



Independent MBA Business School

UBSS

ANNUAL REPORT



2018

FOREWORD



2018 has been another very good year at UBSS with our outcomes establishing us as a quality organization.

Student numbers peaked (at cap) in T2, 2018 and have continued to stabilize since. The growth has been well managed and supported throughout the year and is best evidenced, again, in the *Student Feedback on Units* (SFU) X 3 outcomes suggesting a positive student community, and the *Staff Feedback* X 3 also suggesting a positive view of how UBSS operated during the year. Further, the most recent QILT (SES) *outcomes* for UBSS were published in May 2018 identifying UBSS as an achieving school including #1 in Australia for postgraduate learner engagement rating. This is a brilliant outcome.

The refreshed UBSS Strategic Plan 2017-2020 continues to provide the opportunity for UBSS to measure itself against a comprehensive range of metrics under the headings of growth, diversity, quality, entrepreneurship and performance (benchmarking). Our ongoing commitment to benchmarking is also providing us with comforting feedback suggesting we are travelling well – and in the right direction.

UBSS is becoming a quality independent business school. This can only be achieved by a dedicated and focused group of people including senior management staff, support staff and teaching staff – so UBSS is indeed fortunate to have such a team in place.

We reflect on 2018 as a positive and satisfying year to date and look forward to the challenges of 2019.

Professor Greg Whateley
Executive Dean
February 2019

Performance against Measures

GROWTH

| | 2015 | 2016 | 2017 | 2018 | Q1 | Q2 | Q3 | Q4 | 2019 | 2020 | |
|---------------------|------|------|------|------|------|------|------|------|------|------|---|
| Programs | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | ✓ |
| Locations | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 3 | 4 | ✓ |
| Students | 488 | 1075 | 1558 | 1300 | 1638 | 1673 | 1673 | 1683 | 1400 | 1500 | ✓ |
| Income (\$m) | 5.6 | 9.9 | 15 | 11.7 | 5 | 10.9 | 17.5 | 22.3 | 12.5 | 14 | ✓ |
| Profit (\$m) at BU* | 0.76 | 3.75 | 6.2 | 3.5 | 2.2 | 6 | 9.4 | 11.9 | 3.7 | 4.2 | ✓ |

*Profit at Business Unit level excludes corporate overheads

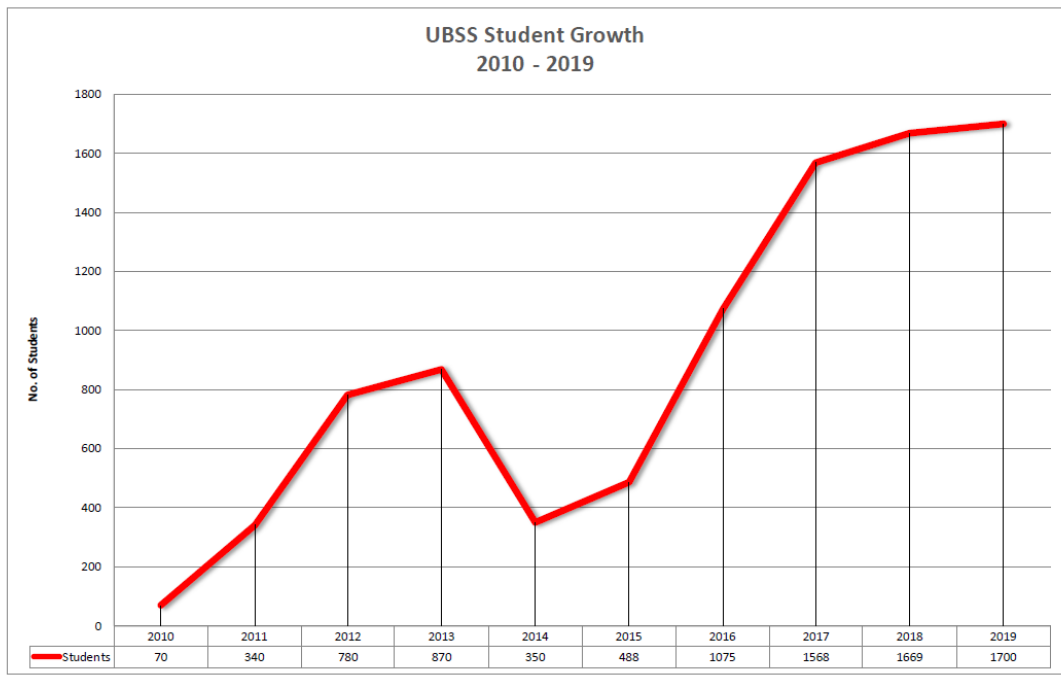
UBSS has grown well beyond the target of 1300 (blue column) to 1683 (yellow column) by end Q4. The Q4 financials are considerably better than target – in fact close to double on income and triple on profit.

The only disappointing (red tick) item was the locations line. It was hoped that we would establish a campus in Melbourne some time in 2018 – but sadly this did not come to fruition. The Regulator (TEQSA) has stalled again and suffocated that possibility¹. *We remain confident that this will occur in 2019.*

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

¹ The 2018 TEQSA Stakeholders Survey results clearly indicate where providers thought TEQSA was doing well (its conference and the quality and relevance of guidance materials and regulatory information) and where it could improve (streamlining, speed of response, consultation and case management for all and CRICOS applications where relevant) - <https://www.teqsa.gov.au/latest-news/publications/teqsa-stakeholder-survey-2018-report-overall-findings>

UBSS is amongst those who are effected by the need for TEQSA to improve its streamlining, speed of response, consultation and case management.



DIVERSITY

| | 2015 | 2016 | 2017 | 2018 | Q1 | Q2 | Q3 | Q4 | 2019 | 2020 | |
|---------------------|------|------|------|------|------|------|------|------|------|------|---|
| Domestic | 0 | 12 | 12 | 25 | 3 | 2 | 2 | 2 | 50 | 75 | ✓ |
| International | 488 | 1063 | 1558 | 1275 | 1635 | 1673 | 1669 | 1681 | 1350 | 1425 | ✓ |
| Nationalities | 10 | 33 | 41 | 35 | 39 | 36 | 36 | 36 | 36 | 37 | ✓ |
| Countries with 10 + | 5 | 8 | 10 | 10 | 11 | 11 | 10 | 10 | 11 | 12 | ✓ |
| Undergraduate | 488 | 763 | 1072 | 830 | 1094 | 1082 | 1008 | 927 | 910 | 1000 | ✓ |
| Postgraduate | 186 | 300 | 483 | 470 | 541 | 601 | 661 | 756 | 490 | 500 | ✓ |

In terms of **diversity** we have hit all of our targets with the exception of the domestic market (red tick) which was again stalled by the Regulator (TEQSA). The target of 25 domestic students was not achieved.

FEE-HELP has been achieved again for 2019 so we are keen to reach the 2019 target with the use of the *Graduate Certificate in Business Administration*.

QUALITY AND EXCELLENCE

| | 2015 | 2016 | 2017 | 2018 | Q1 | Q2 | Q3 | Q4 | 2019 | 2020 | |
|-------------------------|------|------|--------|------|-------|---------------------|---------------------|---------------------|------|------|---|
| Full time staff (%) | 10 | 25 | 25+ | 25 | 29+ | 29+ | 29+ | 29+ | 27 | 29 | ✓ |
| AQF+1 or equivalent (%) | 40 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | ✓ |
| Progression Rate (%) | 57.9 | 56.3 | 66 | 65 | - | 64.6 | 79.7 | 77.2 | 70 | 70 | ✓ |
| Attrition Rate (%) | 24.4 | 19.5 | 23^ | 25 | 28.6^ | 22 | 16.7^ | 22.4 | 25 | 25 | ✓ |
| Total Completions | 160 | 91 | 187 | 273 | - | 203 | 377 | 377 | 411 | 416 | ✓ |
| Student Satisfaction | 4.2 | 4.3 | 4.2 | 4.2 | - | 4.4 | 4.3 | 4.3 | 4.2 | 4.2 | ✓ |
| Staff Satisfaction | 3.5 | 4.3 | 4.7 | 4.2 | - | 4.8 | 4.7 | 4.7 | 4.2 | 4.2 | ✓ |
| Student Staff Ratio | 32.4 | 34 | 39.6 | 35** | 42.9 | 43.6 | 42 | 42.8 | 35 | 35 | ✓ |
| SES (QILT) Aggregate | NA | NA | 79.3^^ | 77 | - | 78.3 UG/ 79.8 PG | 78.3 UG/ 79.8 PG | 78.3 UG/ 79.8 PG | 78.0 | 80 | ✓ |

In terms of **quality and excellence** the outcomes have been very satisfying.

Student Satisfaction and Staff Satisfaction throughout 2018 were excellent with aggregates of 4.3 and 4.7 respectively. In both cases above target.

The only disappointing line (red tick) is the Student Staff Ratio of 42.8 against a target of 35. This is a complex calculation based on a 'blunt' tool used by the Regulator (TEQSA) that aims to minimise the hours of teaching an individual does in a given trimester. *More people teaching less*. We are working toward target and hope to achieve this in 2019+ using a number of strategies. There is considerable debate in the sector suggesting SSR is not a valid quality measure and in fact is little more than a convenient formula in an over regulated risk environment.

ENTREPRENEURSHIP AND INNOVATION

| | 2015 | 2016 | 2017 | 2018 | Q1 | Q2 | Q3 | Q4 | 2019 | 2020 | |
|------------------------|------|------|------|------|----|----|----|----|------|------|---|
| Fellows | 0 | 0 | 16 | 15 | 15 | 16 | 16 | 16 | 15 | 15 | ✓ |
| Industry Presentations | 0 | 0 | 11 | 6 | 2 | 4 | 7 | 7 | 7 | 8 | ✓ |
| Industry Partnerships | 4 | 7 | 13 | 15 | 15 | 15 | 15 | 15 | 17 | 19 | ✓ |
| Focus Subjects | 3 | 5 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | ✓ |

Our **Entrepreneurship** goals for 2018 have been achieved.



PERFORMANCE (Benchmarking)

| | 2015 | 2016 | 2017 | 2018 | Q1 | Q2 | Q3 | Q4 | 2019 | 2020 | |
|--------------------------------|------|------|------|------|----|----|----|----|------|------|---|
| Partners | 2 | 5 | 14 | 10 | 18 | 19 | 19 | 19 | 11 | 12 | ✓ |
| Internal Surveys/year | 3 | 3 | 3 | 3 | - | 1 | 2 | 3 | 3 | 3 | ✓ |
| Staff Surveys/year | 3 | 3 | 3 | 3 | - | 1 | 2 | 3 | 3 | 3 | ✓ |
| Graduate Surveys/year | 2 | 2 | 1 | 1 | - | 1 | 1 | 1 | 1 | 1 | ✓ |
| Qualitative Surveys/year | 1 | 1 | 4 | 2 | - | 2 | 2 | 3 | 2 | 2 | ✓ |
| Grade Distribution Comparisons | 6 | 6 | 18 | 6 | 15 | 15 | 15 | 15 | 7 | 7 | ✓ |
| Peak Body Surveys* | 1 | 2 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | ✓ |
| QILT Surveys | 0 | 1 | 2 | 2 | - | 2 | 2 | 2 | 2 | 2 | ✓ |

Our **Performance (Benchmarking)** targets for 2018 have also been fully achieved.



Feedback from Students

Readings (soundings) are taken against student satisfaction levels by way of eSurveys for Student Feedback on Units (SFUs) at the end of each trimester. Three snapshots were taken in 2018 and are evident across the three programs in the final three columns to the right -

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

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

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

The outcome has been very good across 2018 – and clearly satisfaction is high longitudinally over 8 trimesters.

The overall impact of the soundings suggests a highly satisfied student population with a T3, 2018 aggregate of 4.3 out of a possible 5 across all programs.



Feedback from Staff

Readings (soundings) are taken against *staff satisfaction levels* by way of Staff eSurveys at the end of each trimester. Three soundings were completed in 2018 as indicated in the last three columns to the right, T1, 2018; T2, 2018 and T3, 2018 -

| Survey Questions | | T2 2016 | T3 2016 | T1 2017 | T2 2017 | T3 2017 | T1 2018 | T2 2018 | T3 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 | 4.54 |
| Q2 | Your job requirements are clearly communicated and goals and strategies are clearly defined | 4.20 | 4.40 | 4.80 | 4.68 | 4.75 | 4.83 | 4.71 | 4.69 |
| Q3 | You feel encouraged to come up with new and better ways of doing things | 4.10 | 4.20 | 4.73 | 4.53 | 4.50 | 4.61 | 4.67 | 4.54 |
| Q4 | Your supervisor visibly demonstrates a commitment to quality | 4.10 | 4.20 | 4.87 | 4.79 | 4.69 | 4.72 | 4.71 | 4.77 |
| Q5 | You are satisfied with the level of involvement in decisions that directly affect your work? | 3.90 | 4.20 | 4.53 | 4.37 | 4.63 | 4.56 | 4.62 | 4.69 |
| Q6 | UBSS does a good job of keeping employees informed about matters affecting your work? | 4.00 | 4.30 | 4.93 | 4.79 | 4.81 | 4.89 | 4.62 | 4.77 |
| Q7 | Overall, you are satisfied with your job? | 4.20 | 4.50 | 4.87 | 4.79 | 4.88 | 4.94 | 4.76 | 4.85 |
| Average | | 4.09 | 4.26 | 4.80 | 4.65 | 4.72 | 4.77 | 4.67 | 4.69 |

Staff members were encouraged to complete the survey and the response rate is high.

The overall impact of these soundings suggests a *highly satisfied* staff. The aggregated outcome for 2018 was 4.71 (quite amazing really!). Qualitative input is carefully considered and requests are actioned whenever possible.



National SES (QILT Survey) 2018

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

Business Simulation Game (BSG) International Achievement

We were delighted to report that UBSS (in the persons of **Jeffrey Inciong** and **Ekta Shrestha**) have achieved the extraordinary outcome of joint First Place in the BSG - worldwide.

Did that register? #1 in the world!



Jeffrey and Ekta were postgraduate students (in the MBA program) at UBSS, Sydney CBD Campus in 2018.

The schools that achieved the equal status included the *University of Texas (Dallas)*; *Ferris State University*; *Baker College*; *Escuela Superior Politecnica del Litoral*; *Georgia State University*; *New Mexico Highlands University* – and of course UBSS.

As part of their assessment for the subject they presented to a panel.



The panel included **Associate Professor Andy West**, **Adjunct Professor Art Phillips** and **Associate Professor Wayne Smithson**.

To put the achievement in context **Associate Professor Andrew West** wrote at the time –

*'UBSS students **Jeffrey Inciong** and **Ekta Shrestha** have placed number 1 in the world in the Business Simulation Game as part of their studies. Jeffrey and Ekta beat 1,748 teams from 127 other colleges and universities from around the world, which included from the USA California State University, University of Texas, Georgia State University, New Mexico University, from the United Kingdom the University of Kent, University of Greenwich and in Australia - Deakin University and RMIT University.*

All students completing the Capstone subject as part of their UBSS studies, participate in the online Business Simulation Game which tests their ability to apply knowledge learnt in previous subjects to running a global footwear company.

Teams from Colleges and Universities around the world compete online in a global marketplace, making marketing, operational, human resource and financial decisions to manage their multi-national company. Congratulations to Jeffrey and Ekta for this amazing global achievement.'

*I, for one, was taken aback (and naturally delighted) with this brilliant outcome and I congratulated the postgraduate students and the staff assisting **Assistant Professor Joy Fettahlioglu** and **Associate Professor Wayne Smithson** on a fine job.*

CPA and CA Accreditation achieved in 2018

Another major achievement in 2018 was the CPA and CA ANZ 5 year re-accreditation of Bachelor of Accounting.

Further, the accreditation of our Master of Business Administration for 5 years with the CPA and CA ANZ.

With this follows accreditation and acceptance from IPA as well.

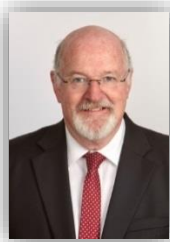


This accreditation (endorsement) indicates genuine 'quality' recognised by external peak professional bodies in the field of accounting - for both accounting streams at UBSS. This will negate TEQSA's assessments of our degrees.

Congratulations to **Associate Professor Wayne Smithson** and **Associate Professor Andy West** on this outstanding achievement.

UBSS Academic Senate Membership 2018

The important work of the UBSS Academic Senate continued throughout 2018. On behalf of UBSS I would like to thank the following members for their commitment and support to our important work - An achieved objective for 2017 was the expansion of the membership of the UBSS Academic Senate with more external input and expertise.



Professor Greg Whateley - Chair (Internal)
Jotsana Roopram – Secretary (Internal)

Associate Professor Craig Ellis – Deputy Chair (External)

Professor Ian Bofinger (External)

Adjunct Professor Rob Wendon (External)

Dr Cyril Jankoff (External)

Adjunct Professor Art Phillips (External)

Doris Leung (External to UBSS)

Dr Lu, Jiao (External)

Neha Khaneja (Student Representative)

Associate Professor Wayne Smithson (Internal)

Associate Professor Felix Stravens (Internal)

Professor Ray Hayek (Internal)

Assistant Professor Richard Xi (Internal)

Associate Professor Andy West (Internal)



UBSS Course Advisory Committee Membership 2018

The work of the Course Advisory Committee (a sub-committee of the UBSS Academic Senate) was maintained throughout 2018 with the committed and supportive membership -



Simon Chhoeu (External Chair)

Associate Professor Felix Stravens (Deputy Chair)

Assistant Professor Richard Xi (Secretary)

Associate Professor Wayne Smithson

Professor Ray Hayek

Professor Greg Whateley

Associate Professor Andy West

Lawrence Potter (External)

Bernadette Or (External)

Dr Cyril Jankoff (External)

Adjunct Professor Art Phillips (External)

Adjunct Professor Jamie Rigg (External)

Rahul Daga (External)



UBSS Centre for Entrepreneurship Membership Expansion

The **Centre for Entrepreneurship** was established at the beginning of 2017 and has continued its work throughout 2018. The Fellows support UBSS through presentations to students, teaching and/or membership of committees and support groups.

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



For details on the CFE check out - <https://www.ubss.edu.au/centre-for-entrepreneurship/>

Current Fellows (15) of the CFE in 2018 included –

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

The School would like to take the opportunity of thanking **Associate Professor West** for his ongoing effort and professionalism. These outcomes cannot be achieved without the effort of a committed champion.

Audits against the 2015 Threshold Standards

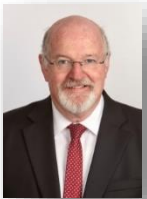
The new threshold standards were introduced in January 2017. UBSS has conducted six formal audits against these standards during 2017 and 2018 with the assistance of the Threshold Standards Audit Committee.

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

The 2018 team comprised –



Jotsana Roopram (Chair)



Professor Greg Whateley



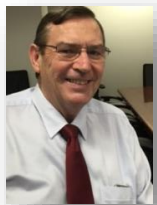
Assistant Professor Kim Sharma



Assistant Professor Richard Xi



Associate Professor Felix Stravens



Adjunct Professor Rob Wendon (Independent)

The team is working toward the completion of the re-registration documentation against the Threshold Standards in early 2019.

Initiatives for 2019 include –

- A **Melbourne** Campus;
- **Endorsement** of our MBA program by CMI;
- **Re-reregistration** of UBSS;
- **Reaccreditation** of the Bachelor of Accounting;
- **Reaccreditation** of the Bachelor of Business;
- **Reaccreditation** of the Master of Business Administration;
- **Reducing** SSR to 35 (as per target);
- An **Executive** Campus;
- An **Online** Campus.

