is regarded as a vital means of ensuring students have achieved an adequate level of literacy.

The learning outcomes of the subject are appropriate –

2.2 Learning Outcomes

On completion of this subject, students will be capable of:

1. A competent standard of academic writing
2. Discussing the various communication tools and techniques used in businesses and workplaces in the 21st century.
3. Demonstrating verbal, non-verbal, written and digital communication techniques used in business.
4. Discussing the principles underpinning interpersonal skills and how they contribute to effective business communication.
5. Implementing effective techniques to resolve conflict and negotiate in business and workplaces.
6. Performing effective business research and communicating the findings in a project and via oral presentation.
7. Communicating effectively across cultures and to a range of different business audiences (managers, customers, colleagues, potential employers, etc.).

The content of the subject has been refined and is well suited for Year 1, Trimester 1 students –

Weeks 1- 5

Week 1: Monday 15 or Tuesday 16 May	Introduction to subject and students Subject Outline and Assessment Timetable Communication today and the communication process	Chapter 1	Lecture and Discussion Activity 1: 5 MCQs and 2 short answer questions
Week 2: Monday 22 or Tuesday 23	Document design and graphic communication Written communication emails, memos and business letters	Chapter 2 Chapter 4	Lecture and Revision on week 1 Activity 2: Five MCQs and design a title page for Assessments
Week 3: Monday 29 or Tuesday 30 May	Mini test – Write a business letter applying for a position Academic Writing 1 Essay structure and format referencing Argument: logic, persuasion and influence Doing and using research	Chapter 7 Chapter 12 Chapter 3	Mini test – Write a business letter applying for a position Lecture and Revision on week 2 Demonstration on using the e-library Activity 3: Using the e-library research and write 3 paragraphs how to conduct relevant research
Week 4: Monday 5 or Tuesday 6 June	Work Ready Business Skills Conflict management Negotiation Listening, questioning and feedback Revision for Test 1	Chapter 14 Chapter 13 Chapter 10	Lecture and Revision on Week 3 Activity 4: 5 MCQs and case study on Conflict management
Week 5: Monday 12 or Tuesday 13 June	Monday - No class as Queens Birthday public holiday. Make up class date to be advised. Assessment Task 1: First Mid Term Test (Tuesday Class only)		Week 4 lecture revision Last minute test revision (if First Midterm exam /External Invigilation

Weeks 6 - 12

Week 6 Monday 19 or Tuesday 20 June	Assessment Task 1: First Mid-term test (Monday class only) Work Ready Business Skills (Emotional Intelligence and assertiveness)	Chapter 9	Midterm test / External Invigilation Lecture and Revision on Week 5 Activity 5: EQ self-test and 5 MCQs
Week 7: Monday 26 or Tuesday 27 June	Feedback on Assessment Task1 Work Ready Business Skills Revision on Week 6 Lecture Organisational and team communication	Chapters 16 & 18	Lecture and Revision on week 6 Activity 6: Five MCQs and 2 short answers
Week 8: Monday 3 or Tuesday 4 July	Work Ready Business Skills Feedback on test 1 Non –Verbal communication Communication & Ethics	Chapter 8 Chapter 1	Lecture and Revision on week 7 Activity 7: 5 MCQs and 2 short answer questions on business ethics
Week 9: Monday 10 or Tuesday 11 July	Work Ready Business Skills Writing reports and business proposals Revision for Test 2	Chapter 5	Lecture and Revision on week 8 Activity 8: 5 MCQs and 2 short answer questions
Week 10: Monday 17 or Tuesday 18 July	Work ready Business Skills Employment communication Assessment Task 2: Second Mid-term Test	Chapter 20	Lecture and Revision on week 9 Midterm test / External Invigilation
Week 11: Monday 24 or Tuesday 25 July	Work ready Business Skills Feedback on Test 2 Online writing and social media Oral Communication How to prepare and deliver an effective presentation and PP Assessment Task 3: Report due and Oral Presentations	Chapters 6 & 21 Chapter 11	Lecture and Revision on Week 10 Demonstration Assess and mark
Week 12: Monday 31 July or Tuesday 1 August	Complete oral presentations Feedback on Assessment 3 Revision for Assessment Task 4: Final Exam		Assess and mark Lecture and trial exam

The subject is taught by a well-qualified and highly experienced staffer (excerpt from the subject outline on the LMS) –

Introducing your lecturer Sue Cameron MBA AIFAIM



- Originally from Dunedin New Zealand, Sue is an Australian Citizen
- She has had over 20 years experience in management in HR, Operations, and Marketing
- She currently also teaches at Central College and is a Tour Guide at the Sydney Opera House
- Her hobbies include yoga, swimming, reading, and the theatre

The student feedback on this subject is captured each trimester -

T2, 2017

BAS22 A	4.50	4.46	4.46	4.37	4.63	4.58	4.42	4.29	4.17	4.33	4.25	4.41
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T3, 2017

BAS22 A	4.77	4.73	4.68	4.68	4.59	4.64	4.68	4.68	4.59	4.68	4.73	4.68
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T1, 2018

BAS22 B	4.75	4.90	4.70	4.60	4.80	4.75	4.80	4.80	4.70	4.85	4.65	4.75
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T2, 2018

BAS22 A	4.69	4.63	4.56	4.50	4.75	4.69	4.75	4.69	4.56	4.56	4.63	4.64
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T3, 2018

BAS22 A	4.25	4.25	4.19	4.25	4.19	4.31	4.19	4.19	4.31	4.38	4.25	4.25
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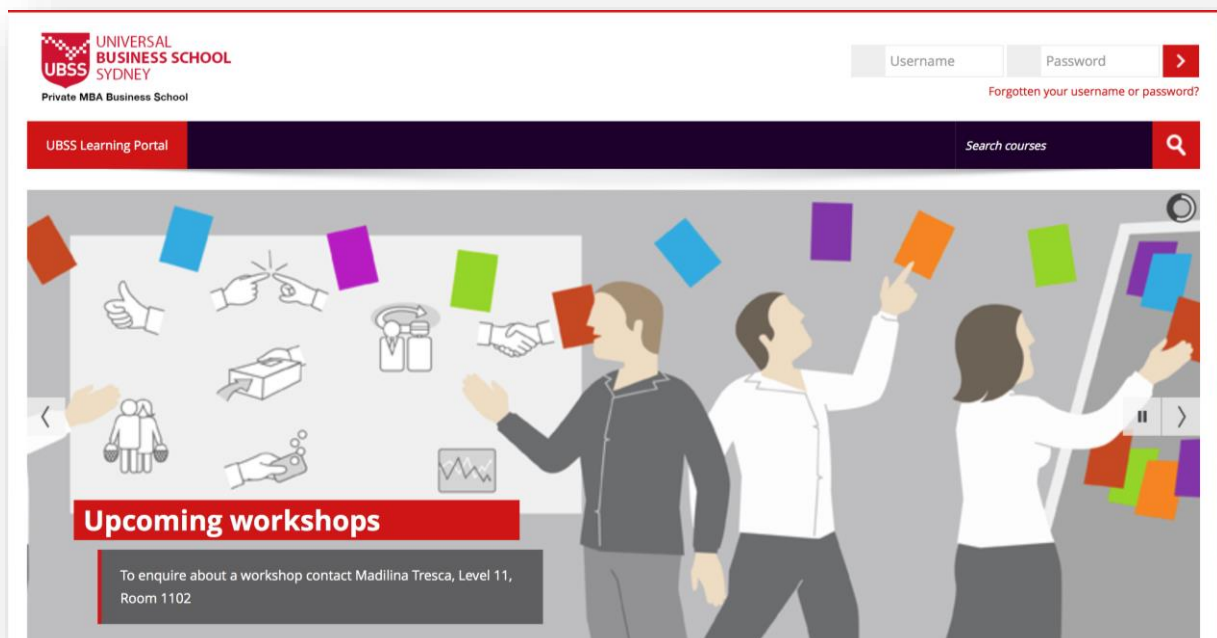
The message remains consistent. Sue Cameron won the Executive Dean's Awards for Teaching and Learning in T1, 2018 and again in T2, 2018. The awards are primarily motivated by SFU outcomes.

Study Skills Web Pages

A support site has been established on the UBSS website that provides valuable 24/7 access to eAssistance on a range of topics -



This space has been refined over the last few years to hone in on the expressed needs of the students based on feedback and focus groups.



Support Workshops

Each trimester UBSS provides support workshops that cater specifically for literacy enhancement and eLibrary skills – regarded as the two most essential elements of student support outside the classroom.

Literacy is the focus for undergraduate students at present –

UBSS UNIVERSAL BUSINESS SCHOOL SYDNEY
The Private MBA Business School

UNDERGRADUATE ACADEMIC LITERACY SKILLS WORKSHOPS

NINE WORKSHOPS IN WEEK 1, 2, 3, 4, 6, 7, 8, 10 & 11
Thursdays 2:24pm – 4:45pm in Room 1110

WEEK 1 Researching for Assignments
WEEK 2 Plagiarism, Citation and Referencing
WEEK 3 Critical Thinking
WEEK 4 Business Report Writing – Part I
WEEK 6 Business Report Writing – Part II
WEEK 7 Structuring an Academic Essay I
WEEK 8 Structuring an Academic Essay II
WEEK 10 Common Writing Errors
WEEK 11 Preparing a Presentation

GCA FOR ENROLMENTS & ENQUIRIES
Madilina Tresca – Learning Support Coordinator | madilina.tresca@ubss.edu.au
Universal Business School Sydney | Levels 10 & 11, 233 Castlereagh St, Sydney NSW 2000
Direct: +61 2 8332 2523 Extension: 123 | Alternative: 1 300 422 422 | www.ubss.edu.au
UBSS is a member of Group Colleges Australia

A structured approach to assist students is provided over an eight week period. Students identified as 'at risk' are shepherded into these workshops from the outset and throughout the semester.

The timing of the workshops has been refined to provide maximum access and complement early intervention effort.

eResearch skills are also regarded as imperative and a series of single session workshops are provided for undergraduate students –

UNIVERSAL BUSINESS SCHOOL SYDNEY
The Private MBA Business School

UNDERGRADUATE RESEARCH SKILLS WORKSHOP *eLibrary*

Thursdays 11:45am – 1:45pm in Room 1110 / eResource Room

You only attend ONE Workshop

Week 3
Week 4
Week 6
Week 7
Week 8
Week 10
Week 12

informit
emerald PUBLISHING
UNDERGRADUATE
PRSD
GALE CENGAGE Learning

Enhance your research skills, expand your knowledge and submit quality work

GCA
UBSS is a member of Group Colleges Australia

FOR ENROLMENTS & ENQUIRIES
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Version 3 (2015)

The emphasis is placed on accessing the range of eResources available to students including the extensive eLibrary at UBSS.

Students are permitted to attend multiple sessions if desired.

Two additional workshops are made available to *postgraduate students* in line with needs and interests.

An eResearch workshop *and* a preparation for employment –

UBSS UNIVERSAL BUSINESS SCHOOL SYDNEY
The Private MBA Business School

MBA RESEARCH SKILLS WORKSHOP
eLibrary

Wednesdays 8:30am – 11:30am in Room 1003 / eResource Room

You only attend ONE Workshop

Week 3
Week 4
Week 6
Week 7
Week 8
Week 10
Week 12

Enhance your research skills, expand your knowledge and submit quality work

GCA FOR ENROLMENTS & ENQUIRIES
Madlina Tresca – Learning Support Coordinator | madlina.tresca@ubss.edu.au
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UBSS UNIVERSAL BUSINESS SCHOOL SYDNEY
The Private MBA Business School

Employability Skills Workshop for MBA Students

IDENTIFY YOUR CAREER PATH

FOUR WORKSHOPS/SESSIONS IN WEEK 3, 4, 6 & 7
Wednesdays 11:45am – 2:45pm in Room 1003

SESSION 1 Identify your Career Path
SESSION 2 Preparing CV & Covering Letter
SESSION 3 Winning the Interview
SESSION 4 Networking – Field Trip

"The workshops were an excellent opportunity to learn how to overcome lack of confidence and improve skills. This is very useful for international students who sometimes find it difficult to communicate and network. The things I learnt here will help me in the future."
—Sophie Martin
Master of Business Administration

DREAM JOB
GENERAL MANAGER
COMPANY DIRECTOR
MARKETING
ENTREPRENEUR
HUMAN RESOURCES
ENTREPRENEUR

SUCCESS

GRADUATION

GRADUATION

7 EXAMS
WORKSHOP 4 – Week 7
Networking – Field Trip

6
WORKSHOP 3 – Week 6
Winning the Interview

4
WORKSHOP 2 – Week 4
Preparing CV & Covering Letter

3
WORKSHOP 1 – Week 3
Identify your Career Path

2
ATTENDING LECTURES

1
TODAY I AM HERE
MBA Student

GCA FOR ENROLMENTS & ENQUIRIES
Madlina Tresca – Learning Support Coordinator | madlina.tresca@ubss.edu.au
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Learning Support personnel

UBSS has in place four (4) learning support personnel. To avoid confusion they have four titles –

- **eLearning Coordinator**
- **Learning Support Coordinator**
- **Academic Operations Coordinator**
- **Postgraduate Coordinator**

All four positions are located within the Office of the Dean and share the responsibility for student and staff learning/teaching support.

A snapshot of the focus of each position is provided –

eLearning Coordinator

Responsible for the smooth administration, support and co-ordination of GCA's online and blended learning Higher Education College UBSS. To provide direct support to the Executive Dean and Academic Coordinator as well as the organisation of the Bi-Annual Graduation Ceremonies.	
Main Responsibilities: <ul style="list-style-type: none"> • Assist in the design, development and delivery of blended learning across all UBSS programs • Responsible for the training of staff and students during orientation in ICT and technical training material. Act as a contact point for general ICT and systems technical support for staff • Placing materials on the Moodle learning system and undertaking reporting from the MyGCA ISIS database; • Updating the UBSS website to ensure accuracy of information and market competitiveness; • Undertaking data entry required for government reporting and internal purposes; • Providing administrative support for government registration and accreditation submissions; • Oversee subject outline, study material, exam and moderation material between staff, lecturers and external moderators. • Assisting with the organisation of examinations and student orientations. 	<ul style="list-style-type: none"> • Giving support preparation of the Academic Board and other forums, as required; • Responding to routine enquiries from students and academic staff, and act as the central contact point for all UBSS matters; • Responsible for organising two Graduation Ceremonies per year at The Sydney Opera House. Performance Measures: <ul style="list-style-type: none"> • Experience with organising events • Excellent MS Office skills and the experience in the use of complex databases; • Ability to work as part of a small team and independently; • A proactive approach to work, and the ability to work under pressure in a busy environment; • Excellent organisational and time management skills • Experience in servicing formal committees (minute taking)

Given the high level of eResource reliance by both students and staff – this role is vital. Students who experience difficulty in access or support make direct contact with the eLearning Coordinator. The LMS (Moodle) is the backbone of all learning and teaching at UBSS.

This PD was provided to TEQSA in the November/December 2016 Response as Exhibit R

Learning Support Coordinator

<p>Main Responsibilities:</p> <ul style="list-style-type: none"> Proactively promote and conduct workshops for students in the use of electronic library materials, namely in conducting sophisticated searches to obtain desired academic results; Provide individual advice and guidance to students to address deferment of studies, holiday leave, attendance and extension of <u>CoEs</u>; Proactively promote, design and conduct employability workshops for the benefit of both postgraduate and undergraduate students; Proactively promote study skills and other learning support workshops for the benefit of all UBSS students, and continuously review and tailor workshop content based on feedback provided by the Executive Dean, student surveys, academic staff and/or the Academic Senate to achieve optimal outcomes; <ul style="list-style-type: none"> Collaboratively work with the Executive Dean and Academic Senate to ensure that processes pertaining to 'Early Intervention' and 'At Risk' are adhered to and actioned. Collaboratively work with the Executive Dean and Academic Senate to ensure learning support activities complement the needs of students and are reviewed accordingly: 	<ul style="list-style-type: none"> Collaboratively work with the Executive Dean and Academic Senate to ensure learning support activities complement the needs of students and are reviewed accordingly: Academic English Workshops. Monitor and record the number of students attending study skills/learning support/other workshops, and maintain data on student access tracking academic student progress, and the effectiveness of these services. Provide individual consultation to students to address their academic concerns relating to study skills or specific subject content; and ensure records are kept of all consultations; Ensure that the above reviews, workshops and group/individual student guidance are tailored, where appropriate, for different course levels, such as undergraduate and postgraduate, to enable to optimal learning outcomes for students <ul style="list-style-type: none"> Collaboratively work with and support Executive Dean on a daily basis regarding student issues: booking student appointments (where applicable), writing official letters for students, providing updates on non-financial students and maintaining communication with Student Services.
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This role has the most direct interface with undergraduate students in particular and ensures that both students 'at risk' and students with special requests are supported as much as possible.

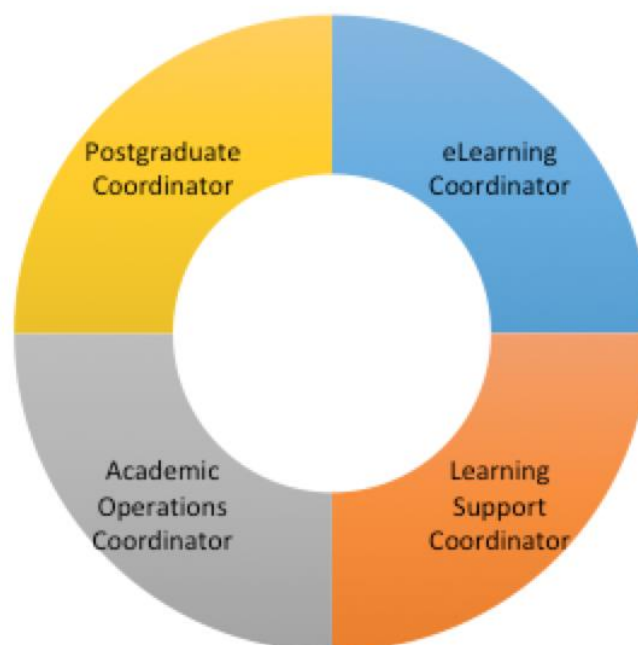
This PD was provided to TEQSA in the November/December 2016 Response as Exhibit Q

Academic Operations Coordinator

<p>Main Responsibilities:</p> <p>The key duties of the Academic Coordinator are:</p> <ul style="list-style-type: none"> ▪ Timetable planning; ▪ Oversight of examinations; ▪ Handling cases of student misconduct; ▪ Assisting with activities of the Student Representative Council; ▪ Collecting, analysing and reporting data on a range of issues both internally and externally; ▪ Training academic staff in academic and operational policy matters and in the use of the Moodle learning system; ▪ Acting as Secretary to the UBSS Academic Senate and GCA Board (governing bodies); 	<ul style="list-style-type: none"> ▪ Ensuring that academic administrative functions comply with the requirements of the government regulator (TEQSA); ▪ Playing a leading role in collecting, checking and submitting data as required by Government Departments and TEQSA; ▪ Ensuring that technology is used to enhance administrative efficiencies and user friendliness for both staff and students; ▪ Being the point of contact (POC) on academic matters with individual students in the MBA program, listen to their problems, solve them where appropriate and keep a record of the students involved, their concerns and the outcomes of the meetings.
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This role provides students with ongoing support in terms of administrative/academic issues encountered.

This PD was provided to TEQSA in the November/December 2016 Response as Exhibit S



Postgraduate Coordinator

<p>Key Duties: Reporting to the Executive Dean of UBSS, the key duties of the PC are to:</p> <ul style="list-style-type: none"> Support the Executive Dean with a range of duties with particular focus on the MBA program. Collaborate with the Executive Dean, the Academic Co-ordinator and Academic staff on a trimesterly basis to ensure that the e-library continuously meets curriculum requirements of current courses and any planned future courses; Provide individual advice and guidance to students in the use of e-library resources; Provide individual advice and guidance to students on matters related to credit transfer, unit selection and attendance as well as who to speak to about various matters, and how to arrange for an interview and/or meeting with the appropriate staff member. 	<ul style="list-style-type: none"> Proactively promote and support study skills and other learning support workshops for the benefit of all UBSS students (in particularly MBA students) and work closely with the Learning Support and Event Co-ordinator on an ongoing basis. Collaboratively work with the Executive Dean and Academic Senate to ensure meeting materials are organized and minutes and documentation are completed in a timely manner. Work with the Learning Support Co-ordinator to address academic concerns relating to study skills or specific subject content; and ensure records are kept of all consultations and activities.
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The postgraduate learning support is provided in a similar way to undergraduate students. The emphasis is on access to eResources and encouraging participation in additional support mechanisms.

This PD was provided to TEQSA in the November/December 2016 Response as Exhibit T

Learning Support personnel are the backbone of the support provided to students both at the undergraduate and postgraduate levels. Learning Support personnel work in tandem with Academic Staff to provide as much support (literacy included) as possible. Currently, the teams work well together and student satisfaction is high as indicated in the most recent SFUs.

Trimester 3, 2018

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

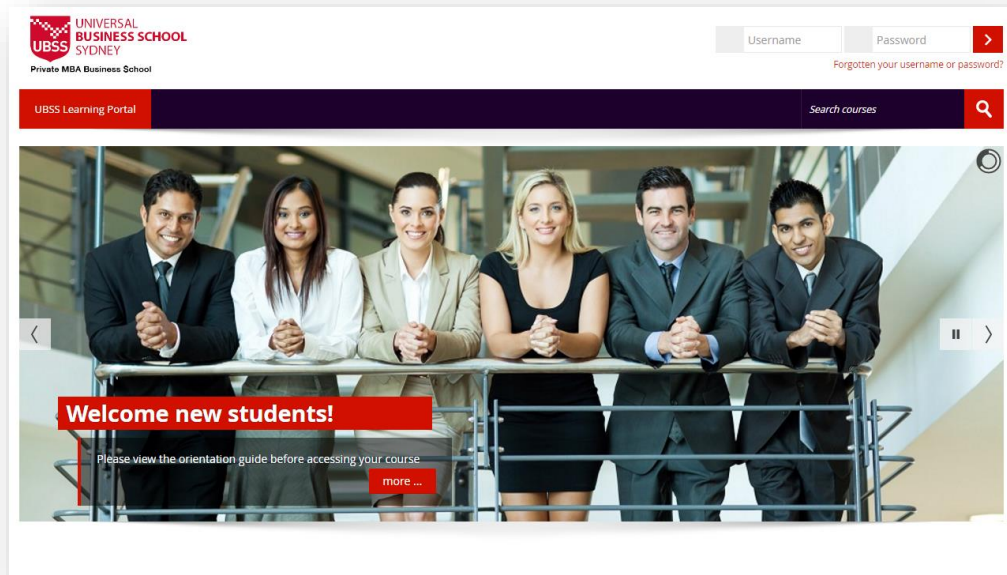
Survey Questions		B Bus	B Acc	MBA
Q1	The subject provided useful knowledge and skills	4.35	4.34	4.37
Q2	The learning outcomes were achievable	4.23	4.32	4.28
Q3	The subject workload was manageable	4.19	4.21	4.25
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.24	4.29	4.27
Q5	The lecturer was well prepared for each class	4.42	4.41	4.42
Q6	The lecturer provided useful feedback	4.33	4.37	4.32
Q7	The lecturer had a good knowledge of the subject matter	4.47	4.48	4.48
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.39	4.43	4.40
Q9	The lecturer was available to discuss learning problems outside of class time	4.24	4.30	4.21
Q10	The assessment requirements were clearly explained	4.34	4.35	4.34
Q11	Overall the teaching in the subject was of a high quality	4.37	4.34	4.31
Average		4.32	4.35	4.33

It is not feasible to separate learning support from direct teaching. These SFUs are responding to the team effort of both groups.

QILT Student Support outcomes (2016 and again in 2017) also validate a clear and evident support mechanism.

eResources and eLibrary

eResources are a vital part of the contemporary School and classroom. Students have access to the Learning Management System (LMS) that provides them with a wide range of resources –





The access points are –




Course access provides students with the entire subject package which includes the subject outline, news and discussion fora, additional online resources and assessment details –


Organisational Behaviour MCR002 A

 Subject Outline MCR002 A T2 2017

 Test 1 briefing


News and Discussion Forum

 Announcements from the lecturer


 Discussion forum


Connect with your peers here within this forum


Please follow the **Netiquette guide** when using the forum. Any comments that UBSS deems inappropriate or offensive will be removed and the author reported.


 Student guide: Netiquette

Online Resources


 The Power of Introverts -TED Talk Video


 Attitude


 Carlos Ghosn- The CEO of Nissan


 Workplace Stress

Assessments

 (MCR002 A) Task1 17T2 Uddin

 (MCR002 A) Task2 17T2 Uddin

 (MCR002 A) Task3 17T2 Uddin

 (MCR002 A) Task4 17T2 Uddin

In addition students have access to the weekly class presentations and the end of trimester SFU survey.

The UBSS eLibrary is also accessible via MyGCA



This provides access to eight (8) excellent world class resources –

Welcome to myGCA eLibrary







The eLibrary offers a wide range of services to Staff and Students of GCA.

Resources are organised by database title, if you are unsure of the resource you are looking for it is recommended you read the accompanying summary listed below each title. All eLibrary resources are provided for academic use only. Access is granted and bound by the IT acceptable use of resources policy.

Accessing the databases

You can access electronic resources such as online journals, collections and databases from outside the GCA campus. This can be done from any computer that has internet access.

To access these resources from off campus you will have need to login to myGCA using your credentials. You cannot use a search engine (such as Google, Yahoo etc.) and go directly to the journal or database you want to access because the database needs to know who you are. Authentication happens automatically when you access from within ISIS.

 EBSCO	 PROQUEST	 EMERALD	 OXFORD	 INFORMIT	 CENGAGE
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SAGE and **JSTOR** have been added to the collection in 2017.

sage



PASS (Peer Assisted Study Sessions)

UBSS currently runs PASS classes for both undergraduate and postgraduate students. The program is best captured from an extract from a recent Bachelor of Accounting Triennial Report (2018) –

7. ACADEMIC INTERVENTION AND SUPPORT ACTIVITIES

Academic Intervention letters are sent to students when necessary during each of the trimesters over the review period. This is followed up with selected student counselling with the Program Director for a number of students.

Support was also provided for students at risk with learning and literacy programs provided by UBSS in the areas of learning and development and enhancement of Peer Assisted Student Support (PASS). In respect to the PASS program three initiatives have been introduced over the period of review -

1. Two one-hour PASS sessions are held each week during each trimester. The sessions are run by two students with an average of Distinction/High Distinction grade in Accounting - these students in turn are supported by the Program Director.
2. In PASS support class, PASS student assistants together with the lecturer attend specific foundation subject tutorials to provide personal assistance to students who require individual assistance in relation to specific accounting technical issues. The specific subjects involved include:
 - a) Accounting for Business
 - b) Principles of Accounting
 - c) Information Technology for Accountants
3. PASS ON-LINE

In Trimester 3, 2018 an innovative approach to providing PASS activities to students was introduced. An on-line student portal was developed to enable students to post queries on-line through a "student PASS chat room". Two accounting students with above average accounting grades access the site and answer the students queries on-line. The site is monitored by the Program Director on a daily basis, to ensure quality of feedback to students.

Take up is voluntary and relatively small. In T2, 2018+ PASS is being supported in the actual class sessions (during the workshop elements) to encourage students to take up the opportunity.

Student uptake on the various elements discussed is personal and ongoing (4aiii)

Learning Support (via the Learning Support Coordinator) is recorded and monitored on a trimester basis.

Some sample snapshots from T3, 2017 and again T1, 2018 provide evidence of the typical traffic and take up of service experienced in a given trimester (indicative) –

T3, 2017 (650 F2F meetings)	
<i>Focus</i>	<i>F2F Meetings</i>
Payment extensions	105
Deferrals	101
Leave	97
Reduced Study Load	81
New CoEs	80
CoE extensions	72
New student photos	26
Letters to DIBP	25
Attendance	25
Support Workshops	21
Other	17

T1, 2018 (534 F2F meetings)	
<i>Focus</i>	<i>F2F Meetings</i>
Reduced Study Load	208
New CoEs	106
CoE extensions	99
New student photos	42
Letters to DIBP	28
Attendance	17
Support Workshops	17
Other	14

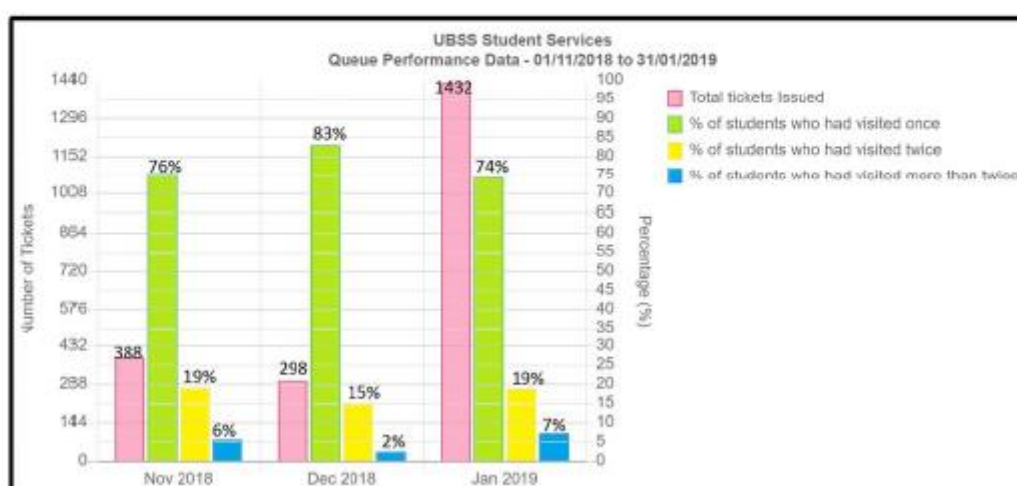
NB - In T1, 2018 Deferrals and Short Leave were automated

Student Support (via the Student Services Staff) is recorded, monitored and reported on a monthly basis. The most recent report provided a useful insight into the nature of the support provided.

The December 2018/January 2019 Business Unit Report captures the nature and frequency of the various support enquiries made by students at UBSS -

Frequency of F2F visits (including multiple visits)

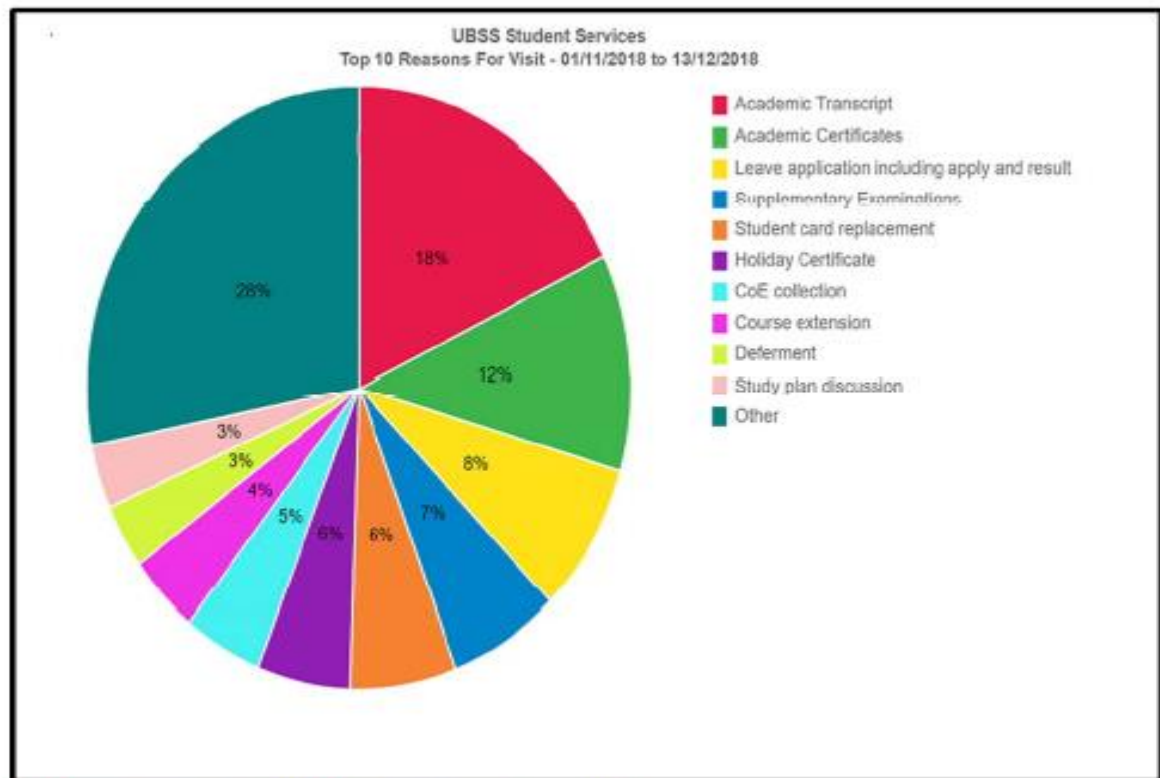
UBSS Face to Face Statistics
Face to Face Statistics in term of number of visits in %.
From 01 November 2018 – 31 January 2019



Numbers extracted from queue manager (05/02/2019).

Reasons for Visiting (Focus)

Reasons for the month of November & December 2018



Numbers extracted from queue manager (05/02/2019).

It is evident that UBSS students are well supported in the domains of learning and student support. This was further endorsed with the QILT 2016 and 2017 outcomes. Any suggestion to the contrary is clearly incorrect.

PART E (4bi)

A detailed strategy on specific targets for improvement of student attrition, completion and progress rates for each course

UBSS has in place a Strategic Plan - <https://www.ubss.edu.au/media/1176/ubss-strategic-plan.pdf> - that outlines the *targets* in these domains –

Measures

	2015	2016	2017	2018	2019	2020
Full time staff (%)	10	25	25	25	27	29
AQF+1% or equivalent	40	100	100	100	100	100
Progression Rate (%)	57.9	86.9	75	75	75	75
Attrition Rate (%)	41.5	13.1	25	25	25	25
Completion Rate (%)	50	69	70	73	76	79
Student Satisfaction	4.2	4.3	4.2	4.2	4.2	4.2
Staff Satisfaction	3.5	4.3	4.4	4.2	4.2	4.2
Student Staff Ratio	32.4	34	30	30	30	30
SES (QILT) Aggregate	NA	NA	76.9	77.0	78.0	80

Extract from the Strategic Plan 2017 - 2020 p9

These are aggregated projects (across programs) and it is intended that each of the three programs in operation (Bachelor of Accounting, Bachelor of Business and Master of Business Administration) will achieve the projections. These targets are considered daily, weekly, monthly, quarterly and annually. Progress against the targets is published monthly to stakeholders through a range of media.

A program by program matching against targets is worth considering -

Attrition

Attrition	2015	2016	2017	2018	2019	2020
UBSS Strategic Target	25	25	25	25	25	25
UBSS Actual	24.13	32.81	39.09	30.67	NA	NA
State	19.10	24.46	28.98	40.26	NA	NA
National	25.44	26.96	30.73	36.34	NA	NA
Bachelor of Business	26.22	34.60	40.53	32.24	NA	NA
Bachelor of Accounting	23.12	32.56	39.65	29.73	NA	NA
Master of Business Administration	26.9	NA	NA	28.02	NA	NA

Progression

	2015	2016	2017	2018	2019	2020
UBSS Strategic Target	65	65	65	65	70	70
UBSS Actual	57.9	56.3	66	64.6	NA	NA
State	58.93	65.4	NA	NA	NA	NA
National	62.91	66.6	NA	NA	NA	NA
Bachelor of Business	55.1	53.8	58	59	NA	NA
Bachelor of Accounting	54.1	52.7	66	68	NA	NA
Master of Business Administration	68.3	63.7	65	68	NA	NA

Completions

	2015	2016	2017	2018	2019	2020
UBSS Strategic Target as a %	70	70	70	70	70	70
UBSS Actual	69	70	69	NA	NA	NA
National	63.1	63.4	66.7	NA	NA	NA
Bachelor of Business	61	61	62	NA	NA	NA
Bachelor of Accounting	66	67	65	NA	NA	NA
Master of Business Administration	67	71	68	NA	NA	NA

In terms of a strategy for achieving the targets UBSS is exploring a 10-point approach

- Lobbying the Federal Government for the instigation of CHESSN for international students (for tracking purposes and to address the anomaly between domestic and international students);
- Increasing the number of PASS support units available to students;
- Establishing an entry level quiz for some harder subjects (with preparation sessions for students not successful with quiz);
- Developing coaching videos for some academic development (i.e. essay writing);
- Provide PASS student tutors *within* in some tutorials of key subjects;
- Identifying students who switch (JUMP) to other providers (i.e. exit interview) and provide incentive to return;
- Identifying students who switch (jump) to other providers and feed data into current *blunt* attrition modelling;
- Closer monitoring of attendance (despite ESOS changes);
- Very early intervention – with Program Director interviews;
- Cohort monitoring.

The Office of the Executive Dean has established a working party to explore the options and strategies over the next 12 month period.

In October 2018, to satisfy Condition 4d, UBSS presented a progress report on the 10 part strategy to improve/maintain outcomes -

4d Evidence of steps taken to implement strategy – and report on effectiveness of strategy		30 Oct	1 May	
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The key elements of the Report (October, 2019) was to indicate progress on the improvement strategy. The following excerpt captures that –

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	✓ ✓

A further February 2018 Update has been provided to TEQSA via the designated portal – **REQ02693** (along with a copy of this document). This completes the requirements of Condition #4.

PART F (4bii)

The current **Admissions Policy** for UBSS is robust, tried and benchmarked – <https://www.ubss.edu.au/media/1347/ubss-course-admissions-policy-v14-2018.pdf>

The policy was refreshed in October 2018 by the UBSS Academic Senate and is fit for purpose. It is due for reconsideration in April 2019 (best practice).

Students at Risk

Students at Risk are identified and contacted post Week #5 assessment outcomes (early intervention). The policy is robust, tried and benchmarked – <https://www.ubss.edu.au/media/1332/academic-progression-monitoring-intervention-policy.pdf>

The policy was redefined (an amalgam of other policies related) and benchmarked in September 2018 by the UBSS Academic Senate and is fit for purpose. It is to be reviewed in September 2019 (best practice).

Student Support Services are vigilant and well accessed. Student satisfaction (as per ongoing SFUs and SES (QILT) is evidenced as being appropriate (in fact ranked very well with green lights and above the line outcomes). The three most recent (including end T2 and end T3, 2018) student services feedback analysis suggests the support is appropriate and appreciated –

