



UNIVERSAL
BUSINESS SCHOOL
SYDNEY

Private MBA Business School

Bachelor of Accounting Triennial Review

October 2018

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TRIENNIAL PROGRAM REVIEW OCTOBER 2018

BACHELOR OF ACCOUNTING PROGRAM

The purpose of this report is to review specific aspects of the Bachelor of **Accounting** program over the three years from 2016 to 2018. *The report is prepared in accordance with the UBSS Course Review Policy Section 4.7 –*

4.7 Annual Course Report

An Annual Course Report is prepared together with recommendations for consideration by the Academic Senate by way of the various sub committees. The data collected forms part of the UBSS Annual Report – published on the UBSS website – www.ubss.edu.au

Each year a course report is provided and In this instance a three year (triennial report) has been provided to satisfy re-registration conditions 5a and 5b.

There are eleven sections to this report which cover the specific areas associated with the quality of delivery of the program. In particular the key sections reflect and emphasise critical touch points in relation to the students' higher education journey.

The report is divided into four parts –

PART A: OVERVIEW

1. Programs and period covered by this report;
2. An executive summary outlining what has been achieved during the period;
3. Issues or problems relating to the delivery of the *Bachelor of Accounting* Program.

PART B: STUDENT ENGAGEMENT

4. Student progression and pass rates;
5. Student feedback and engagement;
6. Student employability outcomes.

PART C: PROGRAM TEACHING AND CONTENT

7. Issues or problems relating to delivery;
8. Course content review and changes;
9. Academic Staff AQF +1

PART D: ACTIONS AND INITIATIVES

10. Achievements during the period;
11. Action Plan summary for 2019.

PART E: ATTACHMENTS

PART A: OVERVIEW

1. PROGRAMS AND PERIOD COVERED BY THIS REPORT

Bachelor of Accounting Program

This report is a Triennial review of the Bachelor of Accounting program. In accordance with the requirements of the UBSS Course Review Policy, Section 4.7.

Period of review.

The review focuses on 3 years from October 2015 to October 2018 and acknowledges -

- Bachelor of Accounting
- Associate Degree of Accounting
- Diploma of Accounting

2. EXECUTIVE SUMMARY OF INITIATIVES INTRODUCED DURING THE PERIOD 2016 to 2018

This section highlights the specific changes and initiatives introduced within the period of the review, particularly the proactive approach to the management of the program and the focus on the student journey and pathway.

Accreditation by Professional Accounting associations - CPA, CAANZ and IPA

During the period of review the Bachelor of Accounting Program was reaccredited with the peak professional accounting bodies in Australia for a period of 5 years to October 2023. A copy of the letter confirming the reaccreditation is attached for reference (see [Attachment #1](#)). This is testimony to the quality and structure of the program.

Sustained Growth in the Bachelor of Accounting Program

UBSS has seen a marked increase in the number of students enrolled in the Bachelor of Accounting Program. The number of students enrolled has increased over the past 2 years as demonstrated in the following table -

	2015 T3	2016 T1	2016 T2	2016 T3	2017 T1	2017 T2	2017 T3	2018 T1	2018 T2
Accounting Students	270	389	424	528	520	540	723	735	713
Total Students	675	811	884	1,101	1,040	1,157	1,551	1,642	1,710
% of total population	40%	48%	48%	48%	50%	47%	47%	45%	42%

The students enrolled in the Bachelor of Accounting program at UBSS currently represent 42% of the total students enrolled at the UBSS.

Emphasis on curriculum design and quality of delivery

The ongoing work of the *Course Advisory Committee* (CAC) has been a focal point in reviewing course design. The expansion of the membership of the Course Advisory Committee and the continual focus on course development has provided a wider breadth of both industry and professional advocacy and representation on the committee and is reflected accordingly. The

course review process and the quality of the program design has benefited significantly, and this is evidenced in the CPA, CA and IPA endorsement – which acknowledged the quality of the submission.

High levels of student satisfaction

The Academic Senate and Program Director view the outcomes of student surveys undertaken at the completion of each trimester and respond accordingly. The surveys taken over the last seven trimesters indicates a student evaluation at an average level of 4.2 (from a possible score of 5) - see Attachment #2. UBSS regards this outcome as an outstanding result reflecting a consistency of the quality of delivery and student engagement. The Program Director is able to drill down to individual subject and staff level and provide support or variation as required.

Further, UBSS students participated in the QILT (Quality in Learning and Teaching) survey initiative in 2016 and 2017. The most recent results (2017) reinforced the finding of the student internal survey, with many of the key indicators out-performing many of the major University outcomes – see Attachment #3)

Change to trimester system

In November / December 2015 the School instigated a trimester system to be run over a calendar year. Prior to this UBSS had maintained a semester system with an optional “summer” semester operated in November December and January each year.

The change provided students the opportunity and flexibility to complete the degree within a two year period (if required). The usual approach is a load spread over the three-year period with an ISL of 2.69.

Change to invigilated exam regime – improved academic integrity

In 2015 UBSS introduced a change to the assessment structure by including two additional invigilated tests during the trimester in addition to the final exam held at the end of each Trimester.

The degree of focussed invigilation by external, independent invigilators has significantly improved the level of Academic integrity and veracity in relation to the academic results not only for the *Bachelor of Accounting* program but for the entire school across the Bachelor of Business and Master of Business Administration programs.

The system has essentially eradicated contract cheating.

Change of Program Director

During the period of accreditation, a new program Director assumed the role (**Associate Professor Wayne Smithson**). The previous Program Director **Dr. Lu Jiao** left the organisation to accept a senior role at Macquarie University. The new Program Director, who has been with UBSS for several years, was previously the Program Director for the *Bachelor of Business*.

Associate Professor Smithson has had 40 years commercial experience in senior Finance and Accounting roles, including Finance Director for the Bank of New Zealand, National Finance Director for Ernst & Young and as the Regional Finance Director for the Asia Pacific sector for a Swiss multinational service organisation. Associate Professor Smithson is a member of the Academic Senate, the Course Advisory Committee, the Program Directors’ Team, and chairs the Academic Integrity Committee. Associate Professor Smithson is also a CPA and a Fellow of the IML.

Focus on academic integrity

UBSS holds academic integrity in high regard and continually reviews both policies and associated procedures to minimise the incidence of academic misconduct. This is seen as important to the business and student community associated with the *Bachelor of Accounting*.

A critical component of this commitment has been the establishment of the *Academic Integrity Committee* in T1 2016 which reviews reported incidents of academic misconduct in exams and

other assessments and, where appropriate, administers penalties and records the incidents on student journals.

This approach has seen a marked decrease in the academic misconduct behaviour and an improvement in the integrity of the overall assessment process. A graph indicating the trend in the number of incidents in relation to Academic misconduct is attached for reference – see [Attachment #4](#)

Teaching initiatives and innovation

The *Bachelor of Accounting* program continues to introduce teaching initiatives and a review process has been undertaken to ensure that the program remains aligned to current business requirements and provides a solid foundation for students to be workplace ready. This includes external moderation and review of assessments in selected subjects. The commitment to industry accreditation (CPA, CA and IPS) also ensures relevancy and quality.

The student satisfaction surveys that focus on teaching and learning indicate a high level of approval around the content of the program and the quality of delivery (teaching) – see [Attachment #2](#).

Peer Reviews – quality of delivery

On-going in-class reviews of all lecturers were undertaken over the period of review in accordance with the UBSS Professional Development Policy and the overall quality of the delivery was at a very high standard.

This is reinforced by the positive feedback from students over the last three years where the quality of teaching question received an average of 4.1 in the student survey in addition lecturers' administration of subject and alignment to KPI's is very good. - this is also evident in the feedback from students.

Staff Satisfaction

Staff satisfaction remains high as evidenced on the results of the recent T2,2018 survey indicating a 4.72 staff satisfaction out of a possible 5.0. This correlates closely with the student satisfaction ranking of 4.28. An overview of the review period is provided – see [Attachment #5](#).

3. ISSUES OR PROBLEMS RELATING TO THE DELIVERY OF THE ACCOUNTING PROGRAM

The feedback from students was positive in relation to the quality of delivery of the subjects.

Pass rates (and general distribution of grades) continue to provide an ongoing challenge for future development and focus. The most recent (T2, 2018) grade distribution outcomes are provided – see [Attachment #6](#).

PART B: STUDENTS

4. STUDENT PROGRESSION, PASS RATES AND GRADE DISTRIBUTION

Student Cohort key metrics

Full time staff/part-time staff balance	29:71
AQF+1 and equivalent	100%
Attrition Rate	16.7 % (T3, 2018)
Completion Rate	71%
Student Satisfaction	4.2
Staff Satisfaction	4.7
Student Staff Ratio	36:1

Student Pass rates and Grade Distribution

The average student pass rate for the undergraduate program in T2, 2018 was 78.11%. A table outlining average pass rates over the period of review is set out below -

Bachelor of Accounting 2015 to T2 2018

2015	2016	2016	2016	2017	2017	2017	2018	2018
T3	T1	T2	T3	T1	T2	T3	T1	T2
80.35%	77.38%	71.24%	77.77%	82.19%	81.67%	77.49%	75.52%	79.42%

The pass grades reflect a consistent level of achievement by students during the period of review with an overall average of 78.11%. A graph showing year on year comparative grade distribution is provided – see [Attachment #7](#).

It can be observed that the trend line does not reflect an exact “normal distribution”, however, it is important to note that UBSS and the Grade Review Committee (GRC) do not undertake normalisation of the marks as such, the distribution represents the “raw” marks applied by lecturers.

A graph showing the grade distribution over the period of review for the *Bachelor of Accounting* indicates a significant number of students achieving a pass grade.

Migrating students to Credit level will be a focus in the 2019 academic year.

5. STUDENT FEEDBACK AND ENGAGEMENT- STUDENT SATISFACTION SURVEYS

Overall Student Satisfaction Surveys (SFUs) are conducted in each of the three trimesters across all accounting subjects (see [Attachment #2](#)).

The results have been pleasing, revealing a high level of student satisfaction with the subjects as delivered.

The Bachelor of Accounting program scored an aggregate of 4.1 in T2 2016 increasing to 4.3 in T2 2017 and retaining 4.2 in T2, 2018.

A consistent (and improving) trend over the last 7 trimesters clearly indicates that there is a constancy in both the quality and the delivery of the program.

6. GRADUATE EMPLOYABILITY AND DESTINATION STATISTICS

Graduate surveys are conducted at the completion of each trimester

The outcomes are useful. In summary the key questions are if working, how relevant is your UBSS qualification to your current job? (Q10), and how satisfied are you with the student experience at UBSS? (Q3)

The former scored reasonably well, the latter very well - See [Attachment #8](#)

PART C: PROGRAM CONTENT

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.

8. COURSE CONTENT REVIEW AND CHANGES

External Review

During 2018 an external review of the program was undertaken by **Dr Jessica Chen** (*Macquarie University*). The report is provided – see Attachment #9.

Changes to Structure

During the period of review minor changes to the structure were implemented specifically in relation to the prerequisite subjects. The objective was to provide students with a more structured and foundation-based learning platform and pathway – this was endorsed by CPA, CA and IPA.

The key changes included -

1. Change to prerequisites for IT for Accountants;
2. Introduction of external moderation and assessments for subjects being delivered and marked by more than one Lecturer

9. COURSE DELIVERY ACADEMIC STAFF

AQF plus 1

A table listing the lecturers together with their respective academic qualifications and the subjects taught by each is provided in the table below.

As noted all lecturers meet the AQF+1 criteria.

Unit/Subject area	Staffer	Highest Qualification	AQF+1
BAP61 Stakeholder Values and Ethics	Leanne McCoy	MBA	✓
BAP62 Issues in Financial Reporting	Dante Biggaton	Master of Commerce	✓
BAS51 Dimensions of the Knowledge Society	Richard Xi	Master of Arts	✓
BAC31 Company and Associations Law	John Angeles	Master of International Law and Master of Economics	✓
BAP71 Accounting Information Systems	John Biggaton	Master of Science	✓
BAP31 Taxation Law and Practice 1	Heidi Gao	Master of Commerce	✓
BAP51 Taxation Law and Practice 2	Kaneez Selim	Master of Accounting	✓
BAC51 Cost Management	Labibah Burki	Master of Forensic Accounting/Accounting	✓
BBM310 Innovation and Entrepreneurship	Stephen Parker	Bachelor of Science Hons+	✓
BAP32 Corporate Accounting	Mohammed Akbar	Master of Business – Professional Accounting	✓
BAC61 Capstone	Igor Bosma	MBA	✓
BAP41 Auditing and Assurance	Dante Biggaton	Master of Commerce	✓
BAP42 Financial Statements and Investment Analysis	Kaneez Selim	Master of Accounting	✓
BAP21 Financial Accounting Theory	Labibah Burki	Master of Forensic Accounting/Accounting	✓

PART D: ACTIONS AND INITIATIVES

10 KEY ACTIONS FROM THE LAST REPORT	Status
1. Introduction of PASS ON LINE	Completed
2. Teaching Quality – Introduce Key Result Areas (KRA) for all lecturers to be completed and discussed with respective lecturers at the end of each Trimester. Focus of the KRA's is to provide continuous improvement and ongoing currency of the subject being delivered.	Ongoing
3. Assessments – in addition to ongoing subject moderation - the Program Director reviews all assessments within the <i>Bachelor of Accounting</i> program to ensure appropriate linkage to subject outlines and topics delivered and to ensure that the standard of questions is in line with degree standard and industry expectations.	Completed
4. Teaching Quality - Program Director to attend each subject delivered during the Trimester during Weeks 4 and 10 to review and assess quality of delivery and student staff engagement	Ongoing

11 ACTION PLAN SUMMARY 2019
<ol style="list-style-type: none"> 1. Concentration on pass and credit students; 2. Focus on the three accounting foundation subjects to improve understanding and comprehension of core accounting skills and concepts - IT for accountants, Principles of Accounting, and Accounting for Business.

Associate Professor Wayne Smithson

Program Director, *Bachelor of Accounting*

October 2018

PART E: ATTACHMENTS

Attachment #1



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19 September 2018

Associate Professor Wayne Smithson
Program Director – Bachelor of Accounting
Universal Business School Sydney (UBSS)
Level 10, 223 Castlereagh St
SYDNEY NSW 2000
Email: Wayne.Smithson@ubss.edu.au

Dear Wayne

Re: Initial reaccreditation review of Bachelor of Accounting

Representatives of Chartered Accountants Australia and New Zealand (Chartered Accountants ANZ) and CPA Australia have undertaken a detailed review of the documentation supplied by UBSS for the initial 3-year reaccreditation review of the Bachelor of Accounting program offered at your Sydney CBD campus.

We reviewed the major aspects of this program and have determined that it meets all required standards for continued professional accreditation. We are pleased to renew the professional accreditation of the Bachelor of Accounting for a further period of five years until the end of the 2023 academic year. This program's professional accreditation status is dependent on its continual accreditation by the Tertiary Education Quality Standards Agency (TEQSA) throughout the five-year reaccreditation period and is subject to a joint site visit by the professional bodies to UBSS's new Sydney CBD campus over the next 12 months.

Please refer over page for a list of approved subjects that entrants will be required to pass to be eligible for entry to the professional bodies.

We wish your School every success in its future endeavours and will be in touch to arrange a site visit at a mutually convenient time during 2019.

Yours sincerely

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Approved Subjects:

The below list of degree subjects have been determined as required for entry to the Chartered Accountants Program with Chartered Accountants ANZ and to meet the academic requirements for admission to CPA Australia membership from September 2018:

Bachelor of Accounting				
Subject code	Subject name	Required Competency Area	CPA Australia	CA ANZ
BAP12	Accounting for Business	Accounting systems and processes	✓	✓
BAP11	Principles of Accounting	Accounting systems and processes	✓	✓
BAP41	Auditing and Assurance	Audit and assurance	#	✓
BBC131	Business Law	Business Law	✓	✓
BAC31	Company and Associations Law	Business Law	✓	✓
BAS11	Business Economics	Economics	✓	✓
BAP61	Stakeholder Values and Ethics	Ethics	✓	✓
BAP53	Corporate Finance	Finance and financial management	✓	✓
BAP42	Financial Statement and Investment	Finance and financial management	✓	
BAP62	Issues in Financial Reporting	Financial accounting and reporting	✓	✓
BAP32	Corporate Accounting	Financial accounting and reporting	✓	✓
BAP21	Financial Accounting Theory	Financial accounting and reporting	✓	✓
BAC11	Information Technology for Accountants	Information technology	✓	✓
BAP71	Accounting Information Systems	Information technology	✓	✓
BAP22	Management Accounting	Management accounting	✓	✓
BAC51	Cost Management	Management accounting	✓	✓
BAC21	Quantitative Methods	Quantitative methods	✓	✓
BAP31	Taxation Law and Practice 1	Taxation	#	✓
BAP51	Taxation Law and Practice 2	Taxation	#	✓

Candidates have the option of either, completing Audit and assurance and/or Taxation with an accredited Higher Education Provider OR in the CPA Program. All other core curriculum areas must be completed for admission as an Associate member of CPA Australia.

Attachment #2

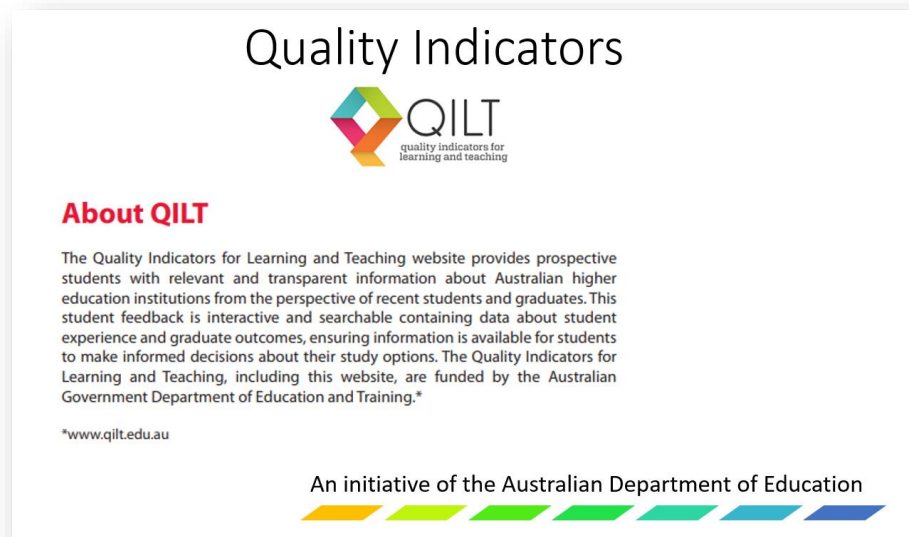
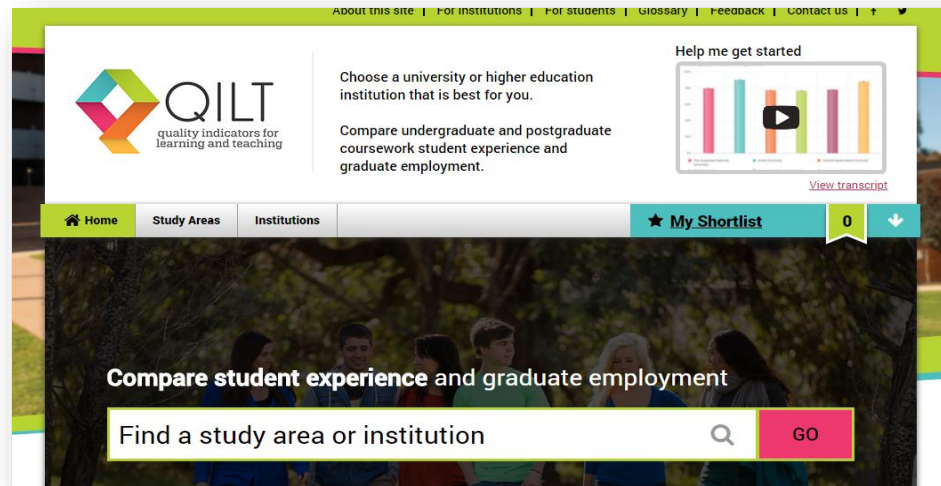
Student Feedback (SFUs) over 7 trimesters

Survey Questions		Bachelor of Accounting						
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18
Q1	The subject provided useful knowledge and skills	4.2	4.4	4.2	4.4	4.2	4.3	4.3
Q2	The learning outcomes were achievable	4.0	4.4	4.1	4.3	4.1	4.2	4.2
Q3	The subject workload was manageable	3.9	4.1	4.1	4.2	4.0	4.2	4.1
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.1	4.3	4.1	4.3	4.0	4.2	4.2
Q5	The lecturer was well prepared for each class	4.3	4.5	4.3	4.4	4.2	4.3	4.3
Q6	The lecturer provided useful feedback	4.2	4.4	4.2	4.3	4.0	4.2	4.2
Q7	The lecturer had a good knowledge of the subject matter	4.3	4.4	4.3	4.4	4.2	4.3	4.4
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.2	4.5	4.2	4.3	4.1	4.3	4.3
Q9	The lecturer was available to discuss learning problems outside of class time	4.0	4.3	4.0	4.3	4.0	4.2	4.2
Q10	The assessment requirements were clearly explained	4.2	4.3	4.2	4.3	4.1	4.2	4.3
Q11	Overall the teaching in the subject was of a high quality	4.1	4.4	4.2	4.3	4.1	4.2	4.2
		4.1	4.4	4.2	4.3	4.1	4.2	4.2

Attachment #3

QILT 2017 OUTCOMES RELEASED

The Australian Government (through the Department of Education) released the 2017 SES (QILT) outcomes in recent weeks – www.qilt.edu.au



UBSS has participated in the survey now *for two years* – and we are delighted (again) with the outcomes. 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

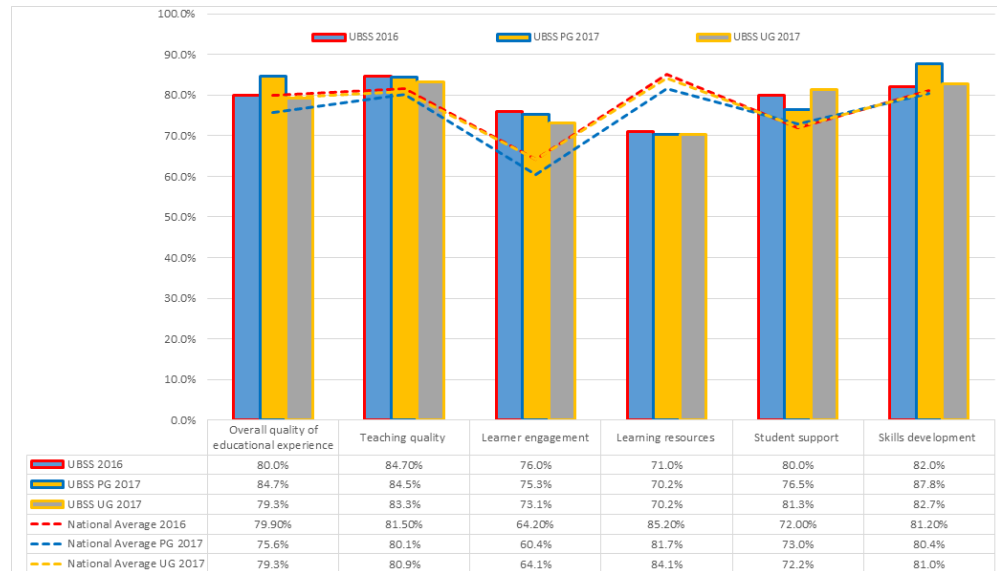


#1 Postgraduate NUHEI Business School in Australia for Overall Quality of Educational Experience



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

An overview is useful – but you are encouraged to visit the site for more detail – a 2016 and 2017 performance comparison for UBSS is worthy of consideration –



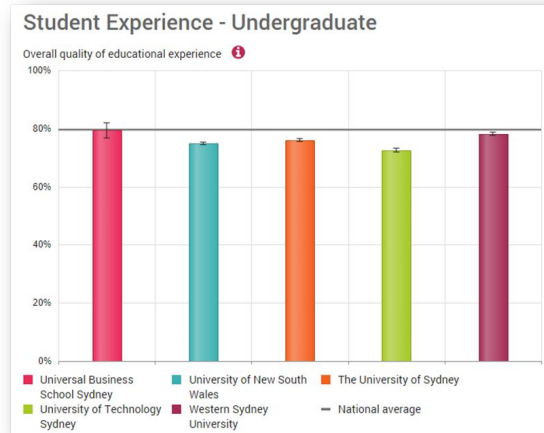
The above provides a snapshot of the 2017 (UG and PG) against the 2016 (UG) outcomes for consideration. The horizontal broken lines give us the opportunity to measure the UBSS performances against the 2016, 2017 national averages. **In essence, the UBSS results are excellent.**

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

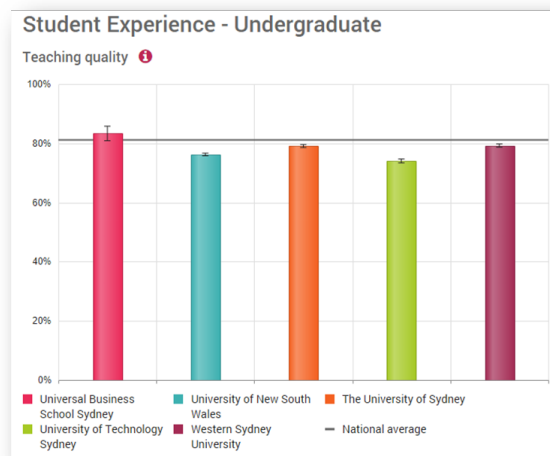
Our *learning resources* are below national average – but we will never be able to compete with the libraries, swimming pools, cafeterias and the like (students often confuse learning with entertainment).

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) –*

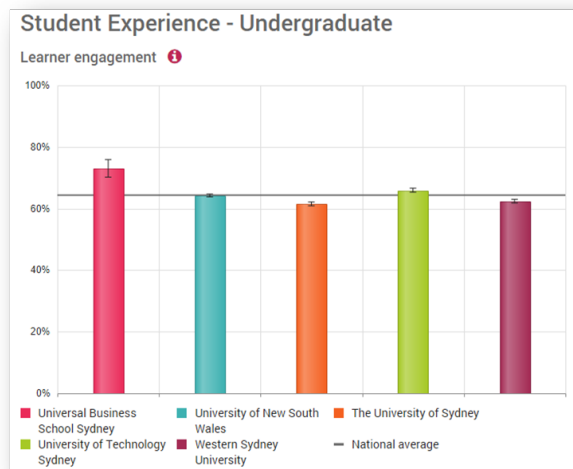
RE. UNDERGRADUATE OUTCOMES



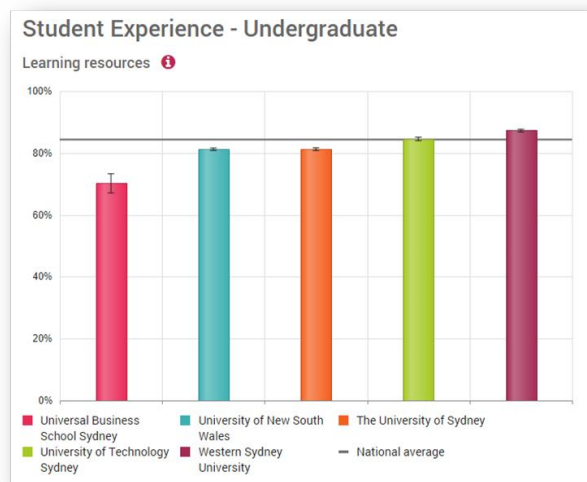
This is a very pleasing comparison with UBSS (far left in red) the only one of the five to actually make the national average on *overall Quality of Education Experience*. This domain is about the total package of offering at UBSS – teaching, learning and support.



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.



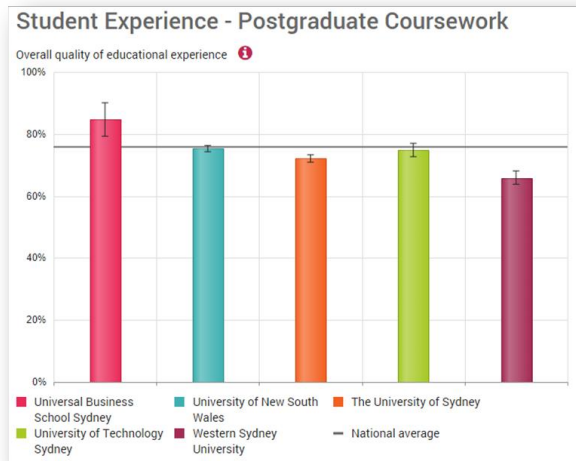
Learner Engagement is our forte! This is an outstanding outcome for UBSS and a credit to all involved. It is largely about the interface in the classroom (and beyond) and is consistent with the ongoing internal (SFU) measures we use. In truth it is a validation.



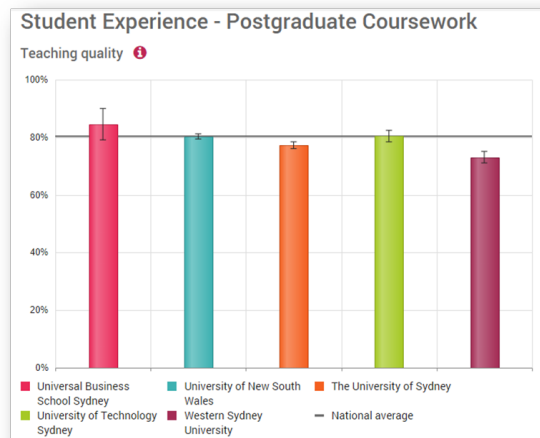
Our *learning resources* are rated below national average – as a city campus we will never be able to compete with the ‘traditional’ campuses with acreage, hard copy libraries, non-learning related swimming pools, cafeterias and the like (students often confuse learning with entertainment).

RE POSTGRADUATE OUTCOMES

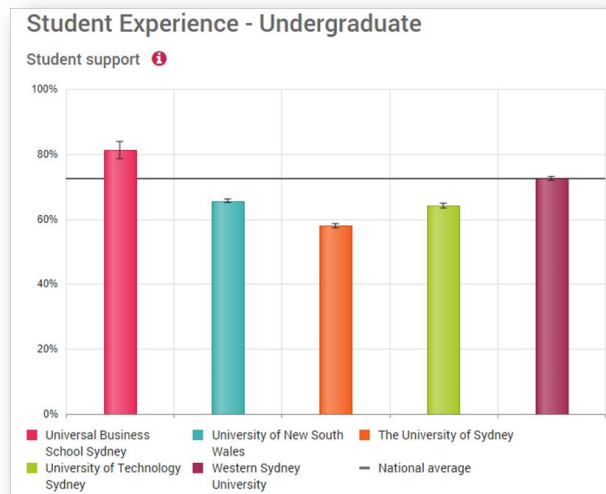
2017 was the first time UBSS participated in the postgraduate survey and the results are very satisfying indeed. We currently have 700 students in the MBA program and we suspect the reasons for this success are evidenced in the QILT deliberations -



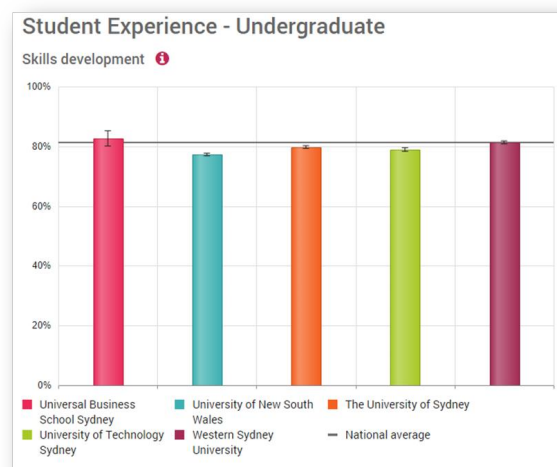
This is an excellent overall outcome at both national and neighbour level.



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

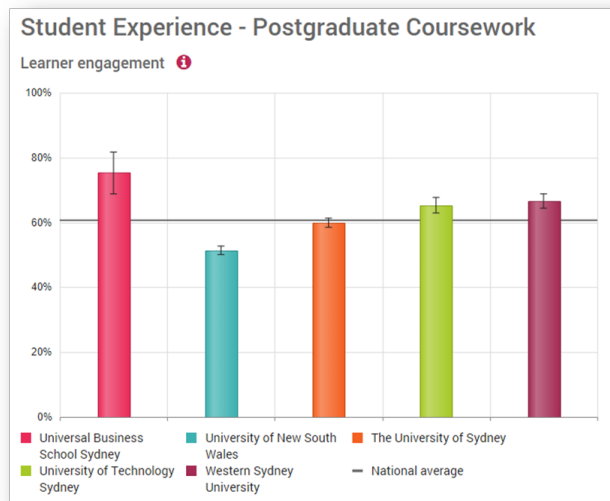


This is another brilliant outcome for UBSS – and a ‘whole of team’ effort. We know the extent of the investment WSU (purple) puts into this domain – and it is massive! At UBSS students appreciate the support provided by both the professional and academic teams – this about contact, consideration and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

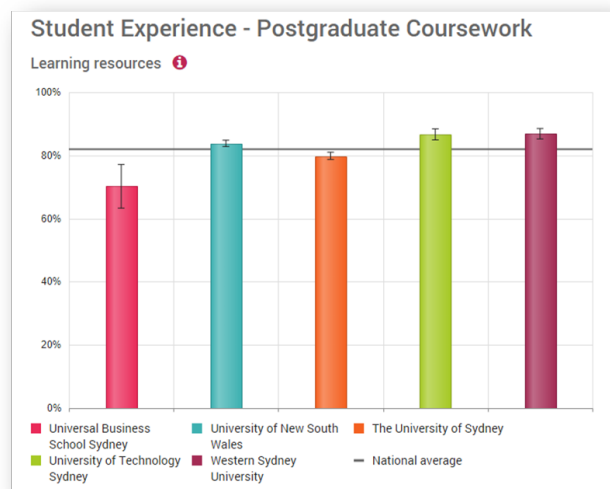


This is another very pleasing outcome.

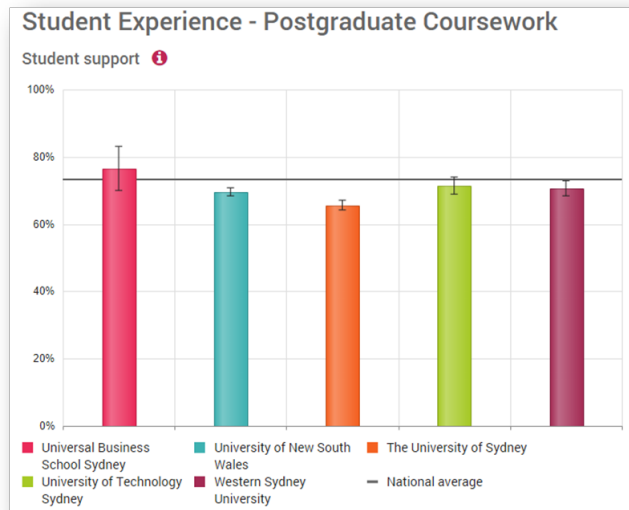
In terms of the **undergraduate outcomes** (above) we should be very satisfied as a community that we have the right emphasis and the right strategy for our students – certainly as far as they perceive.



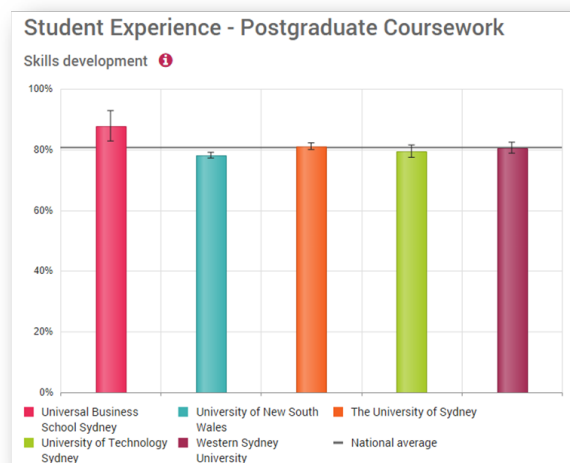
The UBSS strength appears to be in the engagement domain – with our postgraduate students ranking us well above the national average.



Our *learning resources* are rated below national average – as a city campus we will never be able to compete with the 'traditional' campuses with acreage, hard copy libraries, non-learning related swimming pools, cafeterias and the like (students often confuse learning with entertainment). What is evident is that our postgraduate students are not unhappy with the resources and probably do use the eLibrary. We suspect they also approve of the CBD location.

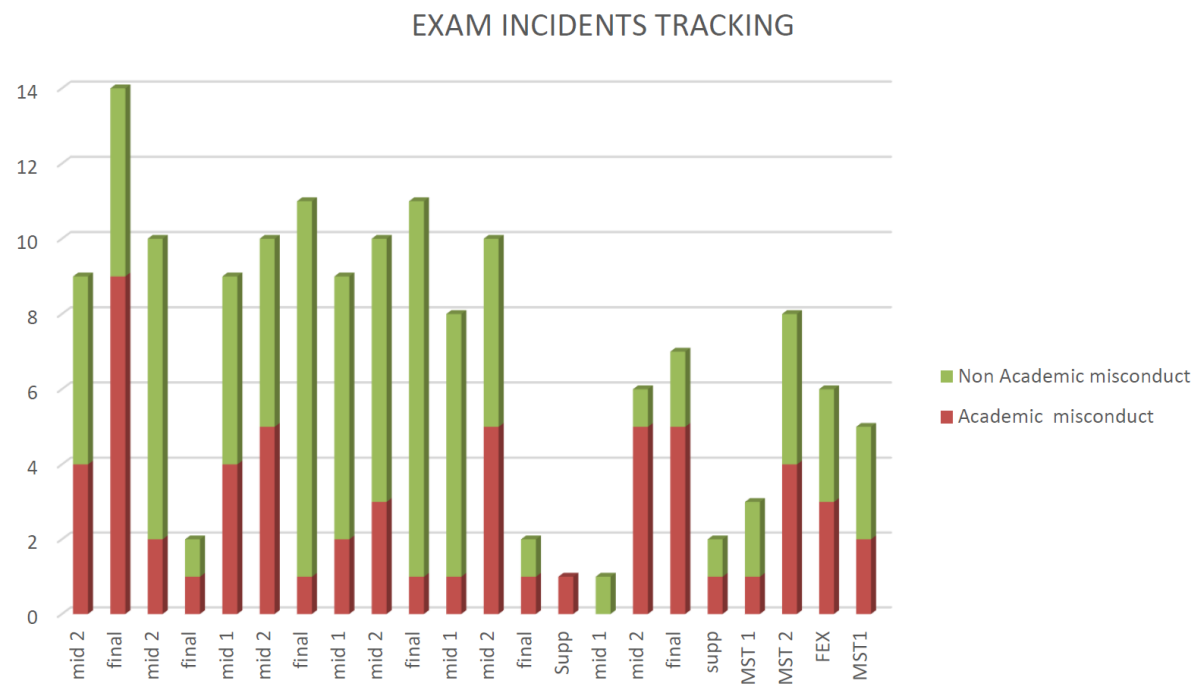


An excellent set of outcomes and above the national average.



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

Attachment #4



Attachment #5

Data captured over 7 trimesters

	Survey Questions	T2 2016	T3 2016	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018
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
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
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
Q4	Your supervisor visibly demonstrates a commitment to quality	4.10	4.20	4.87	4.79	4.69	4.72	4.71
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
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
Q7	Overall, you are satisfied with your job?	4.20	4.50	4.87	4.79	4.88	4.94	4.76
	Average	4.09	4.26	4.80	4.65	4.72	4.77	4.67

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

A sample qualitative feedback (T2, 2018 – the most recent survey)

Any further comments:

Trimester 2 2018

Cluttered staff room appears unprofessional!

Thought that the delay in submitting exams last term allowed a better assessment of each class and therefore more constructive exam. Not really sure the reason for the urgency in submissions that is being returned to.

Excellent workplace environment with excellent leader.

I feel encouraged and motivated always by UBSS staff. Its a pleasure to be a part of UBSS.

Since joining UBSS Professor Whateley has had a profound influence on the employees here as well as the company's success. He has defined the level of performance that is expected not just from individual staff members, but as expected as an entire organization. So here's big thank you from all of us Greg ☺

Wayne's a great mentor. He knows when he needs to talk to you and when he just lets you do what you do best.

Attachment #6

T2, 2018 GRADE DISTRIBUTIONS (RESULTS)

The observation is that UBSS is maturing and settling in this all-important domain of grade distribution. UBSS does not internally moderate results – that is we do not adjust at the macro level to fit a formula or curve (unlike many Universities). *Rather*, we encourage staff to create sensible and appropriate assessment and mark accordingly. The moderation takes place through experienced staff (who teach at other like institutions), an external moderator who looks at our grade distributions and samples of assessment across the major programs (currently **Dr Marc Morgan** – Victoria University), internal comparing where more than one teacher actually teaches a single subject, and through a careful benchmarking exercise that currently compares our distributions with some 25-30 other HEPs and NUHEPs.

The **Grades Review Committee** (*a sub-committee of the Academic Senate*) met on Wednesday, August 22, 2018 and considered the T2, 2018 grade distributions post final examinations.



| Grade Review Committee Meeting

Boardroom, Level 11, 233 Castlereagh Street Sydney
Wednesday 22nd of August 2018, 2:00 pm

AGENDA

1. Summarise overall performance in T2 2018
2. Ratification of marks/results for T2 final exams 2018
3. Adjustment of marks/grades where necessary
4. Grade distribution
5. Other Business

Membership of this committee included –



Associate Professor Felix Stravens
(Program Director, Bachelor of Business in 2018)



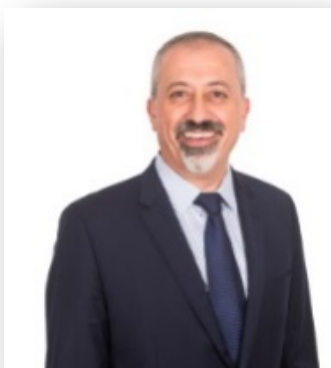
Assistant Professor Andrew Youssef
(Secretary)



Assistant Professor Richard Xi
(Postgraduate Coordinator)



Associate Professor Wayne Smithson
(Program Director, Bachelor of Business)



Professor Ray Hayek
(Program Director, Master of Business Administration)



Professor Greg Whateley
(Executive Dean)

The outcomes continue to shape appropriately as evidenced in the tables and graphs provided below. The distributions are taking on a more appropriate shape and consistency with other like schools – despite our current policy of ‘no adjustment to real results’. The aggregated progression rate for T2, 2018 is 79.7% (14.7% above target with an overall improvement of 4.2% on T1, 2018). It is worth noting that the *Bachelor of Accounting* progression rate was 79.5% (14.5% above target and an improvement of 4% on T1, 2018 outcomes), the *Bachelor of Business* progression rate was 75.8% (10.8% above target and an improvement of 6.8% on T1, 2018 outcomes) and the *Master of Business Administration* progression rate was 88.8% (23.8% above target – and an improvement of 13% on T1, 2018 outcomes).

*The distributions for the three programs are presented in table form, graph form and then superimposed over a national/international benchmarking project conducted by **Professor Ian Bofinger** (UBSS Academic Senate) and **Professor Greg Whateley** (UBSS) in Mannheim, Germany in late 2016 and continues to be updated with more recent input. A recent grade distribution benchmarking activity by HEPP-QN in which **Associate Professor Andy West** participated has also contributed to the comparative graph.*

We want to take this opportunity to thank all UBSS staff for a brilliant turnaround of results (again) within 3 working days of the final exam. This speedy marking and resolution has contributed to a very smooth ratification of grades, recording of outcomes and release of grades on Thursday – August 23.

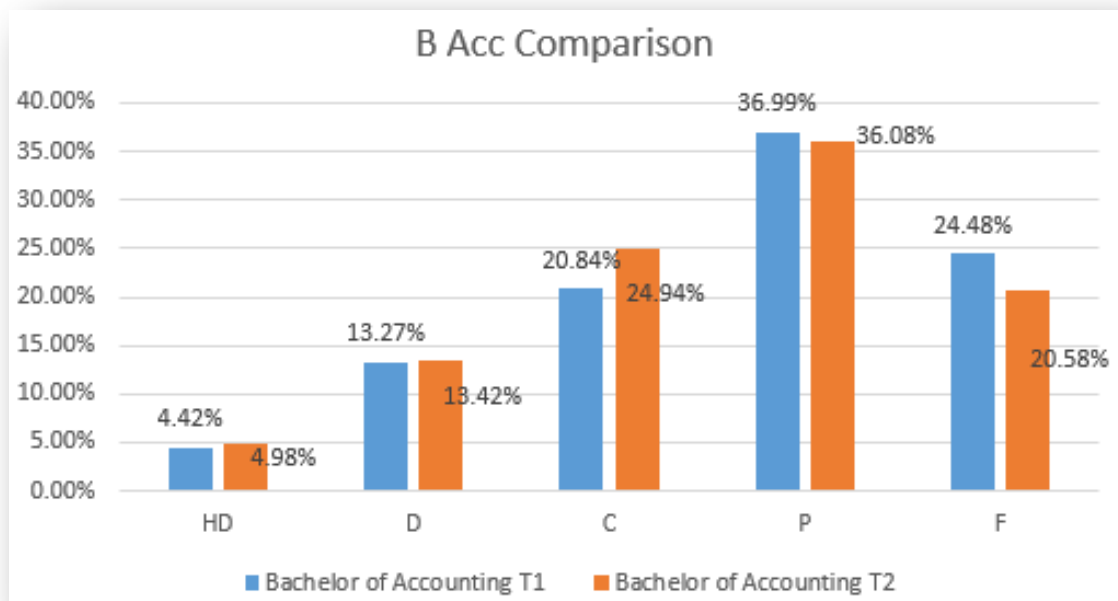
Great Effort! Great team work!

The T2, 2018 grade distributions are captured in a number of ways including –

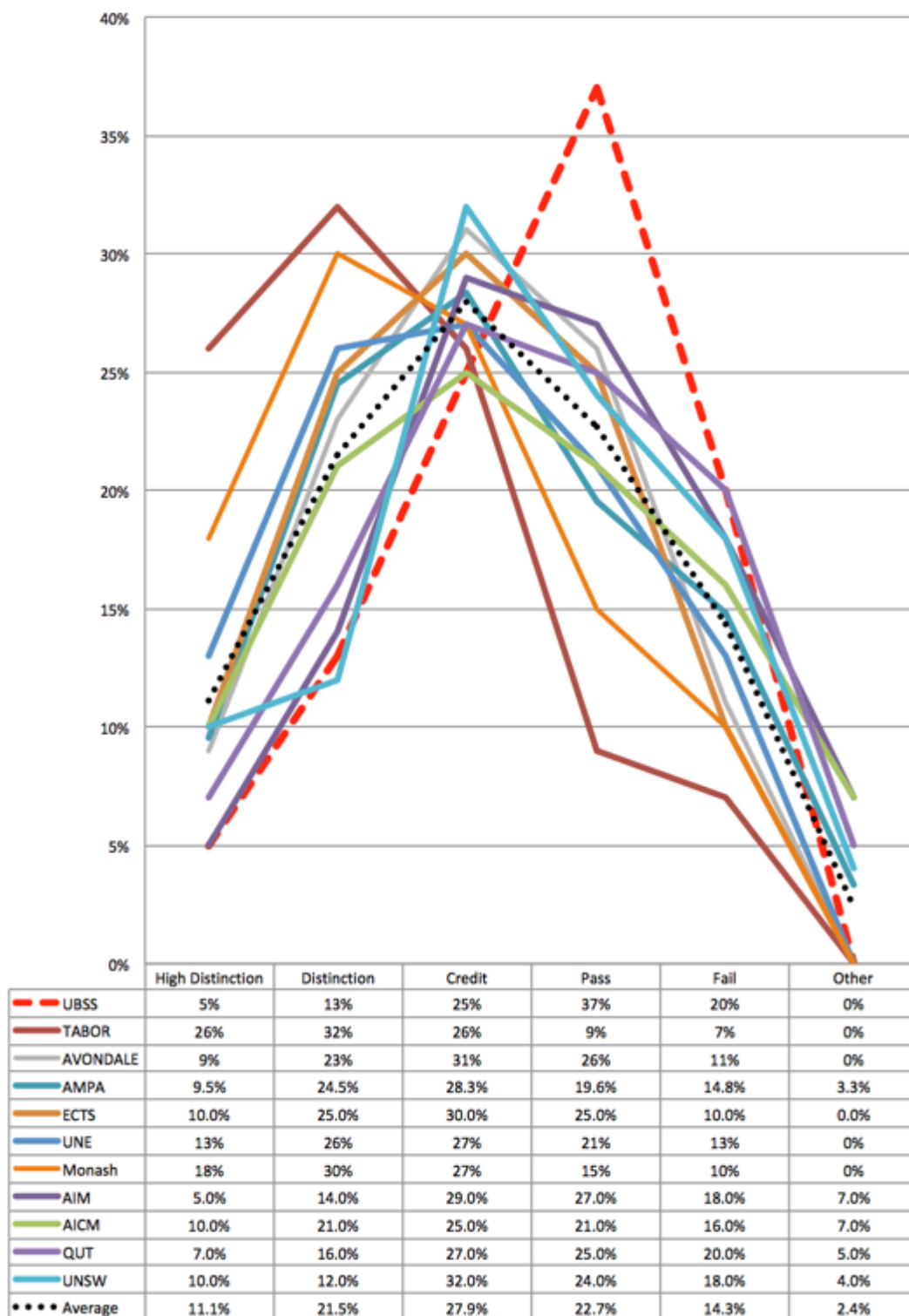
Grade	BACC	BBUS	MBA	UBSS
HD	5%	4%	5%	5%
D	13%	9%	20%	15%
C	25%	21%	29%	24%
P	37%	42%	35%	36%
F	20%	24%	11%	20%

A further graphic representation is provided below including a national/international comparison made possible by **Bofinger and Whateley** (2016+) and **West** (2017+) and an aggregated UBSS outcome -

Bachelor of Accounting (T2, 2018 and comparison with T1, 2018)

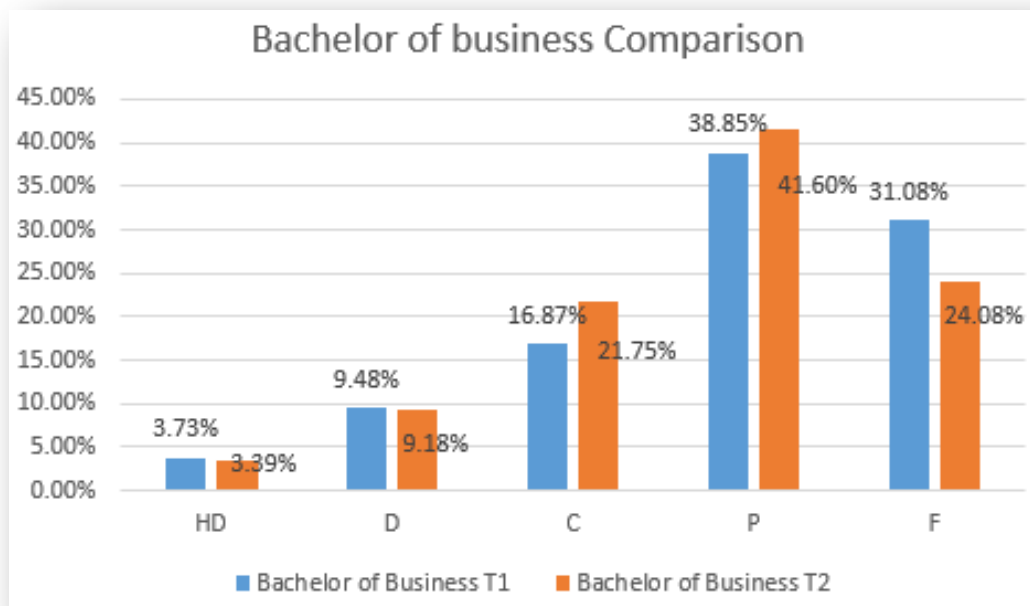


UBSS Accounting Grade Distributions

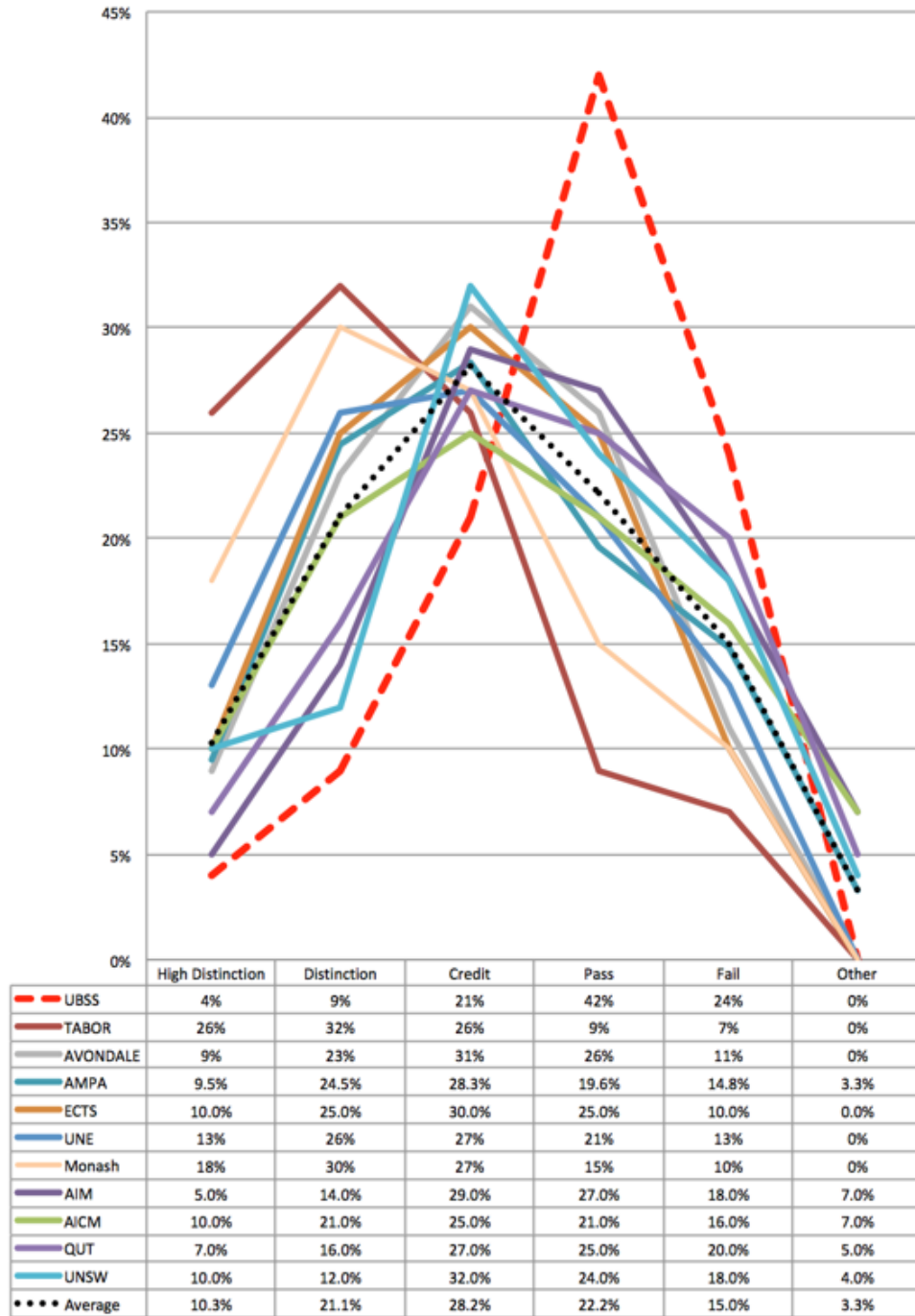


This indicates a Progression Rate of 79.5% (14.5% above target and an improvement of 4% on T1, 2018 outcomes)

Bachelor of Business (T2, 2018 with T1, 2018 comparison)

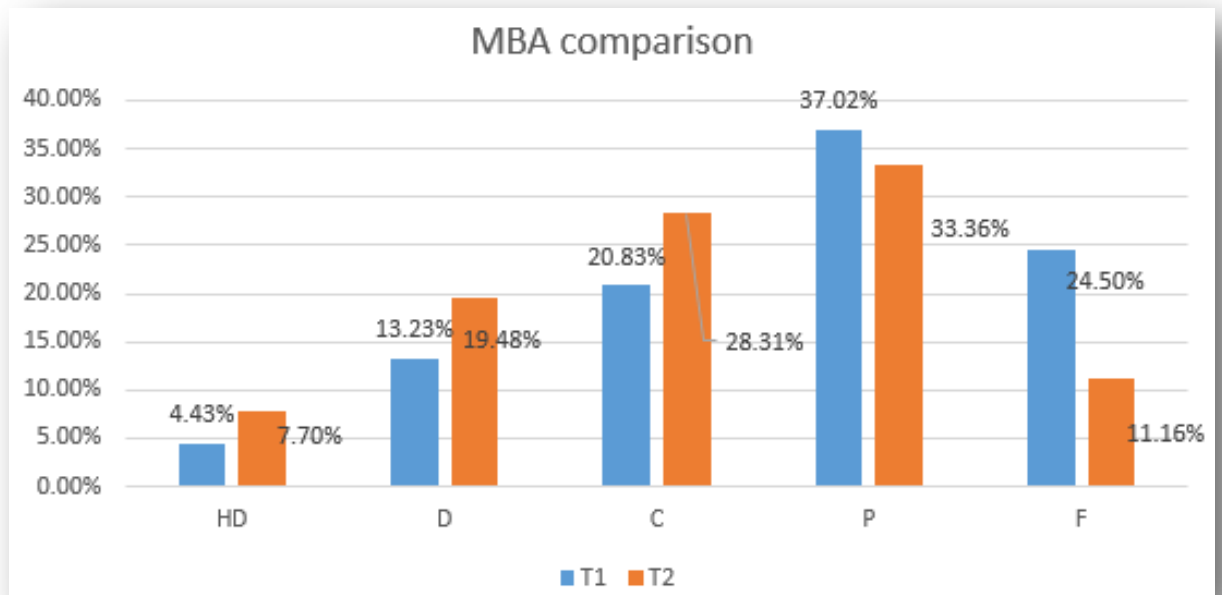


UBSS Business Grade Distributions



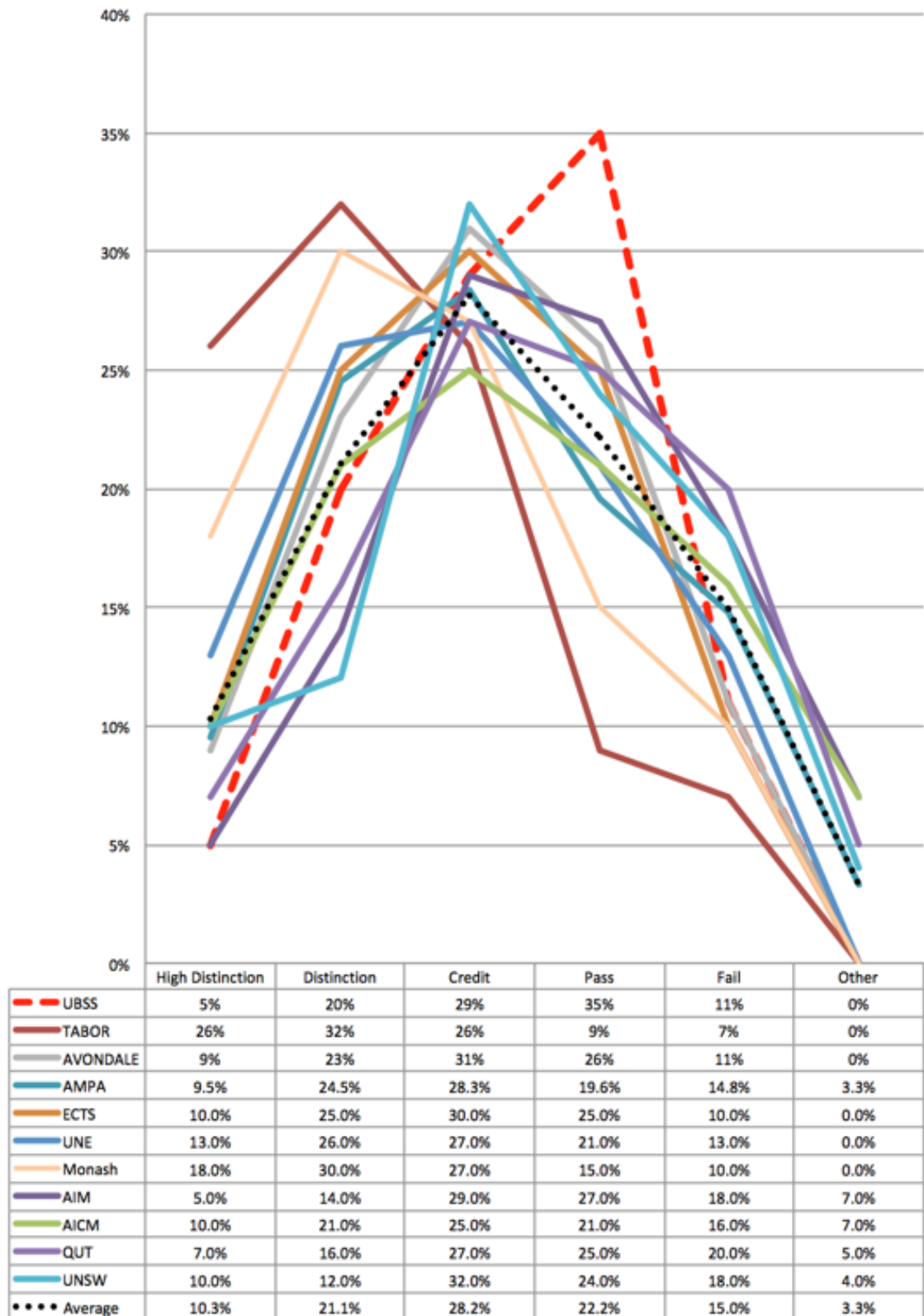
This indicates a Progression Rate of 75.8% (10.8% above target and an improvement of 6.8% on T1, 2018 outcomes)

Master of Business Administration (T2, 2018 with T1, 2018 comparison)

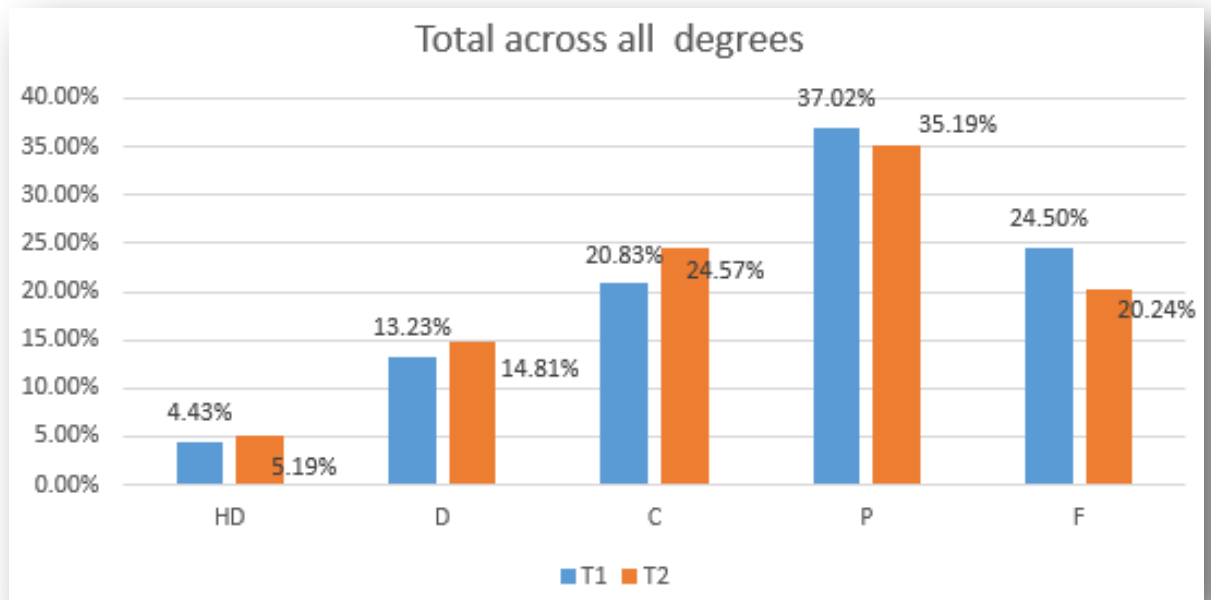


This validates a Progression Rate of 88.8% (23.8% above target – and an improvement of 13% on T1, 2018 outcomes)

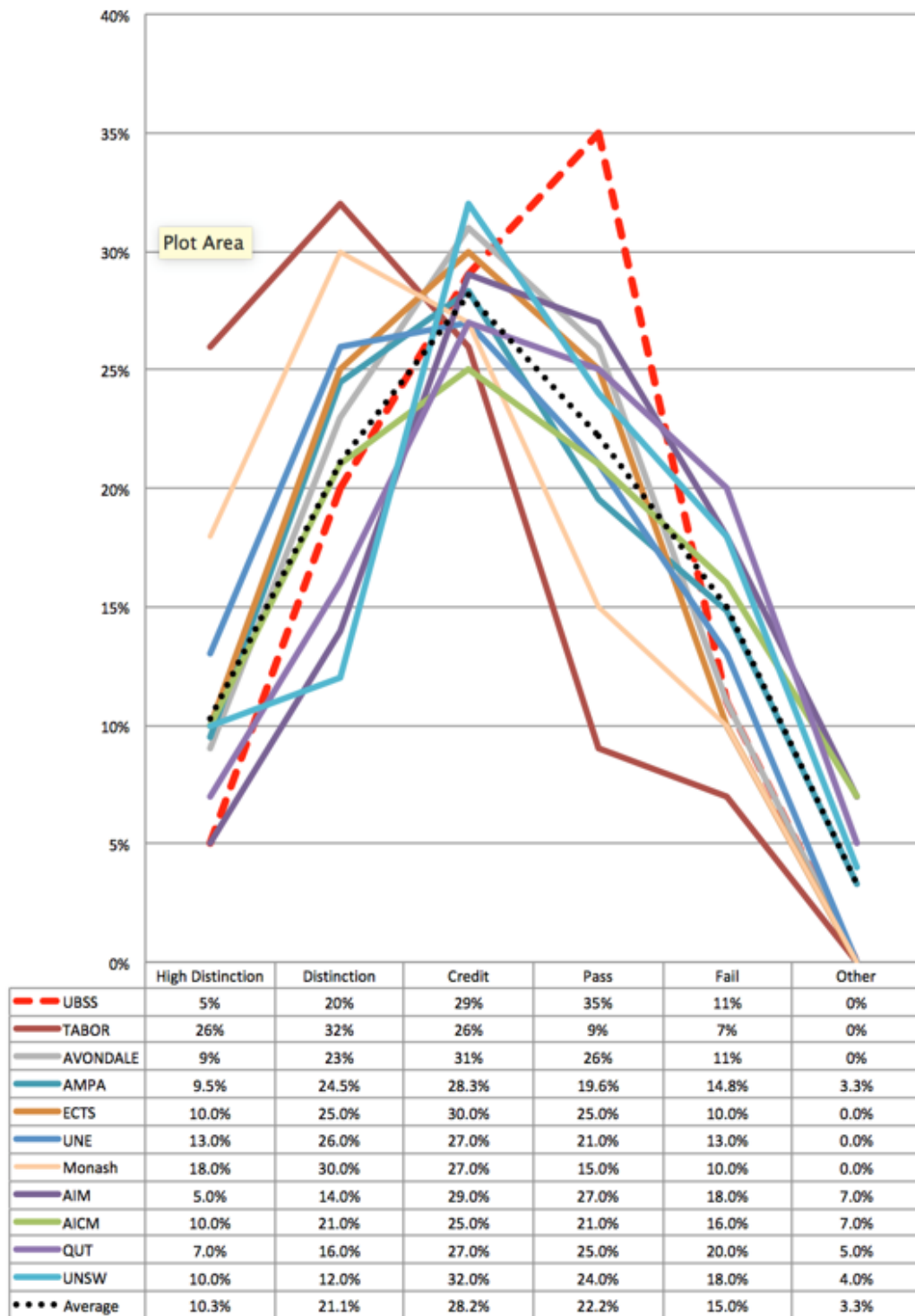
UBSS MBA Grade Distributions



An aggregated (benchmarked) grade distribution comparison for UBSS overall in T2, 2018 (compared with T1, 2018) –



UBSS Aggregate Grade Distributions



The aggregated progression rate for T2, 2018 is 79.7% (14.7% above target with an overall improvement of 4.2% on T1, 2018)

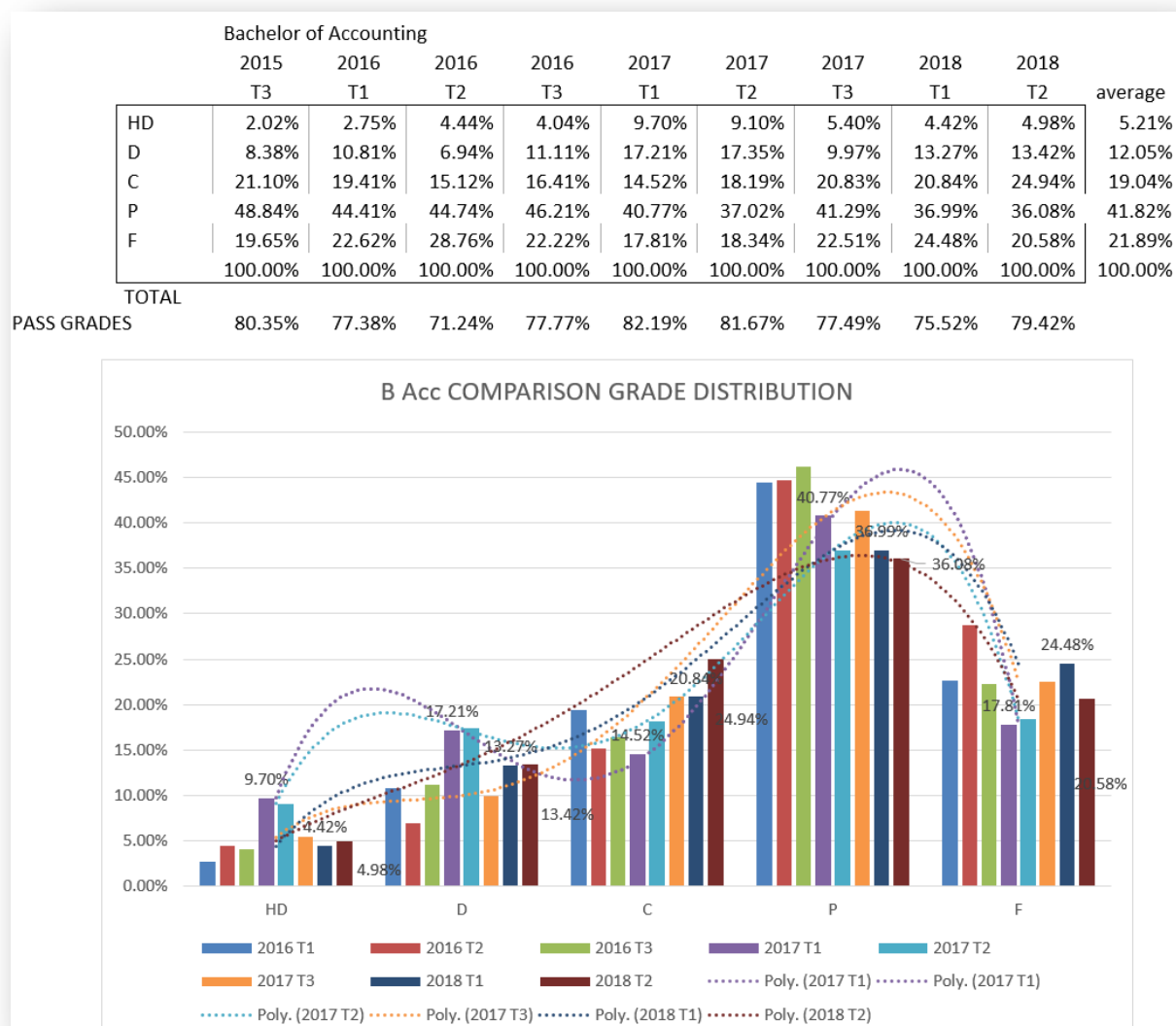
Again, we extend our thanks to all involved in the process. This is an excellent set of outcomes. A special thankyou to **Professor Ian Bofinger** (UBSS Academic Senate) for his work on the national/international comparative data presentation.

In addition, the work done by **Assistant Professor Richard Xi (postgraduate)** and **Associate Professor Wayne Smithson (undergraduate)** needs to be acknowledged and applauded.

Professor Greg Whateley

Executive Dean and Provost

Attachment #7



Attachment #8

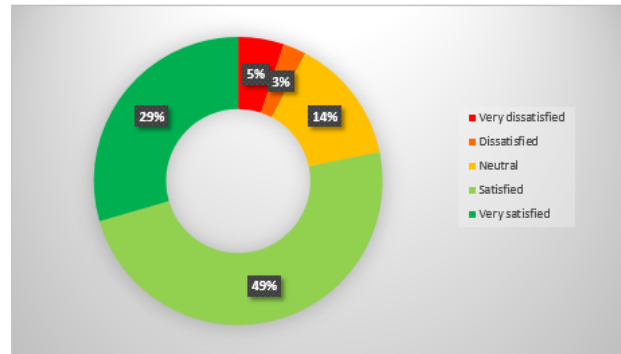
GRADUATE SURVEY, JULY 2018

Each year we conduct a graduate survey that we request graduating students to complete.

The key outcomes are best expressed in the following images –

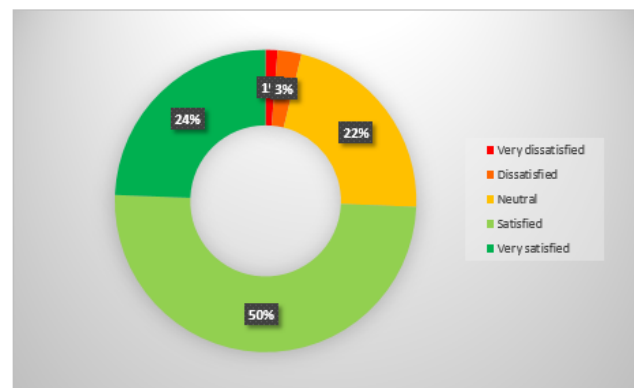
Q3. How satisfied are you with your overall educational experience at UBSS?

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



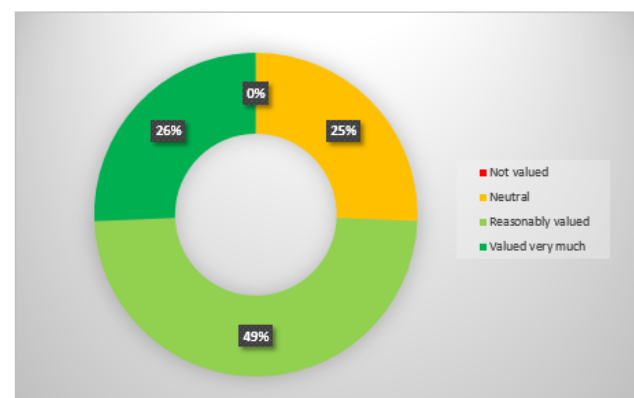
Q4. How satisfied are you with the assistance you received from administrative faculty and staff (including academic advisors, student support, program directors, academic coordinators)?

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



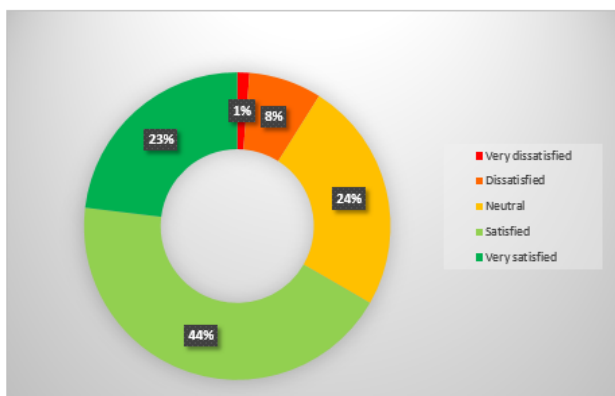
Q5. Do you feel that UBSS is a place where innovation is valued?

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



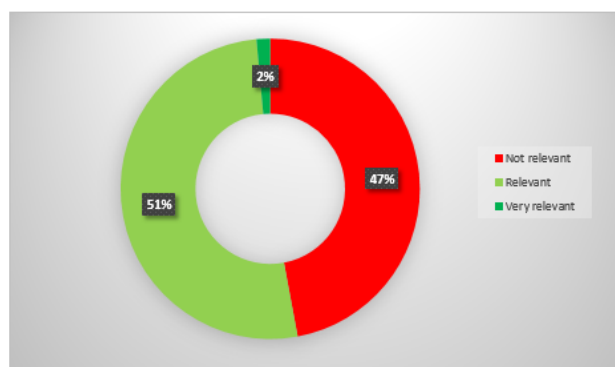
Q6. How satisfied are you with your non-academic or student life experience at UBSS?

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 (2016, 2017 and 2018) is a useful activity across the five key areas of overall satisfaction, assistance provided, innovation, non-academic experience and relevance of award –

Key Issues	2016	2017	2018
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.

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.

I want to take the opportunity to thank all staff for their ongoing effort and support of students at UBSS.



A special thankyou to **Assistant Professor Kim Sharma** for her outstanding work in the processes of data farming and of course the crisp and clear presentation of outcomes.

Graduate Outcomes Survey 2014-2018 (in perspective)

Associate Professor Andrew West was also able to analyse the recent Graduate Survey (as part of the PIR process) and put it in perspective between 2014-2018.

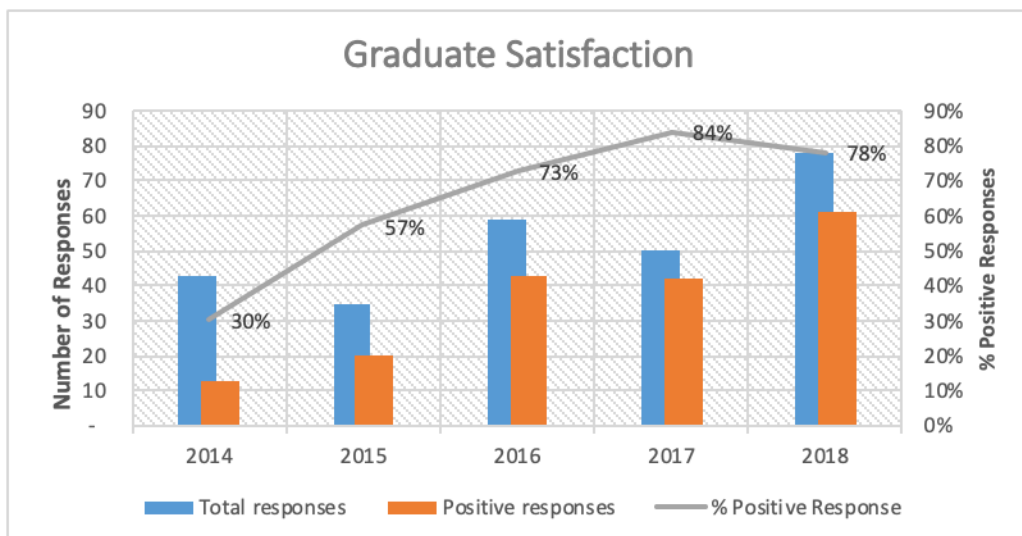


‘At the UBSS Graduation held on Thursday 12th July, 2018 at the Sydney Opera House, the annual Graduate Outcomes Survey was conducted. This is completed by all eligible graduates for that year. The results show a continuing positive outcome for UBSS. The survey was completed by 78 graduates, representing 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:” 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. Congratulations to all graduates for their ongoing success.’*

Professor Greg Whateley

Executive Dean and Provost

Attachment #9

**External Review Report to Universal Business School Sydney
For the Course of Bachelor of Accounting**

Reviewer: Jessica Chen, PhD
August 15, 2018

A handwritten signature in black ink, appearing to read 'J Chen', is positioned below the printed name and date.

Scope of the Review

This report is prepared for the Universal Business School Sydney (UBSS) for the review of its Bachelor of Accounting (BACC) course. My review is conducted pursuant to the requirements of the Course Review Policy of UBSS, and at the request of the Program Director of BACC. The scope of my review is outlined as below:

1. Review learning outcomes for each unit to confirm that together, curriculum design, assessment practices and course delivery of each unit will produce the formulated graduate outcomes, and make recommendations as to the amendments required to ensure that the curriculum, assessment and course delivery will produce these outcomes;
2. Review the quality of the assessment tasks on a sample basis for each unit, and make recommendations as to the nature of amendments required to ensure that the assessments used are consistent with learning outcomes;
3. Review how UBSS maintains, monitors and acts on comparative data (including information regarding entry pathway, mode and place of study, and student performance, such as student attrition, progression and grade distribution), and make recommendations on amendments required to better utilize these data to improve student learning experience at UBSS.

Review Process

The BACC course review is conducted based on the extensive information and documentation provided by UBSS, including the following:

- Overall BACC course structure,
- Statement of UBSS graduate attributes,
- Pre-requisite structure,
- Subject outlines for each unit,
- Assessment items for each unit including key material items such as final exams,
- Mapping of assessments to learning outcomes at both the subject level and the course level,
- Comparative data with respect to mode and place of study, and student attrition and progression.

Discussions were also held with the Program Director of Accounting to seek further clarifications regarding the course structure, unit contents and assessment practices, and also the use of comparative data.

Review Findings and Recommendations

1. *Review learning outcomes for each unit to confirm that together, curriculum design, assessment practices and course delivery of each unit will produce the formulated graduate outcomes, and make recommendations as to the amendments required to ensure that the curriculum, assessment and course delivery will produce these outcomes.*

Findings:

I have reviewed the materials provided, including UBSS graduate attributes statement, BACC course structure, pre-requisite structure, and subject outlines. Overall, I find that the BACC course design is logical, coherent, consistent with the requirements of accounting profession, and comparable to the similar course offered by the public institutions. Specifically, I note the following points supporting my assessment:

- There are 24 compulsory units in the BACC course, including both core technical accounting units, and other business-related units. The BACC course is accredited by professional bodies, such as CPA Australia, CAANZ, and IPA.
- The core accounting units consist of structured learning of key accounting sub-disciplines such as financial accounting, management accounting, information systems and auditing. The depth of coverage of the core accounting units is consistent with the prevailing needs of the accounting profession. Other business-related units include subjects in areas of business communication, management and entrepreneurship, which are relevant to both accounting study and work.
- The pre-requisite structure is logical and appropriate as it allows progressive acquisition and development of accounting knowledge.
- The study load for each subject is appropriate, and is specified to include 3 contact hours face to face, and 6 additional hours for self-studying.
- Teaching materials, such as prescribed textbooks and additional recommended readings, are comparable to those used by the public institutions.
- Assessment items used include both formative and summative assessments. The timing and length of these assessment items are appropriate.

Recommendations:

I make the following recommendations for UBSS's consideration.

- Consider developing an integrated framework of graduate attributes
In an integrated framework of graduate attributes, school's missions and visions are articulated first, with then graduate attributes, course and subject level learning outcomes being developed sequentially to support the attainments of missions and visions. A review of the documents provided indicates that subject-level learning outcomes are linked to those at the course level, and in some instances, directly to the graduate attributes. However, there is a lack of explicit

mapping between, subject-level learning outcomes at the base level, course-level learning outcomes at the second level, graduate attributes at the third level, and the visions and missions at the top level. When developing this integrated framework, what is more can be done is to have assessment items mapped to the subject-level learning outcomes as well.

The resulting integrated framework described above (1) facilitates students identifying the path used to develop the required competences for their future employment, and (2) assists program managers and lecturers with identifying knowledge overlaps and/or gaps in the accounting curriculum.

- Consider articulating subject-level learning outcomes in a more succinct manner

There are instances in which a number of subject outlines specify more than 8 learning outcomes. It appears that these learning outcomes mirrors the weekly topics shown in a different section of the outline. I suggest that these detailed learning outcomes be condensed into broad areas of the knowledge competencies that each subject is designed to achieve.

- Consider broadening the scope of IT for Accountants subject

The current IT for Accountants subject teaches productive software of Excel and MYOB. It is commendable that they are taught extensively at UBSS because these software applications are considered as the indispensable tools for practising accountants. To further enhance the utility of this subject, I suggest that the scope of teaching be broadened to incorporate other key applications of the Microsoft Office Suite, such as Word and Powerpoint. The inclusion of these applications contributes to the development of students' writing skills as well as their ability to present information in a professional manner.

2. *Review the quality of the assessment tasks on a sample basis for each unit, and make recommendations as to the nature of amendments required to ensure that the assessments used are consistent with learning outcomes.*

Findings:

I have reviewed the key assessment items provided for each subject in the accounting curriculum. Overall, I find that the assessment items are of high quality and align with the learning outcomes of the individual subjects. Specifically, I note the following points supporting my assessment:

- As indicated in the subject outline, the use of mixed assessment method, including the use of class tests, individual/group assignments, presentations, and formal examinations, is consistent with the best practice in tertiary education, and is on par with the assessment strategy used in the public institutions.
- Instructions to the final exams are clearly articulated.
- The final exams generally contain both theoretical and practical questions. In core accounting subjects, this is particularly useful and appropriate for developing both conceptual understanding and necessary technical competencies for key accounting tasks.
- The depth and coverage of the exams are appropriate, and correspond well to the key topics specified in the subject outlines.
- The use of 'marker's comments' section serves as an appropriate vehicle to provide program manager with necessary feedback to understand and manage student performance.

Recommendations:

I make the following recommendation for UBSS's consideration.

- Consider developing assessment guides

I notice that, on average, there are 3 to 4 assessment items used in each subject of the accounting curriculum. While the subject outlines provide some useful information about these assessment items, some more detailed information, such as the coverage of the assessments and marking rubrics, should also be included. The discussion with the program director indicates to me that lecturers provide these detailed information through verbal discussions in class and/or separate documents in UBSS's learning management platform, Moodle. However, information about assessment items still seem to be scattered in various locations. Therefore, I suggest that assessment guides be developed for individual subjects so that information about assessments can be centralized in one place for student reference and use.

3. *Review how UBSS maintains, monitors and acts on comparative data (including information regarding entry pathway, mode and place of study, and student performance, such as student attrition, progression and grade distribution), and make recommendations on amendments required to better utilize these data to improve student learning experience at UBSS.*

Findings:

Based on the discussion with the program director, it suggests that the student cohort is primarily international students. Also, all subjects in BACC are compulsory and offered using the face to face delivery mode in UBSS's Castlereagh Campus in Sydney. As a result, there is no need for comparative data in respect of entry pathway, and mode and place of study.

Based on the documents provided and discussions held with the program director, UBSS maintains, monitors and acts on student performance data. In particular, the review of the BACC grade distribution suggests that distributions from the recent three trimesters follow a bell-shaped curve. In addition, I have seen improvements in student performance over this recent period, evidenced by the increase in the overall pass rate. The improvements could be attributed to the academic intervention strategies deployed to identify and manage students at risk. These intervention strategies include the use of Peer Assisted Student Support (PASS) programs, early warning systems, and English language support programs.

Overall, UBSS has developed necessary and appropriate processes to identify and monitor student performance, and these practices are largely comparable to those used in the public institutions.



UNIVERSAL
BUSINESS SCHOOL
SYDNEY

Private MBA Business School

Bachelor of Business Triennial Review

October 2018

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TRIENNIAL PROGRAM REVIEW OCTOBER 2018

BACHELOR OF BUSINESS PROGRAM

The purpose of this report is to review specific aspects of the **Bachelor of Business** program over the three years from 2015 to 2018. *The report is prepared in accordance with the UBSS Course Review Policy, Academic Policy Section 4.7 –*

4.7 Annual Course Report

An Annual Course Report is prepared together with recommendations for consideration by the Academic Senate by way of the various sub committees. The data collected forms part of the UBSS Annual Report – published on the UBSS website – www.ubss.edu.au

There are four sections (10 parts) in this report that examine the progress of the Bachelor of Business from 2016 to 2018. The *first* section is an overview of the program. The *second* reviews student engagement, examining progress in the higher education journey. The *third* section then looks at specific areas concerned with the quality delivery of the program. The *fourth* section then provides onward action and initiatives to ensure the success of the program.

PART A: OVERVIEW

1. Programs and period covered by this report
2. An executive summary outlining what has been achieved during the period
3. Issue and problems relating the delivery of the Bachelor of Business Program

PART B: STUDENT ENGAGEMENT

4. Student progression and pass rate
5. Student feedback and engagement
6. Student employability outcomes

PART C: PROGRAM TEACHING AND CONTENT

7. Issues or problems relating to delivery
8. Course content review and changes

PART D: ACTIONS AND INITIATIVES

9. Items that have been achieved during the period
10. Action plan summary for 2019

PART E: ATTACHMENTS

PART A: OVERVIEW

1. PROGRAMS AND PERIOD COVERED BY THIS REPORT

Bachelor of Business Program

This report is a Triennial review of the Bachelor of Business program and is done in accordance with the requirements of the UBSS Course Review Policy – though not mandated, rather a request from TEQSA – the review replaces the 2018 Annual Review.

Period of Review

The review focusses on 3 years from October 2015 to October 2018. The course for review is the Bachelor of Business and the two nested courses - the Associate Degree of Business and the Diploma of Business.

The Diploma of Business provides an exit pathway for those students who choose or are unable to continue with the Bachelor course after progressing through eight (8) subjects. An Associate Degree of Business is awarded to students that seek to exit after progression through sixteen (16) subjects of successful study. Program rationales and exit pathways are contingent upon meeting program learning outcomes.

2. EXECUTIVE SUMMARY OF INITIATIVES INTRODUCED DURING THE PERIOD 2016 to 2018

This section highlights the specific changes and initiatives introduced of the period under review. In particular this section highlights the proactive approach to the management of the program and the focus on the student journey and pathway.

Sustained Growth in Bachelor of Business Program

During the period under review, there has been an increase in the number of students enrolled in the Bachelor of Business Program. Student numbers in the program over the past 4 years are as follows –

Period	2015	2016	2017	2018
Bachelor Business Students	204	275	302	394
UBSS Total	488	1075	1558	1650

The students enrolled in the *Bachelor of Business* program at UBSS currently account for 24% of the total students enrolled at the UBSS.

Emphasis on curriculum design and quality of delivery

The course content of the *Bachelor of Business* is similar to that delivered at Australian universities and other higher education providers. Graduates from the *Bachelor of Business* are equipped to find employment in a wide and varied range of industries and positions such as administration, planning and design, quality assurance, customer service, project management, events management and change management.

The *Course Advisory Committee* has been a critical focal point in reviewing course design and development. The Committee was expanded to include additional external members to ensure continual focus on course development relevant to industry requirements. Two majors in Human Resources and Marketing were discontinued so that better emphasis could be placed on

Business with an Entrepreneurial platform. Formal annual review of all subjects was undertaken with lecturers to ensure currency of delivery.

High levels of student satisfaction

Student surveys are undertaken at the end of each trimester and are reviewed by the Program Director and presented to the Academic Senate. Surveys completed over the last nine trimesters indicate a student evaluation at an average level of 4.4 from a possible score of 5. UBSS regards this outcome as an outstanding result reflecting a consistency of the quality of delivery and student engagement. See Attachment #1

Further, UBSS participated in the QILT (Quality in Learning and Teaching) survey initiative in 2017 and again in 2018. The results reinforced the finding of the student internal survey, with many of the key indicators outperforming many of the major University responses. See Attachment #2

Change to Academic Calendar

In November / December 2015, UBSS moved from a semester system to a trimester system. Prior to this UBSS had maintained a semester system with an optional “summer” semester presented in November, December and January each year.

This change offered students the opportunity and flexibility to fast track their studies and complete the degree within a two-year period – though most students prefer the three year option – but the flexibility remains. See Attachment #3

Change to assessment structure – improved academic integrity

In 2015 UBSS introduced a change to the assessment structure by including 2 additional invigilated tests during the trimester in addition to the final exam held at the end of each trimester.

The degree of focussed invigilation by external independent invigilators has significantly enhanced the level of Academic Integrity and veracity in relation to the academic results not only for the *Bachelor of Business* program but for the entire school across the *Bachelor of Accounting* and *Master of Business Administration* programs. See Attachment #4.

Change of Program Director

A new Program Director, **Associate Professor Felix Stravens** was appointed in January 2018. The previous Program Director, **Associate Professor Wayne Smithson** who has been with UBSS for several years was appointed Program Director for the *Bachelor of Accounting*.

Felix has a combination of academic and practical skills. After a career in business looking after Consumer, Nutritional and Pharmaceutical Products, he moved into academia. He started his academic career at the *University of Canberra* as an Associate Professor. He then moved to the United Kingdom as Managing Director for NCC Education. On his return to Australia, he was Director, School of Business and IT in Brisbane. He moved to Sydney and was Deputy Dean/Director of Teaching & Learning at a HE provider, and Chief Operating Officer at the *Australasian College of Health & Wellness* before joining UBSS.

Focus on academic integrity

UBSS holds academic integrity in high regard and continually reviews both policies and associated procedures to minimise the incidence of academic misconduct. This is viewed as important in the *Bachelor of Business* program to the business and student community.

A critical component of this commitment has been the establishment of the *Academic Integrity Committee in T1 2016*. This is a sub-committee of the *UBSS Academic Senate* and reviews reported incidents of academic misconduct in exams and other assessments. Where appropriate, the AIC administers penalties and records the incidents on the students' records.

This approach has seen a marked decrease in the academic misconduct behaviour and an improvement in the integrity of the overall assessment process. See Attachment #4.

Teaching initiatives and innovation

The *Bachelor of Business* program continues to introduce teaching initiatives and a review process has been undertaken to ensure that the program remains aligned to current business and industry requirements and provides a solid foundation for students to be workplace ready. This includes external moderation and review of assessments of selected subjects.

Peer Reviews – quality of delivery

On-going rolling in-class reviews were undertaken of all lecturers over the period of review in accordance with the *UBSS Professional Development Policy* (Section 4) –

- annual performance discussions;

During the review period, the overall quality of the delivery was very high – consistent with internal student and staff surveys each trimester and the QILT outcomes. This factor is evidenced by the positive feedback from students over the past 3 years where the quality of teaching question received an average of 4.4 in the student survey. In addition lecturers' administration of subject and alignment to KPI's is monitored by the Program Director. This quality of delivery is reflected in the feedback from the students.

Staff Satisfaction

Staff satisfaction remains high. The results for the recent T2 2018 survey indicates a high 4.7 staff satisfaction out of a possible 5. The high level of satisfaction is consistent over 7 trimesters. This correlates closely with the student satisfaction ranking of 4.3.

Survey Questions		T2 2016	T3 2016	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018
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
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
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
Q4	Your supervisor visibly demonstrates a commitment to quality	4.10	4.20	4.87	4.79	4.69	4.72	4.71
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
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
Q7	Overall, you are satisfied with your job?	4.20	4.50	4.87	4.79	4.88	4.94	4.76
Average		4.09	4.26	4.80	4.65	4.72	4.77	4.67

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

3. ISSUES OR PROBLEMS RELATING TO THE DELIVERY OF THE BUSINESS PROGRAM

Whilst the feedback from students has been consistently positive, the staff feedback consistently positive and the QILT outcomes impressive - pass rates continue to provide an ongoing challenge due to the issue of non-attendance. Attendance requires constant monitoring by lecturers and early intervention measures are utilised to get students to focus and pass their subjects. The alteration to the ESOS Act making attendance no longer compulsory has not assisted in this domain.

PART B: STUDENT ENGAGEMENT

4. STUDENT PROGRESSION, PASS RATES AND GRADE DISTRIBUTION

Student and Staff Cohort key metrics

Full time staff/part-time staff balance	29:71
AQF+1 and equivalent	100%
Progression Rate	Most recent (T2, 2018) was 75.8%
Attrition Rate	(T3, 2018) 16.7% (down from 24.4 in 2015)
Student Satisfaction	4.3 average over 7 trimesters
Staff Satisfaction	4.7 (School Average T2, 2017)
Student Staff Ratio:	36:1 in the B Bus Program

Student Pass rates and Grade Distribution

Student average pass rate for the undergraduate program in T2, 2018 was 78.11%. The Bachelor of Business was 75.8%. A table outlining average pass rates over the period of review is set out below –

Period	2015	2016	2017	2018
B Business Progression	55.1%	53.8%	69.4%	75.8
UBSS Overall Progression	63.5%	64.5%	73.2%	78.1

It can be observed that the trend line does not reflect an exact “normal distribution”, however, it is important to note that as UBSS and the *Grade Review Committee* (GRC) – a sub-committee of the UBSS Academic Senate - do not undertake normalisation of the marks as such, the distribution represents the “raw” marks applied by lecturers. This approach has been endorsed and applauded by the Academic Senate on many occasions.

The most recent grade distributions data – See Attachment #5 - showing the grade distribution for the *Bachelor Business* indicates a significant number of students achieving a pass grade. Ensuring students achieve Credit grades (without normalisation/moderation) will be a focus in 2019.

5. STUDENT FEEDBACK AND ENGAGEMENT- STUDENT SATISFACTION SURVEYS

Overall Student Satisfaction Surveys (SFUs) are conducted in each of the three trimesters - each year - across all Business subjects. The results are pleasing, revealing a high level of student satisfaction with the subjects delivered sustained over a period of 7 trimesters.

The *Bachelor of Business* program scored an aggregate of 4.2 in T2 2016. This has been maintained at 4.3 for four trimesters and then increasing to 4.6 in T1 2018. It is currently at 4.4 for T2 2018.

This consistent trend is a clear indication that students are satisfied with both the quality and the delivery of the program. [See Attachment #1](#)

6. GRADUATE EMPLOYABILITY AND DESTINATION STATISTICS

At each Graduation period Graduate Surveys are conducted. Outcomes from these surveys are useful. In summary the key question focuses on 'If working, how relevant is your UBSS qualification to your current job? (Q10) '

- Q3. How satisfied are you with your overall educational experience at UBSS? (78%)
- Q10. If working, how relevant is your UBSS qualification to your current job? (52%)

A summary and comparison over the review period is best viewed in table form –

Key Issues	2016	2017	2018
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%

For full report - [See Attachment #6](#)

PART C: PROGRAM TEACHING & CONTENT

7. ACADEMIC INTERVENTION AND SUPPORT ACTIVITIES

Academic Intervention letters are sent regularly to students during each of the trimesters over the review period. In addition, students are also counselled individually by the *Program Director*. 'Study Agreements' are then used to ensure students get back on track with their studies. In the event of variations to course of study, 'Academic Agreements' are signed off for students that have discontinued courses/subjects. See Attachment #7

Students at risk are also provided with learning and literacy programs provided by UBSS and enhanced with the Peer Assisted Student Support (PASS). In most cases, students are advised to meet with their *Lecturer* and/or *Program Director* for assistance with their studies. Peer Assisted Student Support (PASS) is offered for business/accounting subjects as follows:

- Two one-hour PASS sessions are held each week during each trimester. The sessions are run by two students with Distinction/High Distinction grade average in Business/Accounting. These students in turn are supported by the *Program Director* for Accounting with additional support provided by the *Program Director*, Business.
- In Class PASS support – where PASS student assistants attend specific foundation subject tutorials to provide personal assistance together with the *Lecturer* to students who require individual assistance in relation to specific accounting technical issues. The specific subjects involved are Accounting for Business and Principles of Accounting.

PASS ON-LINE

In Trimester 3 2018 an innovative approach to providing PASS support activities to students was introduced. A specific 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 also by the Program Director for Accounting on a daily basis, to ensure quality of feedback to students.

An overview of the PASS program – see Attachment #8

8 COURSE CONTENT REVIEW AND CHANGES

External Review

At the end of 2017, an external review of the program was undertaken by **Associate Professor Felix Stravens** prior to his appointment at UBSS. See Attachment #9

Changes to Structure

During the period of review minor changes to the *Bachelor of Business* have been instigated, in line with industry requirements and supported by the *Course Advisory Committee* (CAC).

The key changes were -

1. Discontinuation of the HR major (2016)
2. Discontinuation of the Marketing major (2016)
3. Focus for the *Bachelor of Business* to be on an Entrepreneurial platform (2016)
4. Introduction of *Corporate Entrepreneurship, Leadership and Sustainability* (2016)
5. Introduction of student competition – *Innovation and Entrepreneurship Challenge* (2017)
6. Focus on *Work Integrated Learning* (WIL) for all Business subjects (2017)

PART D: ACTIONS & INITIATIVES

9 KEY ACTIONS FROM THE LAST REPORT	Status
1. Introduction of PASS ON LINE	Completed T3 2018
2. Teaching Quality – Introduce <i>Key Result Areas</i> for all Lecturers to be completed and discussed with respective staff at the end of each trimester. Focus of the KRAs to be continual improvement and ongoing update of currency of the subject being delivered.	Introduced 2018
3. Assessment – in addition to the ongoing subject moderation, the <i>Program Director</i> reviews all assessments for 2 subjects within the <i>Bachelor of Business</i> program to ensure appropriate linkage to Subject Outlines and topics delivered to ensure that the standard of questions is in line with degree standard.	Ongoing
4. Teaching Quality – the <i>Program Director</i> attends each subject delivered during the Trimester in week 4 and 10 to review and assess quality of delivery and student staff engagement	Completed

10 ACTION PLAN SUMMARY FOR 2019
<ol style="list-style-type: none"> 1. Concentrate on student attendance; 2. Focus on student grades to increase Pass and Credit levels; 3. Introduce pre-requisites to ensure students have the correct foundation; 4. Introduce new subject – <i>Cross Cultural Management</i> to replace <i>Managing Employee Relations</i> 5. Introduce new subject – <i>Critical Thinking Skills for Business</i> as introduction to <i>Innovation & Entrepreneurship</i>

Associate Professor Felix Stravens

Program Director, Bachelor of Business

October 2018

PART E: ATTACHMENTS

Attachment #1

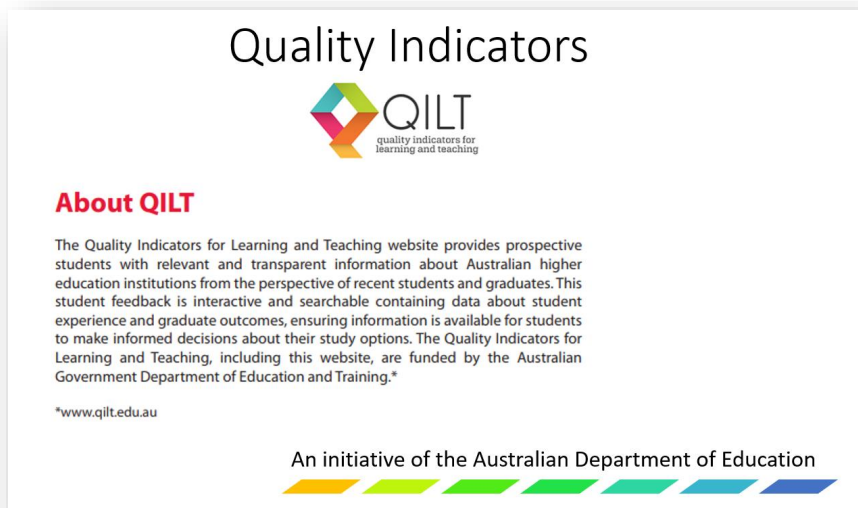
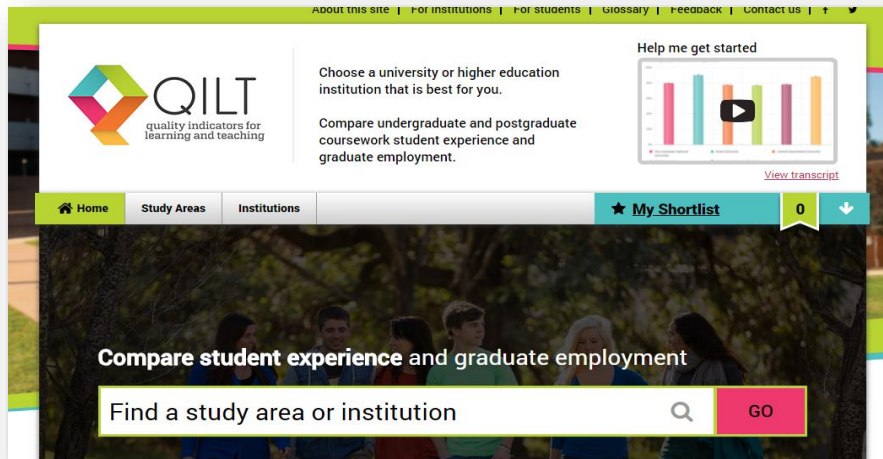
Student Feedback (SFUs) over 7 trimesters

Survey Questions		Bachelor of Business						
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18
Q1	The subject provided useful knowledge and skills	4.2	4.4	4.3	4.4	4.3	4.6	4.4
Q2	The learning outcomes were achievable	4.1	4.3	4.3	4.3	4.2	4.5	4.3
Q3	The subject workload was manageable	4.1	4.0	4.1	4.2	4.2	4.5	4.2
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.2	4.2	4.3	4.3	4.3	4.6	4.3
Q5	The lecturer was well prepared for each class	4.4	4.5	4.4	4.4	4.4	4.6	4.4
Q6	The lecturer provided useful feedback	4.3	4.4	4.3	4.3	4.3	4.6	4.4
Q7	The lecturer had a good knowledge of the subject matter	4.3	4.5	4.5	4.4	4.4	4.7	4.5
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.3	4.5	4.3	4.3	4.3	4.6	4.4
Q9	The lecturer was available to discuss learning problems outside of class time	4.1	4.3	4.2	4.3	4.1	4.6	4.3
Q10	The assessment requirements were clearly explained	4.3	4.3	4.3	4.3	4.3	4.6	4.4
Q11	Overall the teaching in the subject was of a high quality	4.3	4.4	4.3	4.3	4.3	4.5	4.4
		4.2	4.3	4.3	4.3	4.3	4.6	4.4

Attachment #2

QILT 2017 OUTCOMES RELEASED

The Australian Government (through the Department of Education) released the 2017 SES (QILT) outcomes in recent weeks – www.qilt.edu.au



UBSS has participated in the survey now *for two years* – and we are delighted (again) with the outcomes. 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

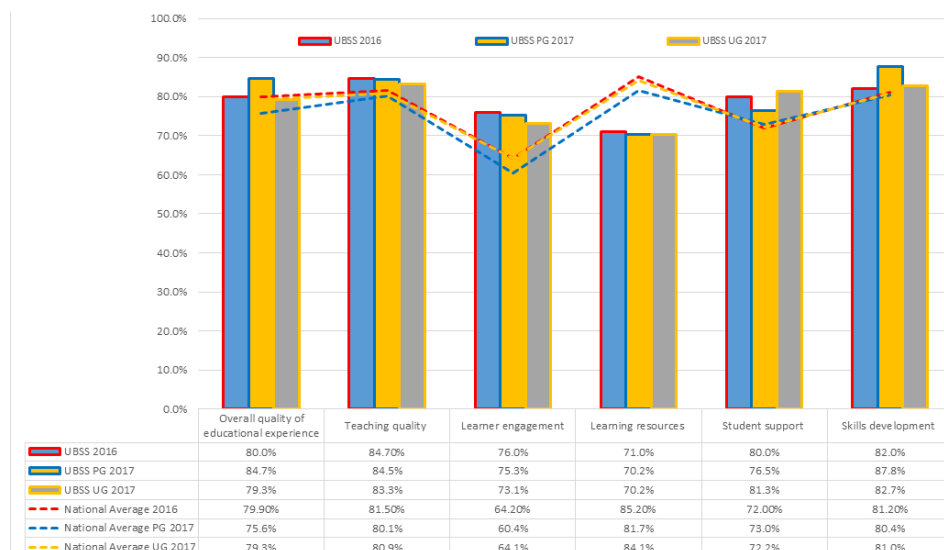


#1 Postgraduate NUHEI Business School in Australia for Overall Quality of Educational Experience



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

An overview is useful – but you are encouraged to visit the site for more detail – a 2016 and 2017 performance comparison for UBSS is worthy of consideration –



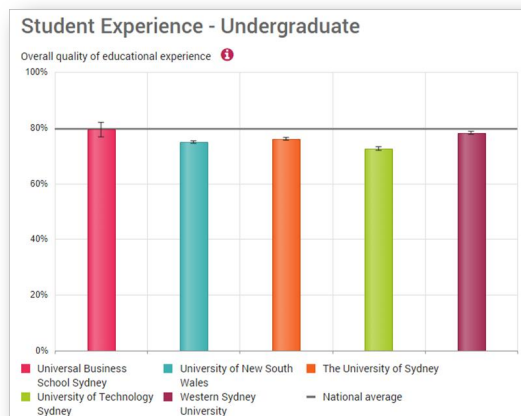
The above provides a snapshot of the 2017 (UG and PG) against the 2016 (UG) outcomes for consideration. The horizontal broken lines give us the opportunity to measure the UBSS performances against the 2016, 2017 national averages. **In essence, the UBSS results are excellent.**

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

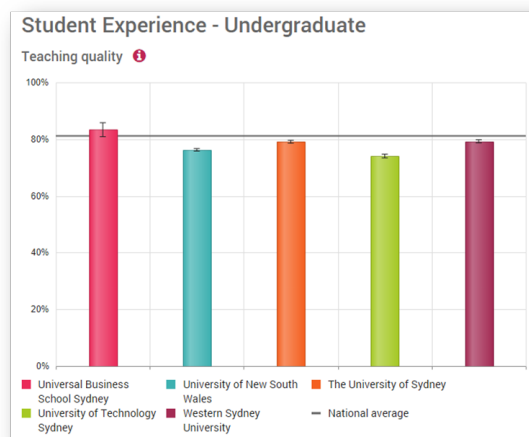
Our *learning resources* are below national average – but we will never be able to compete with the libraries, swimming pools, cafeterias and the like (students often confuse learning with entertainment).

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) –*

RE. UNDERGRADUATE 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.



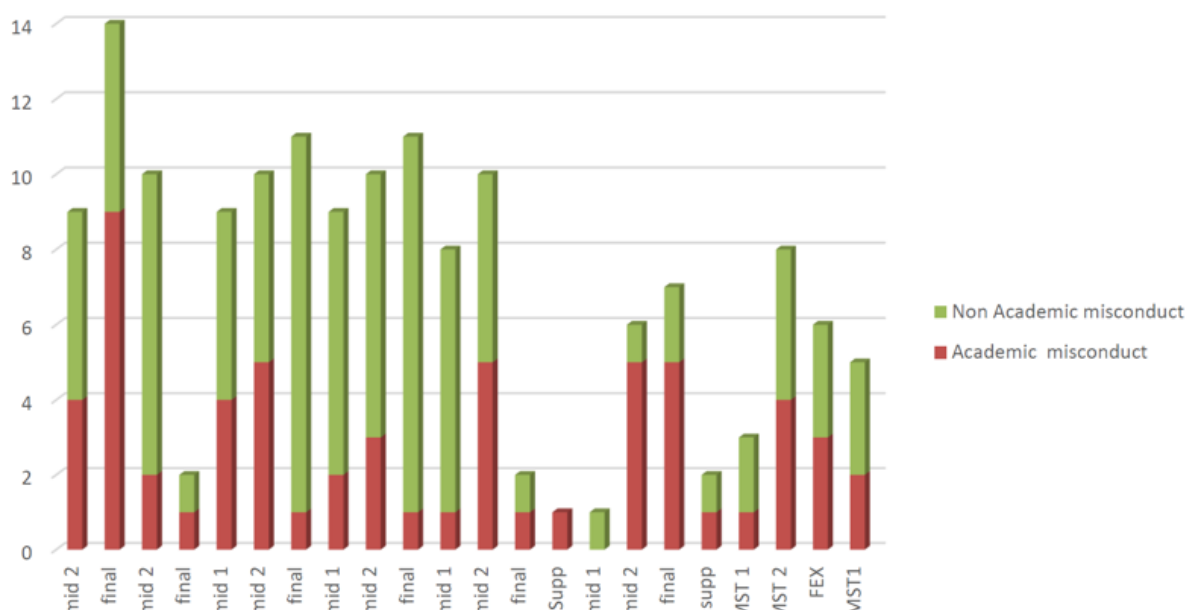
UG Teaching Quality is something for the academic staff to be very proud of – above the national average - and certainly above our neighbours in the Sydney CBD.

Attachment #3

UBSS ACADEMIC CALENDAR – 2018					
WEEK	TRIMESTER 1	WEEK	TRIMESTER 2	WEEK	TRIMESTER 3
TW0 Lecturer Orientation & Review of Grades	Monday, 15 January	TW0 Lecturer Orientation & Review of Grades	Monday, 7 May	TW0 Lecturer Orientation & Review of Grades	Monday, 27 August
Student Orientation	16 to 19 January	Student Orientation	08 to 11 May	Student Orientation	28 to 31 August
TW1	22 – 26 January – Classes start 26 January – Australia Day Public Holiday 29 January – Supplementary exams – results due 31 Jan Staff submit exams by midday, 26 th Jan 29 January – 02 February	TW1	14 – 18 May – Classes start 18 May – Supplementary exams – results due 23 May Staff submit exams by midday, 18 May	TW1	03 – 07 Sep. – Classes start 07 Sep. – Supplementary exams – results due 12 Sep Staff submit exams by midday, 07 th Sep.
TW2	Credit Exemption applications close on 02 Feb. Supp results released 02 February	TW2	21 – 25 May Credit Exemption applications close on 25 May Supp results released 25 May	TW2	10 – 14 September Credit Exemption applications close on 14 Sep. Supp results released 14 September
TW3	05 – 09 February Program directors approve Final & Supp exams Census Date: 09 February	TW3	28 May – 01 June Program directors approve Final & Supp exams Census Date: 01 June	TW3	17 – 21 September Program directors approve Final & Supp exams Census Date: 21 September
TW4	12 – 16 February	TW4	04 – 08 June	TW4	24 – 28 September
TW5	19 – 23 February First Mid Trimester tests	TW5	11 – 15 June 11 June – Queen's Birthday Public Holiday First Mid Trimester tests - 12 June and end 18 June	TW5	01 – 05 October 01 October – Labour Day Public Holiday First Mid Trimester tests- 01 – 08 October
TW6	26 Feb – 02 March Early intervention letter	TW6	18 – 22 June Early intervention letter	TW6	08 – 12 October Early intervention letter
TW7	05 – 09 March	TW7	25 – 29 June	TW7	15 – 19 October Program Directors start performance reviews with lecturers
TW8	12 – 16 March	TW8	02 – 06 July	TW8	22 – 26 October
TW9	19 – 23 March Second Mid Trimester tests	TW9	09 – 13 July Second Mid Trimester tests	TW9	29 October – 02 November Second Mid Trimester tests
TW10	26 – 30 March 30 March – Good Friday (Public Holiday) SFU Student Feedback on unit of study (Survey)	TW10	16 – 20 July SFU Student Feedback on unit of study (Survey)	TW10	05 – 09 November Program Directors to finalise T1 timetable SFU Student Feedback on unit of study (Survey)
TW11	02 – 06 April 02 April – Easter Monday Public Holiday Mid Trimester Supplementary exams (for 1 st & 2 nd MSEs) SFU Student Feedback on unit of study (Survey) Staff survey	TW11	23 – 27 July Mid Trimester Supplementary exams (for 1 st & 2 nd MSEs) SFU Student Feedback on unit of study (Survey) Staff survey	TW11	12 – 16 November Lecturers submit Subject Outlines to Program Directors SFU Student Feedback on unit of study (Survey)
TW12	09 – 13 April Classes end 13 April	TW12	30 July – 03 August Classes end 03 August	TW12	19 – 23 November Program Directors review subject outlines Classes end 23 November
TW13	16 – 20 April End Trimester Final Exams Exams start 16 April	TW13	06 – 10 August End Trimester Final Exams Exams start 06 August	TW13	26 – 30 November Lecturers upload subject outlines on Moodle End Trimester Final Exams
TW14	23 – 27 April 25 April – Anzac Day Public Holiday Exams end 30 April 23 – 27 April – End Trimester Final Exams Performance reviews with sessional teachers	TW14	13 – 17 August Exams end 17 August 13 – 17 August – End Trimester Exams Performance reviews with sessional teachers	TW14	03 – 07 December End Trimester Final Exams Staff survey
TW15	01 – 05 May Exam results due 01 May, released 03 May Senate approval of exam results	TW15	20 – 24 August Exam results due 20 August, released 22 August Senate approval of exam results	TW15	10 – 14 December Lecturers finalise exam results - Monday, 10 Dec Senate approval of exam results Program Directors release exam results - Wed, 12 Dec

Attachment #4

EXAM INCIDENTS TRACKING



Attachment #5

T2, 2018 GRADE DISTRIBUTIONS (RESULTS)

The observation is that UBSS is maturing and settling in this all-important domain of grade distribution. UBSS does not internally moderate results – that is we do not adjust at the macro level to fit a formula or curve (unlike many Universities). *Rather*, we encourage staff to create sensible and appropriate assessment and mark accordingly. The moderation takes place through experienced staff (who teach at other like institutions), an external moderator who looks at our grade distributions and samples of assessment across the major programs (currently **Dr Marc Morgan** – Victoria University), internal comparing where more than one teacher actually teaches a single subject, and through a careful benchmarking exercise that currently compares our distributions with some 25-30 other HEPs and NUHEPs.

The **Grades Review Committee** (*a sub-committee of the Academic Senate*) met on Wednesday, August 22, 2018 and considered the T2, 2018 grade distributions post final examinations.



| Grade Review Committee Meeting

Boardroom, Level 11, 233 Castlereagh Street Sydney
Wednesday 22nd of August 2018, 2:00 pm

AGENDA

1. Summarise overall performance in T2 2018
2. Ratification of marks/results for T2 final exams 2018
3. Adjustment of marks/grades where necessary
4. Grade distribution
5. Other Business

Membership of this committee included –



Associate Professor Felix Stravens
(Program Director, Bachelor of Business in 2018)



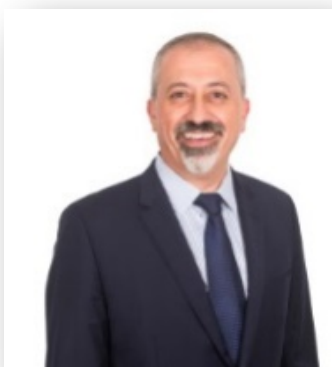
Assistant Professor Andrew Youssef
(Secretary)



Assistant Professor Richard Xi
(Postgraduate Coordinator)



Associate Professor Wayne Smithson
(Program Director, Bachelor of Business)



Professor Ray Hayek
(Program Director, Master of Business Administration)



Professor Greg Whateley
(Executive Dean)

The outcomes continue to shape appropriately as evidenced in the tables and graphs provided below. The distributions are taking on a more appropriate shape and consistency with other like schools – despite our current policy of ‘no adjustment to real results’. The aggregated progression rate for T2, 2018 is 79.7% (14.7% above target with an overall improvement of 4.2% on T1, 2018). It is worth noting that the *Bachelor of Accounting* progression rate was 79.5% (14.5% above target and an improvement of 4% on T1, 2018 outcomes), the *Bachelor of Business* progression rate was 75.8% (10.8% above target and an improvement of 6.8% on T1, 2018 outcomes) and the *Master of Business Administration* progression rate was 88.8% (23.8% above target – and an improvement of 13% on T1, 2018 outcomes).

*The distributions for the three programs are presented in table form, graph form and then superimposed over a national/international benchmarking project conducted by **Professor Ian Bofinger** (UBSS Academic Senate) and **Professor Greg Whateley** (UBSS) in Mannheim, Germany in late 2016 and continues to be updated with more recent input. A recent grade distribution benchmarking activity by HEPP-QN in which **Associate Professor Andy West** participated has also contributed to the comparative graph.*

We want to take this opportunity to thank all UBSS staff for a brilliant turnaround of results (again) within 3 working days of the final exam. This speedy marking and resolution has contributed to a very smooth ratification of grades, recording of outcomes and release of grades on Thursday – August 23.

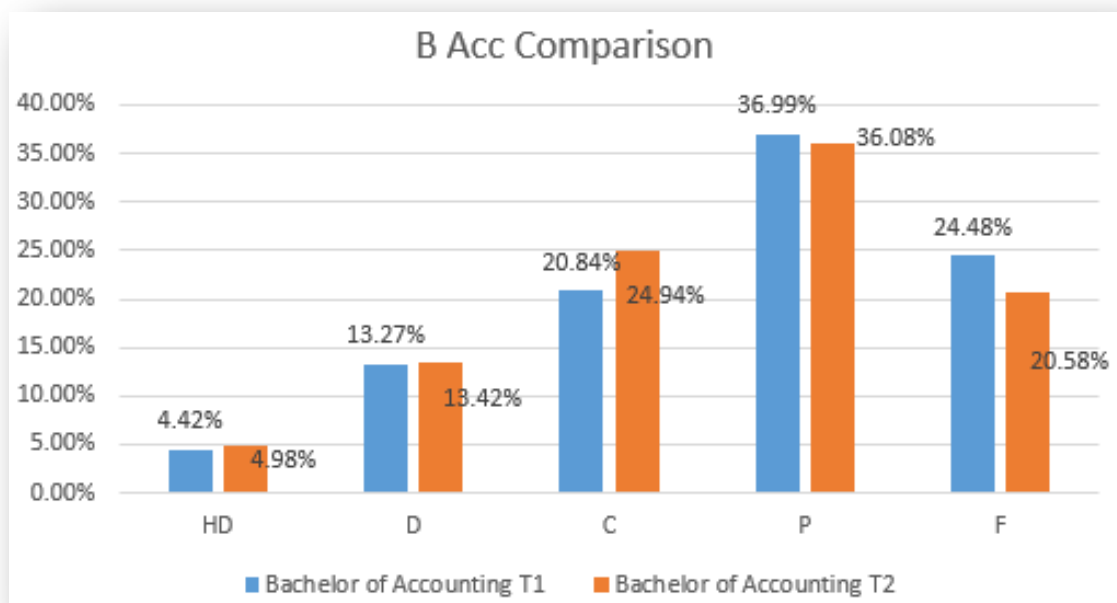
Great Effort! Great team work!

The T2, 2018 grade distributions are captured in a number of ways including –

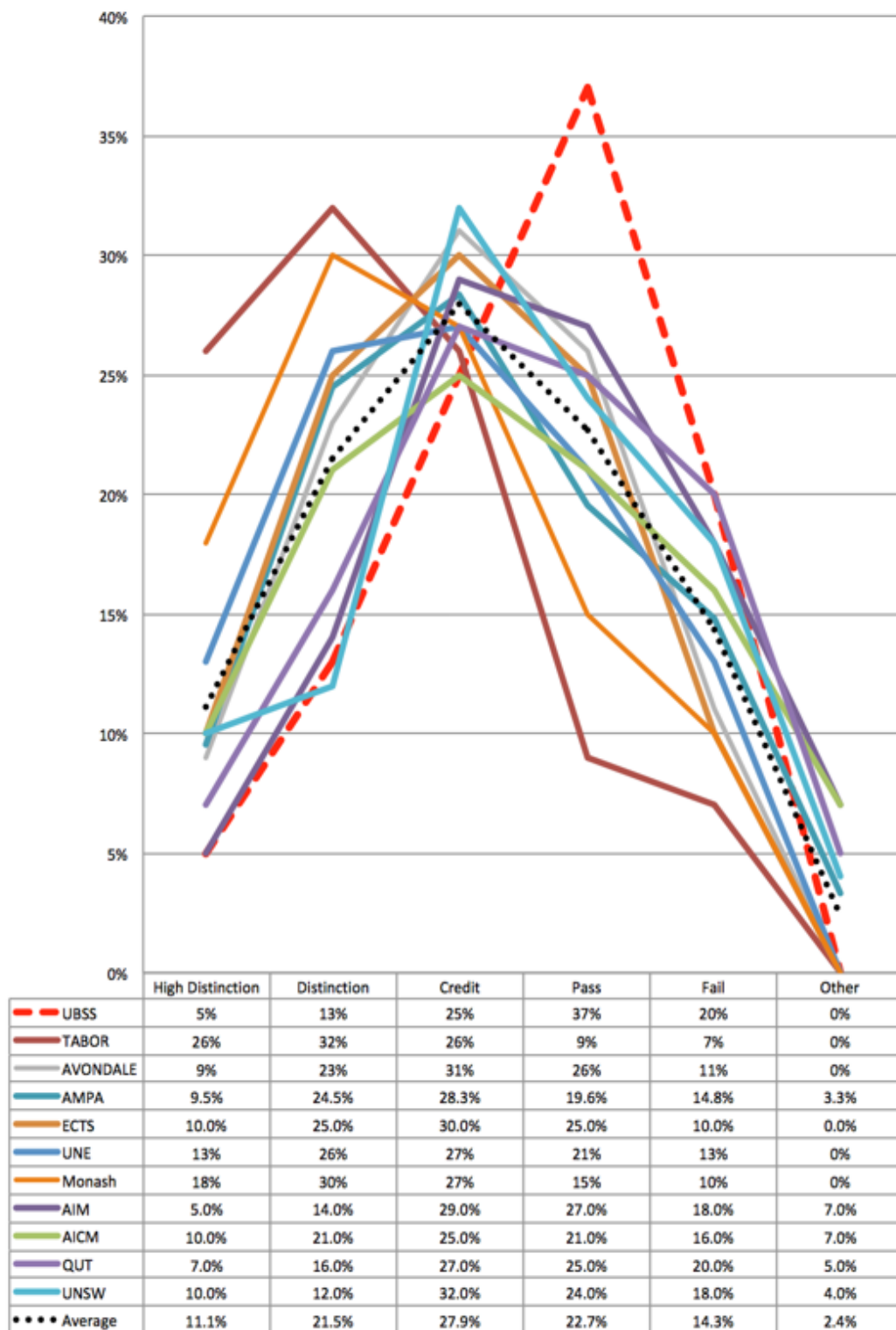
Grade	BACC	BBUS	MBA	UBSS
HD	5%	4%	5%	5%
D	13%	9%	20%	15%
C	25%	21%	29%	24%
P	37%	42%	35%	36%
F	20%	24%	11%	20%

A further graphic representation is provided below including a national/international comparison made possible by **Bofinger and Whateley** (2016+) and **West** (2017+) and an aggregated UBSS outcome -

Bachelor of Accounting (T2, 2018 and comparison with T1, 2018)

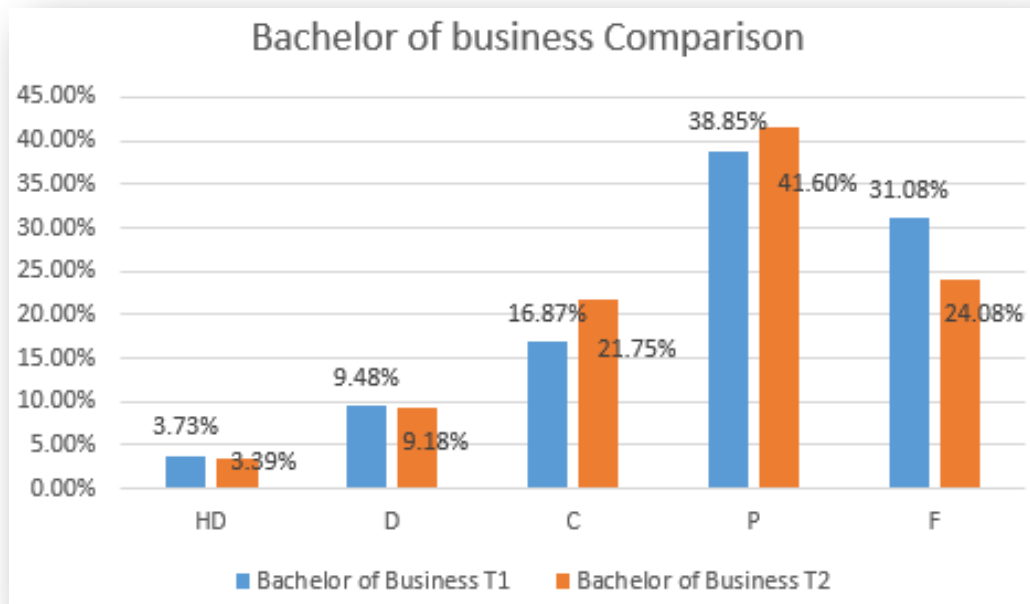


UBSS Accounting Grade Distributions

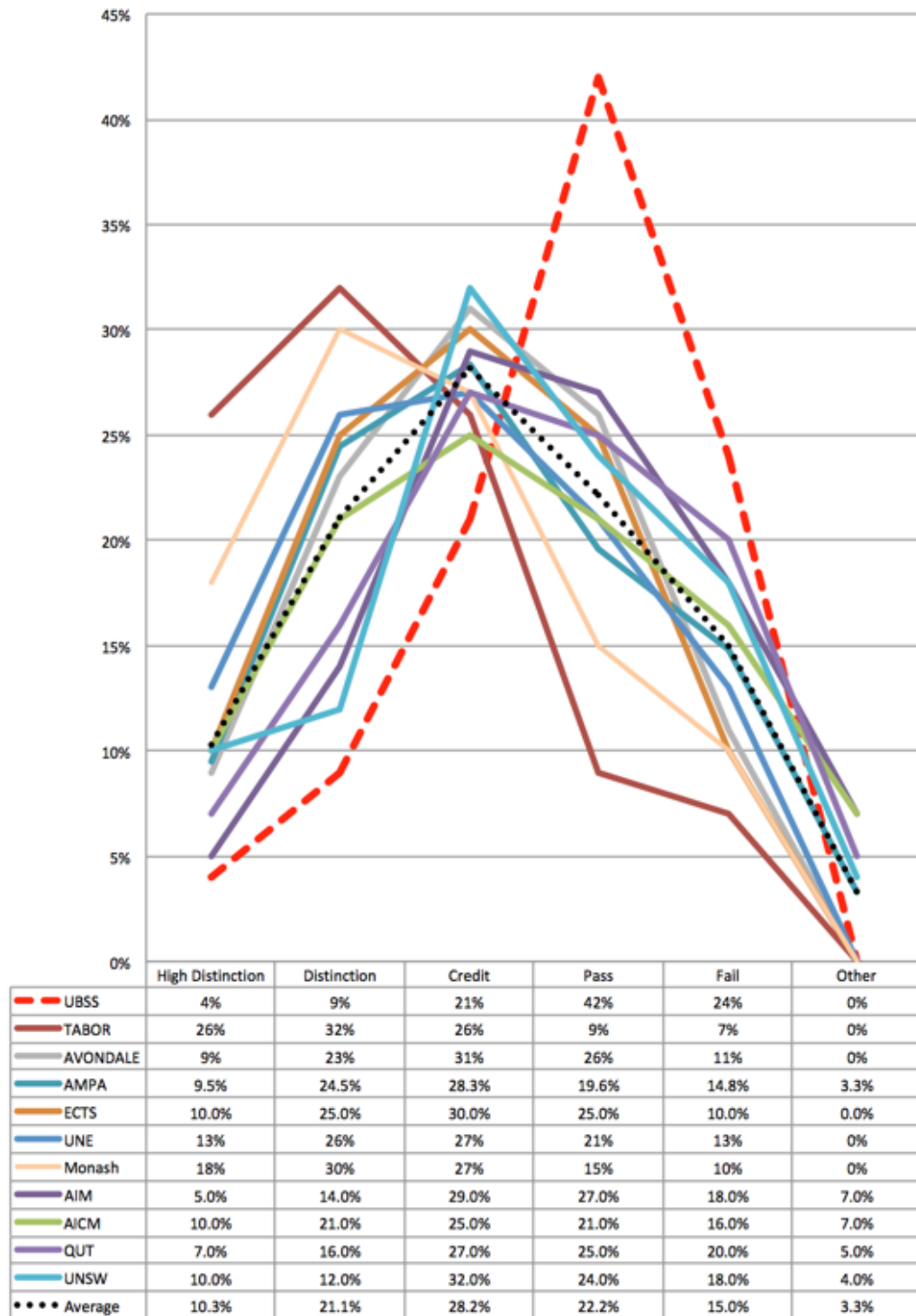


This indicates a Progression Rate of 79.5% (14.5% above target and an improvement of 4% on T1, 2018 outcomes)

Bachelor of Business (T2, 2018 with T1, 2018 comparison)

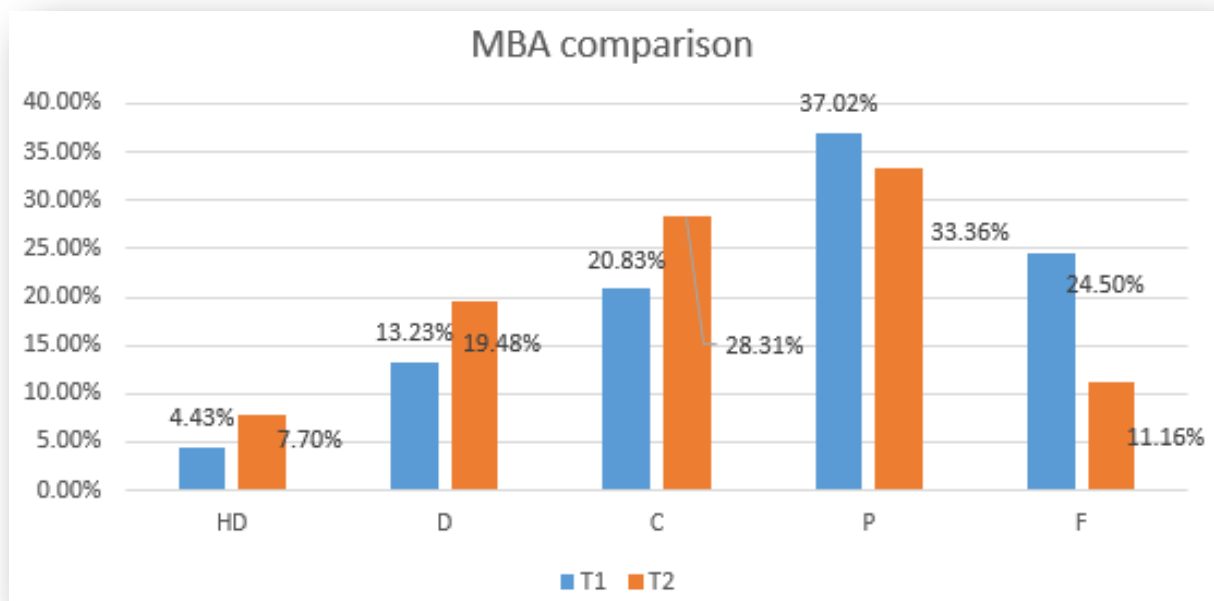


UBSS Business Grade Distributions



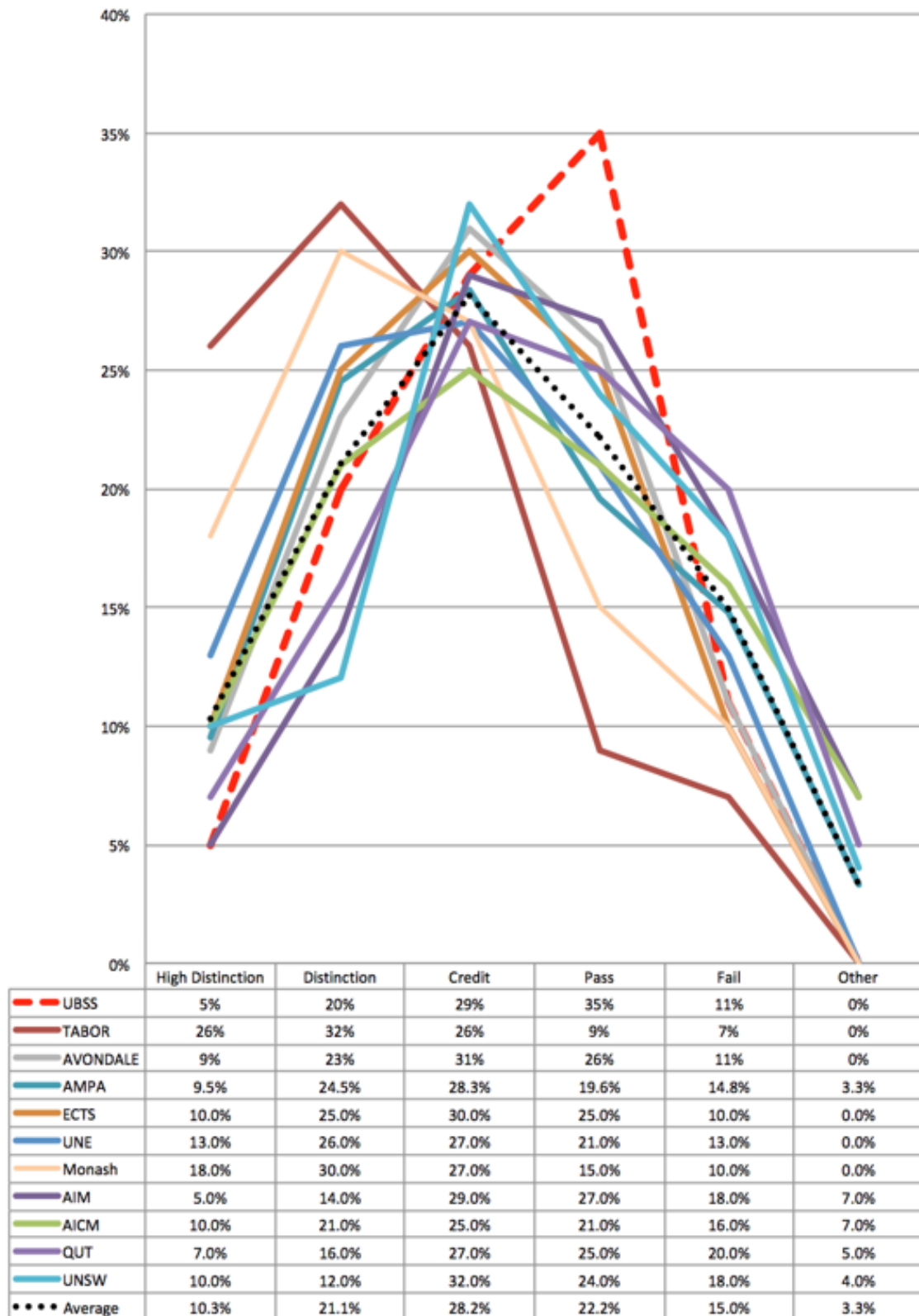
This indicates a Progression Rate of 75.8% (10.8% above target and an improvement of 6.8% on T1, 2018 outcomes)

Master of Business Administration (T2, 2018 with T1, 2018 comparison)

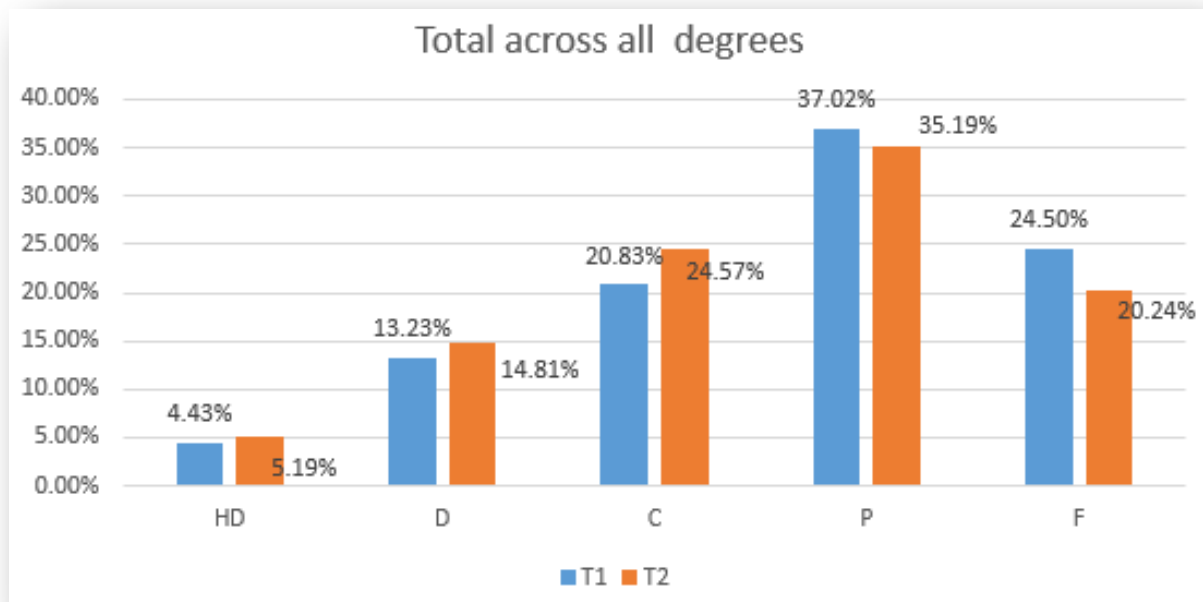


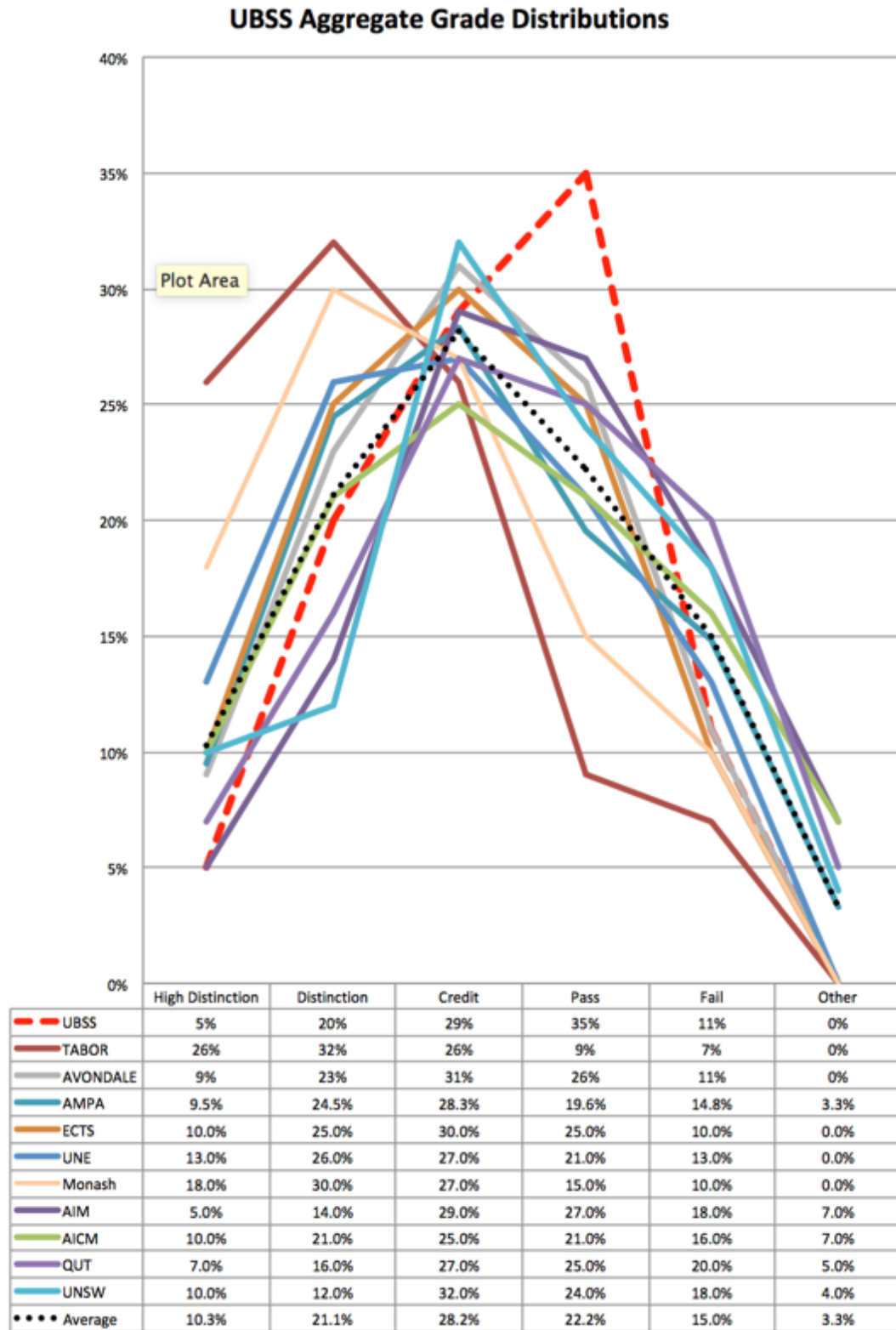
This validates a Progression Rate of 88.8% (23.8% above target – and an improvement of 13% on T1, 2018 outcomes)

UBSS MBA Grade Distributions



An aggregated (benchmarked) grade distribution comparison for UBSS overall in T2, 2018 (compared with T1, 2018) –





The aggregated progression rate for T2, 2018 is 79.7% (14.7% above target with an overall improvement of 4.2% on T1, 2018)

Again, we extend our thanks to all involved in the process. This is an excellent set of outcomes. A special thankyou to **Professor Ian Bofinger** (UBSS Academic Senate) for his work on the national/international comparative data presentation.

In addition, the work done by **Assistant Professor Richard Xi (postgraduate)** and **Associate Professor Wayne Smithson (undergraduate)** needs to be acknowledged and applauded.

Professor Greg Whateley

Executive Dean and Provost

Attachment #6

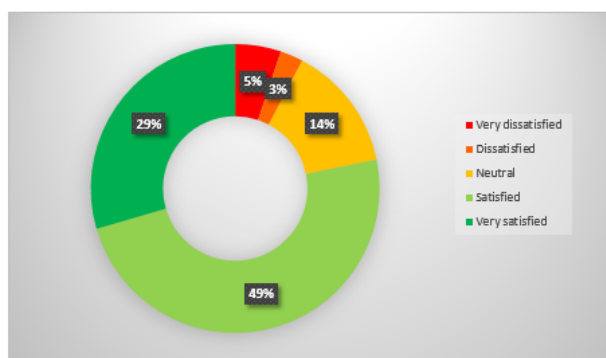
GRADUATE SURVEY, JULY 2018

Each year we conduct a graduate survey that we request graduating students to complete.

The key outcomes are best expressed in the following images –

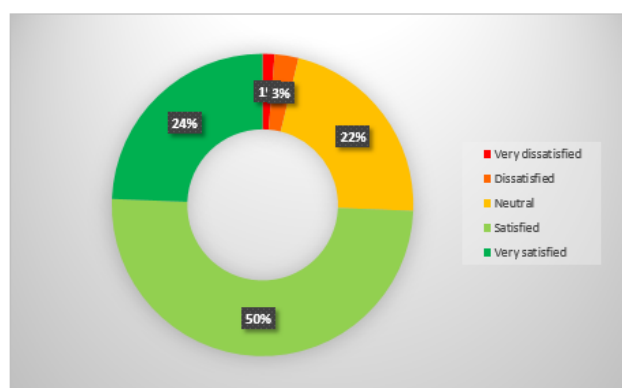
Q3. How satisfied are you with your overall educational experience at UBSS?

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



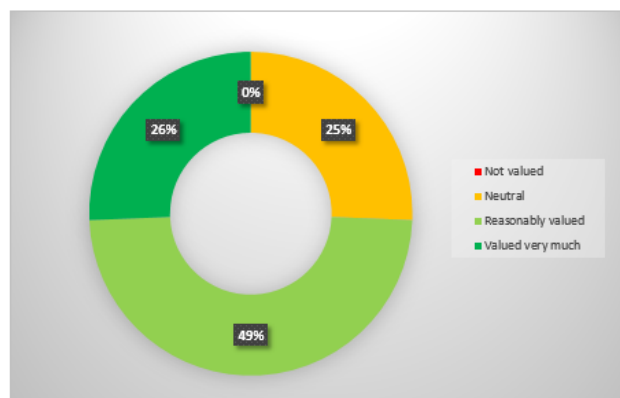
Q4. How satisfied are you with the assistance you received from administrative faculty and staff (including academic advisors, student support, program directors, academic coordinators)?

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



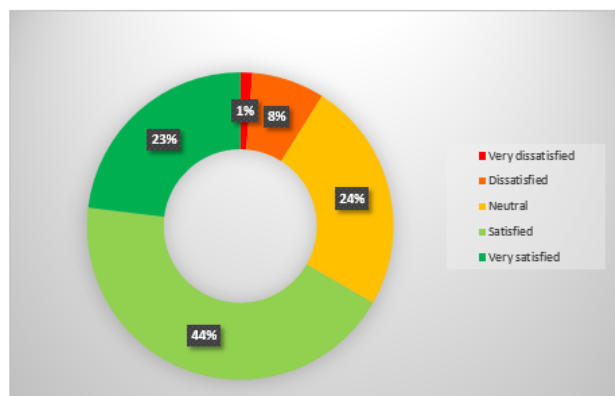
Q5. Do you feel that UBSS is a place where innovation is valued?

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



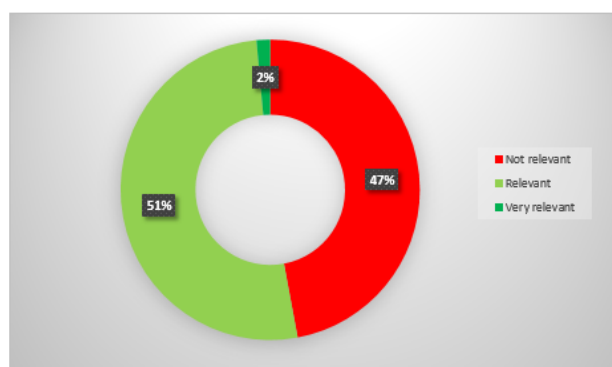
Q6. How satisfied are you with your non-academic or student life experience at UBSS?

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 (2016, 2017 and 2018) is a useful activity across the five key areas of overall satisfaction, assistance provided, innovation, non-academic experience and relevance of award –

Key Issues	2016	2017	2018
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.

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.

I want to take the opportunity to thank all staff for their ongoing effort and support of students at UBSS.



A special thankyou to **Assistant Professor Kim Sharma** for her outstanding work in the processes of data farming and of course the crisp and clear presentation of outcomes.

Graduate Outcomes Survey 2014-2018 (in perspective)

Associate Professor Andrew West was also able to analyse the recent Graduate Survey (as part of the PIR process) and put it in perspective between 2014-2018.

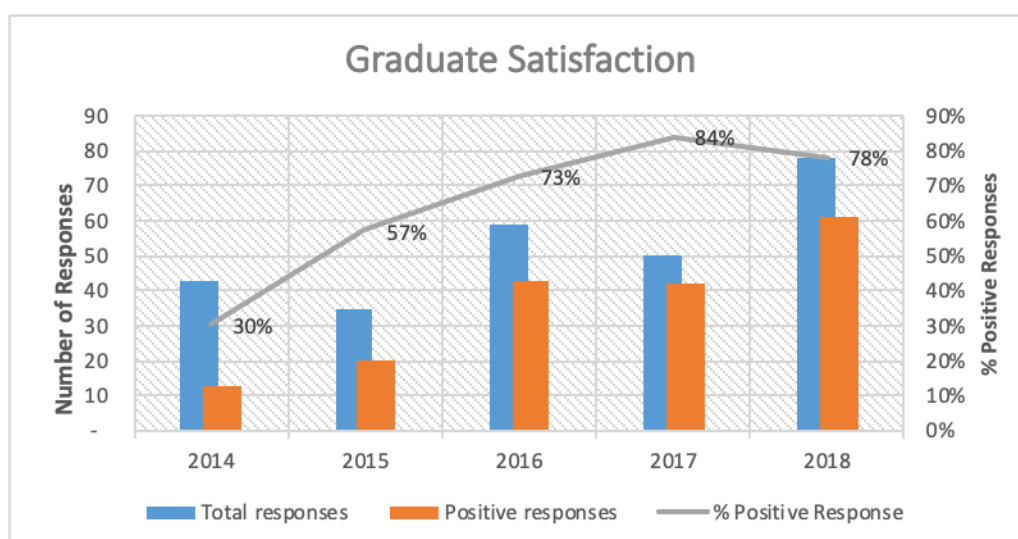


'At the UBSS Graduation held on Thursday 12th July, 2018 at the Sydney Opera House, the annual Graduate Outcomes Survey was conducted. This is completed by all eligible graduates for that year. The results show a continuing positive outcome for UBSS. The survey was completed by 78 graduates, representing 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:” 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. Congratulations to all graduates for their ongoing success.’*

Professor Greg Whateley

Executive Dean and Provost

Attachment #7



Student Study Agreement

Student Number: 1333800

Family Name: Kamaljit

Given Names: Jaswal

Trimester 3 Year: 2018

Agreed Actions

Having failed two subjects and not passed any subject since May 2018, due to non-attendance and non-participation, I have met with the Program Director for advice. I have requested that I be allowed to continue with the Bachelor of Business course. I have enrolled in two subjects this trimester and I am aware that I need to pass at least one of the subjects. I will abide by the following Agreed Actions:

- I will enrol in subjects as advised by the Program Director and pay my fees in full.
- I will attend classes regularly.
- I will submit all course assessments in full and on time.
- I will ensure that I make satisfactory academic progression.

I understand, acknowledge and accept the above conditions and I am aware that failure to keep to this agreement may result in the cancellation of my COE.

Student Signature: _____ Date: _____

Program Director Signature: _____ Date: _____



Academic Agreement Bachelor of Business

Student Number: 1367260

Name: Jaswinder SINGH

Date: 1 November 2018

Following a Course advice session with the Program Director, the following has been agreed upon:

Current completed subjects = 13 subjects

Current enrolment = 3 subjects

To complete the Bachelor of Business, with 24 subjects, the following subjects need to be successfully completed:

BBM241	Operations Management
BAS11	Business Economics
BAC131	Business Law
BBM331	e-Business Management
BAC61	Capstone Project
BHR331	Team Leadership and Change Management
BBM351	Project Management
BAP61	Stakeholder Value & Ethics

I am aware that studying any other subjects will require the Program Director's approval as they may not count towards the completion of the Bachelor of Business course.

Student's Signature

Program Director's Signature

Attachment #8

PASS+++ AT UBSS

As part of the early intervention process to support students at UBSS we have expanded our **Peer Assisted Student Support (PASS)** program.

The **PASS program** comprises four specific areas of support for students enrolled at UBSS in the form of the following initiatives -

PASS On-line - a separate non fee subject was created in 'chat/discussion' mode on the Moodle learning platform. All students enrolled in the foundation accounting subjects were enrolled automatically in the PASS On-line subject. Students are able to post questions or queries relating to basic accounting issues. Two Student Assistants monitor the discussion site and provide direct answers to student questions. Responses to questions are guaranteed within a 12-hour maximum timeframe. The *Program Director, Bachelor of Accounting* monitors the site to ensure quality control over questions and responses.

PASS IN CLASS - A further support initiative introduced in T2, 2018 requires the PASS Student Assistants to attend the tutorial for selected scheduled classes for IT for Accountants *and* Principles of Accounting. The PASS student assists the lecturer with individual tutoring for the subject matter during class time.

MOBILE PASS – Student Assistant pro-activity promotes the PASS initiative to students studying in the student eResource area, identifying students in the accounting program and offering assistance on the spot.

PASS ON CAMPUS – A Student Assistant holds a one-hour tutorial on Mondays and Fridays each week open to all relevant students



Associate Professor Wayne Smithson oversees the PASS program and I am most grateful for his commitment and innovation in this space.

Attachment #9

EXTERNAL REVIEW conducted December 2017 by Associate Professor Felix Stravens

4. Results of the Review

The review was done against the AACSB standards for Business courses. All business and management degree programs at the Bachelor's level should provide student experiences that integrate real-world business strategies, privacy and security concerns, ethical issues, data management, data analytics, technology-driven changes in the work environment, and the complexities of decision making. To achieve this, the program would normally include learning experiences that address the following general skill areas and general business and management skill areas:

- Written and oral communication (able to communicate effectively orally and in writing) – *Provided in all subjects but explicitly in BAS22*
- Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner) – *Provided in BAP11, BAS121, BHR372, BBM265, BBC251, BHR103, BBE351, BBM310, BBM311*
- Analytical thinking (able to analyze and frame problems) – *Provided in all subjects*
- Information technology (able to use current technologies in business and management contexts) – *Provided in all subjects but more explicitly in BBC251, and BBM331*
- Interpersonal relations and teamwork (able to work effectively with others and in team environments) – *Provided in all subjects through assignments*
- Diverse and multicultural work environments (able to work effectively in diverse environments) – *Provided in all subjects*
- Reflective thinking (able to understand oneself in the context of society) – *Provided in all subjects*
- Application of knowledge (able to translate knowledge of business and management into practice) General Business Knowledge Areas – *Provided in all subjects*
- Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society – *Provided in all subjects but explicitly in BAS11, BBM123, BAS121, BBM361*
- Social responsibility, including sustainability, diversity and ethical behavior and approaches to management – *Provided in all subjects but explicitly in BBE351, BBM311, BAC61*
- Financial theories, analysis, reporting, and markets – *Provided in all subjects*
- Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution – *Covered in most subjects but explicitly in BBM241, BBM221, BBM351, BBC251.*
- Group and individual behaviors in organizations and society – *Covered in all subjects*
- Evidence-based decision making that integrates current and emerging business statistical techniques, data management, data analytics and information technology in the curriculum – *Covered in most subjects but used explicitly in BAC61.*

Recommendations: Course is sound but textbooks and readings in some subjects need to be examined. Students could benefit from a new subject "Intercultural Communication" in place of one of the HR subjects.

7



UNIVERSAL
BUSINESS SCHOOL
SYDNEY

Private MBA Business School

Master of Business Administration Triennial Review

October 2018

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TRIENNIAL PROGRAM REVIEW NOVEMBER 2018

Master of Business Administration

The purpose of this report is to review specific aspects of the Post Graduate Programs offered by the Universal Business School Sydney (UBSS) over the three years from 2016 to 2018. The two nested programs are the Graduate Certificate in Business Administration and the Graduate Diploma in Business Administration. *The report is prepared in accordance with the UBSS Course Review Policy Section 4.7 –*

4.7 Annual Course Report

An Annual Course Report is prepared together with recommendations for consideration by the Academic Senate by way of the various sub committees. The data collected forms part of the UBSS Annual Report – published on the UBSS website – www.ubss.edu.au

Each year a course (program) report is provided and in this instance a three year (triennial report) has been provided to satisfy re-registration conditions 5a and 5b.

There are eleven sections to this report which cover the specific areas associated with the quality of delivery of the program. In particular the key sections reflect and emphasise critical touch points in relation to the students' higher education journey at UBSS.

The report is divided into four parts -

PART A: OVERVIEW

1. Programs and period covered by this report;
2. An executive summary outlining what has been achieved during the period;
3. Issues or problems relating to the delivery of the *MBA and nested programs*.

PART B: STUDENT ENGAGEMENT

4. Student progression and pass rates;
5. Student feedback and engagement;
6. Student employability outcomes.

PART C: PROGRAM TEACHING AND CONTENT

7. Issues or problems relating to delivery;
8. Course content review and changes;
9. Academic Staff AQF +1

PART D: ACTIONS AND INITIATIVES

10. Achievements during the period;
11. Action Plan summary for 2019.

PART E: ATTACHMENTS

PART A: OVERVIEW

1. PROGRAMS AND PERIOD COVERED BY THIS REPORT

Master of Business Administration & Nested Programs

This report is a Triennial review of the Master of Business program in accordance with the requirements of the UBSS Course Review Policy, Section 4.7.

Period of review.

The review focuses on the 3 years from October 2015 to October 2018. The program for this review is the Master of Business Administration (AQF-9) and the two [2] nested short programs, the Graduate Certificate of Business Administration and the Graduate Diploma of Business Administration.

2. EXECUTIVE SUMMARY OF INITIATIVES INTRODUCED DURING THE PERIOD 2016 to 2018

This section highlights key program developments throughout this period with particular focus on faculty, academic initiatives, scholarly activities, student body, student engagement and key program performance indicators within UBSS and across both Higher Education Providers (HEPs) and Independent Higher Education Providers (iHEPs) introduced within the period of the review.

The MBA program has grown substantially and now has 745 student enrolments. This is an extraordinary achievement and sustained growth over the last 3 years is contrary to MBA enrolment trends across both HEPs and iHEPs. This growth has been managed carefully to ensure that there is no compromise in learning and teaching. As you will note from contents of this report, learning and teaching assurance measures used throughout this period demonstrate high levels of performance across all ascribed quality higher education indicators.

The MBA program has eight [8] Core subjects during the first year. These core subjects also form the offerings for both nested programs and serve as exit points for those students who may, for reasons outside of their control, opt to graduate with either qualification - Graduate Certificate in Business Administration (4 Core Subject) or the Graduate Diploma of Business Administration (8 Core Subjects). The second year offers two streams - one in Entrepreneurship (8-Subjects) or Accounting (8 Subjects).

Accreditation and Recognitions by Professional Accounting associations – CPA and CAANZ

The MBA and nested programs were accredited by TEQSA in 2015 (without conditions), and in 2018 peak professional accounting bodies in Australia accredited the accounting stream of this program for a period of 5 years to October 2023. [Attachment #1](#) is the letter confirming MBA accreditation. Further, the MBA program is in the process of finalising preparations for recognition and accreditation by the Australian Institute of Managers and Leaders along with their London affiliate the Chartered Management Institute (CMI). This is testimony to the quality and structure of the MBA program.

Sustained Growth in the MBA Program

UBSS has seen a marked increase in the number of students enrolled in the MBA Program. The number of students enrolled has increased over the past 2 years (in particular) as demonstrated in the following table –

The students enrolled in the MBA program currently (T3, 2018 - 745) represent 44% of the total students enrolled at UBSS.

	2015 T3	2016 T1	2016 T2	2016 T3	2017 T1	2017 T2	2017 T3	2018 T1	2018 T2
MBA Students	186	235	243	293	279	355	488	539	612
Total Students	675	811	884	1,101	1,040	1,157	1,551	1,642	1,710
% of total population	28%	29%	27%	27%	27%	31%	31%	33%	36%

Emphasis on curriculum design and quality of delivery

The MBA program introduces students to the various business disciplines in preparation for leadership, general management roles and responsibilities, acquisition of business skill-sets with hands-on training, simulated business modelling with local and international MBA students from other institutions for dealing with real work business scenarios and solutions. In recent times UBSS MBA students achieved equal first place worldwide in the BSG simulation game.

The *Course Advisory Committee* (CAC) has been a focal point in reviewing course design over the last 3 years. With an expanded and diverse membership of the Course Advisory Committee our curriculum reviews and design initiatives for continual overall program, pedagogy and contemporary program content has been reviewed and well received by both industry and professional advocacy and representation on this committee. The course review process and the quality of the program design have benefited significantly from their deep engagement and input and this is reflected by external recognitions from the CPA, CA, IPA, IML and CMI in particular.

High levels of student satisfaction

The level of student satisfaction during their engagement at UBSS in the MBA program are regularly assessed using student surveys (SFUs) at the end of each trimester. The data is reviewed by the Program Director, the Executive Dean and presented to the Academic Senate and the Course Advisory Committee. Surveys completed over the last eight trimesters indicate a student evaluation at an average level of 4.4 from a possible score of 5. UBSS regards this outcome as an outstanding result reflecting a consistency of the quality of learning and student learning experience. The level of student engagement throughout their learning journey at UBSS is evidenced by these consistent stellar survey results particularly over the last 8 trimesters. The most recent (T3, 2018) is no exception – see Attachment #2.

Further, UBSS participated in the QILT (Quality in Learning and Teaching) survey initiative in 2017. The result reinforced the finding of the student internal survey, with many of the key indicators outperforming many of the major University responses as outlined in Executive Dean's report #58 of May 2018. See Attachment 3

Change to Academic Calendar

A decision was made in November / December 2015 by the Academic Senate to transition from a two [2] semester calendar year offering into a trimester system. In essence previous to this decision, UBSS was offering two semesters per year along with an optional "summer" semester delivered in November, December and January each year.

The trimester strategy provides students the opportunity and flexibility to complete the MBA degree within an eighteen month period – though generally students choose the two year option. All students must complete 16 subjects to satisfy the requirements of the award.

Change to MBA subject assessment structure – improved academic integrity

In 2015 UBSS introduced a change to the assessment structure by including two additional invigilated tests during the trimester in addition to the final exam held at the end of each Trimester.

The degree of focussed invigilation by external independent invigilators as the standard adopted across all examinations has significantly improved the level of Academic integrity and veracity in relation to student academic performances in the Master of Business Administration programs.

Change of Program Director

A new Program Director, **Professor Ray Hayek** was appointed in March 2017 (0.4 F/T). The previous Program Director, **Professor Greg Whateley** continued as Executive Dean and Provost at UBSS.

Professor Hayek has been engaged in Higher Education Leadership and Management in various capacities over the last 28 years. He has held numerous teaching and leadership roles including, lecturing (University of New South Wales), postgraduate Research Methodology and Clinical Neurology (Macquarie University). He served as the Director of Research (1993-1997), Assistant Head of the Department of Health and Chiropractic (2000-2002), Director of the Centre for Chiropractic (2002-2006) at Macquarie University, Adjunct Professor (Clinical Research) Palmer University, IOWA (USA), Foundation Director, Centre for Spinal and Medical Research (Macquarie University), Foundation Professor and Head of the School of Applied Health Science (2011-2014) and Executive Dean at the Australasian College of Health and Wellness (a Private Higher Education Provider), before joining UBSS in 2017. He is a Fellow of the International College of Chiropractic (USA), Foundation Fellow of the Australian College of Chiropractic (Research) and Fellow of the Institute of Managers and Leaders (formally Australian Institute of Management).

Focus on academic integrity

UBSS holds academic integrity in high regard and continually reviews both policies and associated procedures to minimise the incidence of academic misconduct. This is seen as an essential element when portraying our learning and teaching values to graduate students, the academic community and business stakeholders associated with the MBA program.

A critical component of this commitment has been the establishment of the Academic Integrity Committee (AIC) in T1 2016. This committee formally reviews all reported incidents of academic misconduct noted during both formal and informal assessment periods and where required, recommends commensurate penalties and records incidents on student records.

This approach has seen a marked decrease in the academic misconduct behaviour and an improvement in the integrity of the overall assessment process. [See Attachment #4](#)

Teaching initiatives and innovation

The MBA program continues to introduce teaching initiatives and a review process has been undertaken to ensure that the program remains aligned to current regulatory and business requirements and provides a solid foundation for students to be workplace ready. This includes external moderation and review of assessments of selected subjects.

The level of continuity and consistency in teaching delivery by all MBA faculty members is very encouraging. Regular face-to-face MBA faculty meetings explore all facets of our learning and teaching strategies. Specifically, two continuing faculty subcommittees were established with a clear ambit of activities to support the MBA program quality assurance in key areas that included –

1. MBA Examination Review Subcommittee.
 - a. Outcomes:
 - To standardize all student assessment strategies across all subjects in the MBA program with clear student assessment instructions.
 - To ensure all subjects should have a minimum of 3 and a maximum of 4 assessments per subject reflecting subject matter and learner acquired competencies.
2. MBA Subject Outline Review Subcommittee.
 - a. Outcomes:
 - Standardisation of all MBA subject outlines coming into full effect by Trimester 1, 2018. A sample template was developed and forms the foundation for all subject coordinators to adopt.
 - All learning objectives and assessment criteria are now linked to MBA

Graduate Attributes across the full range of subject offerings.

Peer Reviews – quality of delivery

On-going in-class reviews of all lecturers were undertaken over the period of review in accordance with the UBSS Professional Development Policy. This faculty review process has further cemented observations made from other program delivery KPIs that the overall quality of the delivery is of a very high standard.

This high level of quality teaching has been well received by students and consistently earns outstanding feedback from student Satisfaction Surveys with an annual average of 4.4 out of 5. See Attachment #5. Equally lecturer administration of subject and alignment to KPI's as monitored by Program Directors also rates highly as evidenced from these regularly administered surveys.

MBA Reviews (external)

The MBA program received an External Assessment Review by an iHEP representative. Recommendations from this review have been adopted across all MBA subjects and came into full effect by T1, 2018 (Ellis Review 2017) see Attachment #6.

With a clear objective to triangulate observations and recommendations from external reviews, the faculty has initiated an internal Self Evaluation Review (SER) of individual subjects with key benchmarking objectives across both a iHEPS and HEPs. This exercise is intended to expand our evidentiary material of regular internal quality assurance initiatives in support of the MBA program. The triangulation should provide insights into existing strengths whilst highlighting areas for further consideration.

Staff Satisfaction

Staff satisfaction remains high as evidenced on the results of the most recent T2,2018 survey indicating a 4.72 staff satisfaction out of a possible 5.0. This correlates closely with the student satisfaction ranking of 4.28. The Table below highlights staff satisfaction survey outcomes across seven [7] trimesters up to and including T2 2018. Clearly the teaching environment provided to all faculty members strikes the right balance for them to be able to carry out their teaching responsibilities.

Survey Questions		T2 2016	T3 2016	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018
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
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
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
Q4	Your supervisor visibly demonstrates a commitment to quality	4.10	4.20	4.87	4.79	4.69	4.72	4.71
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
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
Q7	Overall, you are satisfied with your job?	4.20	4.50	4.87	4.79	4.88	4.94	4.76
Average		4.09	4.26	4.80	4.65	4.72	4.77	4.67

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

3. ISSUES OR PROBLEMS RELATING TO THE DELIVERY OF THE MBA PROGRAM

Student feedback continues to be positive and reflects the quality of delivery of the subjects in our MBA program. Nevertheless, we are focussed on early detection of those students who face learning challenges or those who have low lecture attendance rates. For this subset of students, the pass rates continue to provide an on-going challenge.

Early intervention strategies have been employed to ensure that appropriate academic counselling is provided to improve overall learner performance. In some cases attendance remains a concern and will require ongoing monitoring and early intervention measures.

PART B: STUDENTS

4. STUDENT PROGRESSION, PASS RATES AND GRADE DISTRIBUTION

Student Cohort key metrics

Full time staff/part-time staff balance	29:71
AQF+1 and equivalent	100%
Attrition Rate	16.7 % (T3, 2018)
Completion Rate	88.8%
Student Satisfaction	4.4
Staff Satisfaction	4.7
Student Staff Ratio	36:1

Student Pass rates and Grade Distribution

Average student pass rate for the MBA program in T2, 2018 was 88.8%. The table below provides an overview of the average pass rates over a period of nine[9] trimester -

2015	2016	2016	2016	2017	2017	2017	2018	2018
T3	T1	T2	T3	T1	T2	T3	T1	T2
69.0%	70.0%	71.0%	72.0%	72.0%	73.1%	74.3%	75.8%	88.8%

The pass grades for MBA students reflect a consistent level of achievement by students during the period of review with a satisfying 88.8% in T2, 2018.

Extracts from the recent HEPP-QN 2018 Grades Distribution Benchmarking 2.0 reports, produced by **Dr Stephen Spence** and presented with specific reference to UBSS performance to Academic Senate by **Associate Professor Andrew West** – see Attachment #7 - compare and contrast UBSS student performances against a range of similar Private Higher Education Providers - ensuring like for like benchmarking. Further, this report looks at institutional grade distribution comparisons (16 other HEPs) as well as specific program performance ratios. Specifically, the MBA outcomes demonstrate the spread of student grades for T1 2018 and T2 2018. This distribution is now emerging with similarities to other HEPs and iHEPS nation wide with improved UBSS MBA student progression rates of 13% over the last 12-months.

This has been achieved by adopting the range of quality education measures implemented during this review period and noting that the *UBSS Grades Review Committee (GRC)* does not adopt a widely used 'results normalisation strategy' to produce aesthetically pleasing grade distribution graphs. At UBSS you mark is what you achieved – *not* normalised to fit a standardised curve.

5. STUDENT FEEDBACK AND ENGAGEMENT- STUDENT SATISFACTION SURVEYS

Overall Student Satisfaction Surveys (SFUs) are conducted in each of the three trimesters across all MBA (and nested programs) subjects – see Attachment #5. The results demonstrate a consistent high level of student satisfaction with MBA subjects as delivered, across a range of domains.

The MBA program scored an aggregate of 4.2 in T2 2016, increasing to 4.4 in T2 2018 and 4.3 in T3, 2018. This consistency is impressive.

An improving trend over the last 3 years clearly indicates the level of student engagement during their learning journey at UBSS to be of high quality within in the MBA program.

6. GRADUATE EMPLOYABILITY AND DESTINATION STATISTICS

Each year a Graduate Survey is conducted.

The information gathered has provided useful graduate destination and employability patterns. In summary key probing questions on the graduate working status, the relevance of UBSS qualifications to current employment, and the level of overall satisfaction with student experience whilst a student at UBSS is captured and analysed.

Attachment #8 provides a useful summary and comparison point.

PART C: PROGRAM CONTENT

7. ACADEMIC INTERVENTION AND SUPPORT ACTIVITIES

Academic Intervention letters are sent to students when necessary during each of the trimesters over the review period. Student counselling is provided to all identified students by the Program Director. Typically the majority of identified students have been generally receptive to early intervention strategies to assist with their learning journey at UBSS. Where required, outside of class assistance may be offered to develop and facilitate developing sound learner patterns commensurate for a graduate student in the MBA program.

High-risk students are also captured during early diagnostic class activities with short assessments for learning and literacy difficulties. UBSS provided support programs in the areas of learning difficulties and progression such as our Peer Assisted Student Support (PASS). Effectively UBSS has developed a PASS program in three parts during this review period. These include -

1. Two one-hour PASS sessions are held each week during each trimester. Two students with an average of Distinction/High Distinction grade run the sessions - these students in turn are supported by the Program Director.
2. In Class PASS support class - PASS student assistants, together with the lecturer, attend specific selected core subjects to provide personal assistance to students who require individual assistance in relation to specific subjects or subject matter. The range of subject matter and areas that are predominantly covered are in Economics and Accounting.
3. PASS ON-LINE

In Trimester 3, 2018 an innovative approach to providing PASS activities to students was introduced. A dedicated on-line student portal was developed to enable students to post queries on-line through a "student PASS chat room". Two students with above average 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.

8 COURSE CONTENT REVIEW AND CHANGES

External Review

Building on external reviews and benchmarking projects engaged in over the last 3 years, the MBA program is now commissioning another external review with specific focus on the Accounting Stream (8-subjects). This will be conducted by **Dr Jessica Chen** (*Macquarie University*) and the report is expected early 2019.

Changes to Structure

During the period of review minor changes to the structure and sequence of subjects were implemented - specifically in relation to the prerequisite subjects. The objective was to provide students with a more structured and foundation-based learning platform to improve pedagogy and progression rates. Specifically two MBA accounting subjects have been sequenced to swap one from the CORE to the Accounting stream and visa versa. This strategy addresses foundation accounting knowledge requisites at the CORE subject level (Year 1 MBA) and prior to embarking on the Accounting Stream (Year 2 MBA), which demands high order critical thinking and analytical skills in this area of study. This has been encouraged and endorsed by CPA, CA and IPA professional bodies, the Course Advisory Committee and the UBSS Academic Senate.

8 COURSE DELIVERY ACADEMIC STAFF

AQF plus 1

Table 3 below provide details of all MBA lecturers together with their respective academic qualifications and the subjects teach is provided below.

Please note that all lecturers meet the AQF+1 standard and/or are in line with UBSS Equivalency Policy.

Unit/Subject area	Staffer	Highest Qualification	AQF+1
Program Director	Ray Hayek	PhD/Prof	✓
MCR001 Economics	Ana Sekhar	PhD	✓
MCR002 Organisational Behaviour	Syed Uddin	PhD	✓
MCR003 Management Attributes and Skills	Frank Alafaci	PhD	✓
MCR004 Financial Accounting and Reporting	Nilima Paul	PhD	✓
MCR005 Clients and Markets	Zahra Sadeghinejad	PhD	✓
MCRO06 Financial Management	Nilima Paul	PhD	✓
MCR007 Project Management	Frank Alafaci	PhD	✓
MCR008 Corporate Strategy	Frank Alafaci	PhD	✓
MCR009 Business Law	Michael McCormick	Master of Business+	✓
MCR010 Innovation and Commercialisation	Stephen Parker	Bachelor of Science Hons+	✓
MCR011 Strategic Business Simulation	Joy Fettahlioglu	MBA+	✓
MCR012 Entrepreneurship Research Report	Greg Whateley & Ray Hayek	PhD/Profs	✓
MHR001 Managing Workplace Relations	Syed Uddin	PhD	✓
MHR002 Leading Innovation and Change	Wayne Smithson	MBA+	✓
MKT001 Brand Development	Syed Ahmed	PhD	✓
MKT002 Marketing New Products	Syed Ahmed	PhD	✓
MAC001 Accounting Systems and Processes	Nilima Paul	PhD	✓
MAC002 Accounting Information Systems	Anna Sekhar	PhD	✓

MAC003 Management Accounting	Lu Jiao	PhD	✓
MAC004 Quantitative Methods	Zahra Sadeghinejad	PhD	✓
MAC005 Audit and Assurance	Bernadette Or	Master of Commerce +	✓
MAC006 Advanced Financial Accounting and Reporting	Nilima Paul	PhD	✓
MAC007 Strategic Management Accounting	Anna Sekhar	PhD	✓
MAC008 Taxation Law	John Taggart & Patrick Riakos	BA LLB LLM (Sydney) & BBus, Dip Law, Grad Dip Ed, BA	✓

PART D: ACTIONS AND INITIATIVES

10	KEY ACTIONS FROM THE LAST REPORT	Status
	1. Appointment of a senior person in the role of Program Director for MBA program in 2017.	Completed
	2. Refreshed student and staff survey.	Completed
	3. Refreshed format of the 2016 Graduate Survey from 2017 onwards	Completed
	4. Regular Faculty oriented activities and committee structure for internal reviews - Assessment and course structure and design.	Completed
	5. Diversifying assessment types to broaden the skill sets demonstrated by MBA students - following recommendations from the Ellis review.	Completed
	6. Adopt a whole-of-course approach to continuous assessment design improving on the range of assessment types - following the Ellis review.	Completed
	7. MBA faculty continue to refine assessment and subject outline contents based on ongoing benchmarking outcomes during 2018 and 2019.	Ongoing
	8. Expand the range of MBA benchmarking strategies during 2018.	Completed
	9. Maintain PASS classes, where required, during 2018 based on their 2017 adoption success.	Ongoing
	10. Consider longitudinal benchmarking with partners (NUHEPs and iHEPs) in graduate employability and satisfaction areas - bearing in mind graduate access challenges that may arise with primarily an International cohort.	Ongoing
	11. Provide opportunities and support where required to MBA Faculty Scholarly activities	Ongoing

11	ACTION PLAN SUMMARY 2019
	<ol style="list-style-type: none"> 1. Maintain MBA international student enrolment growths in a sustainable manner 2. Continue developments for a third stream of study in the MBA - Health 3. Deliver select MBA subjects offshore to prospective students, as an entrée, prior to full enrolment into the MBA program - based on their academic performance. 4. Introduce Executive MBA offerings for local students (FEE- HELP)

Professor Ray Hayek
Program Director, MBA
November 2018

PART E: ATTACHMENTS

Attachment #1



CPA Australia
ABN 64 008 392 452
Level 20, 28 Freshwater Place Southbank VIC 3006, Australia
GPO Box 2820, Melbourne, VIC 3001 Australia
T: +61 3 9606 9757 F: +61 3 9682 0567
W: cpaaustralia.com.au



Chartered Accountants Australia and New Zealand
ABN 58 084 642 571
33 Erskine Street, Sydney, NSW 2000 Australia
GPO Box 9985, Sydney, NSW 2001 Australia
T: +61 2 9290 5660 F: +61 2 9262 4841
W: charteredaccountantsanz.com

04 October 2018

Associate Professor Wayne Smithson
Program Director – Bachelor of Accounting
Universal Business School Sydney (UBSS)
Level 10, 223 Castlereagh St
SYDNEY NSW 2000
Email: Wayne.Smithson@ubss.edu.au

Dear Wayne

Re: Accreditation of UBSS Master of Business Administration (Accounting Stream)

Representatives of Chartered Accountants Australia and New Zealand (Chartered Accountants ANZ) and CPA Australia have undertaken a detailed review of the documentation supplied by UBSS for the initial accreditation of the Master of Business Administration (Accounting Stream) program offered at your Sydney CBD campus.

We reviewed the major aspects of this program and have determined that it meets all required standards for professional accreditation. We are pleased to confirm professional accreditation of the MBA (Accounting Stream) for a period of five years until the end of the 2023 academic year. This program's professional accreditation status is dependent on its continual accreditation by the Tertiary Education Quality Standards Agency (TEQSA) throughout the five-year reaccreditation period and is subject to a joint site visit by the professional bodies to UBSS's new Sydney CBD campus over the next 12 months.

Please refer over page for a list of approved subjects that entrants will be required to pass to be eligible for entry to the professional bodies.

We wish your School every success in its future endeavours and will be in touch to arrange a site visit at a mutually convenient time during 2019.

Yours sincerely

Kellie Hamilton
Interim Head of Education
CPA Australia
T: (03) 9606 9941
E: kellie.hamilton@cpaaustralia.com.au

Tracy Gower
Admission Policy Manager
Chartered Accountants ANZ
T: (08) 8113 5513
E: Tracy.Gower@charteredaccountantsanz.com

Approved Subjects:

The below list of degree subjects have been determined as required for entry to the Chartered Accountants Program with Chartered Accountants ANZ and to meet the academic requirements for admission to CPA Australia membership from October 2018:

Master of Business Administration (Accounting Stream)				
Subject code	Subject name	Required Competency Area	CPA Australia	CA ANZ
MCR004A	Accounting Systems and Processes	Accounting systems and processes	✓	✓
MAC005	Auditing and Assurance	Audit and assurance	#	✓
MCR009	Business Law	Business Law	✓	✓
MCR001	Economics	Economics	✓	✓
	Integrated*	Ethics	✓	✓
MCR006	Financial Management	Finance and financial management	✓	✓
MAC001A	Financial Accounting and Reporting	Financial accounting and reporting	✓	✓
MAC006	Advanced Financial Accounting and Reporting	Financial accounting and reporting	✓	✓
MAC002	Accounting Information Systems	Information technology	✓	✓
MAC003	Management Accounting	Management accounting	✓	✓
MAC007	Strategic Management Accounting	Management accounting	✓	✓
MAC004	Quantitative Methods	Quantitative methods	✓	✓
MAC008	Taxation Law	Taxation	✓	✓

This subject is not mandated as a pre-requisite by CPA Australia, and can be substituted with the Audit module in the CPA Professional Program.

* Ethics has been integrated into this course, and is not offered as a separate unit. This Required Competency Area will only be awarded to graduates who have completed all other listed subjects.

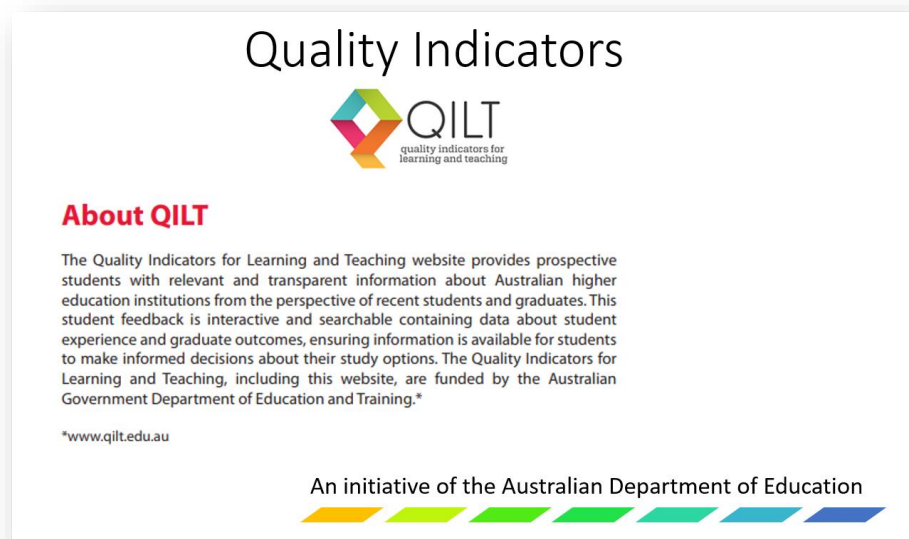
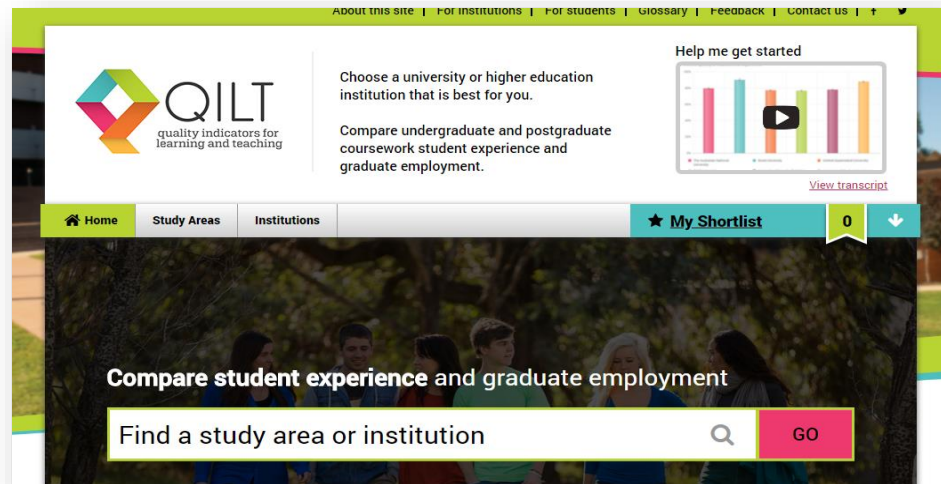
Attachment #2

Survey Questions		BBus T3 18	BAcc T3 18	MBA T3 18
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

Attachment #3

QILT 2017 OUTCOMES RELEASED

The Australian Government (through the Department of Education) released the 2017 SES (QILT) outcomes in recent weeks – www.qilt.edu.au



UBSS has participated in the survey now *for two years* – and we are delighted (again) with the outcomes. 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

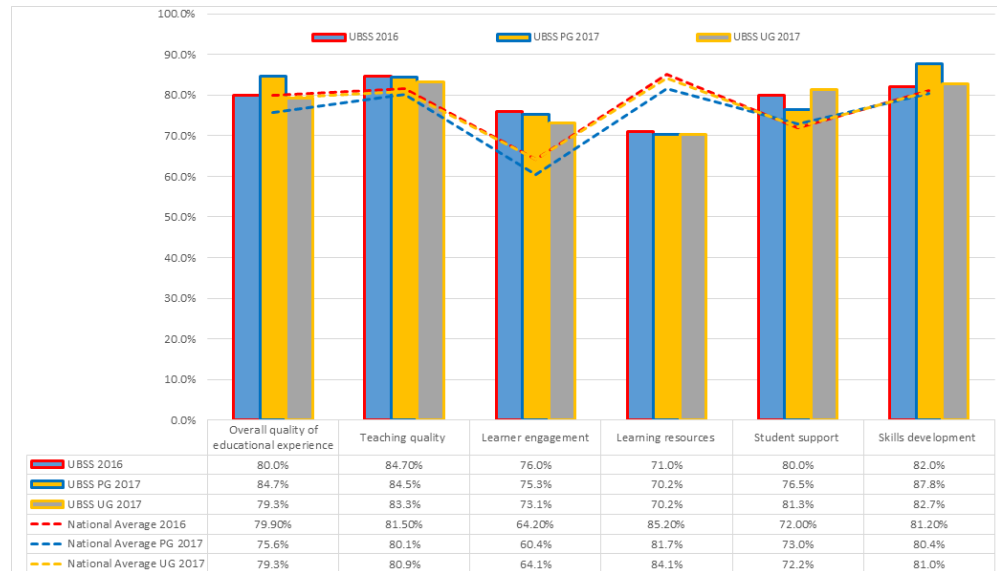


#1 Postgraduate NUHEI Business School in Australia for Overall Quality of Educational Experience



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

An overview is useful – but you are encouraged to visit the site for more detail – a 2016 and 2017 performance comparison for UBSS is worthy of consideration –



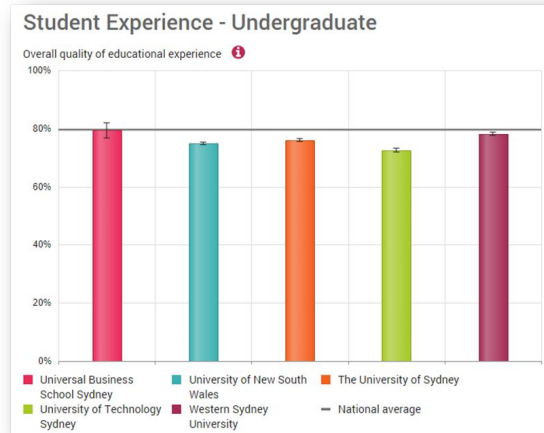
The above provides a snapshot of the 2017 (UG and PG) against the 2016 (UG) outcomes for consideration. The horizontal broken lines give us the opportunity to measure the UBSS performances against the 2016, 2017 national averages. **In essence, the UBSS results are excellent.**

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

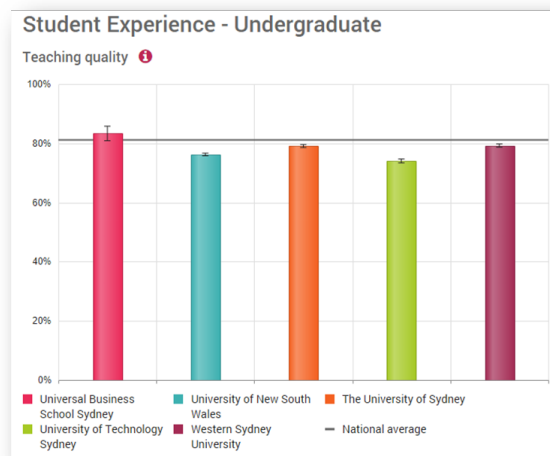
Our *learning resources* are below national average – but we will never be able to compete with the libraries, swimming pools, cafeterias and the like (students often confuse learning with entertainment).

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) –*

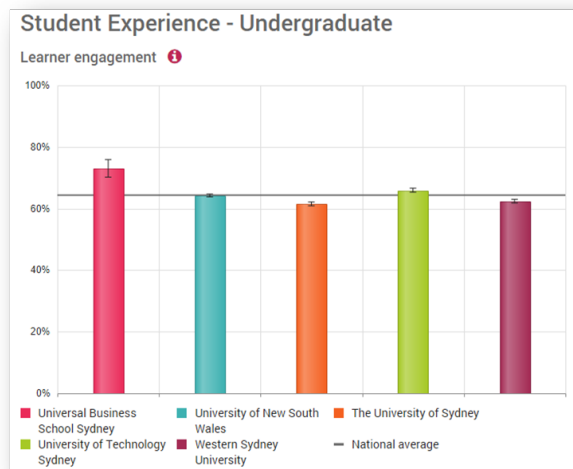
RE. UNDERGRADUATE OUTCOMES



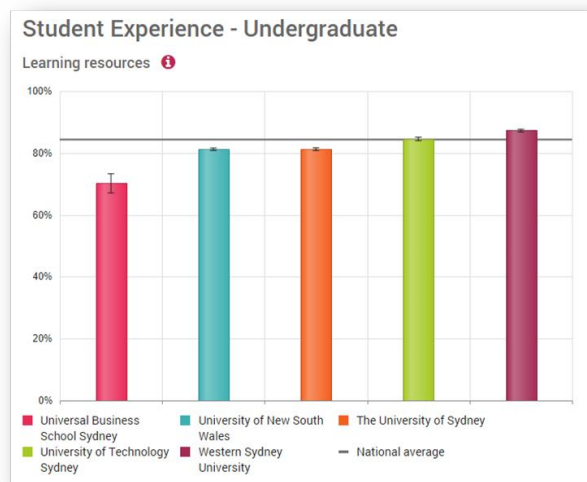
This is a very pleasing comparison with UBSS (far left in red) the only one of the five to actually make the national average on *overall Quality of Education Experience*. This domain is about the total package of offering at UBSS – teaching, learning and support.



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.



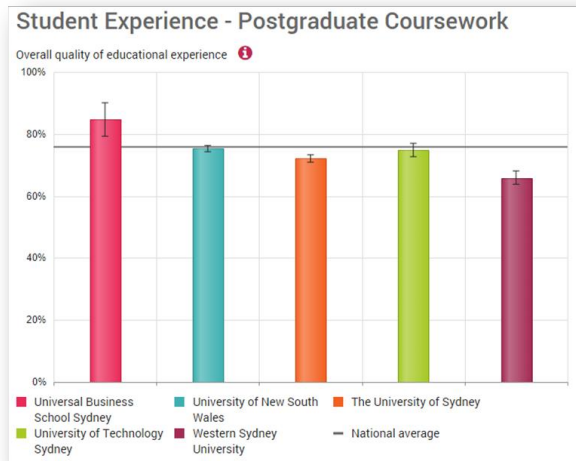
Learner Engagement is our forte! This is an outstanding outcome for UBSS and a credit to all involved. It is largely about the interface in the classroom (and beyond) and is consistent with the ongoing internal (SFU) measures we use. In truth it is a validation.



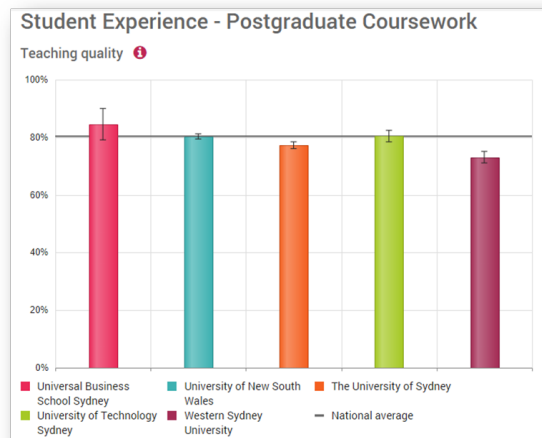
Our *learning resources* are rated below national average – as a city campus we will never be able to compete with the ‘traditional’ campuses with acreage, hard copy libraries, non-learning related swimming pools, cafeterias and the like (students often confuse learning with entertainment).

RE POSTGRADUATE OUTCOMES

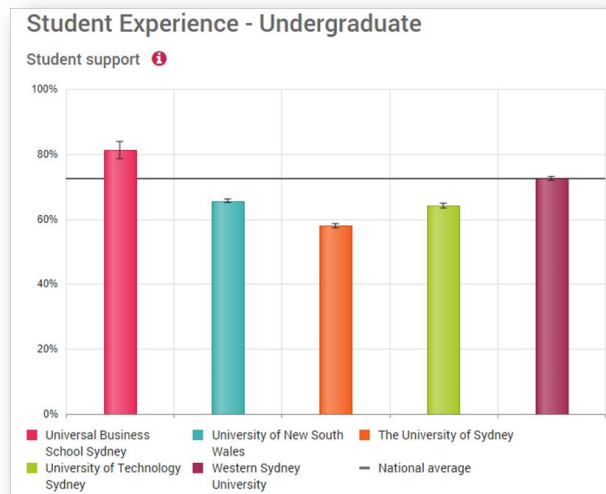
2017 was the first time UBSS participated in the postgraduate survey and the results are very satisfying indeed. We currently have 700 students in the MBA program and we suspect the reasons for this success are evidenced in the QILT deliberations -



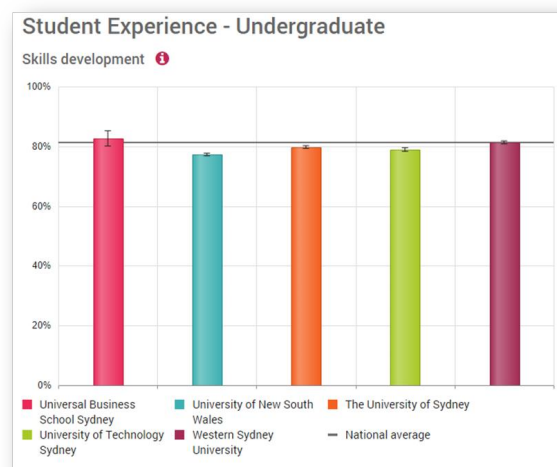
This is an excellent overall outcome at both national and neighbour level.



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

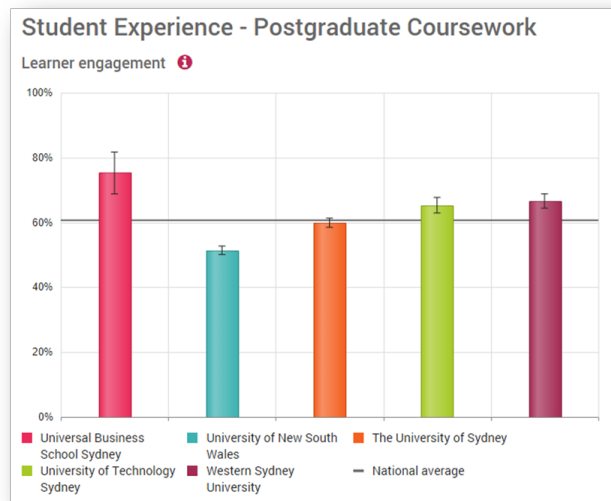


This is another brilliant outcome for UBSS – and a ‘whole of team’ effort. We know the extent of the investment WSU (purple) puts into this domain – and it is massive! At UBSS students appreciate the support provided by both the professional and academic teams – this about contact, consideration and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

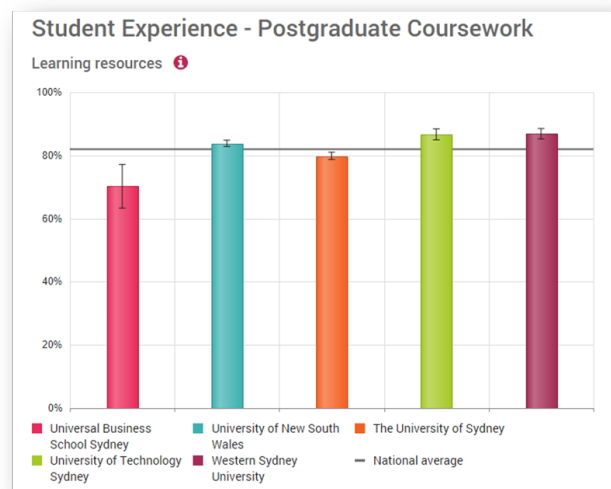


This is another very pleasing outcome.

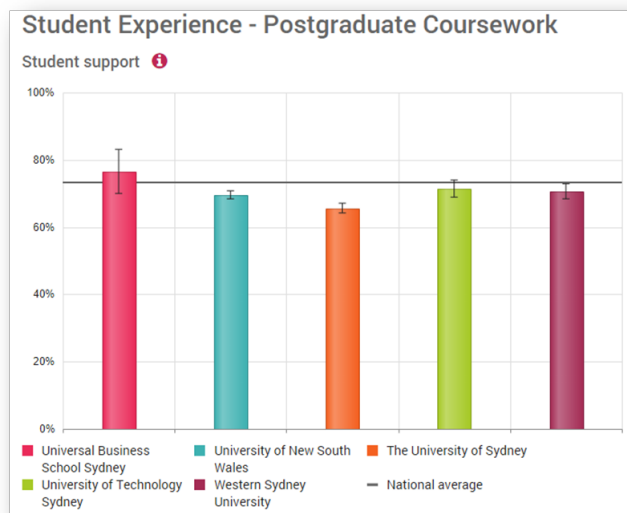
In terms of the **undergraduate outcomes** (above) we should be very satisfied as a community that we have the right emphasis and the right strategy for our students – certainly as far as they perceive.



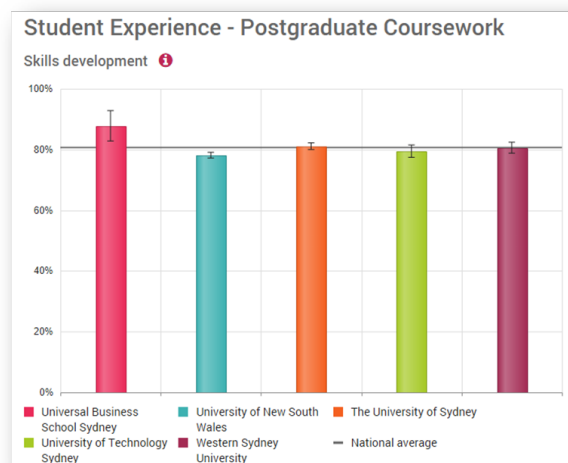
The UBSS strength appears to be in the engagement domain – with our postgraduate students ranking us well above the national average.



Our *learning resources* are rated below national average – as a city campus we will never be able to compete with the ‘traditional’ campuses with acreage, hard copy libraries, non-learning related swimming pools, cafeterias and the like (students often confuse learning with entertainment). What is evident is that our postgraduate students are not unhappy with the resources and probably do use the eLibrary. We suspect they also approve of the CBD location.



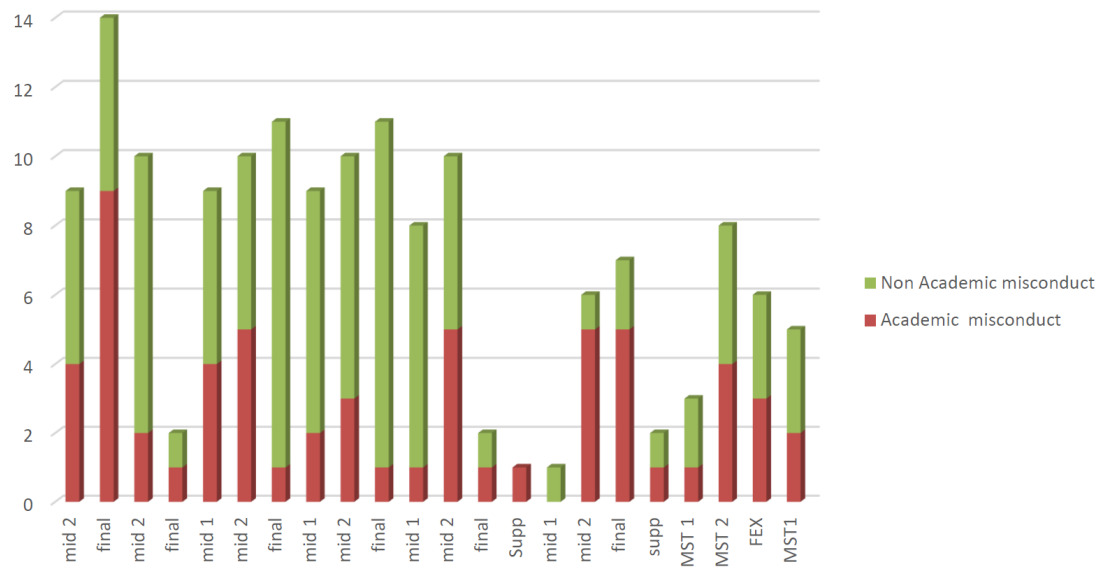
An excellent set of outcomes and above the national average.



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

Attachment #4

EXAM INCIDENTS TRACKING



Attachment #5

Survey Questions		Master of Business Administration						
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18
Q1	The subject provided useful knowledge and skills	4.2	4.4	4.3	4.2	4.4	4.4	4.3
Q2	The learning outcomes were achievable	4.0	4.4	4.2	4.2	4.3	4.4	4.2
Q3	The subject workload was manageable	3.9	4.2	4.1	4.1	4.2	4.3	4.2
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	3.9	4.4	4.1	4.1	4.2	4.3	4.2
Q5	The lecturer was well prepared for each class	4.2	4.6	4.2	4.3	4.4	4.4	4.4
Q6	The lecturer provided useful feedback	4.1	4.4	4.2	4.2	4.3	4.3	4.3
Q7	The lecturer had a good knowledge of the subject matter	4.3	4.6	4.3	4.4	4.4	4.5	4.4
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.1	4.5	4.3	4.3	4.3	4.4	4.3
Q9	The lecturer was available to discuss learning problems outside of class time	4.0	4.3	4.1	4.1	4.2	4.2	4.1
Q10	The assessment requirements were clearly explained	4.0	4.5	4.2	4.2	4.3	4.4	4.3
Q11	Overall the teaching in the subject was of a high quality	4.1	4.4	4.1	4.2	4.3	4.3	4.2
		4.1	4.4	4.2	4.2	4.3	4.4	4.2

Attachment #6

UBSS MBA REVIEW **ASSOCIATE PROFESOR CRAIG ELLIS.** **DEAN, ASIA PACIFIC INTERNATIONAL COLLEGE**

The UBSS Master of Business Administration (MBA) is comprised of 16 subjects in total, including eight core (compulsory) subjects and eight subjects in the 'elective stream'. The two available elective streams are the Accounting stream, and the Entrepreneur stream. The normal completion time for the MBA is 2 years. A nested Graduate Diploma in Business and a Graduate Certificate in Business are available to students who choose to exit early after completing eight and four subjects respectively from the MBA.

The following documentation was provided for the purposes of this review:

- MBA Program Outline (available online <http://online.fliphtml5.com/ugykt/xqkq/>)
- Subject Outlines for the 24 subjects (eight core subjects, and eight subjects each per stream)
- Final examination scripts for 18 subjects (eight core subjects; three Accounting stream subjects; and seven Entrepreneur stream subjects)
- UBSS Academic Policies

Feedback on the individual subjects and recommendations are provided on the Assessment Benchmarking Report template (supplied). Feedback on the course and recommendations follow.

Overall, the structure and sequencing of subjects in the course is logical and generally consistent with similar courses. Though not apparently professionally accredited with the CPA, the structure of the Accounting stream is typical of an accredited program. The Entrepreneur stream is a highly saleable feature of the course that sits well with UBSS's entrepreneurial ethos. The taught level of the course is generally appropriate for its AQF level, though as is noted in the feedback on the individual subjects, subject learning outcomes in some subjects could be revised upward to place greater emphasis on critical and analytical thinking skills as opposed to simply demonstrating knowledge.

With respect to continuous assessment it is recommended that UBSS adopt a whole-of-course approach to assessment design to both improve the variety of assessment types and to avoid clustering of assessments at the same times throughout the trimester.

A summary of the UBSS MBA assessment profile across all 24 subjects is provided in Table 1 below. As is highlighted in the table, the predominate assessment regime across units in the MBA core and Entrepreneur stream is: 'participation', 'mid-trimester exam' (teaching week 5); mid-trimester exam (teaching week 9); and 'final exam'.

A greater diversity of assessment types would be expected to broaden the skills sets required to be demonstrated by students, and a review of assessment scheduling due dates would address

potential bottlenecks in student and academic workloads through the trimester. Some recommendations for possible alternate assessment type in individual subjects is provided the feedback on the individual subjects.

Craig Ellis

Craig Ellis
13 June, 2017

Table 1. UBSS MBA Assessment Profile

		Year 1: Trimester 1		Participation	Ass 1	TW	Ass 2	TW	Ass 3	TW	Ass 4	TW	Ass 5	TW	Final exam
MBA Core	MCR002	Organisational Behaviour		Y	mid-exam	5	mid-exam	9							Y
MBA Core	MCR004	Financial Accounting and Reporting		Y	mid-exam	5	assignment	9	presentation	11					Y
MBA Core	MCR009	Business Law		Y	mid-exam	5	mid-exam	9							Y
MBA Core	MCR003	Management Attributes and Skills		Y	mid-exam	5	mid-exam	9	presentation	10					Y
		Year 1: Trimester 2													
MBA Core	MCR001	Economics		Y	mid-exam	5	mid-exam	9							Y
MBA Core	MCR006	Financial Management		Y	mid-exam	5	mid-exam	9							Y
MBA Core	MCR007	Project Management		N	mid-exam	5	mid-exam	9	presentation	10					Y
MBA Core	MCR008	Corporate Strategy		Y	mid-exam	5	mid-exam	9	presentation	10					Y
		Year 2: Trimester 1													
Acctg Stream	MAC004	Quantitative Methods		N	mid-exam	5	problems	9	assignment	11					Y
Acctg Stream	MAC001	Accounting Systems and Procedures		N	mid-exam	5	mid-exam	9	assignment	11					Y
Acctg Stream	MAC008	Taxation Law		N	in-class test	5	in-class test	7	mid-exam	8	in-class test	9	in-class test	11	Y
Acctg Stream	MAC003	Management Accounting		N	mid-exam	5	assignment	11							Y
		Year 2: Trimester 2													
Acctg Stream	MAC006	Advanced Financial Accounting and Reporting		N	mid-exam	5	mid-exam	9							Y
Acctg Stream	MAC005	Audit and Assurance		N	mid-exam	5	assignment	10							Y
Acctg Stream	MAC007	Strategic Management Accounting		N	presentation	2-8	mid-exam	9	assignment	10-11					Y
Acctg Stream	MAC002	Account Information Systems		N	mid-exam	6	assignment	9							Y
		Year 2: Trimester 1													
Entpr Stream	MCR005	Clients and Markets		N	mid-exam	5	mid-exam	9							Y
Entpr Stream	MCR010	Innovation and Commercialisation		Y	mid-exam	4	mid-exam	9							Y
Entpr Stream	MHR001	Managing Workplace Relations		Y	mid-exam	5	mid-exam	9							Y
Entpr Stream	MKT001	Brand Development		Y	mid-exam	5	mid-exam	9							Y
		Year 2: Trimester 2													
Entpr Stream	MCR011	Strategic Business Simulation		N	mid-exam	5	assignment	8	mid-exam	9	assignment	12	assignment	13	Y
Entpr Stream	MCR012	Entrepreneurship Research Project		Y	mid-exam	5	mid-exam	9							Y
Entpr Stream	MHR002	Leading Innovation and Change		Y	mid-exam	5	mid-exam	9							Y
Entpr Stream	MKT002	Marketing New Products		Y	mid-exam	5	mid-exam	9							Y

Attachment #7



Report to Academic Senate

Re: HEPP-QN Grade Distribution Benchmarking

Date 16th October, 2018

From: Andy West, Director Centre For Entrepreneurship

Executive Summary

The second iteration of the HEPP-QN benchmarking project took place in April 2018, following the first iteration and report in September 2017. From that the 'Summary Report HEPP-QN Grade Distribution Benchmarking 2.0' was produced by Dr Stephen Spence, released on 21 June, 2018. This report was tabled at the UBSS Academic Senate meeting on August 30th, 2018.

As minuted during the last Academic Senate meeting, one of the 'What's Next' items stipulated by Dr Spence was to discuss the report, with observations and commentary from the Academic Senate meeting compiled for a HEPP-QN best practice workshop to be conducted at the next HEPP-QN annual conference in November.

- (2) It is proposed that **each institution provide this report to its Academic Board** (or its equivalent) along with an analysis of the institution's particular data set. The observations and commentary, along with requests for additional information or analysis, made by members of the Academic Board should be minuted as a record of the institution's compliance with HESF 2015 §5.3 on "Monitoring, Review and Improvement" as part of "Institutional Quality Assurance":

Source: Spence (2018)

The following report sets out a summary of the Spence (2018) findings, with UBSS data highlighted. The data provided for this benchmarking exercise was from trimester 3, 2017. This included 16 institutions contributing to the initiative with 80,000 grades were considered in the exercise across 10 discipline areas. From this second iteration of grade benchmarking, we are able to compare like for like cohorts to UBSS as shown in the summary below.

Details	F	P	CR	DN	HD	Success
UBSS T3, 2017	22%	39%	22%	12%	5%	73%
Non SAS	17%	28%	27%	21%	7%	81%
Overseas	18%	34%	27%	16%	5%	78%
Business & Management	15%	30%	29%	20%	5%	81%
UBSS T2, 2018	20%	35%	25%	15%	5%	80%

This report then goes on to provide grade distributions for Trimester 1, 2018 and Trimester 2, 2018, broken down to the three degree programs. This provides a trend of improving grades over time, which shows a higher level of progression and higher grades overall from 2017 to trimester 2, 2018.

UBSS wishes to thank the HEPP-QN for the opportunity to be involved in this grade benchmarking opportunity, and in particular to Dr Stephen Spence for his expertise and guidance in completing the 2 reports. UBSS has found this exercise invaluable in meeting its quality assurance standards and be achieving continuous improvement through the collegiality of benchmarking with its peers.

Overview of the HEPP – QN Benchmark Report Version 2

UBSS has been involved in both HEPP-QN benchmarking projects, managed and co-ordinated by Dr Stephen Spence. Following are excerpts from his report to give context.

First iteration:

In September 2017 twelve self-selecting members of the HEPP-QN agreed to benchmark their “Grade Distribution pattern” using semester one data supplied by the institutions.¹ It was intended that the report would identify a “good practice” distribution pattern based on an average of results. Each institution could then benchmark their distribution pattern against this HEPP-QN average. The report, however, exposed such a wide disparity in grade distribution patterns ([link to report](#)) that a “good practice” distribution could not be identified.

Second iteration:

Grade Distribution Pattern Benchmarking Project, Iteration Two

In March 2018 sixteen self-selecting members of the HEPP-QN used a revised [Request for Information 2.2](#) to collect the grades awarded by each institution in their final major study period of 2017. The RFI 2.2 required participating institutions to identify the AQF level, the detailed Field of Education, the Mode of Delivery, and the Type of Student. In addition, an analysis of student progression rates² (a TEQSA “risk indicator”) was also undertaken. In total, over eighty thousands grades were reported.

The data gathered was initially analysed by Dr Stephen Spence and this analysis was made available to the sixteen participating institutions, who received an anonymised summary report and the specific results from their own institution. This analysis was discussed with all members of the HEPP-QN at the National Workshop 7, held in Sydney in late April 2018. All members of the HEPP-QN will receive an anonymised version of this report. Participants in the project will also receive a copy of their own data set.

This report takes into account the workshop discussions, particularly in identifying additional steps to be incorporated into Iteration Three of this project, and includes some discussion on the use and usefulness of benchmarking Grade Distribution Patterns.

- Profile of Students
- Grade Distribution Patterns
- Observations and Commentary
- What’s Next
- External Validation of Grade Standards
- Appendices

Dr Stephen Spence
21 June 2018

Profile of Students

The participating institutions can be divided into two groups: those with Self-Accrediting Status (SAS) and those without SAS (Non-SAS). The SAS group of providers included two private universities and two NUHEPs; the non-SAS group consists of 12 providers diverse in mission, disciplines, and size.

The SAS Group provided 67% of the grades analysed.

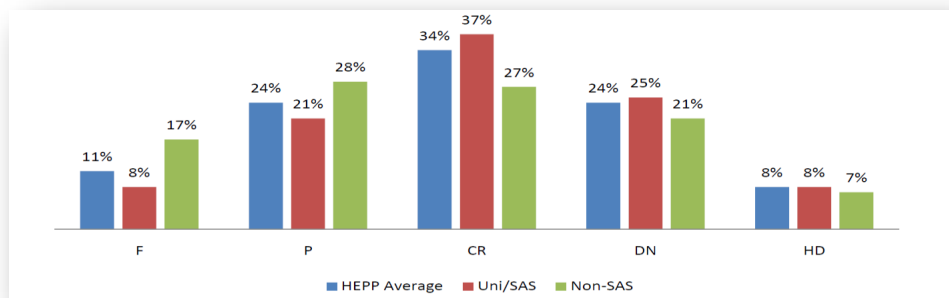
- Alphacrucis College
- Avondale College of Higher Education
- Notre Dame University
- Torrens University

The Non-SAS Group provided 23% of the grades analysed.

- Adelaide College of Divinity
- Academies Australasia Polytechnic
- Australian Institute of Business
- Australian Institute of Higher Education
- Campion college
- Christian Heritage College
- Eastern College Australia
- International College of Management, Sydney
- Le Cordon Blue
- Russo Business School
- Tabor
- Universal Business School Sydney

Because of a concern to avoid any breach to student privacy the provided grades were not linked to individual students. This means that it was not possible to distinguish between part-time students (e.g., one or two subjects undertaken) and fulltime students (e.g., three or more subjects undertaken). The profile of students will be biased, therefore, both towards the large cohort from the SAS group and from the cohort of students studying more than one subject.

The overall grade distribution of all sixteen institutions involved in the benchmarking are as follows:



With that data set in mind, we are able to benchmark our (UBSS) distributions against a number of institutions. The emphasis of the project is “what is happening;” not “what ought to be.”

Further, the outcomes are compared across a range of qualifiers –

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%

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%

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](#)

The grade distributions were examined/analysed using a variety of patterns -

1. All Cohorts, and by major grouping

N = 80,583	F	P	CR	DN	HD	Progression
HEPP-QN Average	11%	24%	34%	24%	8%	83%
SAS (67% of grades)	8%	21%	37%	25%	8%	84%
Non-SAS (23% of grades)	17%	28%	27%	21%	7%	81%

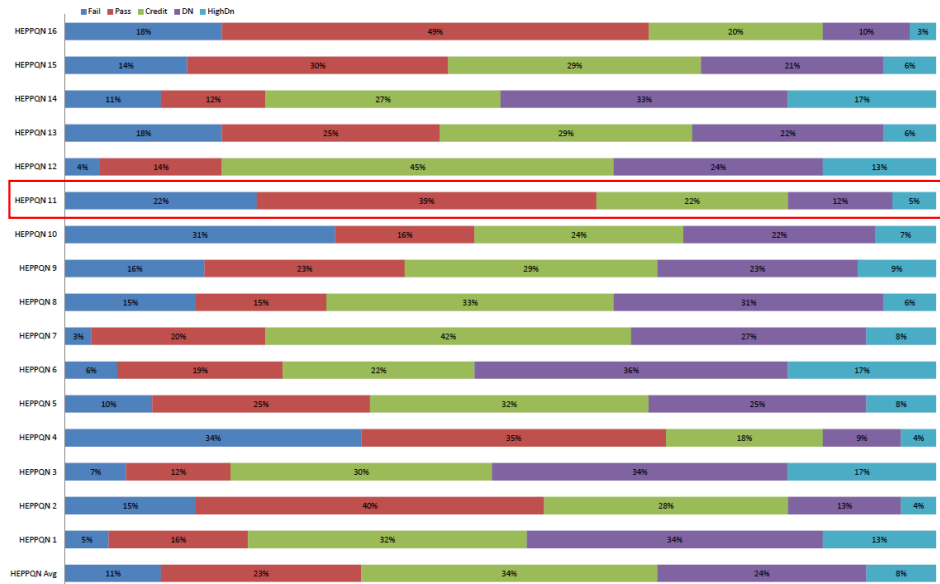
5. Grade distribution per Provider

	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 HEPQN 11 in this study

Or in graph format -



A further dimension was added to the benchmarking project with iteration 2 report– the comparison of progression rates with comparable university sector.

The DET provides annual rates of attrition, success, and retention for Universities; the data table is from the most recently published data. Along with the national average for universities (Table A and Table B), I have provided the data of four non-elite universities that shows the level of deviation from average within the sector. These have been compared with the overall progression rates for HEPP-QN providers and with the progression rate for students in first year undergraduate courses (AQF 5), which is the closest comparison with university “commencing students.”

Domestic Commencing	Uni Avg	WSU	VU	USQ	ECU
2014	83.48	77.24	75.07	73.16	77.32
2015	83.72	77.32	77.49	73.36	76.86
2016	84.19	78.61	75.30	73.22	78.10
HEPP-QN 2.0 AQF 5	77.13				
HEPP-QN 2.0 ALL	84.34				

The non-progressing domestic HEPP-QN AQF 5 cohort (n=19,358) was made up of 11% failed and 12% withdrawn.

Overseas Commencing	Uni Avg	WSU	VU	USQ	ECU
2014	85.21	81.31	84.10	79.46	81.71
2015	84.77	74.30	83.88	80.46	76.30
2016	85.69	78.37	82.32	83.91	74.88
HEPP-QN 2.0 AQF 5	64.16				
HEPP-QN 2.0 ALL	78.17				

The non-progressing international HEPP-QN AQF 5 cohort (n=4,412) was made up of 27% failed and 9% withdrawn. This is a significant failure rate and raises questions about whether entry standards are sufficiently rigorous for this cohort.

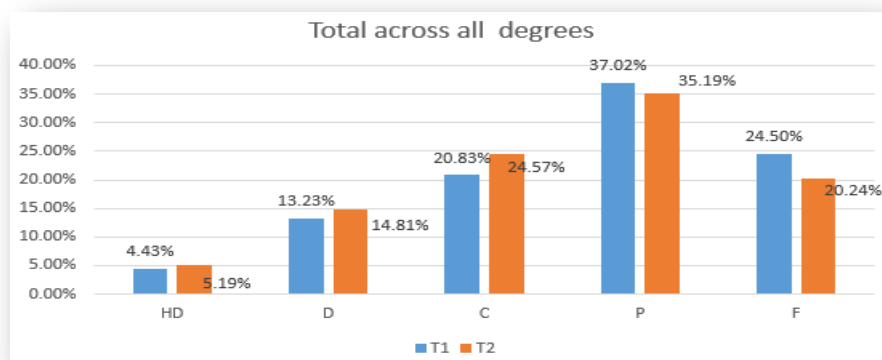
T2, 2018 GRADE DISTRIBUTIONS (RESULTS)

The observation is that UBSS is maturing and settling in this all-important domain of grade distribution. UBSS does not internally moderate results – that is we do not adjust at the macro level to fit a formula or curve (unlike many Universities). *Rather*, we encourage staff to create sensible and appropriate assessment and mark accordingly. The moderation takes place through experienced staff (who teach at other like institutions), an external moderator who looks at our grade distributions and samples of assessment across the major programs (currently **Dr Marc Morgan** – Victoria University), internal comparing where more than one teacher actually teaches a single subject, and through a careful benchmarking exercise that currently compares our distributions with some 25-30 other HEPs and NUHEPs.

The outcomes continue to shape appropriately as evidenced in the tables and graphs provided below. The distributions are taking on a more appropriate shape and consistency with other like schools – despite our current policy of ‘no adjustment to real results’. The aggregated progression rate for T2, 2018 is 79.7% (14.7% above target with an overall improvement of 4.2% on T1, 2018). It is worth noting that the *Bachelor of Accounting* progression rate was 79.5% (14.5% above target and an improvement of 4% on T1, 2018 outcomes), the *Bachelor of Business* progression rate was 75.8% (10.8% above target and an improvement of 6.8% on T1, 2018 outcomes) and the *Master of Business Administration* progression rate was 88.8% (23.8% above target – and an improvement of 13% on T1, 2018 outcomes).

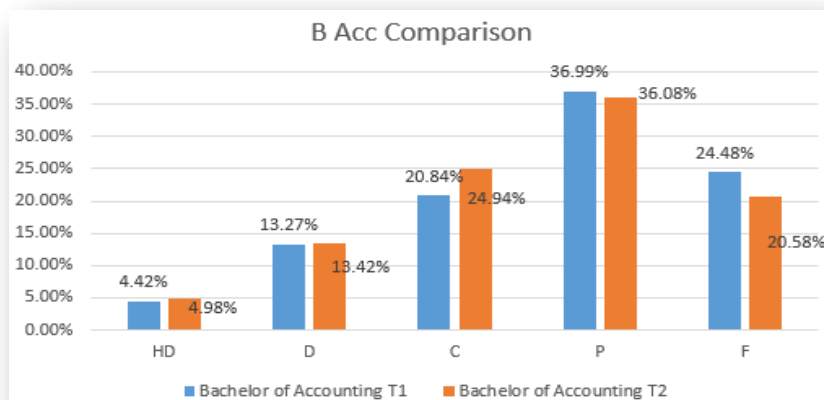
The T2, 2018 grade distributions for all programs are –

Grade	BACC	BBUS	MBA	UBSS
HD	5%	4%	5%	5%
D	13%	9%	20%	15%
C	25%	21%	29%	24%
P	37%	42%	35%	36%
F	20%	24%	11%	20%



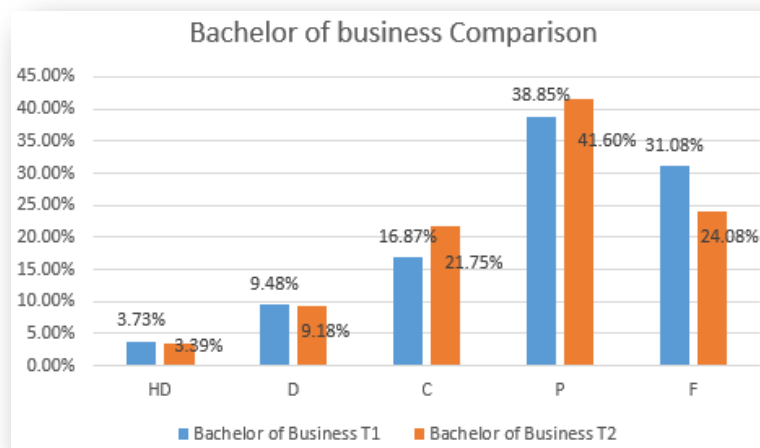
This indicates a fail rate of 20.24%, which is closer to the non SAS HEPP – QN progression rate of 17% from the Spence (2018) report.

Bachelor of Accounting (T2, 2018 and comparison with T1, 2018)



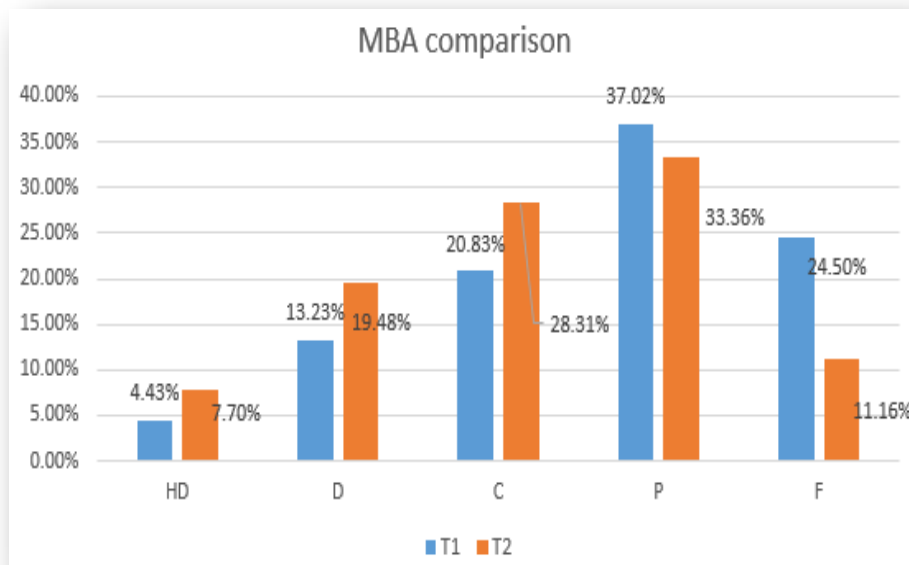
This indicates a Progression Rate of 79.5% (14.5% above target and an improvement of 4% on T1, 2018 outcomes)

Bachelor of Business (T2, 2018 with T1, 2018 comparison)



This indicates a Progression Rate of 75.8% (10.8% above target and an improvement of 6.8% on T1, 2018 outcomes)

Master of Business Administration (T2, 2018 with T1, 2018 comparison)



This validates a Progression Rate of 88.8% (23.8% above target – and an improvement of 13% on T1, 2018 outcomes)

The recommendation of what is to occur next from the Spence (2018) report is:

-
- (1) This second iteration of the Grade Distribution Benchmarking Project is an improvement over the first iteration as it allows for a more nuanced analysis of the data. But it is again evident that the project can be improved and so **it is recommended that a more detailed Request for Information be prepared and that a third iteration be run** using data gathered from the first major teaching period of 2018. This project could run in September, once a revised Request for Information has been prepared (in July-August).
 - (2) It is proposed that **each institution provide this report to its Academic Board** (or its equivalent) along with an analysis of the institution's particular data set. The observations and commentary, along with requests for additional information or analysis, made by members of the Academic Board should be minuted as a record of the institution's compliance with HESF 2015 §5.3 on "Monitoring, Review and Improvement" as part of "Institutional Quality Assurance":
 3. Comprehensive reviews of courses of study are informed and supported by regular interim monitoring, of the quality of teaching and supervision of research students, student progress, and the overall delivery of units within each course of study.
 4. Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:
 - (a) analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and
 - (b) the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.
 - (3) With the permission of the Academic Board, **a copy of the relevant minute(s) could be provided to the leaders of the Grade Distribution Benchmarking Project Iteration 3.0.** This will improve the usefulness of the next iteration of this on-going project.
 - (4) In addition to any improvements identified in step 3, it is recommended that efforts be made **to use more information about students** using data already reported to the DET through HEIMS. This could allow additional cohorts to be identified and compared, e.g., on the basis of low-SES, first in family, English as a second language, basis for admission (including ATARs).
 - (5) **A full-day HEPP-QN workshop exploring assessment writing and grading philosophy** should be held sometime in August – October. This should include keynotes from researchers in this field (and possibly a statistician) as well as opportunity to discuss and review institution practices. Invites to this workshop should include program directors (or their equivalent). The goal of this workshop is to move the discussion from a description of current practices to a formulation of what a "good practice" grade distribution might look like.
 - (6) Efforts to **develop a grade validation process** (discussed below) should be explored as an additional project to this Grade Distribution Benchmarking project. This is a more complex project and will involve identification of standards, assessment validation, and assessor calibration against the identified
-

UBSS will continue to be involved in the HEPP-QN grade distribution benchmark project. I will be attending the HEPP-QN conference in November. I will report back to the Academic Senate on the 'good practice' workshop.

END OF REPORT

Attachment #8

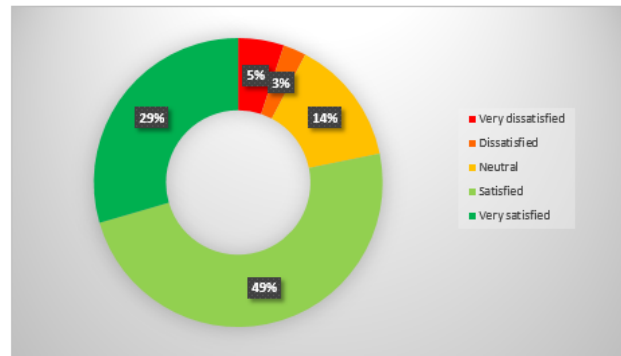
GRADUATE SURVEY, JULY 2018

Each year we conduct a graduate survey that we request graduating students to complete.

The key outcomes are best expressed in the following images –

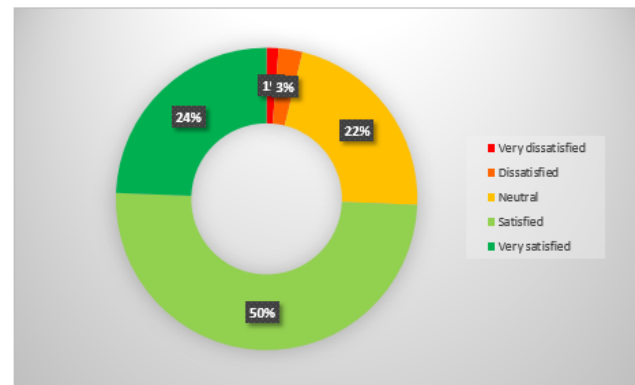
Q3. How satisfied are you with your overall educational experience at UBSS?

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



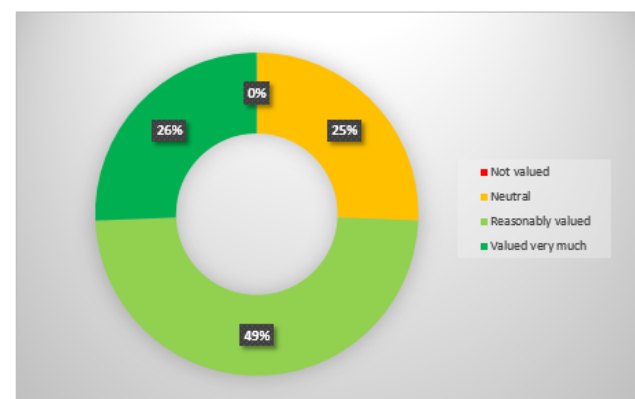
Q4. How satisfied are you with the assistance you received from administrative faculty and staff (including academic advisors, student support, program directors, academic coordinators)?

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



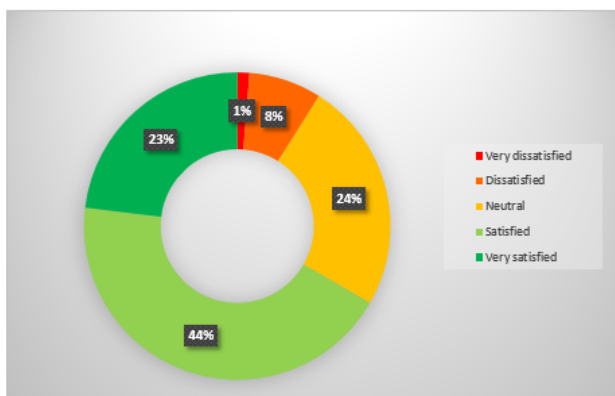
Q5. Do you feel that UBSS is a place where innovation is valued?

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



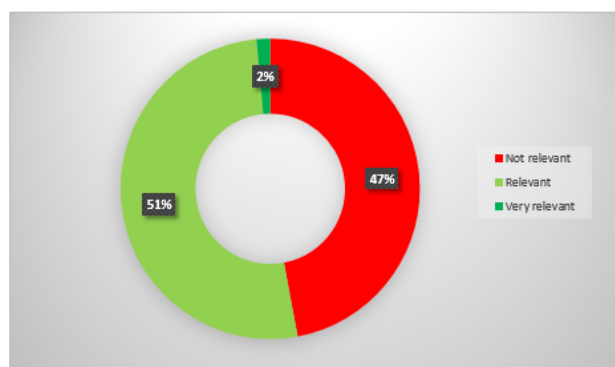
Q6. How satisfied are you with your non-academic or student life experience at UBSS?

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 (2016, 2017 and 2018) is a useful activity across the five key areas of overall satisfaction, assistance provided, innovation, non-academic experience and relevance of award –

Key Issues	2016	2017	2018
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.

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.

I want to take the opportunity to thank all staff for their ongoing effort and support of students at UBSS.



A special thankyou to **Assistant Professor Kim Sharma** for her outstanding work in the processes of data farming and of course the crisp and clear presentation of outcomes.

Graduate Outcomes Survey 2014-2018 (in perspective)

Associate Professor Andrew West was also able to analyse the recent Graduate Survey (as part of the PIR process) and put it in perspective between 2014-2018.

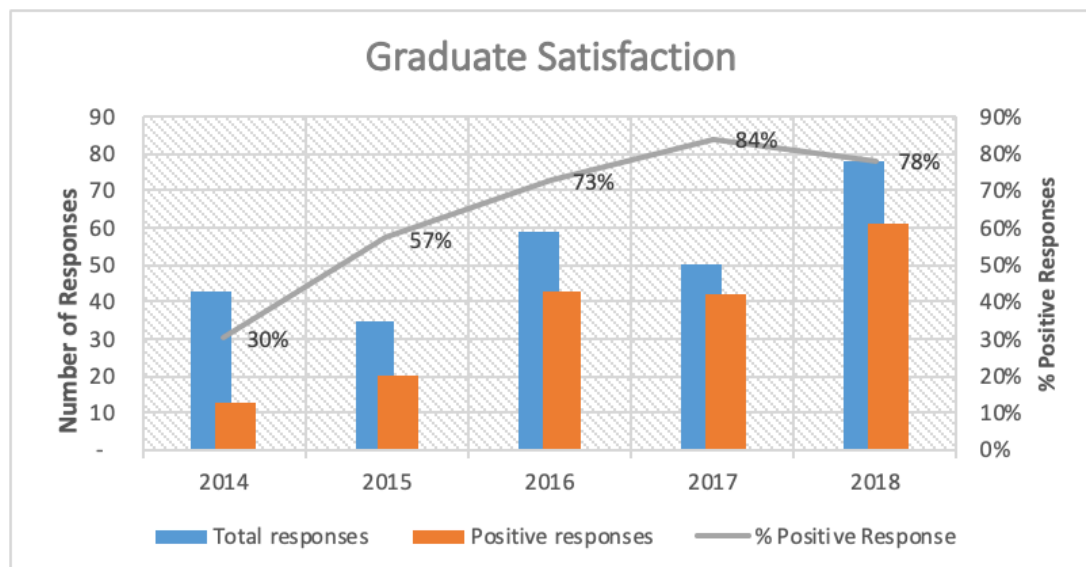


'At the UBSS Graduation held on Thursday 12th July, 2018 at the Sydney Opera House, the annual Graduate Outcomes Survey was conducted. This is completed by all eligible graduates for that year. The results show a continuing positive outcome for UBSS. The survey was completed by 78 graduates, representing 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:” 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. Congratulations to all graduates for their ongoing success.’*

Professor Greg Whateley

Executive Dean and Provost