UBSS Academic Performance 2019 Report

Study into Engaged and Disengaged Students

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Executive Summary

The purpose of this paper is to determine the effectiveness of the measures and interventions introduced at UBSS on the success of identifying and decreasing the number of disengaged students at UBSS over the period 2017 to 2019. The number of UBSS disengaged students decreased either by engaging them and ensuring they pass all subjects attempted *or* assisting them in choosing another path of study, maybe at another provider.

The Report looks at trends of progression over this three year period for the whole of UBSS and by program - Bachelor of Accounting (B.Acc), Bachelor of Business (B.Bus) and Masters of Business Administration (MBA). This is achieved by gathering data of all student grades for this period, and identifying pass (> 50%), fail (49% to %16%) and absent fail (< = 15%). As this study aims to determine engaged and disengaged students, it is assumed the engaged students attempt assessment and either pass (P, Cr, D, HD) or fail (F). Disengaged students demonstrate an absent fail (AF) with a mark of < = 15%.

This report did find that there is an improvement in the progression of students across all programs in the period from T1, 2017 (61.2%) to T3, 2019 (73.8%). There was also a decrease in the proportion of absent fails, a measure of disengaged students over the same period from 24.2% in T1, 2017 down to 16.6% T3, 2019. This was at the same time that total student numbers were increasing across all programs.
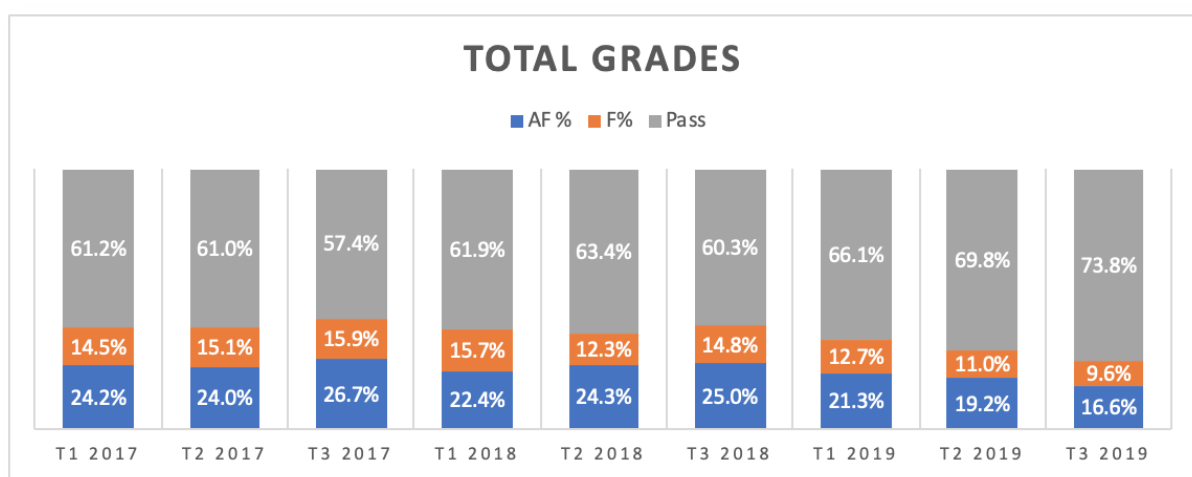
These results put us right on the average progression for IHEP overseas student progression which is 76.49%

The success of these results demonstrating an effective decline in the level of disengagement, can be attributed to a range of measures and interventions that have been introduced to address the level of disengaged students. In summary these include pre-admissions by MyQual to applying the **Course Admissions Policy**, the UBSS **student support** with the range of implemented services and the **teaching and learning program** successfully implemented by

the academic team. **The positive trend in these performance measures shows the measures implemented are working. Only minor adjustments may be required moving forward.**

To benchmark the UBSS progression performance against the Sector, two other series of data are used. From the Department of Education (DET) the aggregated HEIMs data is used for 2016, 2017 and 2018 for IHEPs with overseas students at the Undergraduate and Postgraduate levels. In summary, this analysis finds that progression in 2018 for Undergraduate degrees is 70.88%, Postgraduate is 79% and for all - 76.49%. A more detailed provision of graphical output and analysis can be found in the Report.

The problem of comparative analysis with this DET analysis is there is only Fail and Withdrawals in the non – success cohort. There is no clear way to identify disengaged or low scoring students of <=15% from this data. To address this, another benchmarking project into grade distribution across 10 IHEPs in the HEPP-QN providing business degrees, with predominantly overseas students was undertaken. Importantly the grade of AF is used as a measure of disengagement by the 10 IHEPS. In summary the results are -

Table 1		AF	F	P	CR	DN	HD
HEPP-QN 0803 Avg 3.0	N = 68,124	19%	7%	31%	25%	14%	4%
UBSS All Grades	4,308	16.6%	9.6%	30%	22.8%	15.9%	5.1%

This indicates that UBSS has a slightly higher grade distribution than the other 10 IHEPS in this benchmarking project.

Measures of Engagement

One of the measures of academic performance of students is **progression**. The Department of Education uses the measure of the success rate (passed divided by all units of study attempted that passed + failed + withdrawn after census date) for a range of cohorts. This is an indicator of progression and non-progression of students. The more successful a student is, the quicker they will progress. As a student fails or withdraws, this slows down progression. Another factor is the number of students enrolled by year. For overseas student visa requirements, this is set at 1 EFTSL - that is 8 subjects per annum.

This progression is an important measure. However it does not tell the full story and assist in identifying engaged versus disengaged students. A student may be engaged, but just fail the subject and when returning in future to attempt the subject with good teaching & learning and student support will pass the subject. This is primarily a teaching & learning issue. For the disengaged student who performs poorly, due to reasons such as lack of attendance, non-submission of assessment, forced withdrawal, low interest and motivation, these students are also in the fail and withdraw grades. *Therefore they are not identified from the success data*. Often there are other issues such as admission criteria, admission support, student services - that is non-academic teaching & learning - that impacts disengaged students.

To determine the disengaged students, many Higher Education Providers, both in Australia and internationally, use the grade of Absent Fail (AF) or some similar name at a value of less than 15% as an indicator (Campbell and Cabrera, 2014; Bresette, 2001; Trenzini P, 2002). This level of percentage appears to be the level at which if all assessments are submitted, at some effort that a student should be able to achieve more than 15%. If a student scores a total mark under this level, this is an indicator of **disengagement** for a range of reasons, some of these are outlined above.

Success Definition

https://heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Success%20Rate

Success rate measures academic performance by comparing the equivalent full-time student load (EFTSL) of units passed to the EFTSL of units attempted.
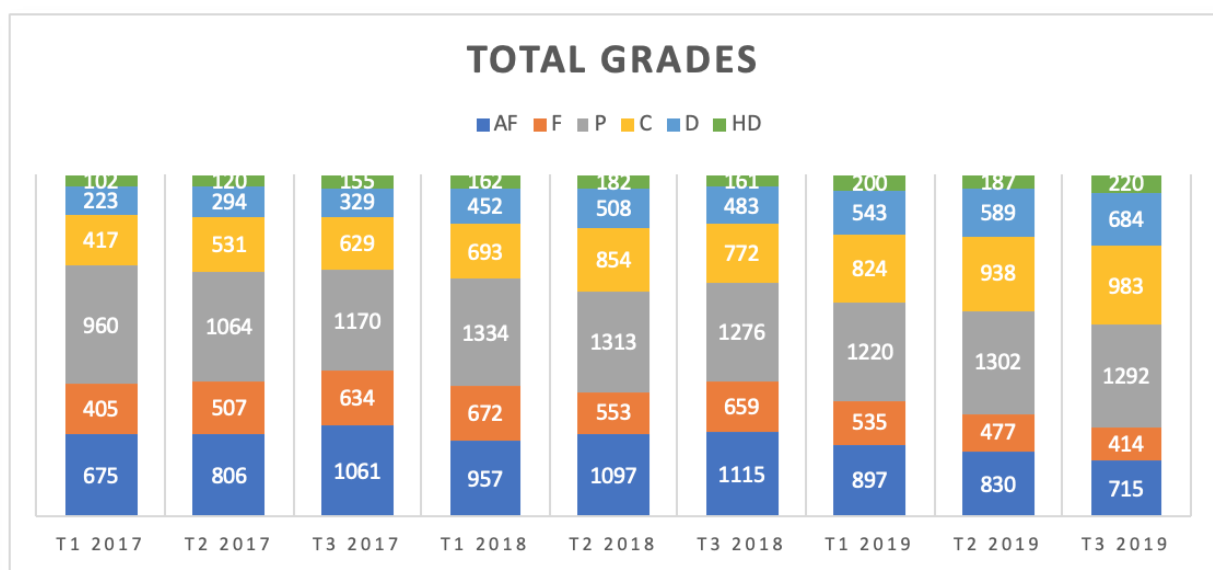Technical notes

Success rate for year(x) is the proportion of actual student load (EFTSL) for units of study that are passed divided by all units of study attempted (passed + failed + withdrawn).

UBSS Data

Total UBSS Grades

Following is the total grades chart for the past 9 trimesters from T1, 2017 to T3, 2019 at UBSS.

UBSS Percentage of AFs, Fails and Total Success Grades

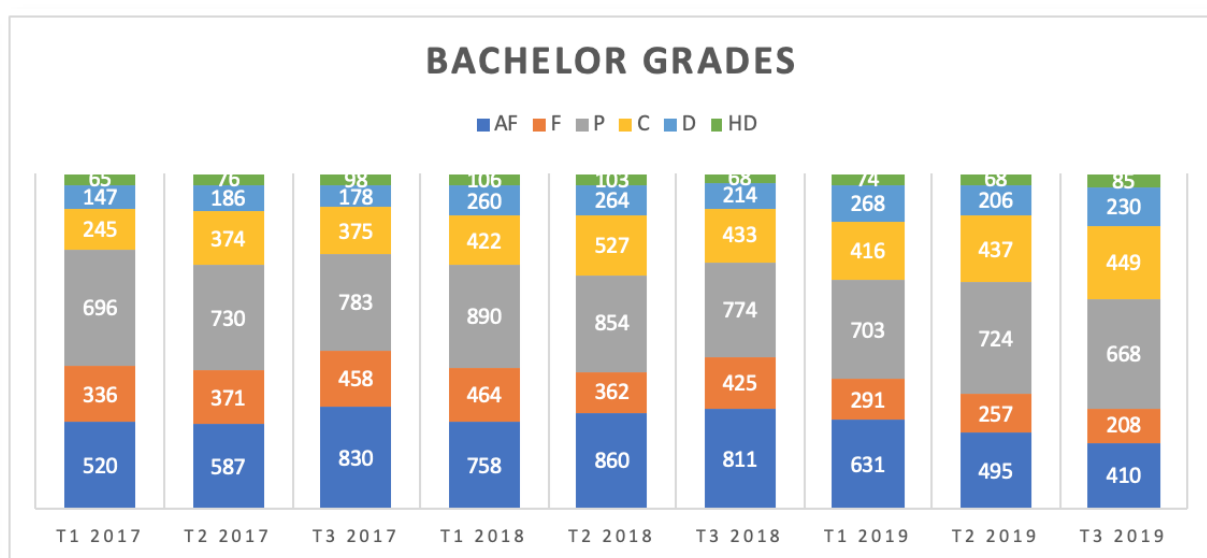| Grades	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019	T3 2019
AF %	24.2%	24.0%	26.7%	22.4%	24.3%	25.0%	21.3%	19.2%	16.6%
F%	14.5%	15.1%	15.9%	15.7%	12.3%	14.8%	12.7%	11.0%	9.6%
Pass	61.2%	61.0%	57.4%	61.9%	63.4%	60.3%	66.1%	69.8%	73.8%

As can be seen in the comparison between Trimester 1, 2017 and Trimester 3, 2019 there has been a marked improvement in the success rate for UBSS, with the pass rate going up **from 61.2% in T1, 2107 to 73.8% in T3, 2019**. Just as important is of the total fails, the AF or disengaged students have decreased **from 24.2% in T1, 2017 to 16.6% in T3, 2019**. This indicates that not only is the performance of the students improving, but also the proportion of disengaged students is also decreasing. This is attributed to the range of measures taken and interventions made by UBSS to improve this position.

The total raw figures for UBSS from Trimester 1, 2017 to T3, 2019

| Grades	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019	T3 2019
AF	675	806	1061	957	1097	1115	897	830	715
F	405	507	634	672	553	659	535	477	414
P	960	1064	1170	1334	1313	1276	1220	1302	1292
C	417	531	629	693	854	772	824	938	983
D	223	294	329	452	508	483	543	589	684
HD	102	120	155	162	182	161	200	187	220
Total	2786	3363	3978	4274	4507	4466	4219	4323	4308

Bachelor Degrees

Following are the Undergraduate Degree grades chart for the past 9 trimesters from T1, 2017 to T3, 2019.

Bachelor Degrees Percentage of AFs, Fails and Total Success Grades

Grades	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019	T3 2019
AF %	25.9%	25.3%	30.5%	26.1%	29.0%	29.8%	26.5%	22.6%	20.0%
F%	16.7%	16.0%	16.8%	16.0%	12.2%	15.6%	12.2%	11.8%	10.1%
Pass	57.4%	58.8%	52.7%	57.9%	58.9%	54.6%	61.3%	65.6%	69.9%

This table shows a similar positive trend to the total UBSS with a marked improvement in the progression of Bachelor degree students **from 57.4% in T1, 2017 to 69.9% in T3, 2019.** There is also a decrease in the proportion of AF or disengaged students from 25.9% in T1, 2017 to 20% in T3, 2019.
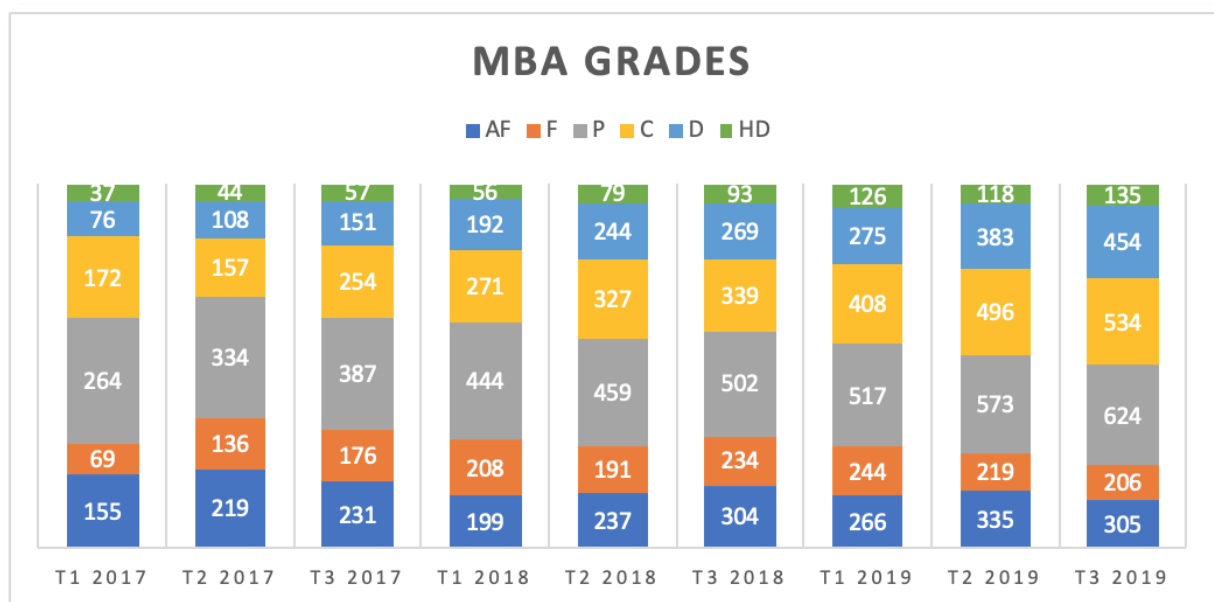

BACHELOR GRADES

■ AF % ■ F% ■ Pass

	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019	T3 2019
Pass	57.4%	58.8%	52.7%	57.9%	58.9%	54.6%	61.3%	65.6%	69.9%
F%	16.7%	16.0%	16.8%	16.0%	12.2%	15.6%	12.2%	11.8%	10.1%
AF %	25.9%	25.3%	30.5%	26.1%	29.0%	29.8%	26.5%	22.6%	20.0%
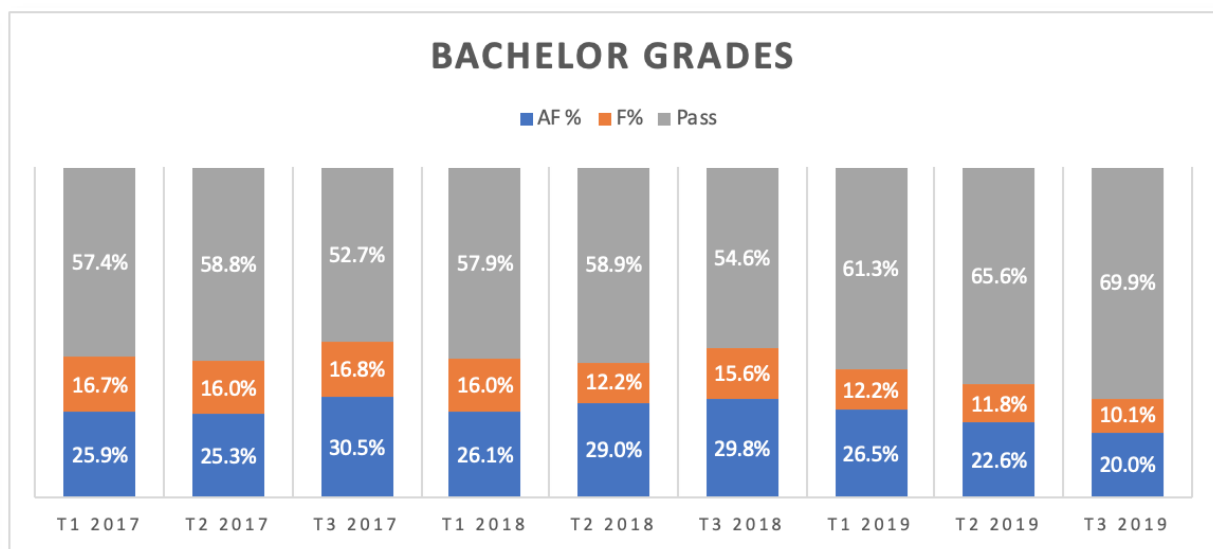
The Bachelor Degree raw figures for UBSS from Trimester 1, 2017 to T3, 2019

Grade	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019	T3 2019
AF	520	587	830	758	860	811	631	495	410
F	336	371	458	464	362	425	291	257	208
P	696	730	783	890	854	774	703	724	668
C	245	374	375	422	527	433	416	437	449
D	147	186	178	260	264	214	268	206	230
HD	65	76	98	106	103	68	74	68	85
Total	2009	2324	2722	2900	2970	2725	2383	2187	2050

MBA

Following are the MBA Degree grades chart for the past 9 trimesters from T1, 2017 to T3, 2019.

MBA GRADES

■ AF ■ F ■ P ■ C ■ D ■ HD

	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019	T3 2019
HD	37	44	57	56	79	93	126	118	135
D	76	108	151	192	244	269	275	383	454
C	172	157	254	271	327	339	408	496	534
P	264	334	387	444	459	502	517	573	624
F	69	136	176	208	191	234	244	219	206
AF	155	219	231	199	237	304	266	335	305

MBA Degree Percentage of AFs, Fails and Total Success Grades

Grades	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019	T3 2019
AF %	19.9%	21.1%	18.4%	14.5%	15.4%	17.5%	14.5%	15.8%	13.5%
F%	8.9%	13.1%	14.0%	15.2%	12.4%	13.4%	13.3%	10.3%	9.1%
Pass	71.2%	65.8%	67.6%	70.3%	72.2%	69.1%	72.2%	73.9%	77.4%

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This table shows a similar positive trend for the MBA with an improvement in the progression of MBA students **from 71.2% in T1, 2017 to 77.4% in T3, 2019**. There is also a decrease in the proportion of AF or disengaged students from 19.9% in T1, 2017 to 13.5% in T3, 2019.
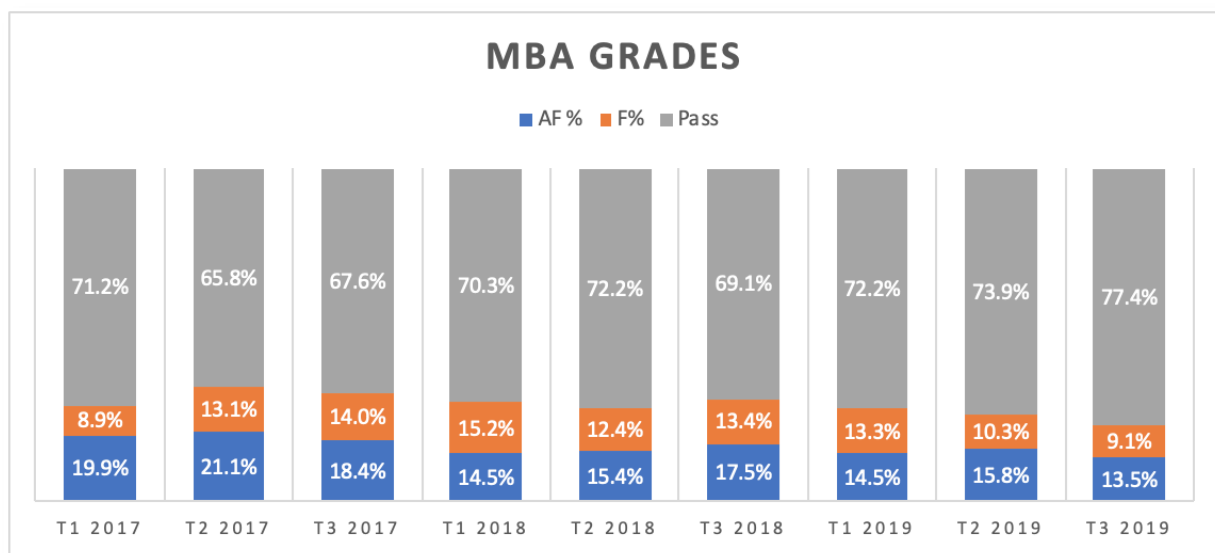
The Postgraduate Degree raw figures for UBSS from Trimester 1, 2017 to T3, 2019

Grades	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019	T3 2019
AF	155	219	231	199	237	304	266	335	305
F	69	136	176	208	191	234	244	219	206
P	264	334	387	444	459	502	517	573	624
C	172	157	254	271	327	339	408	496	534
D	76	108	151	192	244	269	275	383	454
HD	37	44	57	56	79	93	126	118	135
Total	777	1039	1256	1370	1537	1741	1836	2124	2258

All IHEP Overseas Students

The following data is taken from the Department of Education and Training (DET) Statistics website site (https://www.education.gov.au/selected-higher-education-statistics-2018-student-data). This data is from the aggregated HEIMS data supplied by all providers. For this reason there is a time delay in verifying and compiling all data, so the latest available from the DET is up to the end of calendar year 2018.

It provides the success rate (passed divided by all units of study attempted that passed + failed + withdrawn after census date) for a range of cohorts. This is an indicator of progression and non-progression. The more successful a student is, the quicker they will progress. As a student fails or withdraws, this slows down progression. Another factor is the number of students enrolled by year. For overseas student visa requirements, this is set at 1 EFTSL, that is 8 subjects per annum.

To ensure like for like comparison to UBSS cohort, the DET extracted data is of the NUHIE overseas student by Bachelor, Post Graduate and Total. This enables comparisons with UBSS Bachelor of Accounting and Bachelor of Business with Bachelor degree data and UBSS MBA with the Post Graduate data.

Following are the 2016, 2017 and 2018 results for the various degree cohorts for comparable UBSS cohorts - internal mode, overseas, IHEP providers.
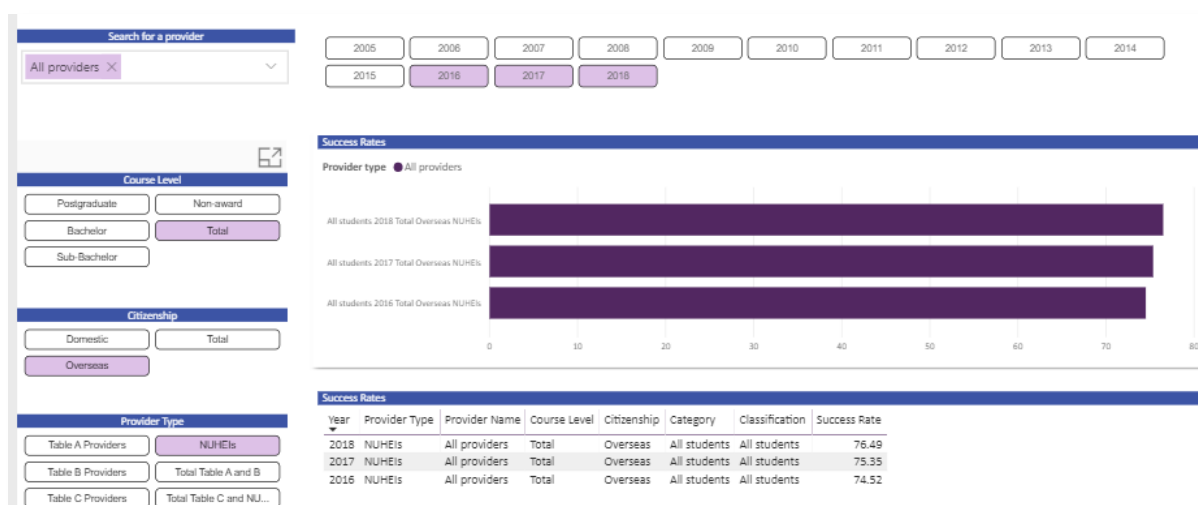
Bachelor Degree NUHEI Overseas Students 2016, 2017, 2018

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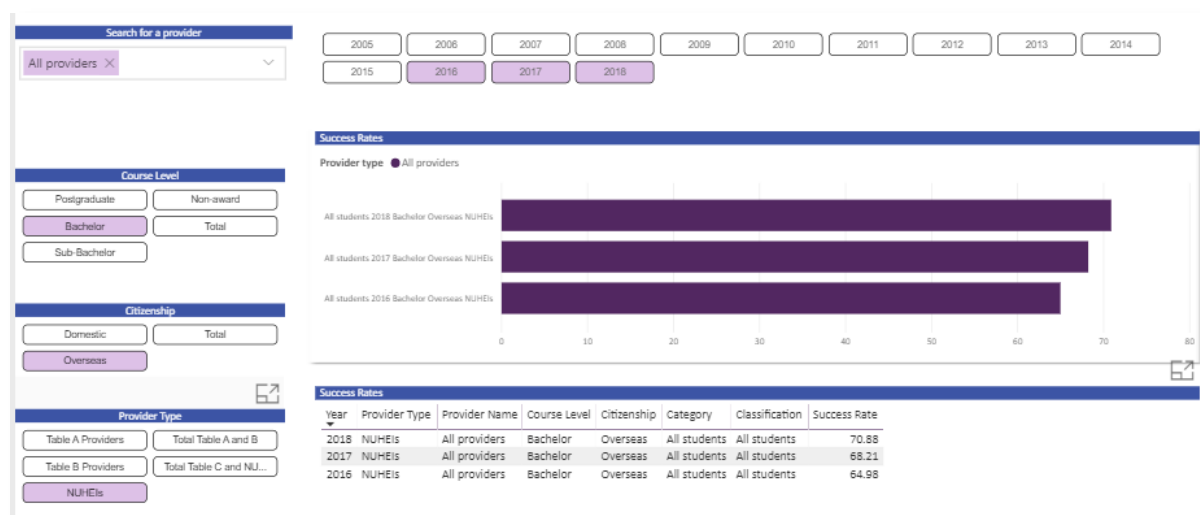
Post Graduate Degree NUHEI Overseas Students 2016, 2017, 2018

All Degrees NUHEI Overseas Students 2016, 2017, 2018

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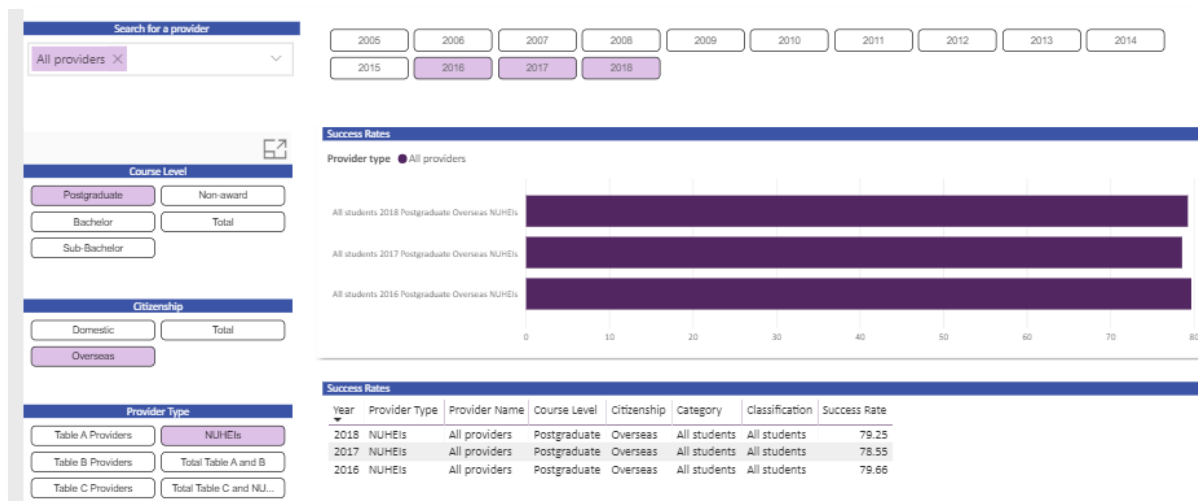
MODE OF DELIVERY

The DET data is also able to be gathered by mode of delivery. This shows that for all years 2016, 2017 and 2018 multi-modal (blended) performed the best for overseas students studying at IHEPS, with external mode (online) next best performing and internal (face to face) the lowest performing for Bachelor Degrees. For Post Graduate external mode (online) had the highest success rate, with multi modal (blended) then internal (face to face) the lowest performing.
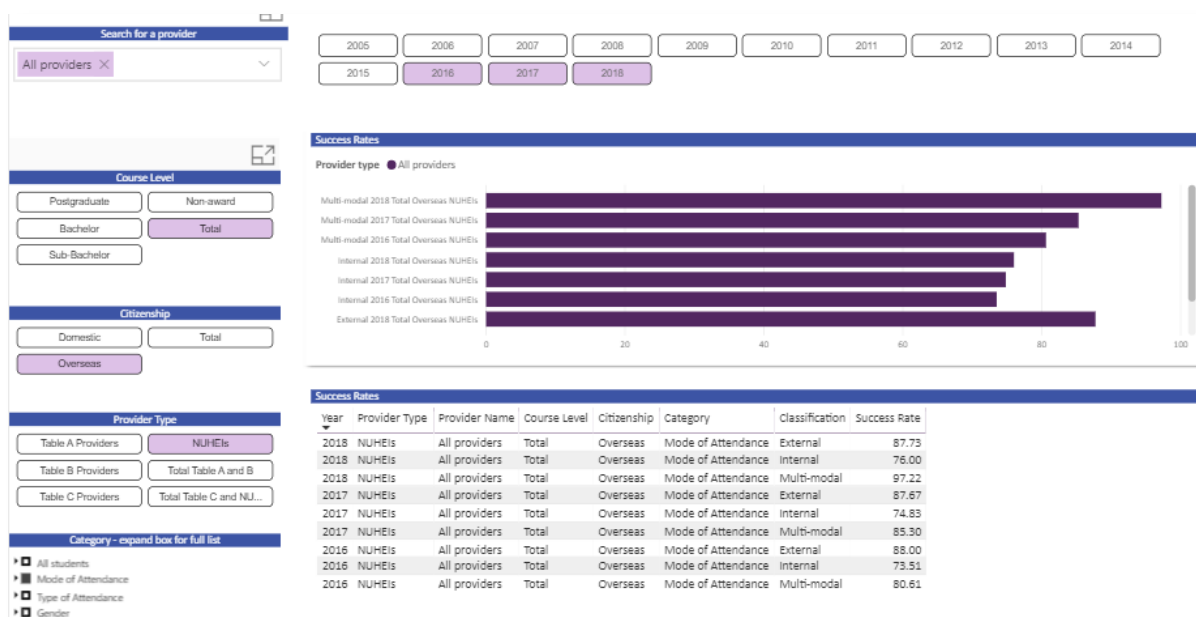
Bachelor Degree NUHEI Overseas Students 2016, 2017, 2018 By Mode of Delivery
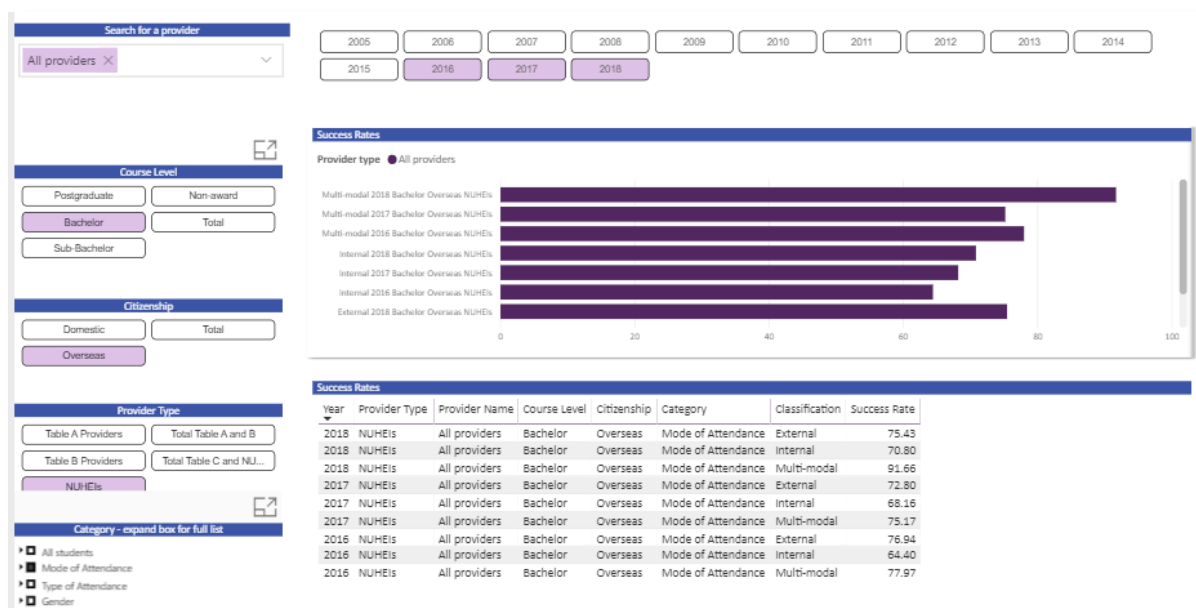
Post Graduate Degree NUHEI Overseas Students 2016, 2017, 2018 by Mode of Delivery
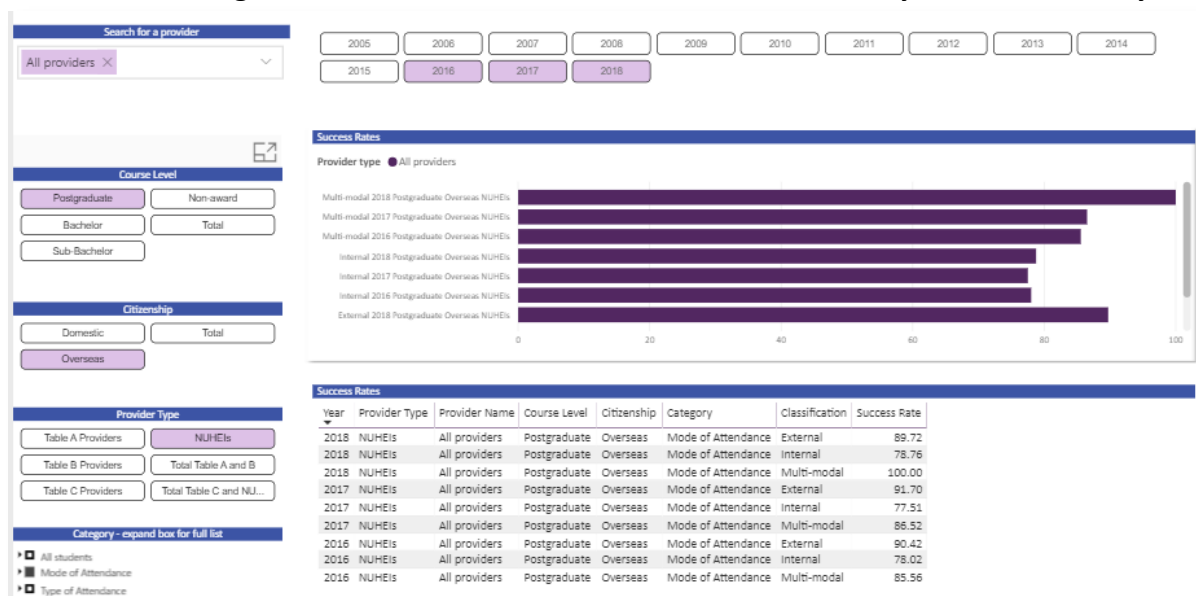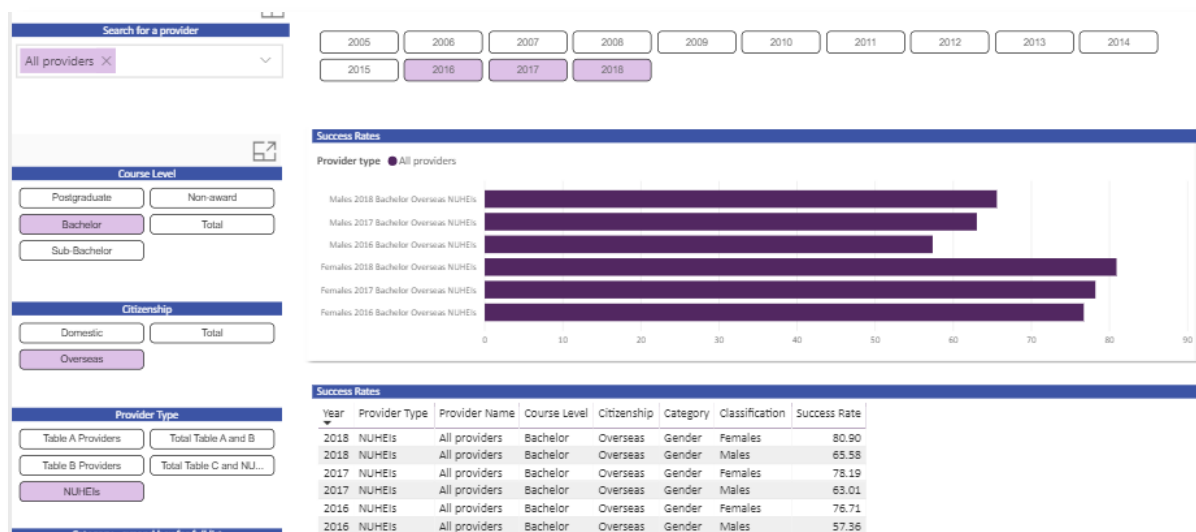
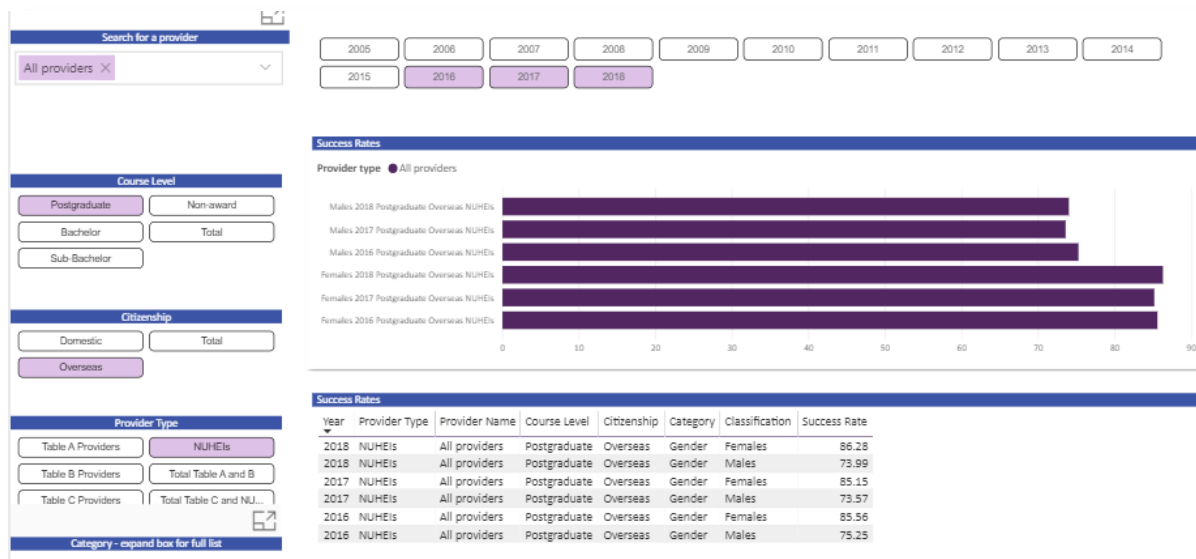**All Degrees NUHEI Overseas Students 2016, 2017, 2018 by Mode of Delivery**

GENDER

The data is also available by gender for overseas students studying at IHEPS for 2016, 2017 and 2018. For Post Graduate studies females perform 11.4% better success rate at 85.1% success compared to 73.7%. For Bachelor Degree females perform 16.8% better at 78.8% success compared to 62%.
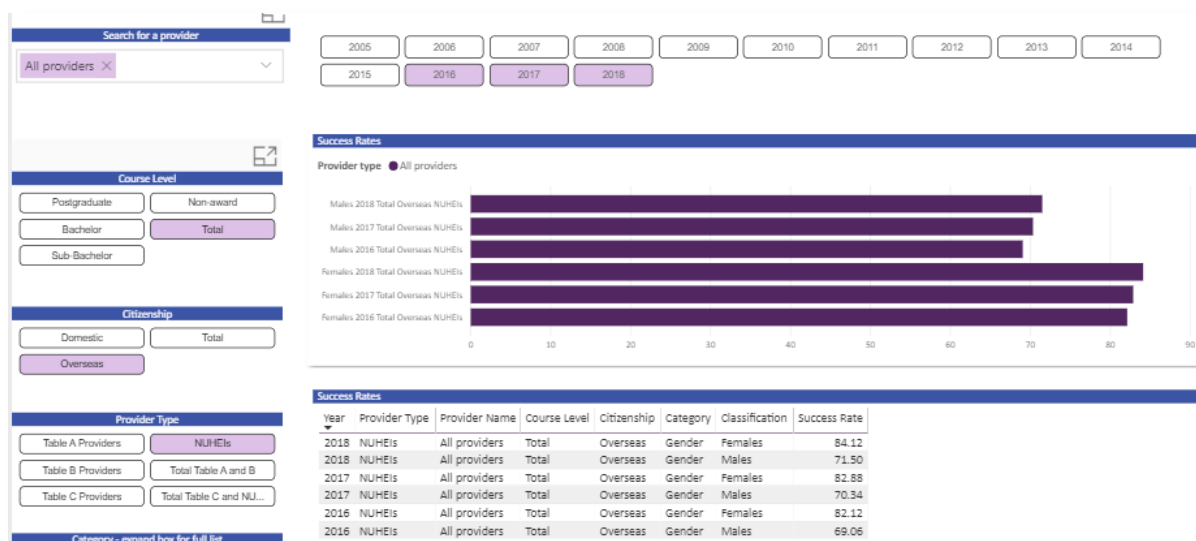
Bachelor Degree NUHEI Overseas Students 2016, 2017, 2018 by Gender

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Post Graduate Degree NUHEI Overseas Students 2016, 2017, 2018 by Gender

Year	Provider Type	Provider Name	Course Level	Citizenship	Category	Classification	Success Rate
2018	NUHEIs	All providers	Postgraduate	Overseas	Gender	Females	86.28
2018	NUHEIs	All providers	Postgraduate	Overseas	Gender	Males	73.99
2017	NUHEIs	All providers	Postgraduate	Overseas	Gender	Females	85.15
2017	NUHEIs	All providers	Postgraduate	Overseas	Gender	Males	73.57
2016	NUHEIs	All providers	Postgraduate	Overseas	Gender	Females	85.56
2016	NUHEIs	All providers	Postgraduate	Overseas	Gender	Males	75.25

All Degrees NUHEI Overseas Students 2016, 2017, 2018 by Gender

Year	Provider Type	Provider Name	Course Level	Citizenship	Category	Classification	Success Rate
2018	NUHEIs	All providers	Total	Overseas	Gender	Females	84.12
2018	NUHEIs	All providers	Total	Overseas	Gender	Males	71.50
2017	NUHEIs	All providers	Total	Overseas	Gender	Females	82.88
2017	NUHEIs	All providers	Total	Overseas	Gender	Males	70.34
2016	NUHEIs	All providers	Total	Overseas	Gender	Females	82.12
2016	NUHEIs	All providers	Total	Overseas	Gender	Males	69.06

HEPP-QN IHEP Business School Benchmarking

In 2019, therefore, a discipline cluster group was established to undertake **a grade distribution benchmarking exercise** that reduced (to some extent) the variables of course type and student type. The field of discipline chosen was 0803 Business and Management.[1] The project, which collected data from ten (10) HEPP-QN members, resulted in over 68,000 individual grades being gathered from subjects taught between Semester 2, 2015, and Semester 2, 2018.

In this project, participants were asked to provide the marks as well as the grades. This has allowed a particular focus on the analysis of types of 'failed' grades awarded. It is suggested that **students with marks in the 0% - 14% range have not genuinely engaged with the subject** and, therefore, their grade outcome is not a reflection on the teaching and learning quality of the subjects. If this is the case, then it is suggested that when using grade distributions to quality assure subjects and to interrogate standards it may be appropriate to **separate these grades (as one might, for example, Failed Withdrawn) from the grades of engaged students who genuinely attempted to learn the subject material.**

Participating Institutions

The data provided for this study has been anonymised before any analysis was undertaken.[2] Participants in this study included -

Academies Australasia Polytechnic	Le Cordon Bleu
Asia Pacific International College	Notre Dame University
Australian Institute of Business	Polytechnic Institute of Australia
Australian Institute of Higher Education	Torrens University
Avondale College of Higher Education	Universal Business School Sydney

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[1] Australian Standard Classification of Education (ASCED), 2001 (https://www.abs.gov.au/ausstats/abs@.nsf/0/E7779A9FD5C8D846CA256AAF001FCA5C).
[2] Participating providers was made aware of their own unique identifier.

Review of Grade Distribution Patterns and Fail Pattern

Ten (10) institutions submitted grades to this project. All institutions used the sector standard approach to grade categories; although two used a marginally different alignment of marks within the grade categories. (See Appendix)

However, there were differing approaches to the Fail grade category. Some institutions identified different types of Fail grades; the most common being Failed Withdrawn.[3] Some also tried to distinguish between those who tried to succeed but failed and those who did not genuinely engage with their studies - for example, those students who did not submit any work for assessment. The majority of grades awarded for not engaging in studies (i.e., AF, FNS, FN, FT, and DNS) were awarded to those who scored zero marks.

There was insufficient data for second-year undergraduate subjects (n = 2,179, just three percent of the submitted data) to be statistically significant. Therefore, no specific results for UG Year 2 have been included; however, the UG Year 2 data is still included in the overall results.

In this benchmarking exercise -

- Over 68,000 grades were reported
- 59% of the grades reported were from undergraduates (UG Year 1: 17%; UG Year 3: 39%) and 41% were from post-graduates (PG Year 1: 27%; PG Year 2: 14%)
- Domestic students represented 32% of the sample, Overseas students 68%
- 30% of the students were studying online, with 70% studying Face-to-Face (F2F)
- Oversea students made up 90% of the F2F students but only 18% of the Online students
- Domestic students made up 82% of the Online students but only 10% of the F2F students

N= 68,133		F2F (70%)		Online (30%)		Total
Domestic	32%	4,651	7%	16,982	25%	21,633
Undergrad	9%	4,637	7%	1,335	2%	5,972
Postgrad	23%	14	0%	15,647	23%	15,661
Overseas	68%	42,778	63%	3,722	5%	46,500
Undergrad	50%	33,809	50%	302	0%	34,111
Postgrad	18%	8,969	13%	3,420	5%	12,389
	Total	47,429		20,704		68,133

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[3] One college has an Administrative Fail and one identifies a Conceded Pass.

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Table 1 Comparison with Grade Distribution Pattern from Project 2.0

Table 1		F	P	CR	DN	HD
HEPP-QN 0803 Avg 3.0	N = 68,124	26%	31%	25%	14%	4%
HEPP-QN Average 2.0	N = 80,583	11%	24%	34%	24%	8%

In contrast with the overall grade distribution for all levels, all cohorts, all modes, and all fields of discipline observed in Project 2.0, Project 3.0 shows a significantly higher level of fails and low passes and a correspondingly lower number of credits, distinctions, and high distinctions. The grade distribution pattern observed for 0803 discipline students has significantly shifted to the left.
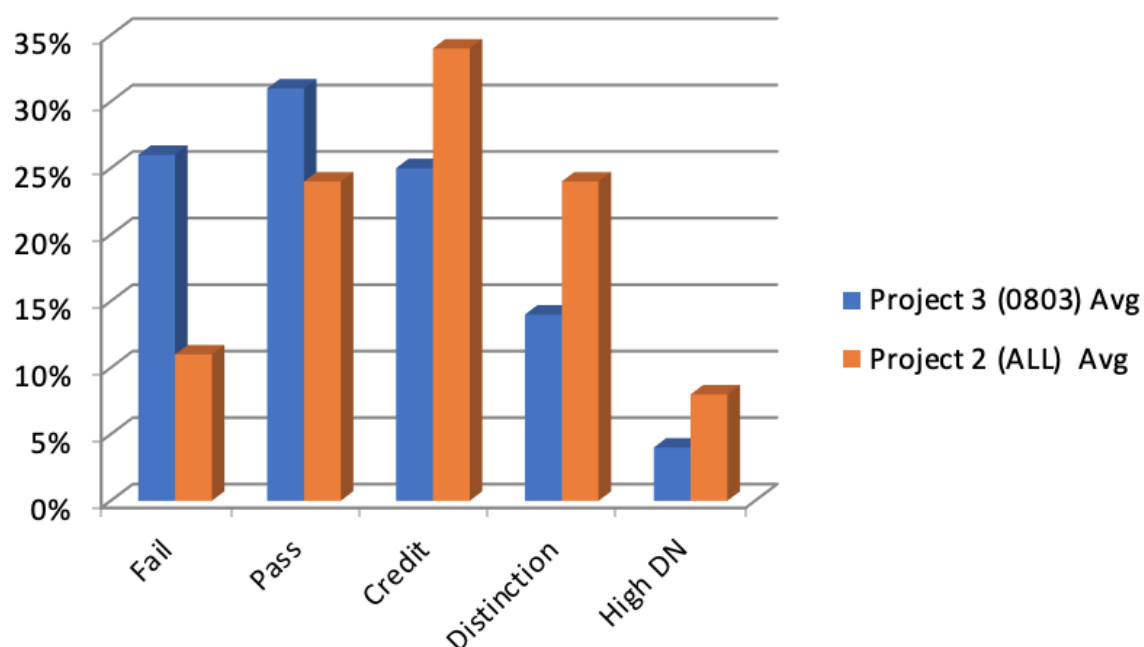
This offers support to the suggestion that there are significant differences in the factors that lead to grade success to be found among Business and Management students when contrasted with the full cohorts of students enrolled with independent Higher Education Providers.

The failure rate is significantly affected by disengaged students, that is, those students who are enrolled but who do not submit enough work to pass the subject. Based upon the pattern of marks, I am suggesting that **students who are awarded between 0% and 14% be classified as "disengaged" rather than "failed**," which normally suggests a student who attempted the subject but was not able to achieve the minimum required learning outcomes.

TABLE 2A/B Pass/Fail rate of those who scored at least 20%

Table 2A	N =	ALL FAIL	PASS		Table 2B	<14%	N =	F (>14%)	PASS
U/g Yr 1	11,600	28%	72%		U/g Yr 1	1436	10,164	17%	83%
U/g Yr 2	2,179				U/g Yr 2	801	1,378		
U/g Yr 3	26,304	26%	74%		U/g Yr 3	1944	24,360	20%	80%
P/g Yr 1	18,462	26%	74%		P/g Yr 1	3457	15,005	7%	93%
P/g Yr 2	9,588	18%	82%		P/g Yr 2	341	9,247	15%	85%
ALL	68,133	26%	74%		ALL	7979	60,154	16%	84%

There can be many reasons for why students disengage, however, seeking to re-engage these students or to exclude them is a more appropriate strategy to address their high failure rate than focusing on in-class academic support or changed teaching strategies.

This can be seen most significantly in first-year subjects in which failures rates drop from 28% to 17% (undergraduate) and from 26% to 7% (postgraduate).

TABLE 3A Types of Fails: a description of the current use of Fail grades

Table 3A	N =	DNS[4]	FW	F
U/g Yr 1	3,200	10%	0%	90%
U/g Yr 2	1,146			
U/g Yr 3	6,870	6%	9%	86%
P/g Yr 1	4,720	57%	14%	29%
P/g Yr 2	1,733	8%	9%	83%
Total	15,687	18%	5%	77%

TABLE 3B Distribution of marks within the F Grade

Table 3B	N =	F<15%	F=15-49%
U/g Yr 1	2,082	48%	52%
U/g Yr 2	17		
U/g Yr 3	5,893	18%	82%
P/g Yr 1	1,377	8%	92%
P/g Yr 2	1,432	5%	95%
Total	10,801	21%	79%

This analysis of 10,801 Fail grades suggests that, particularly in first-year undergraduate (U/g Yr 1), the F grade is "hiding" a significant number of potentially "disengaged" results. Overall,

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perhaps one in five Fail grades represent not a failure to learn but a failure to engage in the learning process.

Table 3A	N =	DNS[4]	FW	F	Table 3B	N =	F<15%	F=15-49%
U/g Yr 1	3,200	10%	0%	90%	U/g Yr 1	2,082	48%	52%
U/g Yr 2	1,146				U/g Yr 2	17		
U/g Yr 3	6,870	6%	9%	86%	U/g Yr 3	5,893	18%	82%
P/g Yr 1	4,720	57%	14%	29%	P/g Yr 1	1,377	8%	92%
P/g Yr 2	1,733	8%	9%	83%	P/g Yr 2	1,432	5%	95%
Total	15,687	18%	5%	77%	Total	10,801	21%	79%

Recommendation 3:

We agree on a grade category for Disengaged Students that will allow the issue to be tracked and addressed.

TABLE 4A Grade Distribution by AQF Levels (All Fail grades)

Table 4A	N =	ALL F	P	C	D	HD
U/g Yr 1	11,600	28%	19%	29%	21%	4%
U/g Yr 2	2,170					
U/g Yr 3	26,304	26%	39%	20%	11%	4%
P/g Yr 1	18,462	26%	24%	32%	16%	2%
P/g Yr 2	9,588	18%	35%	26%	16%	5%
Total	68,124	26%	31%	25%	14%	4%

TABLE 4B Grade distribution by AQF Levels, excluding reported DNS[3]

The exclusion of reported DNS grades moves the distribution to the right.

Table 4B	N =	FAIL (not DNS)	P	C	D	HD
U/g Yr 1	7,960	26%	19%	30%	22%	4%
U/g Yr 2	281					
U/g Yr 3	24,511	25%	40%	21%	11%	4%
P/g Yr 1	15,119	13%	28%	37%	19%	2%
P/g Yr 2	9,210	17%	36%	26%	16%	5%
Total	57,081	21%	33%	27%	15%	4%

It is likely that the reported DNS grades, which are an attempt to identify disengaged students, is only a fraction of the true number of disengaged students assessed in this study.

TABLE 4C Grade distribution excluding all marks 0%-14%

Table 4c	N =	FAIL >14%	P	C	D	HD
Total	60,171	16%	35%	28%	16%	4%

TABLE 5A Grade Distribution by HE Provider (All Fail grades; all levels)

The data suggests a consistent pattern of grade distribution, with one college skewed towards a higher distribution of grades, two skewed towards a lower distribution of grades, and another that is skewed at the edges.

Table 5A	N =	ALL F	P	C	D	HD	
ALL	63490	25%	32%	25%	14%	4%	
	range	20-30%	27-37%	20-30%	9-19%	0-9%	
HEP-105	> 5,000	23%	39%	21%	12%	5%	Aligned
HEP-225	> 5,000	19%	39%	27%	13%	3%	Aligned
HEP-319	< 3,000	31%	32%	22%	12%	3%	Aligned
HEP-412	3k – 5k	31%	19%	21%	21%	9%	Skewed
HEP-460	3k – 5k	22%	28%	30%	16%	4%	Aligned
HEP-617	>5,000	34%	17%	23%	19%	7%	Skewed lower
HEP-785	< 3,000	12%	23%	29%	27%	10%	Skewed higher
HEP-793	> 5,000	26%	24%	32%	16%	2%	Aligned
HEP-889	< 3,000	48%	27%	15%	8%	2%	Skewed lower
HEP-908	3k – 5k	23%	35%	30%	12%	1%	Aligned

TABLE 6 Grade Distribution by Student Cohort

This shows no significant variation in distribution patterns.

TABLE 6	N =	ALL F	P	C	D	HD
ALL	68,124	26%	31%	25%	14%	4%
Domestic	21,633	27%	24%	29%	17%	3%
Overseas	46,491	26%	34%	23%	13%	4%

TABLE 7 Grade Distribution by Study Level and Student Cohort

I have indicated by colour, any distribution that is ±5 from the full cohort average.

TABLE 7	N=	ALL F	P	C	D	HD	
ALL	68,124	26%	31%	25%	14%	4%	
Range		21-31%	26-36%	20-30%	9-19%	0-9%	
Domestic	21633	27%	24%	29%	17%	3%	Aligned distribution
U/g Yr 1	4906	28%	23%	25%	19%	6%	Aligned distribution
U/g Yr 2	219						
U/g Yr 3	847	16%	24%	23%	24%	14%	Skewed higher
P/g Yr 1	15139	27%	24%	31%	15%	2%	Aligned distribution
P/g Yr 2	522	36%	29%	25%	10%	1%	Skewed lower
Overseas	46491	26%	34%	23%	13%	4%	Aligned distribution
U/g Yr 1	6694	28%	16%	32%	23%	2%	Aligned distribution
U/g Yr 2	1951						
U/g Yr 3	25457	26%	40%	20%	10%	3%	Aligned distribution
P/g Yr 1	3323	19%	24%	35%	20%	3%	Skewed higher
P/g Yr 2	9066	17%	35%	26%	16%	5%	Aligned distribution

TABLE 8 Grade Distribution by mode of delivery

It is difficult to identify a statistically significant skewing in this framing of the data. Perhaps among online students, there is a slight shifting of students to a better level of pass.

Table 8	N =	ALL F	P	C	D	HD
Total	68,124	26%	31%	25%	14%	4%
F2F	47,420	25%	34%	23%	14%	5%
Domestic	4,651	21%	26%	28%	19%	7%
Overseas	42,769	26%	34%	22%	13%	4%
Online	20,704	27%	24%	30%	16%	3%
Domestic	16,982	28%	24%	30%	16%	2%
Overseas	3,722	20%	24%	34%	19%	3%

TABLE 9 Student cohort within 0-14% mark

Domestic students (35% of the total) are disproportionately represented among those receiving 0 marks and among all students receiving less than 15 marks. However, oversea students (65% of the total) are disproportionately represented among those receiving marks between 1 and 15.

TABLE 9	Domestic	Overseas	N =
0 marks	**62%**	**38%**	5,879
1	6%	94%	77
2	4%	96%	77
3	20%	80%	82
4	15%	85%	99
5	17%	83%	98
6	15%	85%	111
7	19%	81%	124
8	19%	81%	113
9	24%	76%	99
10	8%	92%	251
11	10%	90%	254
12	11%	89%	244
13	8%	92%	230
14	12%	88%	241
<15	**49%**	**51%**	7,979

These 7,979 marks were graded variously as DNS, F, FN, FNS, FT, FW, and WF.

Appendix:

Grades	Mark	Description	HEP-412 HEP-615
HD	85-100	High Distinction	80-100
D	75-84	Distinction	70-79
C	65-74	Credit	60-69
(P1, P2) P	50-64	Pass	50-59
CP	48-49	Conceded Pass (only HEP-460) [analysed as P]	
F	0-49	Fail	0-49
(AF, FNS, FN, FT) DNS	0	Did Not Submit (= Fail), Absent Fail, including students who did not attended or did not submit assessments even although they did not withdraw, FNS Fail - no assessment submitted, FN Fail due to Non-Completion	
(FW) WF	-	Fail Withdraw	
AF	any	Administrative Fail due to failed hurdle (HEP-793) [analysed as F]	
W	-	Withdraw before census (no Fail) (only HEP-460 provided)[4]	
NGP		Non-Graded Pass [90 in HEP-225; included in pass/fail analysis but not included in grade distribution analysis]	

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[4] For the purpose of this analysis, "Withdrawn before census" are not counted as enrolled students.

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Observations and Commentary:

1. The grade distribution pattern identified in this study shows a significant shift towards the left (more fails, less credits and distinctions) when compared with the pattern identified in Project 2.0 (Table 1). This gives some basis for the suggestion that field of discipline may be a significant factor in grade distribution patterns. It is unlikely, however, that this is because subjects in 0803 Business and Management are graded against higher standards than subjects in other fields of discipline taught by HEPP-QN members. It is more likely, given the lower entry achievement of students in this field and (perhaps) less motivation for achieving entry into a prestigious profession (e.g., nurse, teacher, minister), that this shift left in the grade distribution pattern is a result of the lower academic capacity of many students enrolling into 0803 courses. An analysis of a student's entry level achievement against their results would be required to confirm this.

Recommendation 1: Any future HEPP-QN Grade Distribution projects ensure that the field of discipline is identified for all result data to allow for like-for-like comparisons.

Recommendation 2: If possible, the distribution of academic achievement at the point of entry level a course should me matched to the grade distribution pattern for that course.If this analysis is correct, then it could be argued that this provides supporting evidence that, rather than lower academic standards, less students are being awarded the higher marks than better able students are achieving in other disciplines.

2. The range of fail grades indicate that Higher Education Providers are aware of the need to distinguish between different types of reasons for the student's performance. Obviously, a withdrawn student (e.g., WF, FW) is different from a student who completes a subject but who fails to pass. Just as obviously, a student who does not submit any work (e.g., DNS, AF, FNS) is different to a student who attempts all assessment tasks but who fails to achieve enough marks to pass. Often, but certainly not always, these students achieve 0 marks. It is the suggestion of this project that a failure to achieve more than 14% is **indicative of a disengaged student**. It is not possible to assess the quality of the teaching strategy employed, the adequacy of the educational resources provided, or even the actual academic capability of the student when giving a grade to a disengaged student. In this case, therefore, it is reasonable to suggest that a distinctive grade is required to identify this type of student in contrast to a student who tries but fails. In this latter case it would be reasonable to ask what 'must the provider do' to help the student achieve a successful outcome. A different set of questions must be asked with respect to the disengaged student. Two types of students and two sets of questions require two distinct grades in order to undertake meaningful analysis.

Recommendation 3: That a grade category be adopted to identify "disengaged students" in order to allow for better analysis and more focused intervention strategies. Two possible

options might be **FDE**, Failed disengaged, or **FAW**, Failed academically withdrawn. The latter is a variation of Failed Withdrawn (FW), where the student has actually initiated the approved process for withdrawing.

3. It was an unexpected finding to see more domestic students that overseas students receiving 0 marks (Table 9). There is some anecdotal evidence that immigration agents are advising students to submit something, even if it is not a genuine attempt, in order to avoid receiving a 0 and being identified for potential academic review. This contributes to the suggestion that a threshold be identified (e.g., 14%) other than 0.

4. When students earning less than 14% are removed from the data for being "disengaged," we see a slight shift in the grade distribution pattern (Table 4C). The number of "genuinely" failing students falls from 21% to 16%. This will have an impact upon the calculation of "success rates."

    While this will need some discussion with the regulator, it should be noted that the number of disengaged students is not hidden by this approach. The intent is not to make the analysis of student results more opaque but, rather, to make it more transparent. Providers would be on strategies to address the number of FDE students and also working separately to address the number of F students.

5. Grade Distribution patterns work best when we can keep "all other things being equal." That is, they are helpful for discerning different outcomes for particular student cohorts studying under similar conditions. In this project we distinguished by study level, by cohort, and by mode of study.

    The findings of this project (Tables 4A, 6, and 8; see also Table 7) are not able to distinguish a significant change in the outcomes for students depending on their study level, their cohort, or their mode of study.

6. This project also distinguished between the grade distribution patterns of the separate participants (Tabor 5A). Here there are some observations to be made about a skewing of the grade distribution pattern for four participants. Without further investigation, however, the skewing cannot be used to assess the academic standards of these four participants. The skewing may relate as much to the student cohort as it does to academic standards. That said, it does raise questions that these participants may want to address by a more detailed analysis of their cohort data.

Recommendation 4. One way to identify whether the skewing relates to differing standards is to provide a random sampling of twenty (?) unmarked papers that received marginal fails or marginal passes (45% - 55%) and see whether other providers would agree on which are fails and which are passes. This type of exercise needs to be separately arranged between interested providers.

Additional suggestions might be gained from CAULLT, "External Peer Review of Assessment: A Guide to Supporting the External Referencing of Academic Standards" (2019).
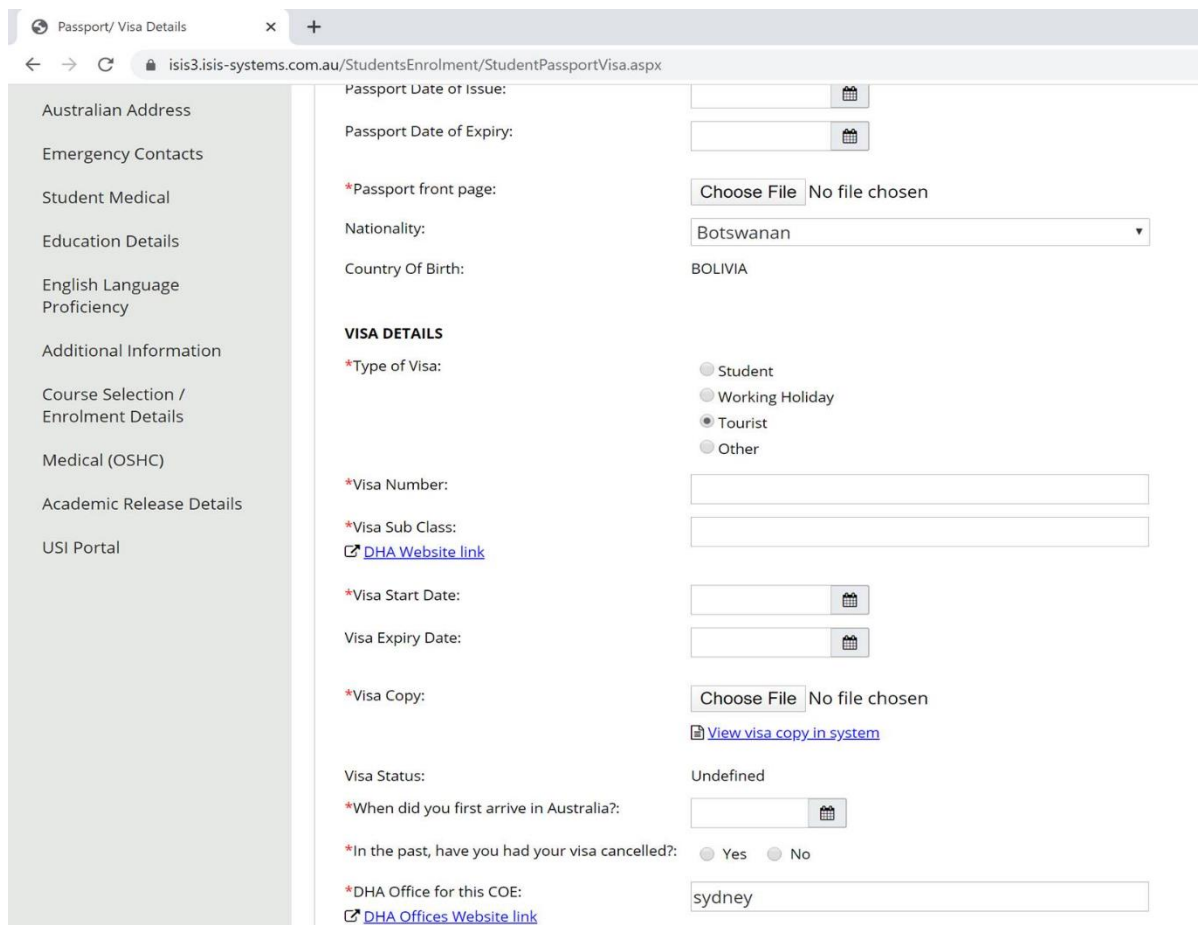
UBSS Measures to Address Disengaged Students.

Pre – Admissions

Complete Australian visa details are now mandatory for admission during the student application stage in myGCA.

A number of visa related questions have been added to the online application to determine the visa refusal risk of every applicant.

In the event the student is considered a high-risk visa refusal applicant, the Offer Letter will not be ready for instant generation, instead it will be sent to a waiting list.

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ONSHORE VISA REFUSALS
JUN 2018 - JUN 2019

TOTAL ONSHORE VISA REFUSALS: 35

- INSUFFICIENT / INVALID EVIDENCE PROVIDED
- IMMIGRATION HISTORY (+7 YEARS IN AUSTRALIA, VISA CANCELLATIONS)
- NO TIES TO HOME COUNTRY / REMUNERATION
- CHANGE STUDY LEVEL (VET TO HE)
- ACADEMIC HISTORY / COE CANCELLATIONS
- VISA REFUSAL NOTICE NOT PROVIDED

myGCA/refundrequests

Applications in this waiting list will be assessed case by case by Marketing Managers and finally approved for admission by the Business Development & Admissions Director. Further documentation may be requested during this admissions stage. The assessment outcome will determine if the application for admission is declined or approved.

A broadcast will be sent to all agents announcing the changes and providing the link to the Appendix to the Course Admissions Policy.

UBSS Visa Refusals Jun 2018 – Jun 2019

Source: myGCA/refund requests

Action Plan

Visa Refusal Reason	Mitigation Strategy	Action Item	Responsible
Insufficient/Invalid documents submitted	Ensure students are contacting education or migration agents to apply for their visas.	Make visa details mandatory in myGCA for all onshore students.	CampusQ
		Visa expiry date alerts with message strongly advising students to contact their agents.	CampusQ
		Alerts also received by admissions to follow up.	CampusQ / Admissions
		For current students, do not allow them to select subjects until they populate in myGCA their visa details. Send broadcast to all students advising them to do this.	CampusQ

Negative Immigration History	Ensure students with negative immigration history are flagged during the admissions process in myGCA and denied admission.	Introduce question in myGCA, in Passport/Visa section: When did you first arrive in Australia? Answer in drop down menu with years. (if more than 7 years, agent/student cannot generate the offer letter, they will have to "request offer letter" as offshore students do; if less than 7 years, continue admissions process as usual).	CampusQ
		Introduce question in myGCA, in Passport/Visa section: In the past, have you had an Australian visa cancelled? Y/N	CampusQ

		(if YES, agent/student cannot generate the offer letter, they will have to "request offer letter" as offshore students do; if NO, continue admissions process as usual).	
No ties to home country/remuneration	Ensure students are genuine temporary entrants.	If the visa expiry date of an applicant is in the next 3 months, agent/student cannot generate the offer letter, they will have to "request offer letter" as offshore students do.	CampusQ
		Students whose visa expires in less than 3 months will need to submit the GTE questionnaire and SOP.	Admissions
		Send automated reminder to students (and Student Services to follow up) whose visa has expired. Reminder to be sent 3 months after the expiry date.	CampusQ / Student Services

Change in study level (reverse packaging)	Ensure students who enrol at UBSS haven't breached their visa conditions in regards to study level.	If the visa expiry date in within 3 months, GCA Admissions will request last CoE, Principal CoE or/and additional academic transcripts.	Admissions.
Academic History/Coe Cancellations	Ensure students enrolled at UBSS have a good academic history and no coe cancellations in the past due to this.	During the admissions process, admissions staff will now check for significantly poor academic records and deny admissions if there is a high visa refusal chance.	Admissions
Visa Refusal Notice not provided	Ensure we receive complete visa refusal notices/decision	Request Finance not to approve any visa refusal refund request with	Finance/Admissions

	record in order to manage adequately.	incomplete visa refusal notice. Admissions to be advised when an incomplete visa refusal notice is submitted.	
Transition from Visitor Visa to Student visa	Ensure students transitioning to a student visa are eligible, genuine and have high changes of visa approval.	If "Tourist", "Working Holiday" or "Other" type of visa is selected in myGCA during the application process, agent/student cannot generate the offer letter, they will have to "request offer letter" as offshore students do.	CampusQ
		Students in the category above will need to submit the GTE questionnaire and SOP.	Admissions

Student Support

During the orientation phase students are made aware of the demands of study at UBSS and at the same time the support systems that are in place. As part of the orientation exchange (either in person or online) students **are made aware of** a number of support services that are available to them to including –

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

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

Access to MyGCA – Student Management System

Access to MyGCA is an essential ingredient for success at UBSS given that it is the portal to **all** eResources (including the LMS) that provides students with notes, presentations, assignments, readings and a raft of other study support matters.
Access is via Student Central - https://www.ubss.edu.au/student-central/

Advanced Business Communication subject for undergraduate students
A support strategy that was put in place in 2015, by means of a **compulsory subject** for all students – BAS22 Advanced Business Communication, the subject has remained an important resource and support mechanism for students -

SUBJECT OUTLINE

1. General Subject Information

Subject Code:	BAS22 A
Subject Name:	Advanced Business Communication
Teaching Period:	Trimester 3 2019
Core/Elective status:	Core – Bachelor of Business or Bachelor of Accounting
Pre-requisites:	None
Class Times:	BAS22 A: 8.30 – 11.30 Mondays
Class Room:	1003
Class Contact:	3 hours per week
Delivery Mode:	Full-time, On Campus
Lecturer:	Sue Cameron
Contact Details:	sue.cameron@ubss.edu.au (Please do **not** use the Moodle email, only this one and include your Student Number otherwise a late reply can be expected)
Location:	Lecturers Lounge – Level 11

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

Bachelor of Accounting

Year 1
Trimester 1

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

Bachelor of Business

Year 1
Trimester 1

Subject Code	Subject Name	Credit Points
BAS22	Advanced Business Communication	3
BBM123	Management Principles	3
BAC21	Quantitative Methods	3
BAP12	Accounting for Business	3

The subject is regarded as a vital means of ensuring students are literacy efficient and award ready.

The learning outcomes of the subject are appropriate –

2.2 Learning Outcomes

On successful completion of this subject, students will be able to:

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

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

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Weeks 1- 5

Week 1: Monday 9 September	**Introduction to subject and students** Subject Outline and Assessment Timetable Communication theory and the communication processes and models	Chapter 1 (LO- 2)	Lecture and Discussion Go through the Subject Outline and Assessments Activity: Introductions
Week 2: Monday 16 September	Revision on Communication Theory **Academic Skills** Doing and using Research Academic writing – the Essay Argument, logic, persuasion and influence	Chapters 3, 7 and 12 (LO – 1 & 6)	Lecture and Revision of Week 1 Group Tutorial on conducting research for Academic Writing & the theories of communication
Week 3: Monday 23 September	Revision on academic writing **Work ready business skills** Document design & graphic communication Letter writing and emails Online writing & Social Media	Chapter 2 (LO – 3) Chapter 4 (LO -3) Chapters 6 & 20 (LO -3 & 7)	Lecture, Q&A Groups Tutorial on document design and business writing
Week 4: Monday 30 September	**Work ready business skills** Interpersonal Skills 1 – Emotional Intelligence and Assertiveness Interpersonal Skills 2 - Listening, Questioning and Feedback Revision for First Mid-trimester test in Week 5	Chapter 9 (LO 4) Chapter 10 (LO - 4)	Lecture, Revision and Q&A Group tutorial to discuss Interpersonal skills Quiz No 1 due on Sunday 4 October
Week 5: Monday 7 October	Labour Day Public Holiday		

Weeks 6 – 12

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Week 6: Monday 14 October	**First Mid trimester Test** Intercultural Communication	Chapter 15 (LO – 7)	One hour test with external Invigilators Two hour lecture and group tutorial on Intercultural communication
Week 7 Monday 21 October	Feedback on Assessment 1 ***Work ready business skills*** Reports and Proposals Nonverbal Communication Assessment No 3 Reports & Oral presentation Instructions (due Week 10)	Chapter 5 (LO – 3, 6 & 7) Chapter 8 (LO -3 & 6)	Hand out papers with feedback comments Lecture and group tutorial on reports and non-verbal communication Quiz No 2 due on Sunday 27 October
Week 8: Monday 28 October	***Work Ready Business Skills*** Employment Communication Conflict and Negotiation Revision for Assessment Task 2 in Week 9	Chapters 20, 14 & 13 (LOs - 6 & 7)	Lecture and Revision Group tutorial on Conflict and Employment Communication
Week 9: Monday 4 November	**Assessment Task 2: Second Mid-Trimester Test (1 hour)** ***Work ready business skills*** Oral Communication Presentations and using PowerPoint	Chapter 11 (LOs 3 & 7)	One hour test with external Invigilators 2 hour Lecture & Group Tutorial on Oral Communication
Week 10: Monday 11 November	**Assessment Task No 3: Reports due & deliver oral presentations**	(LO – 3, 6 & 7)	Assess Oral Presentations and mark Quiz No 3 due on Sunday 17 November
Week 11: Monday 18 November	Feedback on Assessment 2 ***Work Ready Business Skills*** Organisational, team and meeting communication **Task 3: Complete oral presentations**	Chapters 16, 18 & 19 (LOs - 2, 3 4 & 7)	Hand out papers with feedback comments Lecture and Q&A Group Tutorial on Organisational, Team an Meeting Communication
Week 12: Monday 25 November	Feedback on Assessment 3 Revision for Assessment Task 4: Trial Exam paper	All the above	Review Learning Outcomes Lecture, Q&A and trial exam
Exam Period 2 – 13 December			

The subject is taught by a well-qualified and highly experienced staffer with many years of experience with international students (excerpt from the subject outline on the LMS) –

Your lecturer: Sue Cameron MBA AFAIM

- Originally from Dunedin New Zealand
- Over 20 years in senior management in Operations, Human Resources and Marketing
- Has lived and worked in Europe for two years
- Been a teacher, trainer and lecturer for over six years
- Currently also a tour guide at the Sydney Opera House

The student feedback on this subject in from S2, 2016 through to T3, 2019 (most recent) is best captured in the following excerpt for the subject –

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

Evidently the subject and management of the subject is highly regarded.

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Study Skills web pages

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

http://www.ubss.edu.au/Content.aspx?pid=111
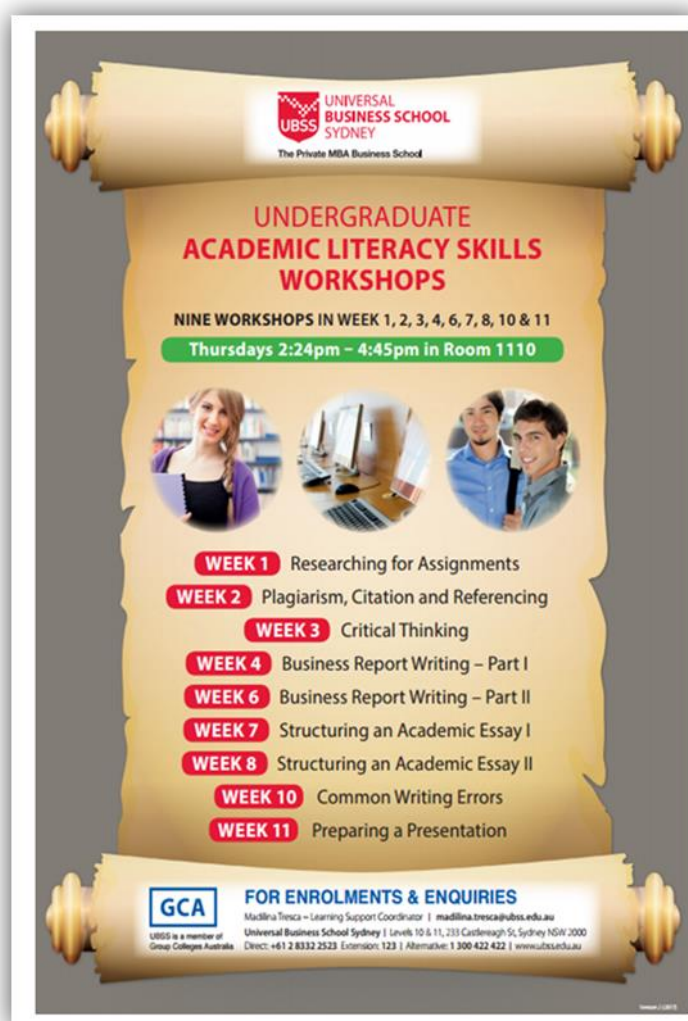
This space has been refined over the last two years to hone in on the expressed needs of the students based on feedback and focus groups.

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Support Workshops

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

Literacy is the focus for undergraduate students at present –

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

The timing of the workshops has been refined to provide maximum access.

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

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

Students identified as 'at risk' are **shepherded** into these workshops from the outset and throughout the semester.

Students are permitted to attend multiple sessions if desired.

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

An eResearch workshop *and* a preparation for employment –

Students identified as 'at risk' are **shepherded** into these workshops from the outset and throughout the semester.

Learning Support personnel

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

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

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

A snapshot of the focus of each position is provided –

eLearning Coordinator

Responsible for the smooth administration, support and co-ordination of GCA's online and blended learning Higher Education College UBSS. To provide direct support to the Executive Dean and Academic Coordinator as well as the organisation of the Bi-Annual Graduation Ceremonies.

Main Responsibilities:

- Assist in the design, development and delivery of blended learning across all UBSS programs

- Responsible for the training of staff and students during orientation in ICT and technical training material. Act as a contact point for general ICT and systems technical support for staff

- Placing materials on the Moodle learning system and undertaking reporting from the MyGCA ISIS database;

- Updating the UBSS website to ensure accuracy of information and market competitiveness;

- Undertaking data entry required for government reporting and internal purposes;

- Providing administrative support for government registration and accreditation submissions;

- Oversee subject outline, study material, exam and moderation material between staff, lecturers and external moderators.

- Assisting with the organisation of examinations and student orientations.

- Giving support preparation of the Academic Board and other forums, as required;

- Responding to routine enquiries from students and academic staff, and act as the central contact point for all UBSS matters;

- Responsible for organising two Graduation Ceremonies per year at The Sydney Opera House.

Performance Measures:
- Experience with organising events

- Excellent MS Office skills and the experience in the use of complex databases;

- Ability to work as part of a small team and independently;

- A proactive approach to work, and the ability to work under pressure in a busy environment;

- Excellent organisational and time management skills

- Experience in servicing formal committees (minute taking)

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

Learning Support Coordinator

Main Responsibilities:

- Proactively promote and conduct workshops for students in the use of electronic library materials, namely in conducting sophisticated searches to obtain desired academic results;

- Provide individual advice and guidance to students to address deferment of studies, holiday leave, attendance and extension of CoEs;

- Proactively promote, design and conduct employability workshops for the benefit of both postgraduate and undergraduate students;

- Proactively promote study skills and other learning support workshops for the benefit of all UBSS students, and continuously review and tailor workshop content based on feedback provided by the Executive Dean, student surveys, academic staff and/or the Academic Senate to achieve optimal outcomes;

  - Collaboratively work with the Executive Dean and Academic Senate to ensure that processes pertaining to 'Early Intervention' and 'At Risk' are adhered to and actioned.

  - Collaboratively work with the Executive Dean and Academic Senate to ensure learning support activities complement the needs of students and are reviewed accordingly:

- Collaboratively work with the Executive Dean and Academic Senate to ensure learning support activities complement the needs of students and are reviewed accordingly: Academic English Workshops.

- Monitor and record the number of students attending study skills/learning support/other workshops, and maintain data on student access tracking academic student progress, and the effectiveness of these services.

- Provide individual consultation to students to address their academic concerns relating to study skills or specific subject content; and ensure records are kept of all consultations;

- Ensure that the above reviews, workshops and group/individual student guidance are tailored, where appropriate, for different course levels, such as undergraduate and postgraduate, to enable to optimal learning outcomes for students

  - Collaboratively work with and support Executive Dean on a daily basis regarding student issues: booking student appointments (where applicable), writing official letters for students, providing updates on non-financial students and maintaining communication with Student Services.

This role has the most direct interface with undergraduate students in particular and ensures that both students 'at risk' and students with special requests are supported as much as possible.

Academic Coordinator

Main Responsibilities:

The key duties of the Academic Coordinator are:

- Timetable planning;

- Oversight of examinations;

- Handling cases of student misconduct;

- Assisting with activities of the Student Representative Council;

- Collecting, analysing and reporting data on a range of issues both internally and externally;

- Training academic staff in academic and operational policy matters and in the use of the Moodle learning system;

- Acting as Secretary to the UBSS Academic Senate and GCA Board (governing bodies);

- Ensuring that academic administrative functions comply with the requirements of the government regulator (TEQSA);

- Playing a leading role in collecting, checking and submitting data as required by Government Departments and TEQSA;

- Ensuring that technology is used to enhance administrative efficiencies and user friendliness for both staff and students;

- Being the point of contact (POC) on academic matters with individual students in the MBA program, listen to their problems, solve them where appropriate and keep a record of the students involved, their concerns and the outcomes of the meetings.

This role provides students with ongoing support in terms of administrative/academic issues encountered.

Postgraduate Coordinator

Key Duties:
Reporting to the Execuitve Dean of UBSS, the key duties of the PC are to:

- Support the Executive Dean with a range of duties with particular focus on the MBA program.

- Collaborate with the Executive Dean, the Academic Co-ordinator and Academic staff on a trimesterly basis to ensure that the e-library continuously meets curriculum requirements of current courses and any planned future courses;

- Provide individual advice and guidance to students in the use of e-library resources;

- Provide individual advice and guidance to students on matters related to credit transfer, unit selection and attendance as well as who to speak to about various matters, and how to arrange for an interview and/or meeting with the appropriate staff member.

- Proactively promote and support study skills and other learning support workshops for the benefit of all UBSS students (in particularly MBA students) and work closely with the Learning Support and Event Co-ordinator on an ongoing basis.

- Collaboratively work with the Executive Dean and Academic Senate to ensure meeting materials are organized and minutes and documentation are completed in a timely manner.

- Work with the Learning Support Co-ordinator to address academic concerns relating to study skills or specific subject content; and ensure records are kept of all consultations and activities.

The postgraduate learning support is provided in a similar way to undergraduate students. The emphasis is on access to eResources and encouraging participation in additional support mechanisms.

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

	Survey Questions	BBus T3 19	BAcc T3 19	MBA T3 19
Q1	The subject provided useful knowledge and skills	4.50	4.38	4.39
Q2	The learning outcomes were achievable	4.42	4.26	4.36
Q3	The subject workload was manageable	4.36	4.23	4.33
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.38	4.29	4.36
Q5	The lecturer was well prepared for each class	4.53	4.25	4.46
Q6	The lecturer provided useful feedback	4.48	4.22	4.38
Q7	The lecturer had a good knowledge of the subject matter	4.51	4.29	4.50
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.48	4.31	4.39
Q9	The lecturer was available to discuss learning problems outside of class time	4.42	4.18	4.34
Q10	The assessment requirements were clearly explained	4.40	4.25	4.40
Q11	Overall the teaching in the subject was of a high quality	4.46	4.22	4.40
	Average	**4.48**	**4.24**	**4.39**

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

eResources and eLibrary

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

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

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

The UBSS eLibrary is also accessible via MyGCA
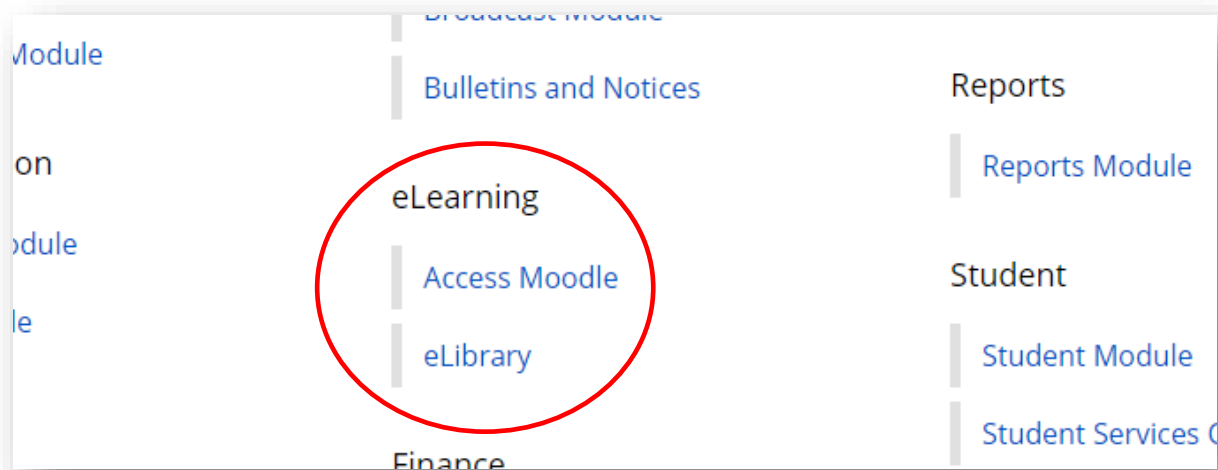
This provides access to eight (8) excellent world class resources –
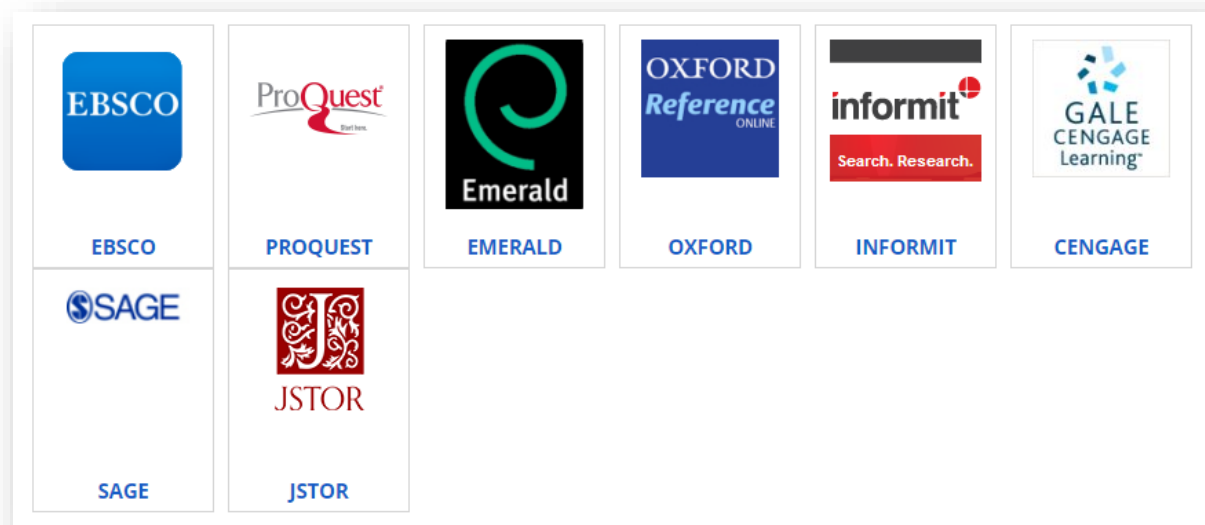
PASS (Extended)

UBSS has in place a comprehensive PASS program that has three facets -

1. Peer Assisted Student Support (PASS) program supporting **Accounting for Business** Principles of **Accounting and Information Technology for Accountants** where high performing students (preferably from a higher level of qualification) tutor/mentor Bachelor of Accounting and/or bachelor of Business students.

2. PASS on-line is a form of on line chat room that provides assistance to students with an on-line avenue to seek assistance with specific topic sand PASS in-class to assist

3. PASS in class where the PASS assistant provides assistance in selected classes in support of lecturer during tutorials

This program is comprehensive and has taken PASS concept (common at a number of institutions) to a higher level.

PART B

With specific reference to early and ongoing intervention, identified students (via the Learning Support Co-ordinator and/or the relevant Program Director) are made aware of the support systems in place, specifically –

- **Study Skills web pages**
- **Support Workshops**
- **Learning Support personnel**
- **eResources and eLibrary**
- **PASS program (extended)**

UBSS believes the Regulator's concern is overstated and under considered. All students are well aware of the support mechanisms in place – the big question is whether they wish to access the support.

Further, the Program Director plays a vital role in the oversight and support of students 'at risk' as well as monitoring their progress once identified.

An Academic Progress Report spreadsheet is created each trimester via MyGCA Connect. Program Directors monitor this data base.

The process, then, is in three parts (stages), best described in the MAP model –

Managing Academic Progress (MAP) Procedures

All students' academic progression are monitored after each major assessment. This happens after the Mid-trimester Test in week 5, and again in week 9. Feedback is received from all lecturers on students' performance and those that need early intervention.

Stage 1

A student who demonstrates unsatisfactory course progression in a trimester will be sent an email to both the College account and their private email requesting them to attend an interview with the Program Director or Academic Coordinator. Students will be given two weeks to set up the appointment for the interview

At the meeting, students are counselled on their progress and reminded of their commitments to progress academically.

Avenues of assistance are explored and students may be referred to academic skills sessions or they may be referred to the respective lecturer for additional support. The most recent assessment will be reviewed and the rights of appeal of marks is available to the student. This is handled at the lecturer level if requested.

At the meeting, students will be required to sign a Learning Contract.

The Learning Contract requires students to:

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  a. Improve their academic performance
  b. Set up future meetings with the Program Director to monitor progress against the learning plan.
  c. Reaffirm the students commitment to the subject/program

If the student does not wish to sign the Learning Contract, he may have his COE cancelled.

Stage 2

A student who achieves unsatisfactory course progression over two trimesters will be sent a Show Cause letter. Emails will be sent to both their private email and the College email. The email would inform students of the non-academic progression and request them to meet with the Program Director for an interview. A Stage 2 agreement will then be signed by the student.

If students do not respond or are unsuccessful in their Show Cause appeal, the next stage would be to send them an Intent to Cancel Letter.

Stage 3

Students will be sent a letter to their local home address to inform them of the intention to cancel their enrolment and subsequently their CoE. Students will then have 20 working days to submit an appeal to the Executive Dean.

The steps are clear.

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A sample Stage 1 agreement -

UNIVERSAL
BUSINESS
SCHOOL
SYDNEY

Monitoring Academic Progression Agreement

Stage: One

Student Number: 1495984

Family Name:

Given Names: Gursharan

Trimester 3 Year: 2019

Agreed Actions

Having never attended any classes since September 2019 due to poor attendance and non-participation in any assessment, I have met with the Program Director and I accept that as a condition of my continued enrolment at UBSS, I will abide by the following Agreed Actions:

- o I will enrol in subjects as advised by the Program Director.
- o I will maintain a minimum of 70% attendance.
- o I will submit all course assessments in full and on time.
- o I will ensure that I make satisfactory academic progression.

I understand that my conditions of enrolment will be reviewed at the end of the trimester and I acknowledge and accept the above conditions. I understand that non-compliance with these conditions may affect my future enrolment at UBSS. I understand the process involved to monitor, assess and review my academic progress during the trimester and the consequences of continuing unsatisfactory academic progress.

Student's Signature:_____ Date: _____

Program Director's Signature: _____ Date: _____

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A sample Stage 2 agreement –

UNIVERSAL
BUSINESS
SCHOOL
SYDNEY

Student Study Agreement

MAP Stage 2

Student Number: 1466155

Family Name: SINGH

Given Names: Karanbir

Trimester 3 Year: 2019

Agreed Actions

Having under enrolled and not passed any subject since January 2019, due to non-attendance and non-participation, I have met with the Program Director for advice. I have requested that my COE not be cancelled and that I be allowed to continue with the Bachelor of Business course. I will enrol in three subjects in trimester 3/19 and I am aware that I need to pass all three subjects. I will abide by the following Agreed Actions:

- o I will enrol in subjects as advised by the Program Director and pay my fees in full.
- o I will attend classes regularly.
- o I will submit all course assessments in full and on time.
- o 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: _____

The monitoring and management of students 'at risk' at UBSS compares favourably to a number of like institutions (evidenced through benchmarking activities 2017-2019).

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