



## Threshold Standards Audit #10 – March 2020

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# Reading view STANDARD 1 | STUDENT PARTICIPATION & ATTAINMENT

March 2020

STANDARD 1   STUDENT PARTICIPATION & ATTAINMENT	
**Institutional Confidence Rating:	<p>This Domain (Sections 1.1-1.5) within the <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a> (HES Framework) encompasses:</p> <ul style="list-style-type: none"><li>• the basis for <b>admission</b> of students to a course of study, including requirements for adequate academic preparation for the course and formal explicit contractual arrangements between the provider and students</li><li>• assurance that any <b>credit granted for prior learning</b> does not disadvantage the student concerned or compromise the integrity of the course of study</li><li>• <b>orientation</b> to a course of study, support for transition to a course of study, early feedback on student performance, detection and support for students at risk of unsatisfactory progress and monitoring of success rates at cohort level</li><li>• equivalence of <b>opportunities for success</b> irrespective of a student's background or mode of participation</li><li>• specification, assessment, achievement and external referencing of expected <b>learning outcomes</b>, and</li><li>• legitimate issuing and <b>certification</b> of qualifications.</li></ul>

## 1.1.1 Admissions

Standards	Evidence or Comments
<p><b>1.1.1</b> Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.</p>	<p>A current Course Admissions Policy is in place. <a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p> <p>Admissions policies, requirements and procedures are displayed on the program brochures:</p> <ul style="list-style-type: none"><li>• Undergraduate brochure</li><li>• Postgraduate brochure</li><li>• Graduate Certificate in Business Administration brochure</li></ul> <p><a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></p> <p>English language requirements for admission into the Diploma, Associate Degree and Bachelor Degree programs is indicated in the Undergraduate brochure</p> <p>English language requirements for admission into MBA, Graduate Diploma and Graduate Certificate is indicated in the Postgraduate brochure</p> <p>The language requirement is not ambiguous and is monitored by the GCA Admissions Centre that also ensure there are no known individual or group limitations to impede progression and completion by each student.</p> <p>IELTS 6.0 or EAP at a recognised English School is required - as per Undergraduate brochure and Postgraduate brochure.</p> <p>Any known limitations that may arise during the admissions process are addressed by GCA Admissions or the student is not admitted.</p>

## 1.1.2 Admissions

	Evidence
<p><b>1.1.2</b> The admissions process ensures that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including:</p> <p><b>a.</b> All charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies.</p>	<p>The Student Application Form explains the conditions of enrolment - fees payable, refund &amp; cancellation, rights and obligations, deferment and suspension. Any changes in charges during the period of enrolment has been flagged in the student enrolment form. No price increases apply to prepaid fees.</p> <p>The GCA Admissions Centre processes all applications for admission into UBSS programs. Applicants are required to complete the enrolment form and submit via email to <i>Info@gca.edu.au</i></p> <p>Admission procedures are stated on the program brochures:</p> <ul style="list-style-type: none"><li>• Undergraduate brochure</li><li>• Postgraduate brochure</li><li>• Executive Program brochure</li></ul> <p><a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></p> <p>Admission procedures are further displayed on the UBSS website and applications can also be completed and submitted through the UBSS website.</p> <p>Course fees for all courses within the Undergraduate program is indicated in the Undergraduate Price list</p> <p>Course fees for all courses within the MBA program is indicated in the Postgraduate Price list</p> <p>Course fees for the Graduate Certificate of Business Administration is indicated in the Executive Program brochure</p>

Entry requirements for each Program are stated on the program brochures:

- Undergraduate brochure
- Postgraduate brochure
- Executive Program brochure

Application details for each Program are stated on the program brochures:

- Undergraduate brochure
- Postgraduate brochure
- Executive Program brochure

Applications can also be completed and submitted through the UBSS website.

<https://www.ubss.edu.au/>

All of the required information is further provided in the GCA student offer letter.

**b.** Policies, arrangements and potential eligibility for credit for prior learning,

A current Credit and Recognition of Prior Learning Policy is in place for UBSS, which outlines potential eligibility for credit for prior learning.

<https://www.ubss.edu.au/policies-and-procedures/>

**c.** Policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.

This information is evident in the student offer letter – available from GCA Admissions Centre on individual student request.

A current GCA Refund Policy is in place.

A current Deferment Policy is in place.

<https://www.ubss.edu.au/policies-and-procedures/>

### 1.1.3 Admissions

	Evidence
<p><b>1.1.3</b> Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are in writing and include any particular conditions of enrolment and participation for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security checks, particular language requirements and particular requirements of work placements.</p>	<p>Currently UBSS does not accept students under the age of 18.</p> <p>Currently UBSS does not facilitate any clinical work or work placements.</p> <p>Should these circumstances change, UBSS will ensure all appropriate processes, procedures, written communications and other requirements of the standards are comprehensively met.</p>

## 1.2.1 Credit and Recognition of Prior Learning

	Evidence
<b>1.2.1</b> Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded, and students receive timely written advice of the outcome.	<p>A current Credit and Recognition of Prior Learning Policy is in place for UBSS, which outlines potential eligibility for credit for prior learning. The credit transfer application process is completed by the end of Teaching Week 2 (best practice) and all notifications on the results of credit applications are completed and recorded by the end of Teaching Week 3 (Census date).</p> <p><a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p> <p>There is in place an appeals process with a final appeal direct to the relevant Program Director should a student be dissatisfied with the result of a credit transfer application. This is made evident in the current policy and all program orientation sessions.</p>

## 1.2.2 Credit and Recognition of Prior Learning

	Evidence
<b>1.2.2</b> Credit through recognition of prior learning is granted only if: <b>a.</b> Students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification.	<p>A current Credit and Recognition of Prior Learning Policy is in place for UBSS, which outlines potential eligibility for credit for prior learning. <a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p> <p>An online credit exemption application process is available to all new students during Orientation, in their first trimester of study. These applications are processed by the Program Directors, or delegates, who assess the application in more detail and allocate the relevant credits.</p> <p>Credit through recognition of prior learning is granted only if students granted such credit are not disadvantaged in achieving the expected learning outcomes for their course of study or qualification.</p>

**b.** The integrity of the course of study and the qualification are maintained.

At all times, the integrity of the course and qualifications are maintained, in relation to the granting of credit or recognition. This is in the domain of the Office of the Executive Dean and granting of credit or recognition can only be authorised by a senior member of staff in the Office of the Executive Dean.

<https://www.ubss.edu.au/our-staff/>

### 1.3.1 Orientation and Progression

**1.3.1** Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.

#### Evidence

Thorough orientation presentations are provided on site during orientation week tailored to international student cohorts. Consideration is made towards international students adjusting to living and studying in Australia and this information is evident in the orientation slides.

<https://www.ubss.edu.au/orientation/>

A copy of the orientation slides is posted on the web following orientation week.

An orientation timetable is sent to all new commencing students and a copy of the timetable is also posted on the UBSS Website.

Students are further offered the opportunity to view the orientation slides once they have signed into the UBSS Moodle Learning Portal before accessing their Moodle courses.

## 1.3.2 Orientation and Progression

	Evidence										
<p><b>1.3.2</b> Specific strategies support transition, including:</p> <p><b>a.</b> Assessing the needs and preparedness of individual students and cohorts.</p>	<p>As a part of a program assessing the needs and preparedness of individual students and cohorts within each trimester period, the Learning Support Coordinator holds a number of support workshops for undergraduate and postgraduate students specific to the following topics:</p> <ul style="list-style-type: none"> <li>• Employability skills workshops</li> <li>• Academic literacy skills workshops</li> <li>• Research skills workshops</li> </ul> <p>UBSS also offers additional workshops that are subject specific in both the Undergraduate and Postgraduate programs, where PASS is offered to students enrolled in these subjects.</p> <p>In every subject there is an assessment item (mid trimester test) in Week #5. An unsatisfactory result activates an intervention action to support the student in the form of an early intervention letter and offer of support available that is issued by the Learning Support Coordinator in week #6. The needs and preparedness of individual students and cohorts are assessed and supported using the above-mentioned strategies throughout the trimester.</p>										
<p><b>b.</b> Undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support.</p>	<p>Week #5 assessment and workshops provided identify additional support needs -as evidenced in Q6. Trimester 3, 2019 SFU suggests that student satisfaction remains high in this domain. (All scores out of possible 5 rating)</p> <table border="1"> <thead> <tr> <th colspan="2">Survey Questions</th> <th>BBus T3 19</th> <th>BAcc T3 19</th> <th>MBA T3 19</th> </tr> </thead> <tbody> <tr> <td>Q6</td> <td>The lecturer provided useful feedback</td> <td>4.48</td> <td>4.22</td> <td>4.38</td> </tr> </tbody> </table>	Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19	Q6	The lecturer provided useful feedback	4.48	4.22	4.38
Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19							
Q6	The lecturer provided useful feedback	4.48	4.22	4.38							

The above provides early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional student support.

c. Providing access to informed advice and timely referral to academic or other support.

Timely advice or referral on academic matters is in place and is evidenced in Trimester 3, 2019 SFU results and also demonstrates student satisfaction is high. The support issues are captured in Q6, Q9 and Q10 in particular -

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
<b>Average</b>		<b>4.48</b>	<b>4.24</b>	<b>4.39</b>

Program Directors can access a report which identifies students that have been sent an academic intervention letter and take appropriate support action.

### 1.3.3 Orientation and Progression

	Evidence										
<p><b>1.3.3</b> Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.</p>	<p>Students 'at risk' are identified as quickly and efficiently as possible through attendance review from Week #1 onwards and Week #5 (Mid Trimester Tests) outcomes.</p> <p>Feedback to students is effective as evidenced in positive response from students Q6. Trimester 3, 2019 SFU results -</p> <table border="1" data-bbox="752 596 2074 703"> <thead> <tr> <th colspan="2" data-bbox="752 596 1675 663">Survey Questions</th> <th data-bbox="1686 596 1809 663">BBus T3 19</th> <th data-bbox="1821 596 1944 663">BAcc T3 19</th> <th data-bbox="1955 596 2074 663">MBA T3 19</th> </tr> </thead> <tbody> <tr> <td data-bbox="752 667 819 703">Q6</td> <td data-bbox="824 667 1675 703">The lecturer provided useful feedback</td> <td data-bbox="1686 667 1809 703">4.48</td> <td data-bbox="1821 667 1944 703">4.22</td> <td data-bbox="1955 667 2074 703">4.38</td> </tr> </tbody> </table> <p>Use of assessments in Weeks 5, 9, 13 and 14 as well as timely in-class assessment feedback supports students in their achievement of learning outcomes.</p> <p>Program Directors have the ability to access a report which identifies students that have been sent an academic intervention letter and take appropriate support action.</p>	Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19	Q6	The lecturer provided useful feedback	4.48	4.22	4.38
Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19							
Q6	The lecturer provided useful feedback	4.48	4.22	4.38							

### 1.3.4 Orientation and Progression

	Evidence
<p><b>1.3.4</b> Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.</p>	<p>Students 'at risk' are identified as quickly and efficiently as possible through attendance review from Week #1 onwards and Week #5 (Mid Trimester Tests) outcomes.</p> <p>Satisfaction with support is best evidenced in positive responses to Q3, Q6, Q9 and Q10 in particular.</p>

Use of assessments in Weeks 5, 9, 13 and 14 as well as timely in-class assessment feedback supports students in their achievement of learning outcomes.

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
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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
<b>Average</b>		<b>4.48</b>	<b>4.24</b>	<b>4.39</b>

Program Directors access a report which identifies students that have not achieved satisfactory academic progress and who have been sent an academic intervention letter. Students are sent a letter by the Learning Support Coordinator requesting the respective students to meet with the relevant Program Director to discuss the provision of appropriate individual support.

An Academic Progression, Monitoring and Intervention policy is in place.

<https://www.ubss.edu.au/policies-and-procedures/>

### 1.3.5 Orientation and Progression

	Evidence
<b>1.3.5</b> Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.	<p>Comparative data is investigated on a regular basis. The most recent publication (March 2019) serves as an example.</p> <p>In addition, these trends are monitored on a daily, weekly, monthly, quarterly and annual basis, and reported to all stakeholders to monitor, review and improve where appropriate the rates of retention, progression and completion of student cohorts through courses of study. The Course Advisory committee has a particularly important review and improvement function here.</p> <p>See Historical Data Analysis (2012-2018)</p> <p><a href="https://www.ubss.edu.au/ubss-reports/">https://www.ubss.edu.au/ubss-reports/</a></p>

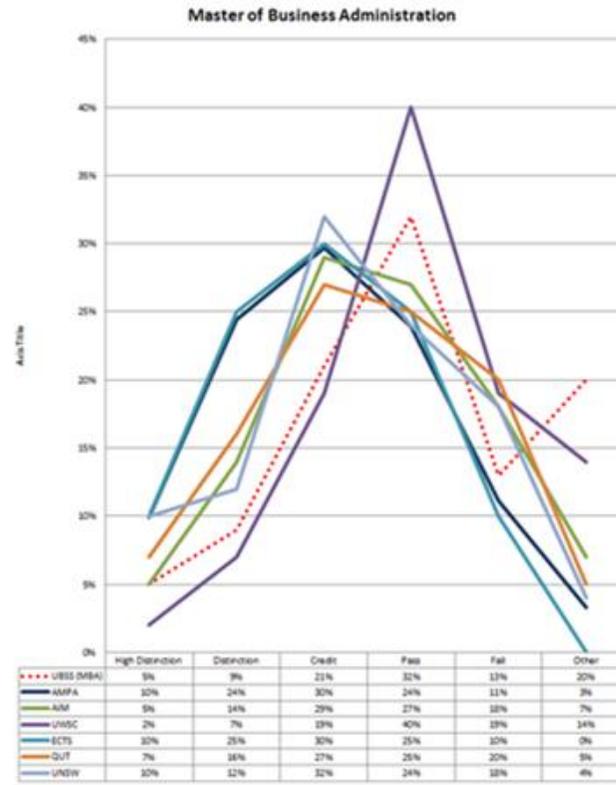
### 1.3.6 Orientation and Progression

	Evidence
<b>1.3.6</b> Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.	<p>Irrespective of background, pathway or mode of study all students have equivalent opportunity for successful transition and progression through their studies.</p> <p>This is facilitated by:</p> <ul style="list-style-type: none"><li>• One campus location (Sydney)</li><li>• One mode of study.</li></ul>

- Examination procedures and format are consistent throughout all programs.
- All teachers are at least AQF+1 qualified or equivalent.
- 24/7 access - eLibrary
- 24/7 access - Moodle Learning Portal
- 24/7 access - Student Management System (myGCA)
- Access to Learning Support Coordinator during campus hours
- Access to Program Directors during campus hours
- Access to lecturers during campus hours (contact with lecturers is frequently undertaken outside of campus hours via Moodle and email)

## 1.4 Learning Outcomes and Assessment

	Evidence
<p><b>1.4.1</b> The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded and informed by national and international comparators.</p>	<p>Specified learning outcomes and assessment requirements for each course are included in the subject outlines and are refreshed every trimester.</p> <p>The Bachelor of Accounting program is accredited by <b>CPA, IPA</b> and <b>CA</b>.</p> <p>The Bachelor of Business program is benchmarked against local, national and international providers.</p> <p>The Master of Business Administration is benchmarked against local, national and international providers.</p>



**External (Benchmarking against like institutions)**

During 2016-2018 UBSS compared their performance against several other institutions both at a macro (school) level and course level. This was made possible using data collected by Bofinger, Whateley and West (2016-2018) at national and international benchmarking for a - Refer to [Benchmarking at UBSS \(February 2020\)](#)

Each program meets the relevant **AQF** requirements and is accredited with **TEQSA**.

UBSS participates in both Undergraduate and Postgraduate QILT surveys related to student satisfaction (SES).

**Evidence**

**1.4.2** The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:

**a.** Specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved.

Specified learning outcomes and assessment requirements for each course are included in the subject outlines refreshed every trimester.

The Bachelor of Accounting program is accredited by CPA, IPA and CA.

The Bachelor of Business program is benchmarked against local, national and overseas providers

The MBA program is s accredited by CPA, IPA and CA.

Our current benchmarking – which includes learning outcomes - is Local, National and International.

Programs meet AQF requirements and is accredited with TEQSA.

**b.** Generic skills and their application in the context of the field(s) of education or disciplines involved

All courses are AQF compliant and accredited by TEQSA.

As stated on UBSS website > Courses > Postgraduate Section MBA students access a range of entrepreneurship subjects that are specifically designed for students interested in creating their own businesses. Students engage and utilise their knowledge of entrepreneurship skills through the Strategic Business Simulation Game. <https://www.ubss.edu.au/business-strategy-game-bsg/>

Mid 2018 UBSS students achieved outstanding results of first in the world.

Within each trimester period the Learning Support Coordinator holds several workshops for undergraduate and postgraduate students specific to the following topics:

- Employability skills workshops
- Academic literacy skills workshops
- Research skills workshops

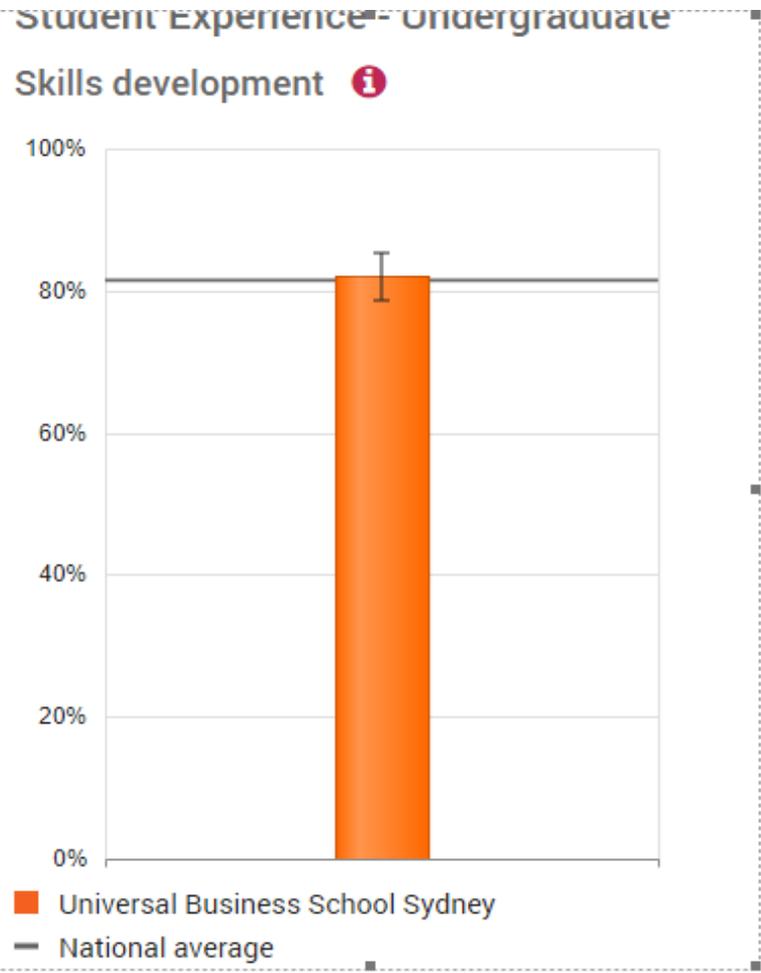
The Course Advisory Committee reviews skills requirements for all courses each trimester and recommends updates where necessary - meeting minutes available upon request.

**T3, 2019 SFUs** suggest student satisfaction with the skills domain and development – Q1 – ‘the subject provided useful knowledge and skills’ –

Survey Questions		BBus	BAcc	MBA
		T3 19	T3 19	T3 19
Q1	The subject provided useful knowledge and skills	4.50	4.38	4.39

UBSS ranked above the national average in the skills development domain as reported through the 2018 QILT survey.

The full QILT outcomes are available on the **QILT** website.



c. Knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable.

Within each trimester period the Learning Support Coordinator holds several workshops for undergraduate and postgraduate students specific to the following topics:

- Employability skills workshops
- Academic literacy skills workshops

- Research skills workshops

MBA students access a range of entrepreneurship subjects that are specifically designed for students interested in creating their own businesses. Students experiment with and test their entrepreneurship skills through the Strategic Business Simulation Game.

SFU T3, 2019 , Q4 – ‘The subject helped to develop relevant professional skills such as problem solving and critical thinking’ – suggests a high level of satisfaction in this domain –

Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.38	4.29	4.36

Memberships of IML is encouraged.

UBSS currently sponsors 10 annual IML student memberships.

CPA, IPA and CA accreditation of the Bachelor of Accounting Degree ensures graduates are eligible to seek registration where applicable.

**d. Skills in independent and critical thinking**  
suitable for life-long learning.

All subjects taught within the UBSS curriculum encourages students to develop skills in independent and critical thinking with the intent to encourage life-long learning.

SFU T3, 2019, Q4 – ‘The subject helped to develop relevant professional skills such as problem solving and critical thinking’.

Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.38	4.29	4.36

	Evidence
<p><b>1.4.3</b> Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.</p>	<p>All Subject outlines demonstrate the relationship between Learning Outcomes and Assessment Items.</p> <p>The Learning outcomes and methods of assessment are developed by highly qualified staff. Subject outlines are approved by UBSS Program Directors also ensure that grades reflect the appropriate level of student attainment.</p> <p>The Grade Review Committee (a sub-committee of the Academic Senate) reviews assessment results, manages moderation, considers grade distributions at the end of every trimester and compares data locally, nationally and internationally.</p>

	Evidence
<p><b>1.4.4</b> On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination.</p>	<p>The link between Learning outcomes and assessment and success is evident in subject outlines and results.</p> <p>Learning outcomes are specified for all courses and the testing (mid trimester tests, internal class assessments and final examinations) regime demonstrates whether students have met the requirements for achievement of the relevant learning outcomes specified for each course of study.</p>

	Evidence
<p><b>1.4.5</b> On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including:</p> <p><b>a.</b> Detailed understanding of the specific topic of their research, within a broad understanding of the field of research.</p>	<p>UBSS does not offer research awards but research specific skills are taught at every orientation session.</p> <p>In all programs, there are varying degrees of research competencies embedded in learning outcomes. UBSS takes great care however to ensure that the tools necessary for subject research assignment, and research skills are readily available.</p>

<p><b>b.</b> Capacity to scope, design and conduct research projects independently.</p>	<p>UBSS does not offer research awards but research specific skills are taught at every orientation session.</p> <p>UBSS takes great care however to ensure that the tools necessary for subject research assignment, and research skills are readily available. Students work on projects that will require some basic research to support their recommendations.</p>
<p><b>c.</b> Technical research skills and competence in the application of research methods.</p>	<p>UBSS does not offer research awards but research specific skills are taught at every orientation session.</p> <p>UBSS takes great care however to ensure that the tools necessary for subject research assignment, and research skills are readily available.</p> <p>Students work on projects that will require some basic research to support their recommendations. Free research workshops are offered to students in research every trimester.</p>
<p><b>d.</b> Skills in analysis, critical evaluation and reporting of research, and in presentation, publication and dissemination of their research.</p>	<p>UBSS does not offer dedicated research degrees but research specific skills relevant to each program are taught at every orientation session.</p> <p>UBSS takes great care however to ensure that the tools necessary for subject research assignment, and research skills are readily available.</p> <p>Students work on projects that will require some basic research to support their recommendations. Free research workshops are offered to students in research every trimester.</p>

	Evidence
<p><b>1.4.6</b> Assessment of major assessable research outputs for higher degrees by research such as theses, dissertations, exegeses, creative works or other major works arising from a candidate's research incorporates assessment by at least two assessors with international standing in the field of research, who are independent of the conduct of the research, competent to undertake the assessment and do not have a conflict of interest, and:</p> <p><b>a.</b> For doctoral degrees, are external to the higher education provider</p>	<p>UBSS does not offer research awards and so no research specific skills are taught.</p> <p>We take great care however to ensure that the tools necessary for subject research assignment, and library skills are readily available.</p> <p>Currently all UBSS awards are by course work.</p>
<p><b>b.</b> For Masters degrees by Research, at least one of whom is external to the higher education provider.</p>	<p>UBSS does not offer research awards and so no research specific skills are taught.</p> <p>We take great care however to ensure that the tools necessary for subject research assignment, and library skills are readily available.</p> <p>Currently all UBSS awards are by course work.</p>

	Evidence
<p><b>1.4.7</b> The outputs arising from research training contribute to the development of the field of research, practice or creative field and, in the case of doctoral degrees, demonstrate a significant original contribution.</p>	<p>UBSS does not offer degrees by research nor doctoral programs.</p> <p>Currently all UBSS awards are by course work. Students work on projects that will require some basic research to support their recommendations. UBSS therefore ensures that basic research skills are covered in the first year of the course. Free research workshops are offered to students in research every trimester.</p>

## 1.5 Qualification and Certification

	Evidence
<p><b>1.5.1</b> Qualifications, other than higher doctoral or honorary qualifications, are awarded only if a course of study leads to the award of that qualification and all of the requirements of the course of study have been fulfilled.</p>	<p>UBSS does not offer degrees by research or doctoral programs.</p> <p>UBSS does not confer honorary qualifications.</p> <p>UBSS has in place a Course completion policy.</p> <p><a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p> <p>Qualifications are awarded only when all the requirements of the course of study have been fulfilled. Course requirements are clearly evident on the UBSS website.</p> <p>Course requirements are also located within the program brochures.</p> <p><a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></p>

	Evidence
<p><b>1.5.2</b> Higher doctoral qualifications require significant, sustained original contributions to a field of research over and above the requirements of a doctoral degree and are awarded in accordance with the higher education provider’s specific policies and academic governance requirements for the award of Higher Doctoral Degrees.</p>	<p>UBSS currently does not offer higher doctoral qualifications.</p>

	Evidence
<p><b>1.5.3</b> When an Australian Higher Education Qualification is offered, the course of study leading to the qualification is either self-accredited under authority to self-accredit or accredited by TEQSA and the learning outcomes for the qualification are consistent with the level classification for that qualification in the Australian Qualifications Framework.</p>	<p>All UBSS HE awards are Accredited by TEQSA.</p> <p><a href="https://www.teqsa.gov.au/">https://www.teqsa.gov.au/</a></p> <p>The learning outcomes for the qualifications are consistent with the level classification for that qualification in the Australian Qualifications Framework.</p>

	Evidence
<p><b>1.5.4</b> Awardees of qualifications are issued with authorised certification documentation including a testamur, and either a record of results or an Australian Higher Education Graduation Statement (graduation statement) that state correctly:</p> <p><b>a.</b> The name of the registered higher education provider issuing the documentation.</p>	<p>Documentation is provided to students upon graduation - Testamur, AHEGS graduation statement, transcript &amp; results certificate (both results certificate and transcript available online via Student Management System (myGCA).</p> <p>The name of UBSS, the NUHEP, awarding the relevant qualification is clearly stated and evidenced on the testamur.</p>
<p><b>b.</b> The full name of the person to whom the documentation applies.</p>	<p>The full name of the recipient is provided along with the relevant student number.</p>
<p><b>c.</b> The date of issue.</p>	<p>The day, month and year of the award is evident.</p>
<p><b>d.</b> The name and office of the person authorised by the higher education provider to issue the documentation.</p>	<p>Pursuant to TEQSA requirements, the person name and office of the authorised person is evident on the award.</p>
<p><b>e.</b> And if the qualification is recognised in the Australian Qualifications Framework, the testamur and/or the graduation statement is certified with either the logo of the Australian Qualifications Framework or the words, 'This qualification is recognised within the Australian Qualifications Framework'.</p>	<p>The qualification is recognised in the Australian Qualifications Framework, the testamur and/or the graduation statement is certified with the logo of the Australian Qualifications Framework and the words, 'This qualification is recognised within the Australian Qualifications Framework'.</p>

	Evidence
<p><b>1.5.5</b> All certification documentation issued by the higher education provider is:</p> <p><b>a.</b> Unambiguously issued by the registered higher education provider.</p>	<p>There is no ambiguity as to the issuing HE provider.</p> <p>All certification documentation issued by the higher education provider is unambiguously issued by the registered higher education provider.</p>
<p><b>b.</b> Readily distinguishable from other certification documents issued by the higher education provider.</p>	<p>The documentation is readily distinguishable from other certification documents issued by the higher education provider.</p>
<p><b>c.</b> Protected against fraudulent issue.</p>	<p>Testamur printing is outsourced to a security printer. Electronic copy identifiers are embedded within each graduand testamur.</p> <p>The document has a number of security features including a micro-printed line (hologram), a copy preventative background and a thermochroic security icon.</p>
<p><b>d.</b> Traceable and authenticable.</p>	<p>Each testamur has a document ID and a computer-generated day, month, year and time stamp.</p> <p>The document has a number of security features including a micro-printed line (hologram), a copy preventative background and a thermochroic security icon.</p>
<p><b>e.</b> Designed to prevent unauthorised reproduction.</p>	<p>The document has a number of security features including a micro-printed line (hologram), a copy preventative background and a thermochroic security icon.</p>
<p><b>f.</b> Replaceable by the higher education provider through an authorised and verifiable process.</p>	<p>Testamur printing is outsourced to a security printer. Electronic copy identifiers are embedded within each graduand testamur.</p> <p>A replacement may only be authorised, in writing, by the Executive Dean, UBSS.</p>

	Evidence
<p><b>1.5.6</b> Testamurs state correctly, in addition to the requirements for all certification documentation:</p> <p><b>a.</b> The full title of the qualification awarded, including the field or discipline of study.</p>	<p>The Bachelor of Business, Bachelor of Accounting, and Master of Business Administration and nested awards are fully stated without ambiguity.</p> <p>The full title of the qualification awarded, including the field or discipline of study is stated.</p>
<p><b>b.</b> Any subsidiary component of the qualification (such as integrated honours, an area of specialisation or a major study).</p>	<p>It is not currently UBSS practice to have subsidiary components. Should this change, the subsidiary component would be noted on the testamur.</p>
<p><b>c.</b> If any parts of the course of study or assessment leading to the qualification were conducted in a language other than English, except for the use of another language to develop proficiency in that language.</p>	<p>All UBSS courses are conducted in English.</p>

	Evidence
<p><b>1.5.7</b> Records of results state correctly, in addition to the requirements for all certification documentation:</p> <p><b>a.</b> The full name of all courses and units of study undertaken and when they were undertaken and completed.</p>	The full name of program, subjects and dates are evident on all certification.
<p><b>b.</b> Credit granted through recognition of prior learning.</p>	Credit granted through recognition of prior learning is designated on student transcripts with an “E” for exemption.
<p><b>c.</b> The weighting of units within courses of study.</p>	All subjects within UBSS programs currently have the same weighting and are clearly evident on UBSS website and as stated in their respective brochures.
<p><b>d.</b> The grades and/or marks awarded for each unit of study undertaken and, if applicable, for the course overall.</p>	A Grade criteria/allocation is clearly and unambiguously stated on transcripts for each unit of study undertaken and, if applicable, for the course overall.
<p><b>e.</b> Where grades are issued, an explanation of the grading system used.</p>	A Grade criteria/allocation is clearly and unambiguously stated on UBSS transcripts.
<p><b>f.</b> Where a course of study includes a significant particular focus of study such as honours, an area of specialisation or a major study, a definition of that component of significant focus.</p>	No focus or specialisations are offered by UBSS.
<p><b>g.</b> Any parts of a course or units of study or assessment that were conducted in a language other than English, except for the use of another language to develop proficiency in that language.</p>	All UBSS course are conducted in English.

	Evidence
<b>1.5.8</b> Graduation statements contain, in relation to a particular course of study and the qualification awarded, the information contained in a record of results, presented in a form that conforms with the requirements for an Australian Higher Education Graduation Statement.	Graduation Statements are provided using the official AHEG format.

	Evidence
<b>1.5.9</b> Qualifications that do not align with a qualification that is recognised in the Australian Qualifications Framework are not described using the nomenclature of the Australian Qualifications Framework or implied to be a qualification recognised in the Australian Qualifications Framework or an equivalent qualification.	All UBSS awards are AQF aligned.

	Evidence
<b>1.5.10</b> Students who complete one or more units of study that do not lead to the award of a qualification have access to an authorised record of results for the units undertaken.	UBSS Result certificates show all subjects attempted – UBSS transcripts show all subjects completed (including exemptions) - both are readily accessible online via the student management system ( <b>myGCA</b> )

	Evidence
<b>1.5.11</b> Any documentation issued with the award of an honorary qualification unambiguously identifies the qualification as an honorary qualification.	UBSS does not issue honorary qualifications.

# STANDARD 2 | LEARNING ENVIRONMENT

March 2020

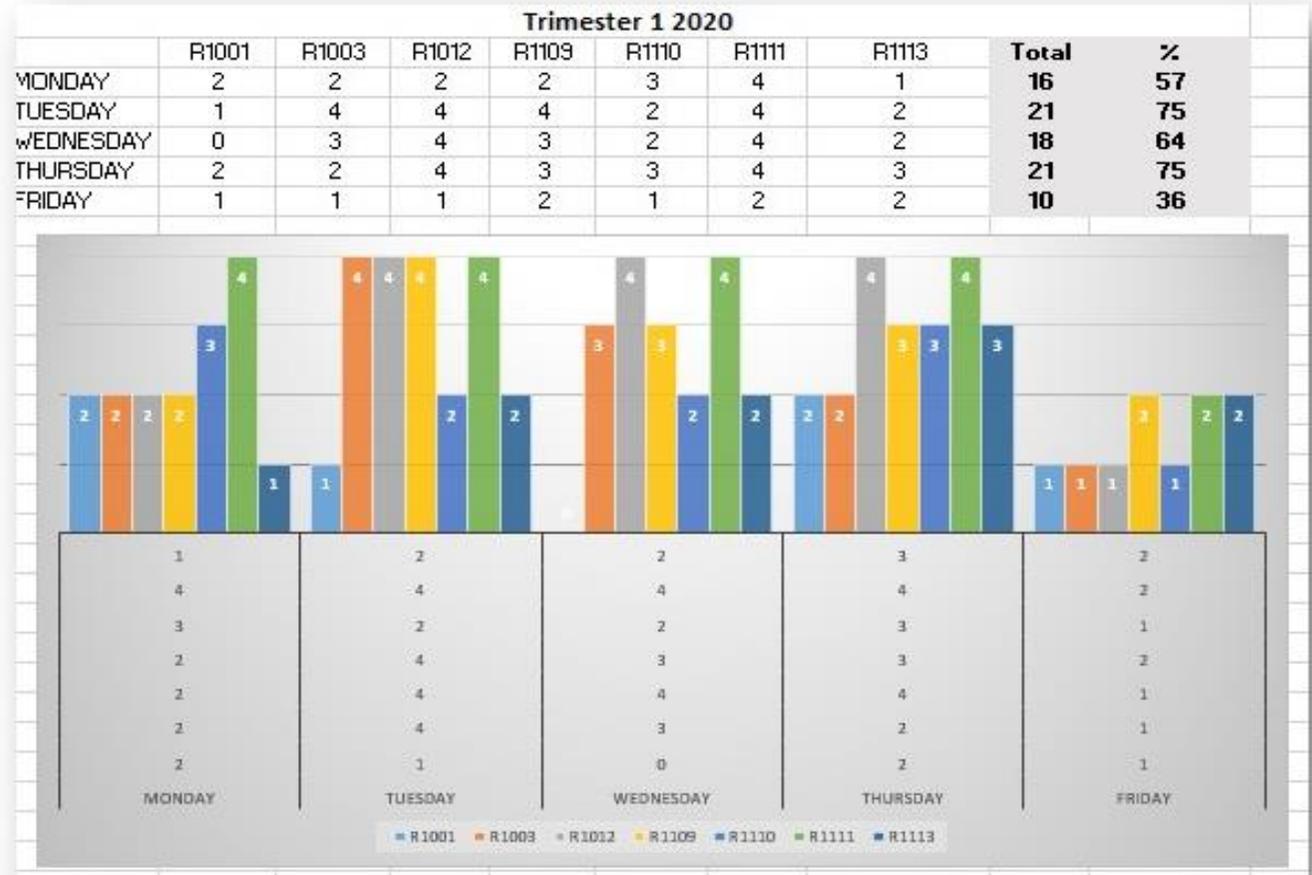
STANDARD 2   LEARNING ENVIRONMENT	
*Institutional Confidence Rating:	<p>Evidence [where applicable]</p> <p>This Domain (Sections 2.1-2.4) within the <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a> (HES Framework) encompasses:</p> <ul style="list-style-type: none"> <li>the <b>nature, access to and fitness for purpose</b> of the learning environment under the control of the provider (without presupposing any particular model of participation or delivery), diversity of participation and the wellbeing of staff and students, and</li> <li>Access to effective mechanisms to <b>address students' grievances</b> should they arise.</li> </ul> <p>Much of the background material to demonstrate that these Standards are met must be publicly accessible (see Domain 7)</p>

## 2.1.1 Facilities and Infrastructure

Standards	Evidence or Comments
<p><b>2.1.1</b> Facilities, including facilities where external placements are undertaken, are fit for their educational and research purposes and accommodate the numbers and educational</p>	<p>Capacity planning and electronic entry requirements ensures that relevant numbers are available at all times and are consistent with building regulations. All facilities are fit for purpose. No external placements are undertaken.</p>

and research activities of the students and staff who use them.

Facilities are excellent and current classroom usage (T1, 2020) is only at 61% capacity – suggesting the site is underutilised with ample teaching space available –



The feedback on Q8 on the most recent SFU data (T3, 2019) suggests the availability and good use of current eLearning technologies –

Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19
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

The feedback from **Q1 Staff survey (T1, 2016 through to T3, 2019)** suggests high satisfaction levels with the tools and resources available for effective teaching –

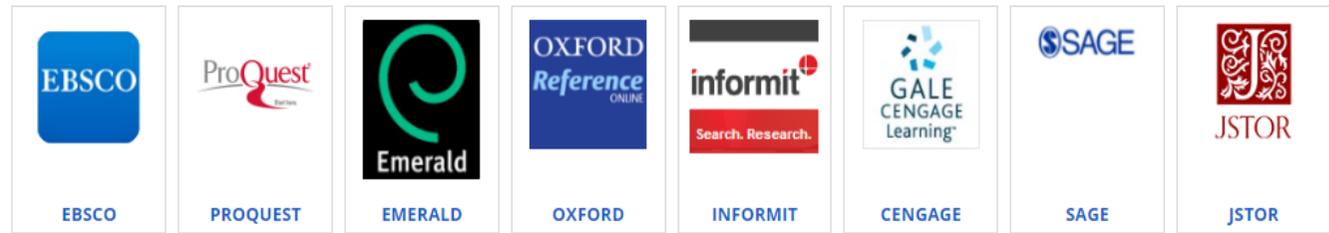
Survey Questions		Bachelor of Business										
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19
Q1	The subject provided useful knowledge and skills	4.20	4.38	4.30	4.36	4.28	4.57	4.44	4.35	4.35	4.26	4.50

Survey Questions		Bachelor of Accounting										
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19
Q1	The subject provided useful knowledge and skills	4.15	4.43	4.16	4.36	4.18	4.26	4.27	4.34	4.34	4.25	4.38

Survey Questions		Master of Business Administration										
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19
Q1	The subject provided useful knowledge and skills	4.20	4.44	4.27	4.24	4.35	4.40	4.27	4.37	4.37	4.33	4.39

TEQSA approved the UBSS premises as fit for education and research purposes by way of a physical site inspection in December 2015. Disabled facilities have been added since that time and development updates are sent to TEQSA when required.

UBSS has in place an extensive e-Library – 8 hosted library sites available to students 24/7; and in excess of 70 workstations at UBSS.



There is a student e-Resource area and student lounge on Level 10; staffroom (with twelve workstations), staff lounge on Level 11 and adequate office space; free Wi-Fi access throughout the building, which is fully air-conditioned, and all furniture is appropriate for purpose.

## 2.1.2 Facilities and Infrastructure

**2.1.2** Secure access to electronic information and adequate electronic communication services is available continuously (allowing for reasonable outages for maintenance) to students and staff during periods of authorised access, except for locations and circumstances that are not under the direct control of the provider.

Secure access to electronic information and adequate electronic communication services is available through:

- Student Management System (myGCA) - 24/7 access/ password protected
- Cloud based Learning Management System (Moodle Learning Portal )- 24/7 access/ password protected
- The SMS and LMS is also available remotely to staff 24/7

Scheduled maintenance of Moodle takes place 1-3 times per year within a 24-hour period. All students and staff are notified well in advance.

UBSS has outages of less than 1% (best practice) as evidenced in the monthly IT Business Unit Reports.

**Uptime Statistics :**

Overall system uptime (last week) : 100%

Overall system uptime (last month) : 100%

Overall system uptime (last 3 months) : 99.87%

Overall system uptime (last 6 months) : 99.93%

Overall system uptime (last 12 months) : 99.93%

The benchmark for system uptime is generally accepted to be 99.95% for any commercial system.

Amazon themselves have their uptime goal set to 99.95% for their own cloud hosting.

Microsoft has their uptime goal for Office 365 set to 99.90%.

*These statistics show that GCA has met or exceeded the uptime goals set by other large IT providers.*

There are no locations or circumstances that are not under the direct control of the provider.

To ensure the continuous availability and security of all data including electronic communication services, an external forensic report was completed by Brennan IT. This report found no issues with the network design, operation, or maintenance. The data security and backup measures that currently exist were deemed satisfactory, and the extensive network monitoring systems currently used ensure that any IT issues are detected and rectified promptly.

UBSS is responding to an upsurge in security breaches in universities and higher education providers and has introduced protocols to protect the integrity of gateways and data.

## 2.1.3 Facilities and Infrastructure

**2.1.3** The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.

The Moodle Learning Portal has a discussion forum capability which can be utilised by lecturing staff and students.

Lecturing staff have extensive availability outside of scheduled class time to discuss any academic matters and this is reflected in the positive response to Q9 of the most recent SFU survey (T3, 2019) –

Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19
Q9	The lecturer was available to discuss learning problems outside of class time	4.42	4.18	4.34

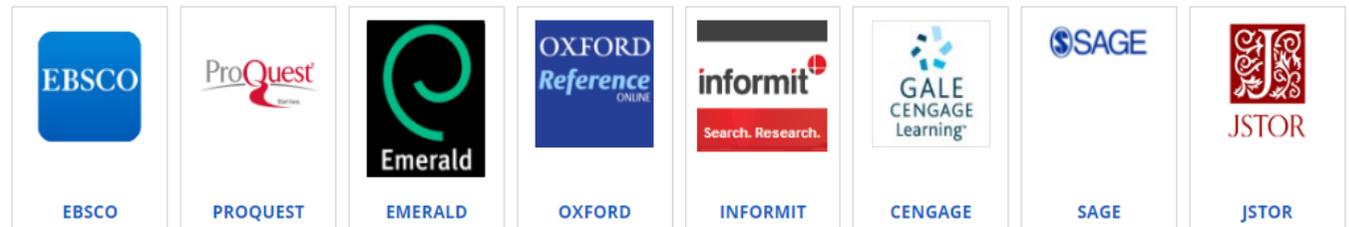
Program Directors are available on site for consultation during campus hours 9am – 5.00pm Mon-Friday

The Student Management System (myGCA) is available 24/7 and is access password protected

Cloud based Learning Management System (Moodle Learning Portal) is available 24/7 and is access password protected

e-Resource area – physical space; and meeting rooms available 7.30am – 9.00pm Mon-Thursday and 07:30am to 6pm on a Friday.

e-Library access online – 24/7 access.



Introduction of short recorded video sessions for example, with the subject Advanced Business Communication, was initiated in T3 2018, with intended future rollout into other subjects to assist students.

There is free Wi-Fi access throughout UBSS.

## 2.2.1 Diversity and Equity

**2.2.1** Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups and create equivalent opportunities for academic success regardless of students' backgrounds.

UBSS has established a comprehensive range of policies that are inclusive and support student diversity in the areas of cultural background, ethnicity, ability, needs and experience. Diversity is reported on a daily, weekly, monthly, quarterly and annual basis -

## DIVERSITY



	2015	2016	2017	Q1	Q2	Q3	Q4	2018	2019	2020	
<b>Domestic</b>	0	12	12	11	9	0	0	25	50	75	✓
<b>International</b>	488	1063	1185	1023	1205	1619	1558	1275	1350	1425	✓
<b>Nationalities</b>	10	33	34	34	33	41	41	35	36	37	✓
<b>Countries with 10 +</b>	5	8	9	10	8	10	10	10	11	12	✓
<b>Undergraduate</b>	488	763	790	754	852	1071	1072	830	910	1000	✓
<b>Postgraduate</b>	0	300	407	274	353	483	483	470	490	500	✓

Practices and approaches to teaching clearly takes into account diversity and are managed by a diverse, and highly qualified and capable staff with significant international teaching experience - as evidenced in the T3, 2019 SFU survey – Q11. The overall teaching was rated as being of ‘very high quality’ (4.3) –

Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19
Q11	Overall the teaching in the subject was of a high quality	4.46	4.22	4.40

and SFU survey (T3, 2019) Q2 achievability of Learning Outcomes' was also highly rated –

Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19
Q2	The learning outcomes were achievable	4.42	4.26	4.36

Disadvantaged students are supported by the creation of appropriate opportunities for academic success regardless of CALD (Culturally and Linguistically Diverse) backgrounds and support is provided through various support workshops including –

- Employability skills workshops
- Academic literacy skills workshops
- Research skills workshops

Attendance and performance are monitored by lecturing staff (in the first 6 weeks in particular) and intervention is activated where appropriate by the Learning Support Coordinator.

Further review of the academic progression is monitored throughout the trimester by the Program Directors to identify students at risk.

## 2.2.2 Diversity and Equity

**2.2.2** Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.

UBSS currently enrolls primarily international students.

Any Aboriginal and Torres Strait Islander peoples (ATSI) enrolment application would be referred directly to the Executive Dean or delegate for positive supportive action.

UBSS has a comprehensive, benchmarked Indigenous Education Policy

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

Student Services and Admissions staff are updated and advised of changes to the Indigenous policy on a regular basis and are instructed and trained to refer any ATSI applications directly to the Office of the Executive Dean or delegate for positive supportive action.

## 2.2.3 Diversity and Equity

**2.2.3** Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

This is evidenced in UBSS [Historical Data Analysis report](#) which is used to monitor participation, progress and completion by identified student subgroups. Results are reviewed by committees associated with the Office of the Executive Dean and findings inform admissions policies and the improvement of learning and support strategies.

<https://www.ubss.edu.au/ubss-reports/>

Each committee reviews the KPIs and make relevant decisions based on the information provided.

Ongoing KPI reports are published by the Office of the Executive Dean.

	<p>Further, the results of data analysis for each specific student subgroup are completed each trimester and reported to the Program Directors Team. The results for each student subgroup are available. The most recent data analysis was completed in February 2019 and is available on the UBSS website.</p> <p>The KPI statements are presented in monthly Business Unit Report Format (BUR) and the quarterly KPIs are generated around growth, diversity, quality, entrepreneurship and benchmarking measures.</p>
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**QUALITY**



	2015	2016	2017	Q1	Q2	Q3	Q4	2018	2019	2020	
Full time staff (%)	10	25	25	31.3	28	25	25+	25	27	29	✓
AQF+1% or equivalent	40	100	100	100	100	100	100	100	100	100	✓
Progression Rate (%)	57.9	56.3	65	59	59	61	TBC	65	70	70	✓
Attrition Rate (%)	24.4	19.5	25	19.9	25.3	21	23^	25	25	25	✓
Total Completions	160	91	150	135	135	187	187	273	411	416	✓
Student Satisfaction	4.2	4.3	4.2	NA	4.3	4.3	4.2	4.2	4.2	4.2	✓
Staff Satisfaction	3.5	4.3	4.4	NA	4.8	4.7	4.7	4.2	4.2	4.2	✓
Student Staff Ratio	32.4	34	30**	32.9	36.2	38.6	36.1**	30	30	30	✓
SES (QILT) Aggregate	NA	NA	76.9	79.3	79.3	79.3	79.3^^	77.0	78.0	80	✓

## 2.3.1 Wellbeing and Safety

**2.3.1** All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.

A Wellbeing and Safety Policy is in place.

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

Consideration is given to the wellbeing and safety of international students adjusting to living and studying in Australia and this information is evident in the orientation slides. A presentation during Orientation week by the Learning Support Coordinator is also provided and information about counselling and support are all identified as resources in the orientation guide. A copy of the orientation slides is posted on the UBSS website following orientation week. <https://www.ubss.edu.au/orientation/>

UBSS has published a paper on Wellbeing and Safety Policy which is available on the UBSS website.

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

The full-time Learning Support Coordinator provides one to one support sessions for students. Those with personal circumstances that may affect their studies may be offered a reduced study load or deferment, if appropriate. Appointments with staff can be made through an online booking system.

The Program Directors work in concert with the Learning Support Coordinator in such matters.

UBSS has a separate Sexual Harassment and Sexual Assault (SASH) policy and a dedicated task force to oversee the implementation of the policy. This task force is a subcommittee of the Executive Management team, who report to the GCA Board.

It is noted that students are advised at the beginning of every trimester to view the orientation guide once they have signed into the Moodle Learning Portal before accessing their courses.

## 2.3.2 Wellbeing and Safety

**2.3.2** Timely, accurate advice on access to personal support services is available, including access to emergency services, health services, and counselling, legal advice, advocacy, and accommodation and welfare services.

Information regarding emergency contacts, health services, counselling, legal advice and advocacy are fully covered in the orientation slides and the presentation during orientation week. A copy of the orientation slides is posted on the UBSS website following orientation week.

<https://www.ubss.edu.au/orientation/>

In addition to the above, a full range of student support services is available on campus to all students, during office hours from 8.30am to 5.00pm (Monday - Friday).

It is noted that students are advised to view the orientation guide once they have signed into the Moodle Learning Portal before accessing their courses.

Accommodation may be arranged in Sydney with support of individual student's international education agents.

## 2.3.3 Wellbeing and Safety

**2.3.3** The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.

Information regarding the nature and extent of support services available for all students is evident in the orientation slides. A copy of the orientation guide is posted on the website following orientation week.

<https://www.ubss.edu.au/orientation/>

All teaching and support staff are aware of the need to be sensitive to any student with a disability. All staff are aware of the need to advise Student Services of any student that may be experiencing a mental health problem, disability or other individual wellbeing needs, for referral to external medical or counselling services.

A minimum of two full time staff are trained First Aid Officers and First Aid signage on campus is appropriate.

View Wellbeing and Safety Policy

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

UBSS has a WHS committee that meets 4 times a year and manages all related matters.

(WHS meeting schedules and reports available on request)

## [2.3.4 Wellbeing and Safety](#)

**2.3.4** A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.

This information is evident in the orientation guide. A copy of the orientation slides is posted on the web following orientation week.

<https://www.ubss.edu.au/orientation/>

In addition to senior staff available all day, there are two part-time security/concierge staff are available on campus during afternoon and evening hours of operation.

The Moodle Learning Portal provides a safe place for discussion and a discussion forum is available within each Moodle course and monitored by the lecturer in charge.

For safety and security purposes, UBSS has CCTV cameras throughout the campus that are functional 24/7 and this footage is recorded and stored appropriately at a central location. Appropriate signage is displayed.

A comprehensive Wellbeing and Safety guide is available on the UBSS website.

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

## 2.3.5 Wellbeing and Safety

**2.3.5** There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow up required.

UBSS has in place a Critical Incident Policy.

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

Further the WHS Committee holds formal Meetings which take place four times each year.

The Chair of the WHS committee takes responsibility for remedial action in light of any reportable incidents. The Chair also takes proactive steps for any perceived incident that may arise.

All Business units are required to file a monthly BUR which includes an update on WHS.

All documentation, minutes, procedures and agendas are currently housed internally and are accessible to all staff.

A formal WHS BUR Report is provided to the GCA Board of Directors at every meeting as a standing item. This is managed by the Director responsible for risk.

Issues raised and actions taken for each meeting are minuted and kept securely.

The WHS committee perform regular physical Inspections of all facilities. The campus has a purpose-built disabled toilet. The building has wheelchair lift for easy access to the ground floor and all other floors are accessible by lift.

UBSS is housed in a building with other clients and the building management conduct regular fire safety and evacuation drills.

(WHS meeting schedules and reports available on request)

## 2.4 Student Grievances and Complaints

**2.4.1** Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.

This information is fully covered and clearly explained in the Grievance and Appeals Policy (Academic) and Grievance Policy (Non-Academic)

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

The first point of contact for Student grievances is Student Services or the Learning Support Coordinator, in line with existing policies. Access to Student Services or the Learning Support Coordinator can be through face to face during UBSS opening hours or via email/telephone. Students frequently approach Program Directors who often are able to resolve issues prior to the formal processes.

This process provides mechanisms that can resolve grievances about any aspect of students' experiences with UBSS, its agents or related parties.

Grievance and Appeals policies need to be viewed in light of other policies such as the Student Code of Conduct.

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

Students are informed of external dispute resolution providers if required.

## 2.4.2 Student Grievances and Complaints

**2.4.2** There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.

Timely resolution of complaints and appeals, via various pathways, is available with no charge to students (with the exception of supplementary exam applications).

The Academic Integrity Committee (AIC) is consistent, fair and representative for decisions regarding academic/non-academic incidents during orientation, exams and for grade appeals. The AIC meets regularly – 12 times each year. Formal complaints and appeals are reviewed and minuted by the Secretary of the AIC.

(AIC meeting schedules, reports and minutes available on request)

A further appeal against these decisions can be forwarded to the Executive Dean. Outcomes of appeals are directly communicated to students by the Learning Support Coordinator.

This information is fully covered and clearly explained in the Grievance & Appeals Policy (Academic) and Grievance Policy (Non-Academic)

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

## 2.4.3 Student Grievances and Complaints

**2.4.3** Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.

The Grievance policy specifies UBSS commitment to ensuring that students have access to processes that allow for grievances, disputes, problems and complaints of an academic or non-academic nature to be resolved in a fair, efficient and effective manner.

This information is fully covered and clearly explained in the Grievance and Appeals Policy (Academic) and Grievance Policy (Non-Academic)

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

Student rights of appeal include direct appeal submissions to the Chair of the AIC on academic matters.

The AIC maintains an incident register and an electronic record of all correspondence to and from students.

The AIC meets regularly – 12 times each year. Formal complaints and appeals are reviewed and minuted by the Secretary of the AIC.

(AIC meeting schedules, reports and minutes available on request)

A further appeal against these decisions can be forwarded to the Executive Dean. Outcomes of appeals are directly communicated to students by the Learning Support Coordinator.

The Office of the International Ombudsman provides a third-party external option if internal processes are not satisfactory as perceived by the student.

<https://www.ombudsman.gov.au/>

## 2.4.4 Student Grievances and Complaints

**2.4.4** Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.

The Academic Integrity Committee (AIC) meets regularly – 12 times each year.

(AIC meeting schedules, reports and minutes available on request)

The AIC examines complaints and appeals submissions. These are recorded in student journals within the Student Management System (myGCA) and a Formal letter/email is sent to the student as well as further information on student rights; (including rights for appeal) and is recorded in the AIC minutes.

Student rights of appeal include direct appeal submissions to the Chair of the AIC on academic matters.

A further appeal against these decisions can be forwarded to the Executive Dean. Outcomes of appeals are directly communicated to students by the Learning Support Coordinator.

The AIC maintains an incident register and minutes. All correspondence to and from students is recorded electronically in the student's journal within myGCA.

The Office of the International Ombudsman provides a third-party external option if internal processes are not satisfactory as perceived by the student.

<https://www.ombudsman.gov.au/>

## 2.4.5 Student Grievances and Complaints

**2.4.5** If a formal complaint or appeal is upheld, any action required is initiated promptly.

If a formal complaint or appeal is upheld, any action required is initiated promptly without any disadvantage to the complainant.

This information is fully covered and clearly explained in the Grievance and Appeals Policy (Academic) and Grievance Policy (Non-Academic)

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

# STANDARD 3 | TEACHING

March 2020

STANDARD 3   TEACHING	
*Institutional Confidence Rating:	<p>This Domain (Sections 3.1-3.3) within the <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a> (HES Framework) encompasses:</p> <ul style="list-style-type: none"> <li>• specific requirements for the specification of the <b>course design</b> and requirements for <b>engagement with advanced knowledge and enquiry, current knowledge, theoretical frameworks and concepts</b>, related scholarship and emerging ideas</li> <li>• coherent achievement of <b>learning outcomes</b> and <b>professional accreditation of a course of study</b> if applicable</li> <li>• sufficiency of <b>staffing, capability of teaching staff</b>, student <b>access to staff</b>, and</li> <li>• the nature, appropriateness, quality and level of access to <b>learning resources</b> that are specific to the course of study.</li> </ul>

## 3.1 Course Design

Standards	Evidence or Comments
<p><b>3.1.1</b> The design for each course of study is specified and the specification includes:</p> <p><b>a.</b> The qualification(s) to be awarded on completion</p>	<p>Refer to Undergraduate brochure for qualifications awarded upon completion:</p> <ul style="list-style-type: none"> <li>• Bachelor of Accounting</li> <li>• Associate Degree of Accounting</li> <li>• Diploma of Accounting</li> <li>• Bachelor of Business</li> <li>• Associate Degree of Business</li> <li>• Diploma of Business</li> </ul>

In addition to the above, the qualifications awarded for each program can be viewed on UBSS website:

- Course Information > Bachelor of Business
- Course Information > Bachelor of Accounting
- Course Information > MBA
- Course Information > Graduate Certificate

Refer to Postgraduate brochure for qualifications awarded upon completion:

- Master of Business Administration
- Graduate Diploma
- Graduate Certificate

- <https://www.ubss.edu.au/download-brochures-and-price-lists/>

**b. Structure, duration and modes of delivery**

Refer to Undergraduate brochure for Structure and duration

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

<https://www.ubss.edu.au/download-brochures-and-price-lists/>

Refer to Postgraduate brochure for qualifications awarded upon completion:

- Master of Business Administration
- Graduate Diploma
- Graduate Certificate

	<p><a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></p> <p><b>Mode of delivery:</b> All UBSS qualifications are taught full-time, face to face on campus.</p>
<p>c. The units of study (or equivalent) that comprise the course of study</p>	<p><b>Units of study:</b></p> <p>Refer to Undergraduate brochure for units of study.</p> <p>Refer to Postgraduate brochure for units of study.</p> <p>The above program brochures can be accessed on the UBSS website. <a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></p>
<p>d. Entry requirements and pathways</p>	<p><b>Entry requirements:</b> Bachelor of Accounting/Associate Degree of Accounting/Diploma of Accounting – refer to Undergraduate brochure Bachelor of Business/Associate Degree of Business/Diploma of Business – refer to <u>Undergraduate brochure</u> Master of Business Administration/Graduate Diploma/Graduate Certificate/ – refer to <u>Postgraduate brochure</u></p> <p>Program brochures can be accessed on the UBSS website. <a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></p> <p><b>Pathways:</b> Bachelor of Accounting/Associate Degree of Accounting/Diploma of Accounting – refer to Undergraduate brochure Bachelor of Business/Associate Degree of Business/Diploma of Business – refer to <u>Undergraduate brochure</u></p>

	<p>Master of Business Administration/Graduate Diploma/Graduate Certificate - career opportunities and areas of employment in the Postgraduate brochure</p> <p>The above brochures can be accessed on the UBSS website – <a href="https://www.ubss.edu.au/courses/">https://www.ubss.edu.au/courses/</a></p>
e. Expected learning outcomes, methods of assessment and indicative student workload	<p>Subject outlines are available on enrolment – and a sample outline is available on the UBSS website. Subject outlines contain a comprehensive coverage of expected learning outcomes, methods of assessment and indicative student workload.</p> <p>If circumstances require, and as approved by the Program Director , full subject outline documents are provided on student request prior to enrolment.</p>
f. Compulsory requirements for completion	<p><b>Compulsory requirements for completion are fully described:</b></p> <p>Bachelor of Accounting/Associate Degree of Accounting/Diploma of Accounting – refer to Undergraduate brochure</p> <p>Bachelor of Business/Associate Degree of Business/Diploma of Business – refer to Undergraduate brochure</p> <p>Master of Business Administration/Graduate Diploma/Graduate Certificate – refer to Postgraduate brochure</p> <p>Program brochures can be accessed on the UBSS website.</p> <p><a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></p>
g. Exit pathways, articulation arrangements, pathways to further learning, and	<p><b>Exit pathways:</b></p> <p>Exit pathways, articulation arrangements, and pathways to further learning all exist. These can be accessed in the program brochures.</p> <p>Bachelor of Accounting/Associate Degree of Accounting/Diploma of Accounting – refer to Undergraduate brochure</p> <p>Bachelor of Business/Associate Degree of Business/Diploma of Business – refer to Undergraduate brochure</p>

Master of Business Administration/Graduate Certificate/Graduate Diploma – refer to Postgraduate brochure

<https://www.ubss.edu.au/download-brochures-and-price-lists/>

UBSS has in place a number of formal articulation arrangements with selected institutions.

**Pathways for future learning:**

Bachelor of Accounting/Associate Degree of Accounting/Diploma of Accounting – refer to Undergraduate brochure

Bachelor of Business/Associate Degree of Business/Diploma of Business – refer to Undergraduate brochure

Master of Business Administration/Graduate Diploma/Graduate Certificate - pathways are inferred as career opportunities and areas of employment in the Postgraduate brochure

Program brochures can be accessed on the UBSS website.

<https://www.ubss.edu.au/download-brochures-and-price-lists/>

**h.** For a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.

UBSS offers only course work programs and does not offer any research-related courses at any level.

	Evidence
<p><b>3.1.2</b> The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:</p> <p><b>a.</b> Current knowledge and scholarship in relevant academic disciplines</p>	<p>The Bachelor qualifications at UBSS comply with AQF level 7</p> <p>The MBA complies with AQF level 9</p> <p>AQF compliance requires that all awards at UBSS have embedded current knowledge and scholarship relevant to the academic discipline.</p>
<p><b>b.</b> Study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and</p>	<p>The underlying theoretical and conceptual frameworks are consistent with AQF level 7 and level 9. The incoming Executive Dean (circa April 2016) initiated a review of all 3 degree awards against the AQF level 7 and 9 to ensure the framework of the disciplines are supported and the review shows that all courses were compliant.</p>
<p><b>c.</b> Emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.</p>	<p>All current UBSS academic staff have professional currency as per their CVs and scholarship profiles (refreshed December 2018) and ensure all subjects are continually scanned for emerging concepts and are relevant and applicable.</p> <p>Subject outlines are reviewed and updated at the commencement of each trimester to maintain their relevancy.</p>

	Evidence
<b>3.1.3</b> Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.	<p>Teaching and learning activities are arranged to ensure progressive and coherent achievement of expected learning outcomes throughout each course of study and are evident in the subject outline.</p> <p>Both program brochures can be accessed on the UBSS website:</p> <p><a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></p>

	Evidence
<b>3.1.4</b> Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.	<p>Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery and is evident in subject outline.</p> <p>Both program brochures can be accessed on the UBSS website:</p> <p><a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></p>

	Evidence
<b>3.1.5</b> Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.	<p>The Bachelor of Accounting is accredited by CPA, CA, IPA.</p> <p>These accreditations are not mandatory but provide UBSS with a level of industry/professional integration and a high level of quality control, with the opportunity for the professional associations to provide industry input should they wish to. This is achieved by means of the Course Advisory Committee who meet three times a year. (CAC meeting schedules, reports and minutes available on request)</p>

## 3.2.1 Staffing

**3.2.1** The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course.

**Student to academic staff ratio (SSR) in T1 2019 is currently 36.16:1 (against a target of 30). UPDATE**

UBSS Student to Staff Ratio Trimester 1 2019	
<b>Student to Staff Calculation</b>	
Student EFTSL	1089
Support Staff FTE	5.6
Full time teaching staff FTE	7.0
Casual Staff FTE (9 hours/week)	23.1
UBSS SSR (9 hours/week FTE)	30.49
TEQSA SSR (9 hours/week FTE)	<b>36.16</b>

Sufficient staff are provided by UBSS to ensure the education, academic support and administrative needs of students are all met.

UBSS has in place the following professional staff members:

Learning Support Coordinator

- Lead eLearning Developer
- Administration Officer
- Postgraduate Coordinator
- Campus Manager
- Campus Provost
- Student Services Manager

- Student Services Assistant
- IT Manager
- Admissions Director

Three Program Directors\_ - Wayne Smithson, Felix Stravens and Professor Greg Whateley – one for each of the 3 qualifications.

A Director - Centre for Entrepreneurship (CFE) – Andy West overviews industry interface with the Centre.

An Executive Officer – Academic Governance & Operations exists to further ensure academic policy and practice are consistent. The role includes compliance, quality control and audit management.

### 3.2.2 Staffing

**3.2.2** The academic staffing profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.

All teaching staff at UBSS are AQF+1 (or equivalent) qualified.

[View AQF Staff Profile](#)

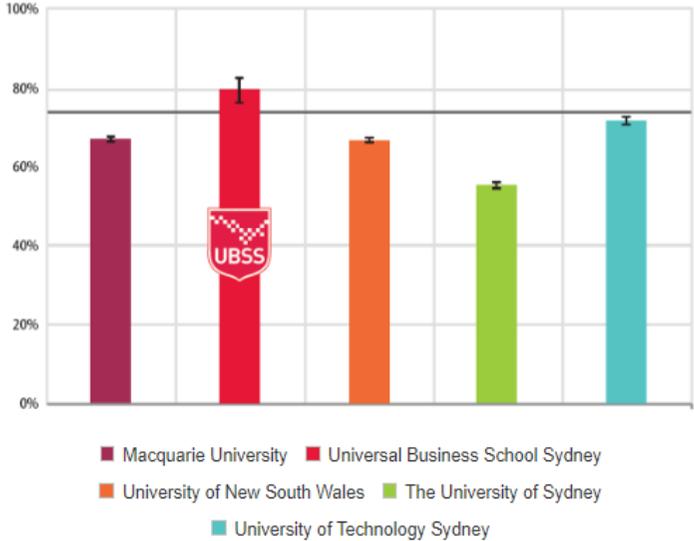
SFUs are carefully monitored (especially Q7) to ensure the level and extent of academic oversight and teaching capacity needed leads students in intellectual inquiry –

Survey Questions		BBus	BAcc	MBA
		T3 19	T3 19	T3 19
Q7	The lecturer had a good knowledge of the subject matter	4.51	4.29	4.50

Student Support - UBSS / Universities  
Student Experience - Undergraduate



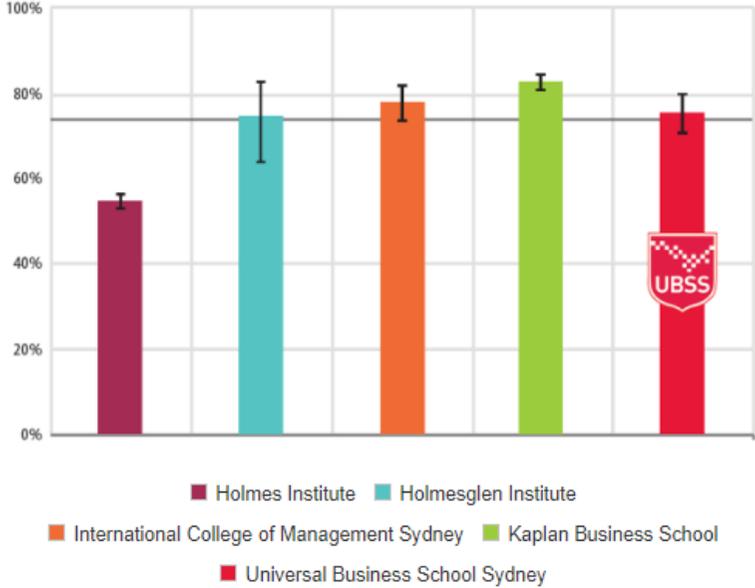
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Student Support - UBSS / iHEPS  
Student Experience - Postgraduate Coursework



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[View QILT 2018 Report](#)

Academic staff are supervised by a Program Director and undergo annual performance evaluations.

### 3.2.3 Staffing

<p><b>3.2.3</b> Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:</p> <p><b>a.</b> Knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice</p>	<p>There are 3 highly qualified Program Directors one for each of the three qualifications.</p> <p>The Bachelor of Business is overseen by Felix Stravens (Associate Professor) with significant business, commercial and teaching experience.</p> <p>The Bachelor of Accounting is overseen by Wayne Smithson (Associate Professor) with significant Accounting, commercial and teaching experience.</p> <p>The MBA is overseen by Professor Greg Whateley with significant higher education, commercial and teaching experience.</p> <p>All the academic leaders maintain their currency evidenced in their 2019 scholarship profiles and their 2016-2019 Professional development profiles.</p> <p>View Scholarship profiles View Professional Development profiles</p> <p><a href="https://www.ubss.edu.au/ubss-reports/">https://www.ubss.edu.au/ubss-reports/</a></p>
<p><b>b.</b> Skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and</p>	<p>All UBSS staff have skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts.</p> <p>All teaching staff at UBSS are AQF+1 (or equivalent)</p> <p>View AQF Staff Profile</p> <p>All academic staff are highly experienced and generally teach or have taught at a number of HE institutions and universities.</p> <p>View Academic Staff HE List and University list</p>

All academic staff are scholarship active.  
All academic staff are involved in ongoing professional development.

c. A qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.

All teaching staff at UBSS are AQF+1 (or equivalent) qualified.  
View AQF Staff Profile  
UBSS has in place an Academic Staff Qualifications and Equivalence Policy  
All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>  
In addition to academic qualifications, many staff are currently in professional practice.

### 3.2.4 Staffing

**3.2.4** Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.

All teaching staff at UBSS are AQF+1 (or equivalent) qualified.  
All teaching staff are supervised and guided by a Program Director – there are 3 Program Directors - Associate Professor Wayne Smithson, Associate Professor Felix Stravens and Professor Greg Whateley) – 1 for each of the 3 qualifications (and nested awards).  
  
All academic staff are involved in ongoing professional development.  
  
Visiting presenters and/or Fellows are supervised for quality and relevance by the Director - Centre for Entrepreneurship (CFE) – Associate Professor Andy West  
<https://www.ubss.edu.au/centre-for-entrepreneurship/>

## 3.2.5 Staffing

**3.2.5** Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.

Every teaching staff member provides information on their individual assistance availability (both electronically and face to face) to the students in their subject outlines.

Program Directors are accessible by prior appointment (electronic kiosk) through Student Services.

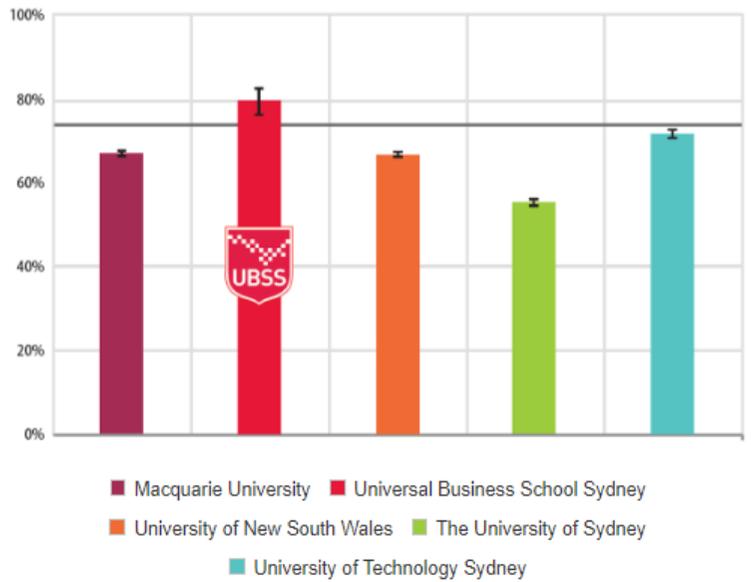
SFUs are monitored carefully especially response to **Q9**. “Available after class time” current **SFU (T3 2019)** showing highly satisfactory levels of staff accessibility to students –

Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19
Q9	The lecturer was available to discuss learning problems outside of class time	4.42	4.18	4.34

Student Support - UBSS / Universities  
Student Experience - Undergraduate



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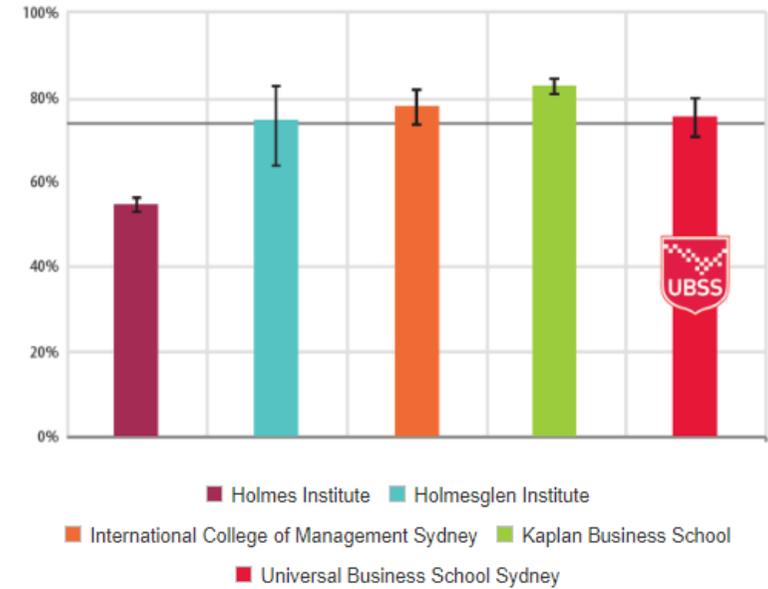


## Student Support - UBSS / iHEPS

### Student Experience - Postgraduate Coursework



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<https://www.ubss.edu.au/download-brochures-and-price-lists/>

Each program has a dedicated Program Director. There are 3 Program Directors (Associate Professor Wayne Smithson, Associate Professor Felix Stravens and Professor Greg Whateley) – 1 for each of the 3 qualifications.

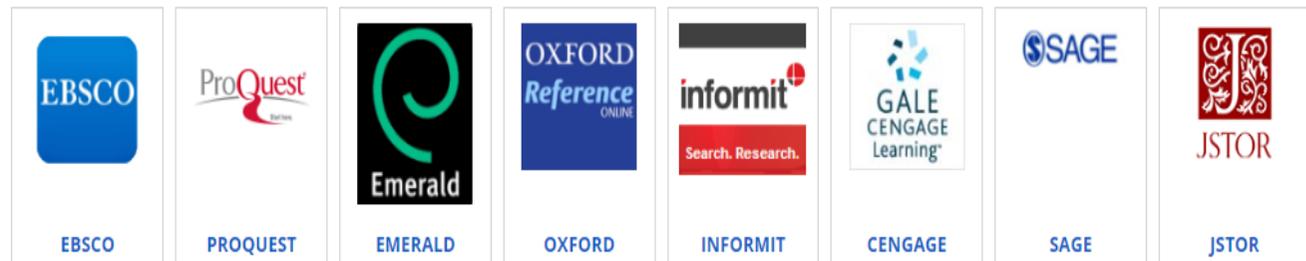
Students are further supported by 11 professional staff including –

- Learning Support Coordinator
- Lead eLearning Developer
- Administration Officer
- Postgraduate Coordinator
- Campus Manager
- Campus Provost
- Student Services Manager
- Student Services Assistant
- IT Manager
- Admissions Director
- Executive Officer – Academic Governance and Operations.

### 3.3.1 Learning Resources and Educational Support

**3.3.1** The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.

The student management system ([myGCA](#)) provides access to 8 world class e-Library Databases:



myGCA and Moodle Learning Portal are both exemplary support systems and are available 24/7.

The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, and are accessible when needed by students.

It is a requirement that all teaching staff refresh the resources and course content on the learning management system (Moodle) before the commencement of each trimester. This is reviewed by the relevant program director prior to publication.

Specialised accounting software (MYOB) and resources are available on the student computers in the Student Computer Lab. This software is updated on a regular basis to ensure currency of accounting and Microsoft applications. There are 54 MYOB dedicated computers.

The Business simulation game software is updated on a regular basis by the proprietor.

<https://www.ubss.edu.au/business-strategy-game-bsg/>



The e-Resource Room has a further 20 computers for student use.

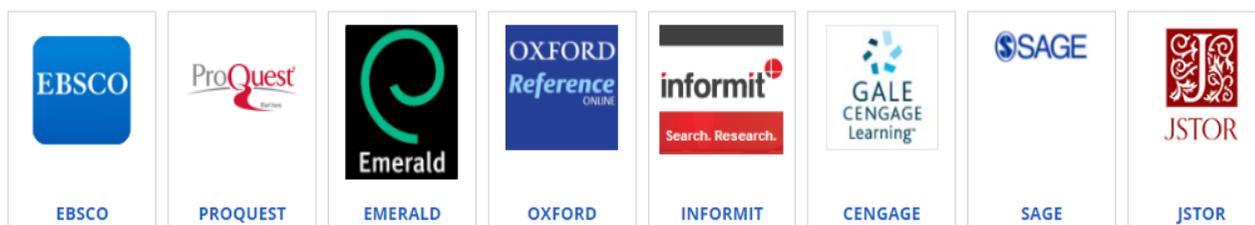
All computers are available during campus operational hours.

Outside of campus operational hours, access to internet is readily available in the city of Sydney.

### 3.3.2 Learning Resources and Educational Support

**3.3.2** Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.

The student management system ( [myGCA](#)) provides access to 8 world class eLibrary Databases).



myGCA and Moodle Learning Portal are both exemplary support systems.

All resources are available 24/7.

There is a full time, dedicated eLearning support staff (Lead e-Learning Developer)

There is a full time, dedicated technical support staff (IT Manager)

Staff and student training sessions in the use of e-Resources are available throughout the year.

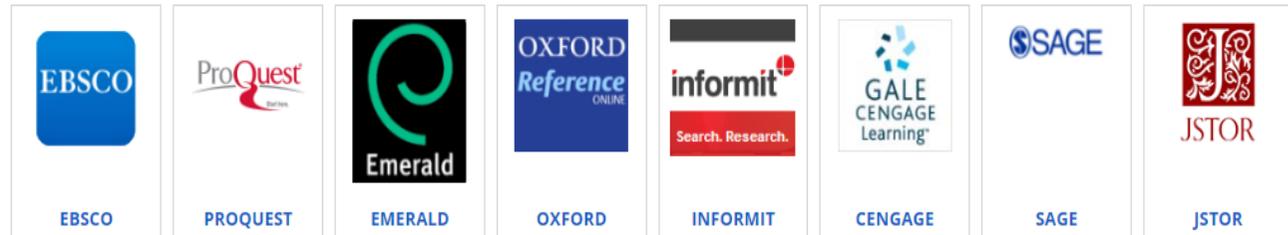
Support resources are available to lecturers on the Lecturer Support Centre in Moodle, to further support teaching and learning. (eg Turnitin).

### 3.3.3 Learning Resources and Educational Support

**3.3.3** Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.

E-resource room and computer labs are available during operational hours: 7.30am – 9.00pm Monday to Thursday and 7:30am to 6pm on Friday.

The student management system MyGCA (the actual gateway to all eLibrary databases whether on or off campus) is accessible 24/7 at no cost.



All learning resources are contained within the Learning Management System (LMS) Moodle Learning Portal , which is accessible remotely on all devices including mobile phones.

Students with special needs would be individually assessed and supported. A full time, dedicated Learning Support Coordinator is available to students with special needs.

UBSS has no off-campus students.

Free Wi-Fi access on all levels of the Sydney CBD campus is available to students (and staff). Wi-Fi access is readily available throughout the city of Sydney.

The Microsoft Office Suite (Office 365) is available to all students to download at no additional cost.

## 3.3.4 Learning Resources and Educational Support

**3.3.4** Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

Within each trimester period the Learning Support Coordinator holds a number of support workshops for undergraduate and postgraduate students specific to the following topics:

- Employability skills workshops
- Academic literacy skills workshops
- Research skills workshops

Individual students with specific learning needs are supported with a range of resources including PASS and Program Directors.

Students are further supported by 11 professional staff including –

- Learning Support Coordinator
- Lead eLearning Developer
- Administration Officer
- Postgraduate Coordinator
- Campus Manager
- Campus Provost
- Student Services Manager
- Student Services Assistant
- IT Manager
- Admissions Director
- Executive Officer – Academic Governance and Operations.

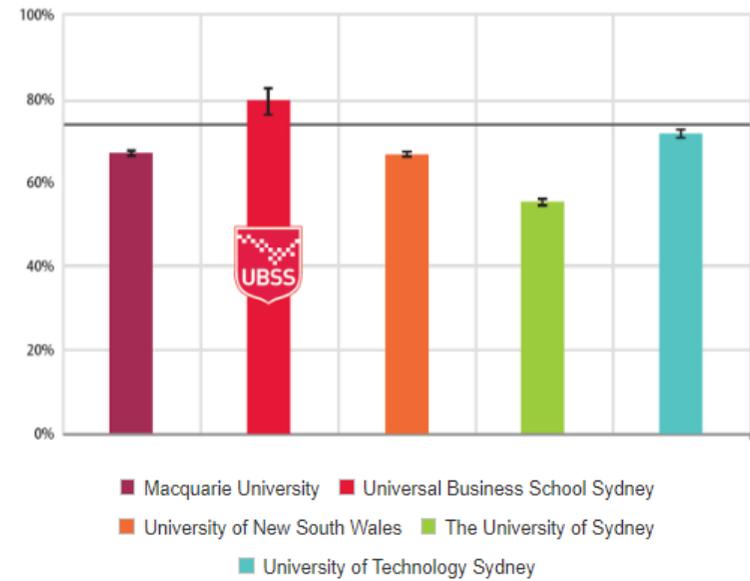
View [QILT 2020 Report](#)

<https://www.ubss.edu.au/download-brochures-and-price-lists/>

## Student Support - UBSS / Universities Student Experience - Undergraduate



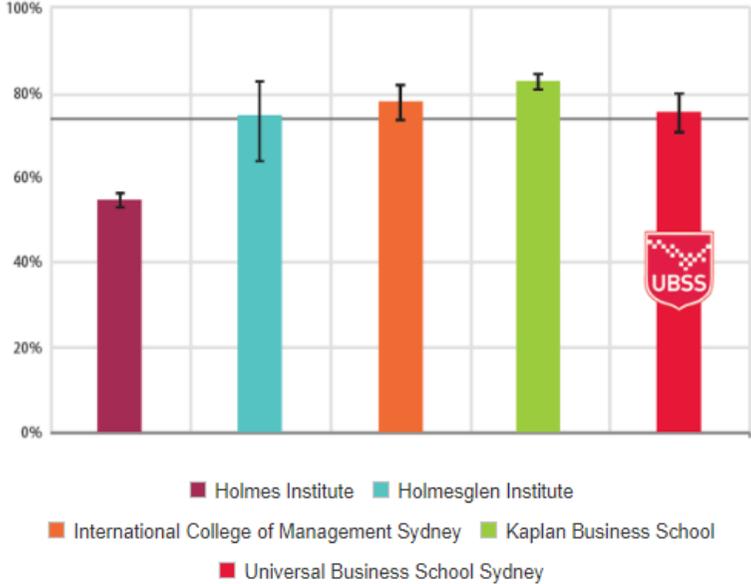
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Support



Student Support - UBSS / iHEPS  
Student Experience - Postgraduate Coursework



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Sydney CBD for Student  
Support



All UBSS students are F/T on-campus students.

# STANDARD 5 | INSTITUTIONAL QUALITY ASSURANCE

March 2020

STANDARD 5   Institutional Quality Assurance	
**Institutional Confidence Rating:	<p>This Domain (Sections 5.1-5.4) within the <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a> (HES Framework) encompasses:</p> <ul style="list-style-type: none"><li>• whether the provider has a credible and effective process for <b>internal approval of all courses</b> of study that is applied consistently and involves competent academic oversight and scrutiny independent of those directly involved in the delivery of the courses of study (5.1)</li><li>• the effectiveness of the <b>policy framework</b> and processes that are applied to maintain <b>academic integrity</b> throughout the provider’s academic activities (including arrangements with other parties) and to address and prevent lapses in academic integrity (5.2)</li><li>• the mechanisms for <b>regular review of the quality</b> of higher education activities and how the findings of such reviews are used to bring about improvements (5.3), and</li><li>• How delivery arrangements with other parties are quality assured, including verification of the continuing compliance of those arrangements with the requirements of the HES Framework (5.4).</li></ul>

## 5.1.1 Course Approval and Accreditation

Standards	Evidence or Comments
<p><b>5.1.1</b> There are processes for internal approval of the delivery of a course of study, or, where a provider has authority to self-accredit, internal accreditation, of all courses of study leading to a higher education qualification.</p>	<p>UBSS is not a self-accrediting institution.</p> <p>All approvals related to academic courses are managed by the Program Directors and overseen by the Academic Senate. When approval for course alterations are required the Program Directors provide a report to the Course Advisory Committee (CAC), a subcommittee of the Academic Senate, for discussion, comment and endorsement.</p> <p><a href="https://www.ubss.edu.au/ubss-reports/">https://www.ubss.edu.au/ubss-reports/</a></p> <p>Prior to submission to Academic Senate all courses are reviewed externally and benchmarked nationally and internationally.</p> <p>A Program Report with all the necessary course content and relevant subject outlines is then submitted to the Academic Senate for discussion and approval. Full agenda and minutes of the Academic Senate are on the secure internal shared drive (M:/ Drive) and are available on request.</p>

## 5.1.2 Course Approval and Accreditation

<p><b>5.1.2</b> Course approval and self-accreditation processes are overseen by peak institutional</p>	<p>UBSS is not a self-accrediting institution.</p>
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academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.

Prior to submission to Academic Senate all courses are reviewed externally and benchmarked Nationally and internationally.

The Bachelor of Accounting is accredited for a period of five years (from September 2018) by the peak industry bodies, CPA, CA ANZ and IPA.

The MBA is accredited for a period of five years (from October 2018) by the peak industry bodies, CPA, CA ANZ and IPA. CMI (London) is currently reviewing this program for accreditation.

Course review and benchmarking is undertaken on a continuous basis.

A formal Course Review Policy is in place.

All of the above policies are located on the UBSS website > Policies and Procedures section > <https://www.ubss.edu.au/policies-and-procedures/>

All academic courses are then approved by the Academic Senate in a thorough, consistent manner prior to any course being offered. This process also occurs when courses are due for re-accreditation.

Full agenda and minutes of the Academic Senate are on the secure internal shared drive (M:/ Drive) and are available on request.

## 5.1.3 Course Approval and Accreditation

<p><b>5.1.3</b> A course of study is approved or accredited, or re-approved or re-accredited, only when:</p> <p><b>a.</b> The course of study meets, and continues to meet, the applicable Standards of the Higher Education Standards Framework</p>	<p>All courses have been accredited by TEQSA and are in accordance with the Higher Education Standards framework.</p> <p>Should there be a need for internal amendments to update courses, these are first submitted to the Course Advisory Committee for endorsement prior to submission to the Academic Senate for approval.</p> <p>To ensure currency and relevancy, UBSS accredits its programs with peak professional bodies.</p> <p>Full agenda and minutes of the Academic Senate are on the secure internal shared drive (M Drive) and are available on request.</p>
<p><b>b.</b> The decision to (re-)approve or (re-)accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course, and</p>	<p>All courses are developed and assessed for design and delivery by the relevant Program Director.</p> <p>These courses are then submitted to the Course Advisory Committee for discussion, comment and endorsement. The Course Advisory Committee (CAC) is made up of 14 members - 50% external membership. The Committee is chaired by an external member, who is a senior CPA.</p> <p>A report is then compiled and presented to the Academic Senate for review and approval. The Academic Senate has also been expanded significantly (during 2016-2019) and now includes 6 external members.</p>
<p><b>c.</b> The resources required to deliver the course as approved or accredited will be available when needed.</p>	<p>c. UBSS maintains a high standard of resourcing through electronic databases and e-libraries. There is a suitable Learning Management System (Moodle Learning Portal).</p>

## 5.2.1 Academic and Research Integrity

**5.2.1** There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies and procedures address misconduct and allegations of misconduct.

With regard to academic matters, a Grievance and Appeals Policy (Academic) exists and is located on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

With regard to non-academic matters, a Grievance Policy (No-Academic) exists and is located on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

A Credit Transfer Policy exists and is located on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

These links express UBSS policies that uphold the academic and research integrity of each unit of study.

UBSS has a Student Code of Conduct Policy related to misconduct and allegations of misconduct, and is located on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

Other relevant policies include:

- Deferment Policy
- Examination Policy & Guidelines
- Expulsion Policy
- Academic Misconduct Policy
- Academic, Progression, Monitoring & Intervention Policy

All of the above polices are located on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

All matters of misconduct are investigated by the Academic Integrity Committee (AIC), a subcommittee of the academic senate. The committee meets twelve times annually after each invigilated assessment and examines all academic and non-academic incidents. The minutes of each Academic Integrity committee meeting are recorded and are available on request.

## 5.2.2 Academic and Research Integrity

**5.2.2** Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.

All matters of misconduct are investigated by the Academic Integrity Committee, a subcommittee of the Academic Senate. Except where elsewhere provided, the committee meets twelve times annually after each invigilated assessment and examines all academic and non-academic incidents. The minutes of each Academic Integrity committee meeting are recorded and are available on request.

UBSS has in place a robust invigilated examination program which maximises academic integrity and has essentially eliminated contract cheating.

For non-exam related assessments students are required to submit their work through Turnitin software.

Repeat offenders will be excluded and have their enrolment and CoE cancelled - view Expulsion Policy

Preventative action is evidenced in the following policies:

- Student Code of Conduct Policy
- Deferment Policy
- Examination Policy & Guidelines
- Expulsion Policy
- Grievance and Appeals Policy (Academic)
- Grievance Policy (Non-Academic)

- Academic Misconduct Policy
- Academic, Progression, Monitoring & Intervention Policy

All of the above polices are located on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

An appeals mechanism is in place.

### 5.2.3 Academic and Research Integrity

**5.2.3** Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.

Student guidance information is provided in the following policies:

- Student Code of Conduct Policy
- Academic, Progression, Monitoring & Intervention Policy

All of the above polices are located on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

The UBSS policies relevant to this area are also highlighted in the compulsory UBSS student orientation presentation and incorporated into the Student Orientation sessions - link to Moodle for student view.

<https://www.ubss.edu.au/orientation/>

All subject outlines include reference to the relevant policies.

Lecturers are encouraged to reinforce the policies regarding academic misconduct when reviewing subject outlines with students at the commencement of teaching week 1.

During each trimester the Learning Support Coordinator holds several workshops for undergraduate and postgraduate students specific to the following topics:

- Employability skills workshops
- Academic literacy skills workshops
- Research skills workshops

The Academic Senate has in place a subcommittee – The Academic Integrity Committee (AIC) which monitors this area very carefully, meeting twelve times annually after each invigilated assessment, scrutinising each individual incident. The minutes of each Academic Integrity committee meeting are recorded and are available on request.

(AIC meeting schedules and member profiles available on request)

UBSS has in place a robust examination program which maximises academic integrity and has essentially eliminated contract cheating.

## 5.2.4 Academic and Research Integrity

<p><b>5.2.4</b> Academic and research integrity and accountability for academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education, including placements, collaborative research, research training and joint award of qualifications.</p>	<p>UBSS does not have other parties involved in delivery including placements, collaborative research, research training or joint award of qualifications.</p>
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## 5.3.1 Monitoring, Review and Improvement

<p><b>5.3.1</b> All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities.</p>	<p>The Academic Senate oversees periodic yearly internal reviews of all courses of study.</p> <p>All UBSS courses are formally reaccredited with TEQSA and peak professional bodies at least every seven years.</p> <p>The MBA has been reviewed externally in December 2018. CPA, CA ANZ and IPA accreditations for the MBA are current for a period of five years from December 2018.</p> <p>The Bachelor of Accounting has been reviewed externally in December 2018. CPA, CA ANZ, IPA accreditations are current for a period of five years from November 2018.</p> <p>The Bachelor of Accounting is currently approved for a period of five years (from November 2018) by the peak industry bodies, CPA, CA ANZ and IPA.</p>
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The Bachelor of Business has been reviewed externally in December 2018.

UBSS currently participates in local, national and international external benchmarking activities.

Program Directors lead ongoing course review and revision activities which are reviewed and endorsed by the Course Advisory Committee (CAC) and reported to the Academic Senate.

The most recent triannual reviews were conducted in December 2018

View [Triennial Report 2016-2018](#)

<https://www.ubss.edu.au/ubss-reports/>

In addition, there is an ongoing review of subject assessments undertaken by highly qualified and current external reviewers in accordance with the Assessment Moderation Policy.

All of the above polices are located on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

## 5.3.2 Monitoring, Review and Improvement

**5.3.2** A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study.

Qualified external reviewers are engaged to consider the design and content of each course. Their examination includes the relevance of subjects offered, expected learning outcomes and the methods of assessments. An examination of student achievement against the achievement of learning outcomes is also conducted. Their report is then discussed by the Program Directors and the Course Advisory Committee (CAC) to ensure that the course under review is current and meets emerging developments in the industry and the changing needs of students. All decisions are then provided to the Academic Senate for approval before implementation.

Subject summaries and learning outcomes for all programs are available on request.

In addition, subject outlines are available on enrolment.

## 5.3.3 Monitoring, Review and Improvement

**5.3.3** Comprehensive reviews of courses of study are informed and supported by regular interim monitoring, of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study.

UBSS offers only coursework qualifications.

There are 3 Program Directors - Associate Professor Wayne Smithson, Associate Professor Felix Stravens and Professor Greg Whateley – 1 for each of the 3 qualifications. Prior to the commencement of each trimester, they undertake a course and subject review.

SFU data on each course is collected and evaluated, as is staff feedback.

Close monitoring of progression, completion, attrition, student satisfaction and student: staff ratios and other completion statistics are reviewed on a quarterly basis and shared with relevant stakeholders. View Historical Data Analysis on the UBSS website:

<https://www.ubss.edu.au/ubss-reports/>

Major indicators on quality data are published on the website - view Indicative Student Load (information on current attrition and student completion).

<https://www.ubss.edu.au/ubss-reports/>

All academic staff have an annual performance evaluation by the Program Directors.

Each program director provides an annual program report. In 2018, a triennial report was provided by each program director.

View Triennial Report 2016-2018

<https://www.ubss.edu.au/ubss-reports/>

An internal quality assurance review team (QART) is in place, currently chaired by Associate Professor Wayne Smithson.

All quality line issues are monitored on a daily, weekly, monthly, quarterly and annual basis.

## QUALITY



	2015	2016	2017	Q1	Q2	Q3	Q4	2018	2019	2020	
Full time staff (%)	10	25	25	31.3	28	25	25+	25	27	29	✓
AQF+1% or equivalent	40	100	100	100	100	100	100	100	100	100	✓
Progression Rate (%)	57.9	56.3	65	59	59	61	TBC	65	70	70	✓
Attrition Rate (%)	24.4	19.5	25	19.9	25.3	21	23^	25	25	25	✓
Total Completions	160	91	150	135	135	187	187	273	411	416	✓
Student Satisfaction	4.2	4.3	4.2	NA	4.3	4.3	4.2	4.2	4.2	4.2	✓
Staff Satisfaction	3.5	4.3	4.4	NA	4.8	4.7	4.7	4.2	4.2	4.2	✓
Student Staff Ratio	32.4	34	30**	32.9	36.2	38.6	36.1**	30	30	30	✓
SES (QILT) Aggregate	NA	NA	76.9	79.3	79.3	79.3	79.3**	77.0	78.0	80	✓

## 5.3.4 Monitoring, Review and Improvement

<p><b>5.3.4</b> Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:</p> <p>a. Analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and</p>	<p>a. There is close monitoring of progression, completion, attrition, student satisfaction and student: staff ratios. These are discussed regularly at all Program Directors meetings. Other completion statistics are reviewed on a quarterly basis and shared with relevant stakeholders. UBSS currently benchmarks with local, national and international like organisations.</p> <p>View Historical Data Analysis report on UBSS website:</p> <p><a href="https://www.ubss.edu.au/ubss-reports/">https://www.ubss.edu.au/ubss-reports/</a></p> <p>Major indicators on quality data are published on the website - view Indicative Student Load (information on current attrition and student completion).</p>
<p>b. The assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.</p>	<p>b. Assessment methods and grading of students' achievement of learning outcomes is achieved by UBSS's robust assessment and examination processes.</p> <p>These elements are reviewed on a trimester basis by the program directors.</p> <p>Each subject outline has evidence of a matching process of learning outcomes and assessment items.</p>

## 5.3.5 Monitoring, Review and Improvement

**5.3.5** All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.

SFUs are completed confidentially by students every trimester. These are consolidated, documented, summarised and published to stakeholders:

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

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

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

	The information provided by the SFU process is reviewed at every level of UBSS management from the Program Directors team to the GCA Board. This provides information on performance for review and improvement.
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### 5.3.6 Monitoring, Review and Improvement

<b>5.3.6</b> All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities.	All lecturers have access to SFU data via the Moodle learning portal. This information is also presented by the Executive Dean at the start of each trimester and via the fortnightly 'Message from the Dean' published to all stakeholders.  View sample Message from Dean publications  View Professional Development agenda  Program Directors are provided with a summary of individual staff performance against SFU for consideration. This data is incorporated into the annual performance review process.  Lecturers are supported in sustaining their performance activities with the aid of enhanced eLearning and technology tools (Moodle, Turnitin), regular Peer evaluation by Program Directors and ongoing provision of necessary teaching and classroom resources.  Staff Surveys indicate a high level of satisfaction with the resources and tools provided (Q1 in particular).
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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
<b>Average</b>		<b>4.48</b>	<b>4.24</b>	<b>4.39</b>

### 5.3.7 Monitoring, Review and Improvement

<p><b>5.3.7</b> The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.</p>	<p>The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support. For example, all UBSS data – KPIs, SFUs, Graduate Surveys and Staff Feedback are monitored and reviewed by the Office of The Executive Dean (EDT), Programs Directors (PDs), PEST (PDs, EDT &amp; Student Services Team), GCA Management Team, Academic Senate and GCA Board, and are constantly used to mitigate against future risks.</p>
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## 5.4.1 Delivery with Other Parties

<p><b>5.4.1</b> Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.</p>	<p>UBSS coursework degrees do not require students to engage with work-integrated learning, placements, other community-based learning or collaborative research training arrangements.</p>
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## 5.4.2 Delivery with Other Parties

<p><b>5.4.2</b> When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party (ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.</p>	<p>There are currently no third-party arrangements but UBSS has established a comprehensive operations manual incorporating UBSS policies and procedures for the potential use of delivery partners within Australia.</p> <p>UBSS would remain accountable for the course of study and verifying continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.</p>
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# STANDARD 6 | GOVERNANCE AND ACCOUNTABILITY

March 2020

STANDARD 6   GOVERNANCE AND ACCOUNTABILITY	
*Institutional Confidence Rating:	<p>This Domain (Sections 6.1-6.3) within the <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a> (HES Framework) encompasses:</p> <ul style="list-style-type: none"><li>• Specification of an <b>accountable governing body</b> with some elaboration of its key governance roles</li><li>• Specific <b>corporate accountabilities</b> to be demonstrated by the provider, which the governing body also assures itself are met, and</li><li>• Requirements for <b>academic governance oversight</b> of a provider’s higher education activities.</li></ul>

## 6.1.1 Corporate Governance

Standards	Evidence or Comments
<p><b>6.1.1</b> There is a formally constituted governing body, which includes independent members, that exercises competent governance oversight of and is accountable for all of the higher education provider's operations in or from Australia, including accountability for the award of higher education qualifications, for continuing to meet the requirements of the Higher Education Standards Framework and for the provider's representation of itself</p>	<p>GCA has in place a governing Board of Directors (see GCA Board) that includes 2 independent members that exercise competent governance oversight of, and is accountable for the higher education operations in Australia, including accountability for the award of higher education qualifications and for continuing to meet the requirements of the Higher Education Standards Framework and for the provider's representation of itself.</p> <p>UBSS does not operate outside of Australia.</p> <p>The GCA Board has a Constitution in place and a Delegation of Authority.</p> <p>The most recent review was conducted on March 22, 2019.</p> <p>Operational matters are delegated to GCA Executive and Management Team</p> <p>UBSS Senior Executive and academic matters are delegated to the Academic Senate.</p>

## 6.1.2 Corporate Governance

<p><b>6.1.2</b> Members of the governing body:</p> <p>a. are fit and proper persons, and</p>	<p>All four members of the governing body (GCA Board) are fit and proper persons and are Australian residents.</p>
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**b.** meet the Australian residency requirements, if any, of the instrument under which the provider is established or incorporated, or otherwise there are at least two members of the governing body who are ordinarily resident in Australia.

- Chief Executive Officer – Alan Manly
- Executive Director - Professor Greg Whateley
- Non-Executive Director- Paul Nicolaou
- Non-Executive Director - Sir Greg Whitby

### 6.1.3 Corporate Governance

**6.1.3** The governing body attends to governance functions and processes diligently and effectively, including:

**a.** Obtaining and using such information and advice, including independent advice and academic advice, as is necessary for informed and competent decision making and direction setting

The GCA Board operates within the confines of the Commonwealth Corporations Act 2007.

The GCA Board makes use of independent external expert advisory services as required to ensure good governance and diligent oversight of processes.

Where necessary for specific projects, external expertise is retained in an advisory capacity by the GCA Board.

During the period of the current registration, the following external experts have been consulted (indicative)

Emeritus Professor Alan Lindsay (former DVC - Monash University)

Professor Ian Bofinger (CEO - AMPA)

Adjunct Professor Robert Wendon (Former Director of UNSW Global Subsidiaries)

Associate Professor Craig Ellis (Dean - ACAP)

Dr Cyril Jankoff (CEO - Risk Doctor)

	<p>One member of the GCA Board – Professor Greg Whateley – is a current higher education expert.</p>
<p><b>b.</b> Defining roles and delegating authority as is necessary for effective governance, policy development and management; and monitoring the implementation of those delegations</p>	<p>The GCA Board has in place a constitution and a Delegation of Authority.</p> <p>All academic governance matters have been delegated to the UBSS Academic Senate as per the register of delegations.</p> <p>All operational matters have been delegated to the Executive and Management Team (EMT) as per the Delegation of Authority (refreshed March 22, 2019).</p> <p>All other Delegation Authorities are maintained in a current and up to date Register of Delegations which is regularly monitored at Board level.</p> <p>The most recent review was conducted on March 22, 2019.</p>
<p><b>c.</b> Confirming that the provision of higher education and research training and the conduct of research, whether by the provider or through an arrangement with another party, are governed by the registered provider’s institutional policies, and the operations of the provider and any associated party(ies) are consistent with those policies</p>	<p>UBSS does not offer research degrees but does offer the opportunity for library and research training for its students in their coursework.</p> <p>During each trimester the Learning Support Coordinator holds a number of support workshops for undergraduate and postgraduate students specific to the following topics:</p> <ul style="list-style-type: none"> <li>• Employability skills workshops</li> <li>• Academic literacy skills workshops</li> <li>• Research skills workshops</li> </ul> <p>The Academic Senate has the delegated responsibility to maintain appropriate policies &amp; procedures around higher education governance.</p> <p>The Executive Dean maintains responsibility for all operational matters at UBSS.</p>

	<p>The chair of the Academic Senate (Professor Greg Whateley) provides Senate updates at all Board of Directors meetings.</p> <p>All course work is governed by the registered provider’s institutional policies and the operations of the provider are consistent with those policies.</p> <p>UBSS currently does not operate through any third parties. Should UBSS operate through any third parties in the future, the third party will be governed by the registered provider's institutional policies and operations manual.</p> <p>The “Message from the Executive Dean” publication (released approximately every 7-10 days) is used to publish the agenda and minutes of Academic Senate meetings.</p> <p>98 publications to date as at March 2020.</p>
<p><b>d.</b> Undertaking periodic (at least every seven years) independent reviews of the effectiveness of the governing body and academic governance processes and ensuring that the findings of such reviews are considered by a competent body or officer(s) and that agreed actions are implemented, and</p>	<p>The UBSS governing body (the GCA Board) will undergo a periodic review in 2020. UBSS was reregistered in May 2018, therefore a timely review is in train.</p> <p>A suitably qualified and professional independent reviewer will be appointed to determine and comprehensively report on the effectiveness of the governing body and academic governance processes in 2020.</p> <p>The GCA Board will ensure that the findings of the review are considered, and actions agreed as a result of the review are implemented.</p>
<p><b>e.</b> Maintaining a true record of the business of the governing body.</p>	<p>The GCA Board, the Academic Senate and the GCA Executive, and GCA Executive and Management Team maintain an agenda/minutes regime that are confirmed as a true and accurate record at subsequent meetings. All associated documents are maintained at an appropriate level and records are securely held on the company shared drive (M drive).</p> <p>The designated supervisor for this process is the UBSS Executive Dean.</p>

## 6.1.4 Corporate Governance

**6.1.4** The governing body takes steps to develop and maintain an institutional environment in which freedom of intellectual inquiry is upheld and protected, students and staff are treated equitably, the wellbeing of students and staff is fostered, informed decision making by students is supported and students have opportunities to participate in the deliberative and decision making processes of the higher education provider.

The GCA Board maintains an institutional environment in which freedom of intellectual inquiry is upheld and protected and ensures that students and staff are treated equitably.

A range of policies are in place to ensure a supportive and equitable environment:

- Wellbeing and Safety policy
- Intellectual Property policy
- Work, Health and Safety policy
- Staff Professional Development policy
- Academic Staff Development Policy

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

The wellbeing of the students and staff is fostered and encouraged.

Students and staff are invited to be part of the deliberative decision-making processes (i.e. mandated memberships of the Academic Senate and a student representative on the Academic Integrity Committee).

The emphasis of the wellbeing of the student is evidenced in the Orientation presentation which contains information about:

- Student Services
- Medical & mental health services
- First aid and Hygiene
- Advice on living in Sydney
- Safety and Security (on and off campus)

- Student Representative Committee (SRC)
- Student visa conditions and requirements
- Academic Grievances
- Awards and prizes

<https://www.ubss.edu.au/orientation/>

During each trimester the Learning Support Coordinator holds a number of support workshops for undergraduate and postgraduate students specific to the following topics:

- Employability skills workshops
- Academic literacy skills workshops
- Research skills workshops

## 6.2.1 Corporate Monitoring & Accountability

**6.2.1** The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including:

**a.** The governing body and the entity comply with the requirements of the legislation under which the provider is established, recognised or incorporated, any other

The GCA Board is ASIC compliant and TEQSA Threshold Standards (2015) Compliant.

The GCA company secretary ensures ASIC compliance.

UBSS ensures compliance under all the currently relevant TEQSA threshold standards (2015) by detailed audits which are carried out thrice annually by the Threshold Standards Audit Committee Chaired by the Executive Officer – Academic Governance and Operations and has membership of two other senior internal members and one qualified external member.

Each audit takes 3-6 weeks to complete.

<p>legislative requirements and the entity's constitution or equivalent</p>	<p>The TSAC has conducted eight audits to date with seven iterative audits over seven consecutive trimesters. An audit report is presented to the GCA Board of Directors and the Academic Senate following each audit. (TSAC meeting schedule and action items available on request)</p> <p>The terms of reference for the TSAC are the 2015 Threshold standards. The embedding of the audit process within the usual operating parameters of UBSS has ensured that every relevant threshold standard has been reviewed at least seven times and each time, the quality of the research and reporting of this process is enhanced.</p> <p>When required, The Executive Dean ensures all threshold standards are met and this in turn is reported to the Academic Senate and GCA Board by means of standing agenda items for both the GCA Board and the UBSS Academic Senate.</p>
<p><b>b.</b> The provider's future directions in higher education have been determined, realistic performance targets have been established, progress against targets is monitored and action is taken to correct underperformance</p>	<p>UBSS has in place a Strategic Plan that has been endorsed by the GCA Board. <a href="https://www.ubss.edu.au/ubss-reports/">https://www.ubss.edu.au/ubss-reports/</a></p> <p>KPIs that are realistic, and challenging are embedded within this plan.</p> <p>UBSS reports against these KPIs at all GCA Board meetings, all Executive Team and Management Team meetings and all Academic Senate meetings.</p> <p>The KPIs are shared with all existing committees via reports from the Executive Dean.</p> <p>Staff at UBSS are updated on performance against the KPIs by means of the regular "Message from the Dean" publication and at Professional Development sessions (at the start of each trimester).</p> <p>98 publications to date as at March 2020.</p> <p>Each year an Annual Report is published that highlights past performance against the KPIs and future directions – View Annual Report 2016</p>

	<p>View Annual Report 2017</p> <p>View Annual Report 2018</p> <p>All Annual Reports are on the UBSS website &gt; <a href="https://www.ubss.edu.au/ubss-reports/">https://www.ubss.edu.au/ubss-reports/</a></p> <p>In the unlikely event of underperformance against a KPI immediate action from the Executive Dean and or the GCA Board would follow.</p>
<p><b>c.</b> The provider is financially viable and applies, and has the capacity to continue to apply, sufficient financial and other resources to maintain the viability of the entity and its business model, to meet and continue to meet the requirements of the Higher Education Standards Framework, to achieve the provider’s higher education objectives and performance targets and to sustain the quality of higher education that is offered</p>	<p>GCA holds substantial reserve funds available to support any aspect of the UBSS business. The external auditors have declared, 5 years in a row, that GCA is a ‘going concern’ and continues to maintain sufficient financial and other resources to maintain the viability of the entity and its business model and continue to meet the requirements of the <a href="#">Higher Education Standards Framework</a> and to sustain the quality of higher education that is offered.</p> <p>Group Colleges Australia (GCA) is currently audited by an external auditor - Pitcher Partners Sydney</p> <p>The financial targets of UBSS are expressed in the Strategic Plan and monitored via the KPIs report.</p> <p>A full copy of the KPIs report is available in the Strategic Plan.</p> <p><a href="https://www.ubss.edu.au/ubss-reports/">https://www.ubss.edu.au/ubss-reports/</a></p>
<p><b>d.</b> The financial position, financial performance and cash flows of the entity are monitored regularly and understood, financial reporting is materially accurate, financial management meets Australian accounting standards, effective financial safeguards and controls are operating and financial</p>	<p>The financial position, financial performance and cash flows of the entity are monitored regularly by the office of the GCA CFO and understood by the GCA Board.</p> <p>Financial reporting is materially accurate and financial management meets current Australian Accounting Standards. Effective financial safeguards and controls are operating, and financial statements have been audited independently by the external auditor against Australian accounting and auditing standards - Pitcher Partners Sydney <a href="https://www.pitcher.com.au/">https://www.pitcher.com.au/</a></p>

<p>statements are audited independently by a qualified auditor against Australian accounting and auditing standards</p>	
<p>e. Risks to higher education operations have been identified and material risks are being managed and mitigated effectively</p>	<p>GCA has in place a <a href="#">Risk Management Register</a> which is refreshed regularly, with the most recent in February 2020.</p> <p>'Risk' is a standing line item at all GCA Board meetings (quarterly) and all GCA Executive Team and Management Team meetings (monthly).</p> <p>Refer to the Terms of reference for the GCA Board and Executive and Management team.</p> <p>All risks to higher education operations have been identified and material risks are being managed and mitigated effectively, as per the risk register.</p> <p>A dedicated audit and risk committee is in place that meets prior to all GCA Board meetings and utilises an agenda/minutes regime.</p> <p>WHS is treated as a separate standing line item at all GCA Board meetings (quarterly) and all GCA Executive Team meetings (monthly).</p> <p>A dedicated WHS committee is in place that meets prior to all GCA Board meetings and utilises an agenda/minutes regime.</p> <p>WHS meeting schedules, minutes and inspection reports available on request)</p>
<p>f. Mechanisms for competent academic governance and leadership of higher education provision and other academic activities have been implemented and these are operating according to an institutional academic governance policy framework and are effective in maintaining the quality of higher education offered</p>	<p>All academic matters are overseen by the Academic Senate, chaired by the Executive Dean and consists of 16 members including 7 highly qualified external members.</p> <p>Management of academic matters is the responsibility of the Executive Dean, assisted by the Executive Officer - Academic Governance and Operations who ensure that policies related to academic governance and leadership have been implemented and these are operating according to an institutional academic governance policy framework and are effective in maintaining the quality of higher education offered.</p>

	<p>The “Message from the Executive Dean” publication (released approximately every 7-10 days) is used to publish the agenda of upcoming Academic Senate meetings and to provide a summary of the minutes. 98 publications to date as at March 2020.</p> <p>The Academic Senate has three operating subcommittees – Grade Review Committee, Academic Integrity Committee, and Course Advisory Committee.</p> <p>Two operational teams are in place to support the Executive Dean – The Executive Dean's Team (EDT) and the Program Directors Team (PDT). Both teams meet weekly.</p> <p>A Program Director, Executive Dean and Student Services Team (PEST) was established in late 2017 to improve communication and operational efficiency and meets monthly. The EOAG is the chair of this committee.</p> <p>The Executive Officer – Academic Governance and Operations was appointed in 2018 to further ensure academic policy and practice are consistent. The role includes compliance, quality control and audit management.</p>
<p><b>g.</b> Educational policies and practices support participation by Aboriginal and Torres Strait Islander people and are sensitive to Aboriginal and Torres Strait Islander knowledge and cultures</p>	<p>UBSS currently enrolls 100% international students however educational policies and practices to support participation by Aboriginal and Torres Strait Islander people and that are sensitive to Aboriginal and Torres Strait Islander knowledge and cultures are in place. See Indigenous Education policy</p> <p>All policies are on the UBSS website &gt; <a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p>
<p><b>h.</b> Qualifications are awarded legitimately</p>	<p>All UBSS qualifications are awarded legitimately - refer to Course Completion, Graduation, Transcripts and Testamurs policy</p> <p>All policies are on the UBSS website &gt; <a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p>

The requirements of the awards are published in the printed course materials, in correspondence with individual students, and communicated through the UBSS website:

<https://www.ubss.edu.au/courses/>

Program Brochures:

- Undergraduate brochure
- Postgraduate brochure
- Graduate Certificate in Business Administration brochure

<https://www.ubss.edu.au/download-brochures-and-price-lists/>

The Bachelor of Accounting is accredited for a period of five years (from September 2018) by the peak industry bodies, CPA, CA ANZ and IPA.

- View Bachelor of Accounting accreditation notice

The MBA is accredited for a period of five years (from October 2018) by the peak industry bodies, CPA, CA ANZ and IPA. CMI (London) is currently reviewing this program for accreditation.

UBSS continues to seek accreditation from professional industry bodies.

Our current benchmarking, which includes learning outcomes, is achieved against like local, national and international institutions.

All Programs meet AQF requirements and are TEQSA and CRICOS accredited.

i. There are credible business continuity plans and adequately resourced financial and tuition safeguards to mitigate disadvantage to students who are unable to progress in a course of study due to unexpected changes to

UBSS has ensured there are credible business continuity plans and adequately resourced financial and tuition safeguards to mitigate disadvantage to students who are unable to progress in a course of study due to unexpected changes to the higher education provider's operations, including if the provider is unable to provide a course of study, ceases to operate as a provider, loses professional accreditation for a

<p>the higher education provider's operations, including if the provider is unable to provide a course of study, ceases to operate as a provider, loses professional accreditation for a course of study or is otherwise not able to offer a course of study</p>	<p>course of study or is otherwise not able to offer a course of study by having in place a comprehensive Tuition Protection Service (TPS) insurance arrangement.</p> <p>In August 2017 a UBSS Pathways mapping project was conducted that indicated a range of viable possible options for displaced students.</p> <p>If a course was to be discontinued for any reason, UBSS would offer the option of teaching-out the course or offer a readership for its completion.</p>
<p>j. The occurrence and nature of formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents are monitored, and action is taken to address underlying causes, and</p>	<p>The Academic Integrity Committee (AIC) meets approximately 12 times each year and reviews complaints and appeals – these are recorded in student journals on the Student Management System (SMS) and an official letter/email is sent to the student as well as information on student rights; (including rights for appeal), and in the Academic Integrity Committee minutes.</p> <p>The Academic Integrity Committee documents are located on the secure internal 'M drive' with highly restricted access.</p> <p>Formal appeals are handled by the Chair of the AIC and the Executive Dean by appointment as required at no cost to the student. External appeal mechanisms are made known to complainants.</p> <p>Incident reports around examinations are maintained by the Administration Officer. All related matters are referred to the Academic Integrity Committee (AIC) for review. All outcomes of AIC meetings are minuted and recorded on the individual student journal.</p> <p>A complaint and comment form is available at Student Services. Hardcopy and electronic records are maintained and stored within the secure 'M Drive' by Student Services and resolutions are recorded on the student journal.</p> <p>With regard to academic matters, a Grievance and Appeals Policy (Academic) exists and access to this policy is via the UBSS website &gt; <a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p> <p>With regard to non-academic matters, a Grievance Policy (Non-Academic) exists - access to this policy is via the UBSS website &gt; <a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p>

	<p>All policies are on the UBSS website &gt; <a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p> <p>Students are aware that there is an International Student Ombudsman option available to them through the orientation slides and the presentation during orientation week. A copy of the orientation slides is posted on the UBSS website following orientation week.</p>
<p><b>k.</b> Lapses in compliance with the Higher Education Standards Framework are identified and monitored, and prompt corrective action is taken.</p>	<p>UBSS undertakes regular and comprehensive audits to identify any potential lapses in compliance with the Higher Education Standards Framework.</p> <p>At the commencement of each trimester the higher education standards framework is reviewed item by item by the Threshold Standards Audit Committee (TSAC) and an internal independent external auditor.</p> <p>The outcome of each audit is reported to the Academic Senate, GCA Board and all Executive committees. Any required corrective action is immediately implemented by the UBSS Executive Dean. The action points from each audit meeting and the tracked items on the Threshold Standards document provide the necessary evidence of corrective action.</p>

## 6.3.1 Academic Governance

**6.3.1.** Processes and structures are established, and responsibilities are assigned that collectively:

- a. Achieve effective academic oversight of the quality of teaching, learning, research and research training

The Academic Senate has overview of the Academic Activities at UBSS. Its functions are described in the Academic Senate - Terms of Reference:

### 1. Overview

**The Board of Directors** has a responsibility to ensure that UBSS has structures and processes in place to maintain and improve academic standards and academic quality and, further, ensure compliance with the *TEQSA Threshold Standards*.

**The Board of Directors** has therefore established the **UBSS Academic Senate** to assist it in fulfilling its roles and responsibilities. The roles and responsibilities of the Academic Senate are set out in policies that are reviewed periodically by the Senate and referred to the GCA Board of Directors for endorsement. Through its delegated responsibilities the **Academic Senate** will ensure and improve academic quality and administer cycles of monitoring, review and improvement.

The distinction between academic governance, corporate governance and management is made clear by specifying the boundaries between these different, but interrelated functions, through a set of delegations incorporated within the Terms of Reference of Boards, Senate and Committees and formally approved by the **Board of Directors**.

The **Executive Dean** has academic responsibility for matters academic as expressed in the Executive Dean's Position Description:

### Academic

- Ensuring that all academic programs, courses and subjects comply with established regulations and practices;
- Maintaining the academic quality and integrity of all academic programs, courses and subjects;
- Undertaking appropriate benchmarking and competitor analyses;
- Ensuring a positive academic and non-academic experience for UBSS students;
- Appointing qualified academic staff to teach across UBSS courses;
- Regularly reviewing the qualifications and performance of academic staff;
- Providing resources, programs and individual support where appropriate to enhance the quality of the teaching and support activities of academic staff;
- Monitoring, analysing and evaluating the changing global employment environment, and recommending changes to programs, courses and subjects where appropriate, to ensure that UBSS offerings strongly support the School's motto of 'launching careers';
- Periodically reviewing, updating and improving UBSS academic policies and procedures.

Achievement of effective academic oversight of the quality of teaching, learning, research and research training is further enhanced by annual teaching performance reviews of all academic staff by Program Directors supported by the Executive Dean.

This is detailed in the following policies:

- Professional Development Policy
- Academic Staff Development Policy

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

**b.** Set and monitor institutional benchmarks for academic quality and outcomes

Benchmarks for academic quality and excellence are evidenced in the UBSS Strategic Plan and manifested via KPIs which are monitored daily, weekly, monthly, quarterly and annually.

<https://www.ubss.edu.au/ubss-reports/>

## QUALITY



	2015	2016	2017	Q1	Q2	Q3	Q4	2018	2019	2020	
Full time staff (%)	10	25	25	31.3	28	25	25+	25	27	29	✓
AQF+1% or equivalent	40	100	100	100	100	100	100	100	100	100	✓
Progression Rate (%)	57.9	56.3	65	59	59	61	TBC	65	70	70	✓
Attrition Rate (%)	24.4	19.5	25	19.9	25.3	21	23^	25	25	25	✓
Total Completions	160	91	150	135	135	187	187	273	411	416	✓
Student Satisfaction	4.2	4.3	4.2	NA	4.3	4.3	4.2	4.2	4.2	4.2	✓
Staff Satisfaction	3.5	4.3	4.4	NA	4.8	4.7	4.7	4.2	4.2	4.2	✓
Student Staff Ratio	32.4	34	30**	32.9	36.2	38.6	36.1**	30	30	30	✓
SES (QILT) Aggregate	NA	NA	76.9	79.3	79.3	79.3	79.3^^	77.0	78.0	80	✓

<p><b>c.</b> Establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and</p>	<p>The Executive Dean is the academic leader at UBSS.</p> <p>The Office of the Executive Dean has an additional 9 staff who take academic leadership roles at UBSS –</p> <ul style="list-style-type: none"> <li>• Program Director – Master of Business Administration</li> <li>• Program Director – Bachelor of Accounting</li> <li>• Program Director – Bachelor of Business</li> <li>• Director - Centre for Entrepreneurship</li> <li>• Executive Officer – Academic Governance and Operations</li> <li>• Administration Officer</li> <li>• Lead eLearning Developer</li> <li>• Learning Support Coordinator</li> <li>• Postgraduate Coordinator</li> </ul> <p>All staff are suitably qualified and experienced for their current roles.</p>
<p><b>d.</b> Provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices.</p>	<p>The Academic Senate reports to the GCA Board on academic matters, including professional and competent advice on academic outcomes, policies and practices at each meeting by way of a standing agenda item.</p> <p>The Chair of the Academic Senate is currently a sitting member of the GCA Board.</p>

## 6.3.2 Academic Governance

<p><b>6.3.2.</b> Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:</p> <p><b>a.</b> Developing, monitoring and reviewing academic policies and their effectiveness</p>	<p>The Academic Senate, through the Chair develops, monitors and evaluates the quality of teaching, learning and research training and monitors and reviews academic policies and their effectiveness.</p> <p>The Executive Officer – Academic Governance and Operations assists in this vital task. A comprehensive review of all UBSS academic policies is conducted annually. Policy review is an ongoing process at UBSS and remains a standing item on all academic senate agendas.</p>
<p><b>b.</b> Confirming that delegations of academic authority are implemented</p>	<p>The Executive Dean ensures that the current Academic Senate - Terms of Reference is maintained and followed.</p> <p>The Delegations of Authority is reviewed annually. The most recent March 22, 2019.</p>
<p><b>c.</b> Critically scrutinising, approving and, if authority to self-accredit is held, accrediting or advising on approving and accrediting, courses of study and their associated qualifications</p>	<p>UBSS is not self-accrediting.</p> <p>The Executive Dean has delegated responsibility for accreditation of UBSS courses as evidenced in the ED PD -</p>

### Administration

- Ensuring that UBSS is administratively compliant with the requirements of the Higher Education Support Act, (HESA), the Educational Services for Overseas Students (ESOS) Act and the Tertiary Education Quality & Standards Agency (TEQSA) Threshold Standards and their associated guidelines;
- Managing the development of, and any amendments to, the UBSS strategic and operational plans, supporting the implementation of these plans and ensuring that performance under the plans is monitored, evaluated and reported on at intervals requested by the GCA Board;
- Monitoring the GCA Risk and Opportunities Management (ROM) Register through the GCA Executive Committee and the GCA Board, and ensuring that GCA/UBSS has appropriate Business Continuity and Critical Incident Policies and Procedures in place that align with the capabilities and practices of GCA/UBSS;
- Preparing and uploading onto the appropriate website all government (TEQSA) registration and accreditation submissions;
- Providing business intelligence information to the GCA finance office relating to student enrolments, fees, and the like for inclusion in the UBSS/GCA annual budget cycle;
- Overseeing matters of retention, progression and progression – providing timely and informed information on such matters;
- Overseeing and regularly reviewing student administration functions;
- Overseeing the operations of the UBSS Student Representative Committee (SRC);
- Ensuring that the UBSS Human Resources Plan and associated policies and procedures are reviewed annually and updated where required to comply with the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (The National Code 2007) and the Higher Education Standards Framework (Threshold Standards) 2011;
- Ensuring that all staff are employed on appropriate contractual arrangements and that UBSS staffing policies are adhered to and comply with the Higher Education Industry – Academic Staff – Award 2010, the Fair Work Act 2009 and other relevant industrial relations legislation;
- Ensuring that UBSS courses are registered and have government and other relevant professional accreditation.

	<p>The Bachelor of Accounting is accredited for a period of five years (from September 2018) by the peak industry bodies, CPA, CA ANZ and IPA.</p> <p>The MBA is accredited for a period of five years (from October 2018) by the peak industry bodies, CPA, CA ANZ and IPA. CMI (London) is currently reviewing this program for accreditation.</p> <p>The Course Advisory Committee (CAC), a subcommittee of the Academic Senate takes an active role in reviewing the quality of teaching, learning, research and research training.</p>
<p><b>d. Maintaining oversight of academic and research integrity, including monitoring of potential risks</b></p>	<p>The Executive Dean is the designated GCA Board Director responsible for risk management and maintains oversight of academic integrity, including monitoring of potential risks.</p> <p>GCA has in place an Audit and Risk committee that meets four times annually.</p> <p>The Risk Management Register was refreshed in February 2020.</p>
<p><b>e. Monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes</b></p>	<p>UBSS is actively involved in a range of benchmarking activities that inform current practice and where necessary inform change and re-focus effort - LIST benchmarking institutions.</p>

### PERFORMANCE (Benchmarking)

	2015	2016	2017	Q1	Q2	Q3	Q4	2018	2019	2020	
Partners	2	5	9	14	14	14	14	10	11	12	✓
Internal Surveys/year	3	3	3	1	2	2	3	3	3	3	✓
Staff Surveys/year	3	3	3	1	2	2	3	3	3	3	✓
Graduate Surveys/year	2	2	1	0	0	1	1	1	1	1	✓
Qualitative Surveys/year	1	1	2	2	2	4	4	2	2	2	✓
Grade Distribution Comparisons	6	6	6	6	6	6	18	6	7	7	✓
Peak Body Surveys	1	2	3	3	3	3	4	3	3	3	✓
QILT Surveys	0	1	2	0	0	2	2	2	2	2	✓

Comparisons have all been favourable suggesting a continuance of current practice.

	<p>All benchmarking activities to date place UBSS as a competent and effective institution. Comparison with other like institutions for example, the annual Student Experience Survey (QILT) outcomes conducted by DET, show UBSS as a high achiever in academic quality and outcomes.</p> <p>View QILT 2019 results:  <a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></p>
<p><b>f.</b> Critically evaluating the quality and effectiveness of educational innovations or proposals for innovations</p>	<p>Critical evaluations of the quality and effectiveness of educational innovations, proposals and changes are presented to the Academic Senate via the Executive Dean and the three working sub-committees of the Academic Senate.</p> <p>The academic senate has three subcommittees -</p> <ul style="list-style-type: none"> <li>• Course Advisory Committee (CAC)</li> <li>• Academic Integrity Committee (AIC)</li> <li>• Grade Review Committee (GRC)</li> </ul>
<p><b>g.</b> Evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and</p>	<p>UBSS has in place a robust mechanism for monitoring, review and improvement which includes:</p> <ul style="list-style-type: none"> <li>• Academic Senate (AS)</li> <li>• Course Advisory Committee (CAC)</li> <li>• Academic Integrity Committee (AIC)</li> <li>• Grade Review Committee (GRC)</li> <li>• Executive Deans Team (EDT)</li> <li>• Program Directors Team (PDT)</li> <li>• Program Director, Executive Dean and Student Services Team (PEST)</li> </ul>

- Audit and Risk Committee (ARC)
- Threshold Standards Audit Committee (TSAC)

These groups meet regularly and assist with the monitoring, improvement and review of academic activities.

In addition, students and staff are surveyed each trimester to provide feedback for improvement.

Ongoing Student Surveys (SFU), across the three programs, provide valuable feedback and evidence –

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

Survey Questions		BBus T1 19	BAcc T1 19	MBA T1 19
Q1	The subject provided useful knowledge and skills	4.35	4.34	4.37
Q2	The learning outcomes were achievable	4.23	4.32	4.28
Q3	The subject workload was manageable	4.19	4.21	4.35
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.30	4.10	4.27
Q5	The lecturer was well prepared for each class	4.20	4.30	4.42
Q6	The lecturer provided useful feedback	4.33	4.30	4.50
Q7	The lecturer had a good knowledge of the subject matter	4.45	4.20	4.48
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.39	4.20	4.40
Q9	The lecturer was available to discuss learning problems outside of class time	4.53	4.10	4.25
Q10	The assessment requirements were clearly explained	4.33	4.20	4.35
Q11	Overall the teaching in the subject was of a high quality	4.32	4.20	4.36
<b>Average</b>		<b>4.33</b>	<b>4.22</b>	<b>4.37</b>

Survey Questions		BBus T2 19	BAcc T2 19	MBA T2 19
Q1	The subject provided useful knowledge and skills	4.26	4.25	4.33
Q2	The learning outcomes were achievable	4.21	4.23	4.31
Q3	The subject workload was manageable	4.16	4.13	4.25
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.25	4.22	4.29
Q5	The lecturer was well prepared for each class	4.25	4.26	4.38
Q6	The lecturer provided useful feedback	4.23	4.23	4.28
Q7	The lecturer had a good knowledge of the subject matter	4.30	4.31	4.41
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.24	4.26	4.31
Q9	The lecturer was available to discuss learning problems outside of class time	4.20	4.19	4.24
Q10	The assessment requirements were clearly explained	4.17	4.25	4.35
Q11	Overall the teaching in the subject was of a high quality	4.30	4.16	4.27
<b>Average</b>		<b>4.23</b>	<b>4.23</b>	<b>4.31</b>

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
<b>Average</b>		<b>4.48</b>	<b>4.24</b>	<b>4.39</b>

Ongoing staff surveys provide valuable feedback –updated T3 2019:

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
<b>Average</b>		<b>4.48</b>	<b>4.24</b>	<b>4.39</b>

The outcomes are used to implement change and improvement as required.

UBSS participates in the annual Student Experience Survey (QILT) which provides an overview of how UBSS is performing against national averages.

View QILT 2019 report

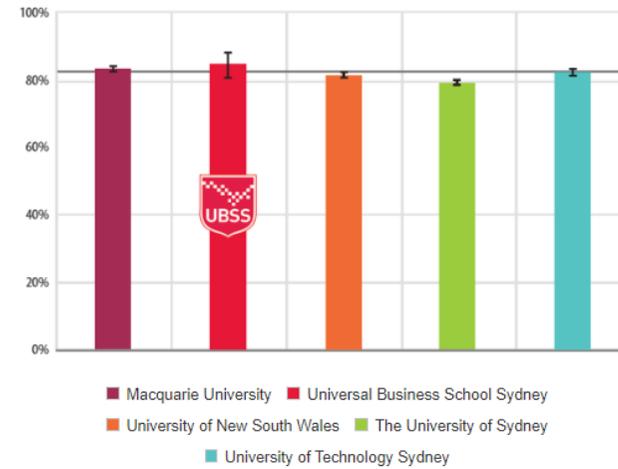
<https://www.ubss.edu.au/download-brochures-and-price-lists/>

QILT surveys provide useful feedback and comparison options both locally and nationally -

Teaching Quality - UBSS / Universities  
Student Experience - Postgraduate Coursework



Top 10 Education Provider in Australia for Teaching Quality

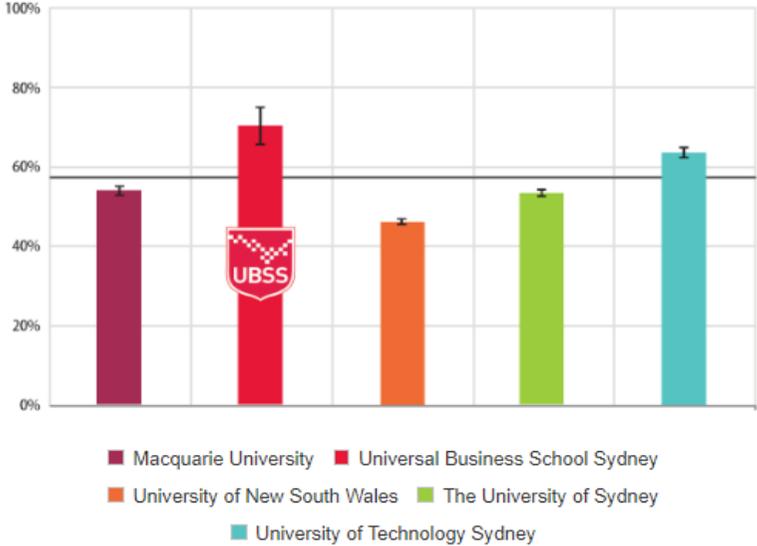


### Learner Engagement - UBSS / Universities

#### Student Experience - Postgraduate Coursework



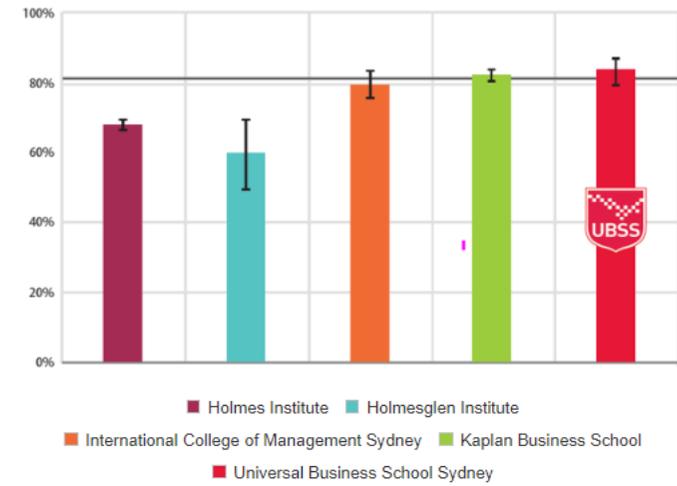
#1 MBA Business School in Australia for Learner Engagement





Top 10 Education Provider in Australia for Teaching Quality

### Teaching Quality - UBSS / iHEPS Student Experience - Postgraduate Coursework

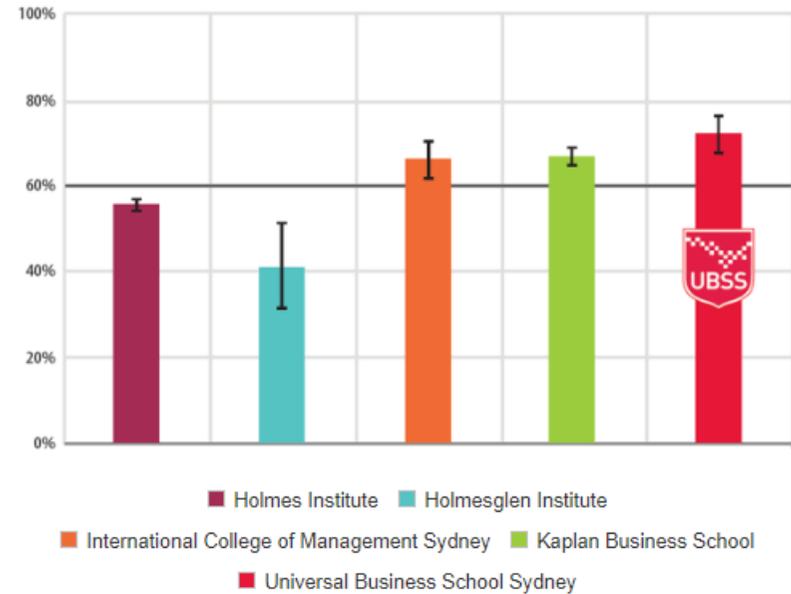


## Learner Engagement - UBSS / iHEPS

### Student Experience - Postgraduate Coursework



#1 MBA Business School in  
Australia for Learner  
Engagement



As an outcome of the current UBSS assessment moderation policy, feedback from our external moderators is considered by the relevant Program Directors associated with the subject and appropriate action is taken where necessary. This is reported regularly to the [Course Advisory Committee \(CAC\)](#).

**h.** Monitoring and reporting to the corporate governing body on the quality of teaching, learning, research and research training.

All programs and committees report are line items on the Academic Senate agenda.

In turn the Academic Senate, as a line item, reports to every GCA Board meeting.

The current chair of the Academic Senate is an Executive Director on the GCA Board (Professor Greg Whateley) and the communication channel is highly effective.

### 6.3.3 Academic Governance

**6.3.3** Students have opportunities to participate in academic governance.

Students are invited to participate in the deliberative academic decision-making processes (i.e. a mandated membership of the Academic Senate and Academic Integrity Committee (AIC), which is a subcommittee of the Academic Senate).

# STANDARD 7 | REPRESENTATION, INFORMATION AND INFORMATION MANAGEMENT

March 2020

STANDARD 7   REPRESENTATION, INFORMATION AND INFORMATION MANAGEMENT	
*Institutional Confidence Rating:	<p>Unique Standards Proposition – Our Institution, Our Strategy</p> <p>Adding Value Through the Standards</p> <p>“Greater collaboration with researchers to create alignment between research and the problems they are facing, with the aim of developing innovative solutions to old and new problems that will deliver improved outcomes”.</p> <p>“In order to fully capitalise on this new paradigm, Australia’s higher education providers will need to innovate their business models and underlying value propositions to remain competitive – ensuring they are more nimble and enterprising than they have ever been. This will involve exploring new markets and segments and developing innovative products and services to meet changing demands of learners and industry” - Deloitte Strategy 2016</p> <p>This Domain (Sections 7.1-7.3) within the <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a> (HES Framework) encompasses:</p> <ul style="list-style-type: none"><li>• Whether the provider’s <b>representations</b> (whether directly or through other parties) about itself and the courses of study it offers are <b>accurate, ethical and not misleading</b> in their claims (7.1)</li><li>• Whether there is sufficient <b>publicly available information</b> to assist students in making informed choices about selecting a course of study, to enable effective and informed participation in a chosen course of study and to resolve grievances if necessary, including the particular needs of international students studying in Australia (7.2)</li><li>• The existence of a readily <b>accessible public description of the provider and its operations</b>, and</li><li>• The requirement that the provider’s information management system meets certain critical requirements concerning <b>content, security and integrity</b> (7.3).</li></ul>

## 7.1.1 Representation, Information and Information Management

Standards	Evidence or Comments
<b>7.1.1</b> Representation of the higher education provider, its educational offerings and charges, whether directly or through agents or other parties, is accurate and not misleading	<p>All relevant data including all charges is publicly available and is accurate and contained within the UBSS website.</p> <p>Information regarding Undergraduate fees and Postgraduate fees are found on the UBSS website.</p> <p><a href="https://www.ubss.edu.au/courses/">https://www.ubss.edu.au/courses/</a></p> <p>UBSS ensures through myQual (which is a subsidiary of GCA) that any representation regarding UBSS or its educational offerings and charges through third parties is accurate and not misleading.</p>

## 7.1.2 Representation, Information and Information Management

<p><b>7.1.2</b> Courses or units of study that are offered or intended to be offered are not described as accredited, whether by TEQSA or by a professional accreditation body for the purposes of registration to practise, until such accreditation has been obtained.</p>	<p>All UBSS courses are fully accredited by TEQSA.</p> <p>The Bachelor of Accounting is accredited for a period of five years (from September 2018) by the peak industry bodies, CPA, CA ANZ and IPA.</p> <p>The MBA is accredited for a period of five years (from October 2018) by the peak industry bodies, CPA, CA ANZ and IPA.</p> <p>No courses are described as accredited unless they have gained accreditation by the appropriate body for the purposes of registration.</p>
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## 7.1.3 Representation, Information and Information Management

<p><b>7.1.3</b> Where units of study are offered separately from a course of study and are represented as eligible for gaining credit towards a course of study or a qualification:</p> <p>a. The course(s) of study and qualification(s) for which credit may be gained are specified, and</p>	<p>Not Applicable - UBSS does not offer units of study (subjects) separately from the course of study (programs).</p>
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<p><b>b.</b> The terms on which credit may be granted are defined.</p>	<p>A current Credit and Recognition of Prior Learning Policy exists.</p> <p>All policies are on the UBSS website &gt; <a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p>
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## 7.1.4 Representation, Information and Information Management

<p><b>7.1.4</b> Agents and other parties that are involved in representing the higher education provider are bound by formal contracts with the provider, their performance is monitored and prompt corrective action is taken in the event or likelihood of misrepresentation or unethical conduct.</p>	<p>UBSS has outsourced Recruitment and Admissions to MyQual, a fully owned subsidiary of GCA.</p> <p>MyQual in turn has a formal contract with UBSS and monitors all agents and takes prompt corrective action where necessary. UBSS and MyQual complete the annual agent review for TEQSA.</p> <p>Other parties that may be involved in representing the higher education provider are bound by formal contracts. Their performance is monitored, and prompt corrective action is taken by myQual and UBSS in the event or likelihood of misrepresentation or unethical conduct.</p>
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## 7.1.5 Representation, Information and Information Management

**7.1.5** Representations, whether expressed or implied, about the outcomes associated with undertaking a course of study, eligibility for acceptance into another course of study, employment outcomes or possible migration outcomes are not false or misleading.

All representations by UBSS whether expressed or implied regarding the outcomes associated with courses of study, or employment and migration outcomes are clear, concise, current and accurate and published in the printed course materials, in correspondence with individual students, and communicated through the UBSS website:

- Courses section - Undergraduate
- Courses section - Postgraduate
- Courses section - Executive Program (Graduate Certificate in Business Administration)

Program Brochures:

- Undergraduate brochure
- Postgraduate brochure
- Graduate Certificate in Business Administration brochure

<https://www.ubss.edu.au/courses/>

## 7.2.1 Information for Prospective and Current Students

**7.2.1** Accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences.

Accurate, relevant and timely information for students is publicly available and accessible.

These representations are fully expressed in the program brochures, located on the UBSS website:

Program Brochures:

- Undergraduate brochure
- Postgraduate brochure
- Graduate Certificate in Business Administration brochure

<https://www.ubss.edu.au/courses/>

UBSS has in place all necessary physical facilities for students, staff or visitors with special needs (also mandated by NSW Building Code) and would consider at Executive Dean level any individual application from a student with any type of special needs in terms of our capacity to fully support them or to refer them to an alternative provider if needed.

This comprehensive published information allows all students, including students with special needs, to make informed decisions about UBSS educational offerings and experiences.

## 7.2.2 Information for Prospective and Current Students

**7.2.2** Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes:

- a. Information to assist in decisions about courses or units of study, including the course design, prerequisites, assumed knowledge, when and where courses/units are offered, application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for registration to practise where applicable.

UBSS provides all necessary information in plain English and with full explanations in all areas as evident on:

<https://www.ubss.edu.au/>

Program Brochures:

- Undergraduate brochure
- Postgraduate brochure
- Graduate Certificate in Business Administration brochure

<https://www.ubss.edu.au/download-brochures-and-price-lists/>

The Bachelor of Accounting, through its accreditation with CPA, CA ANZ and IPA. provides a potential pathway into the Accounting profession.

The MBA, through its accreditation with CPA, CA ANZ and IPA. provides a potential pathway into the Accounting profession.

An accreditation agreement with Professions Australia is in train through the two private sector peak bodies – ACPET and COPHE. The UBSS Executive Dean (Professor Greg Whateley) is a representative of ACPET on this project.

UBSS does not publish other pathways to employment nor eligibility for registration.

**b.** Information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies

Information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies are all addressed and supported through the formal orientation process.

Orientation sessions are provided onsite during orientation week and provide both general and course specific information and separate sessions are run during orientation week to assist with credit exemptions and subject selection.

Information about the orientation sessions are on the UBSS\_Website. <https://www.ubss.edu.au/>

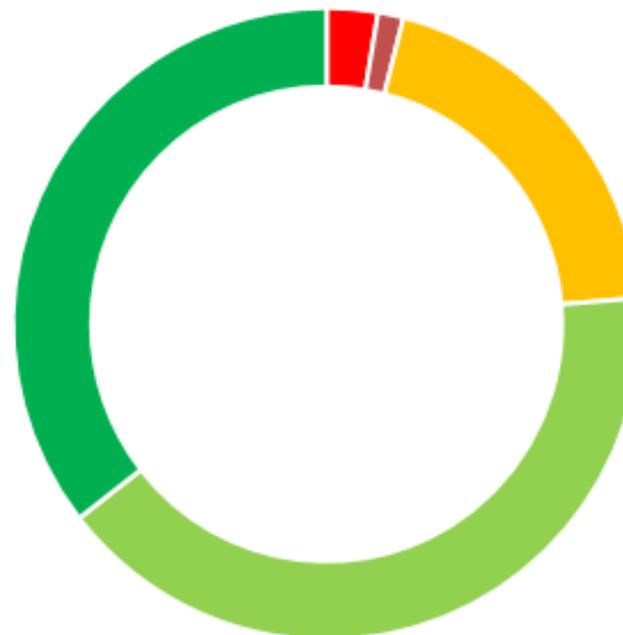
An orientation timetable is sent to all new commencing students and a copy of the timetable is also posted on the UBSS Website.

Individuals are further supported as required via Student Services directly in person and through the Learning Support Coordinator, Program Directors and the Administration Officer, all of whom are a part of the Executive Dean's Team.

There is a student representative and advocate on the Academic Senate.

In the most recent graduate survey (July 2019) students ranked non-academic support highly (74%): Specifically, Q4. *How satisfied are you with the assistance you received from administrative faculty and staff (including academic advisors, student support, program directors, academic coordinators)?*

Answer Choices	Response	Responses
Very dissatisfied	2.63%	2
Dissatisfied	1.32%	1
Neutral	19.74%	15
Satisfied	40.79%	31
Very satisfied	35.53%	27
	Answered	76



■ Very dissatisfied  
 ■ Dissatisfied  
 ■ Neutral  
 ■ Satisfied  
 ■ Very satisfied

c. Information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international

Information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international students, disciplinary procedures, misconduct and grounds for suspension or exclusion are all issues that are comprehensively addressed.

Relevant areas where information is published include:

- Orientation Session - These sessions are provided onsite during orientation week. Information about the orientation sessions are posted on the UBSS Website.

<p>students, disciplinary procedures, misconduct and grounds for suspension or exclusion</p>	<ul style="list-style-type: none"> <li>• Orientation slides – covers student obligations with compliance with Immigration &amp; Border Protection; holidays, fee payment, academic grievances. <a href="https://www.ubss.edu.au/orientation/">https://www.ubss.edu.au/orientation/</a></li> <li>• UBSS website - <i>Policies and Procedures</i> section, specifically: <ul style="list-style-type: none"> <li>○ GCA Refund Policy</li> <li>○ Deferment Policy</li> <li>○ Student Code of Conduct Policy</li> <li>○ Examination Policy &amp; Guidelines</li> <li>○ GCA Deferring, Suspending or Cancelling Enrolment Policy</li> <li>○ GCA Overseas Student Transfers Policy</li> <li>○ GCA Student Re-enrolment Policy</li> <li>○ Academic Appeals Policy</li> <li>○ Academic Misconduct Policy</li> <li>○ Expulsion Policy</li> </ul> </li> </ul> <p>All policies are on the UBSS website &gt; <a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p>
<p><b>d.</b> Information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment</p>	<p>Relevant information on current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolments include:</p> <ul style="list-style-type: none"> <li>GCA Refund Policy</li> <li>Deferment Policy</li> <li>Student Code of Conduct Policy</li> <li>GCA Deferring, Suspending or Cancelling Enrolment Policy</li> <li>Credit and Recognition of Prior Learning Policy</li> <li>Course Admission Policy</li> <li>Course Transfer, Exit and Change of Major Policy</li> </ul>

Academic Progression, Monitoring and Intervention Policy  
Equity and Diversity Policy  
Examination Policy & Guidelines  
Expulsion Policy  
Intellectual Property  
Grievance and Appeals Policy (Academic)  
Grievance Policy (Non-Academic)

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

e. Information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable

Relevant information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable is published on the website, in the hard copy brochures and in the letter of offer.

The Student offer letter - *Terms and Conditions* covers overseas student health cover, communication methods, and contacts.

English Language Support workshops – The fulltime Learning Support Coordinator is the initial conduit to all these support services. - Within each trimester period the Learning Support Coordinator holds several workshops for undergraduate and postgraduate students specific to the following topics:

- Employability skills workshops
- Academic literacy skills workshops
- Research skills workshops

Access to services and support is outlined in the orientation session. The sessions are provided onsite during orientation week.

This information is also contained:

In the orientation slides.

- Orientation Information covers the following relevant topics:
  - Student support services
  - Security
  - Student Representative Committee
  - Academic grievance
  - Study skills
  - Faculty Communication methods
  - Key academic staff
  - Important safety information (first aid, emergency contacts, evacuation procedure, Incident register)

<https://www.ubss.edu.au/orientation/>

On the UBSS website under the Policies & Procedures Section, specifically:

- Wellbeing and Safety Policy
- Academic Progression, Monitoring and Intervention Policy
- Equity and Diversity Policy
- Academic Appeals Policy
- Academic Misconduct Policy
- Expulsion Policy

Non-Academic Intervention Strategies are managed by Student Services and the Learning Support Coordinator.

Where the student and/or a member of UBSS staff identifies a non-academic matter(s) as the main cause of a students' failure to maintain satisfactory academic progress, the student is requested to contact Student Services, who then arrange appropriate student assistance in line with the GCA International Student Support Services Policy and GCA Student Welfare Policy.

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

**f.** Information to assist in resolution of grievances, including an explanation of processes for resolution of grievances and complaints and internal and external appeals processes, guidance on how to participate in the processes and sources of assistance including advocacy, and

All relevant information to assist in resolution of grievances, including an explanation of processes for resolution of grievances and complaints, internal and external appeals processes, guidance on how to participate in the processes and sources of assistance including advocacy, is published in the:

Orientation slides, cover the following relevant topics:

- Student support services
- Student Representative Committee
- Academic Grievance
- Key academic staff

<https://www.ubss.edu.au/orientation/>

The Student offer letter - covers *Terms and Conditions*

UBSS policies, specifically:

- Student Code of Conduct Policy
- Academic Progression, Monitoring and Intervention Policy
- Examination Policy & Guidelines

- Expulsion Policy
- Grievance and Appeals Policy (Academic)
- Grievance Policy (Non-Academic)

All policies are on the UBSS website > <https://www.ubss.edu.au/policies-and-procedures/>

**g.** Information to assist international students studying in Australia if applicable, including indicative costs of living and studying in Australia, accommodation options, arrangements for health care and, where applicable, schooling obligations related to school-aged dependants (including the possibility that school fees may be incurred).

All relevant information to assist international students studying in Australia is published on the UBSS Website. <https://www.ubss.edu.au/>

Orientation slides, which covers arrangements for health care.

<https://www.ubss.edu.au/orientation/>

International agents provide high level assistance to students in a range of matters including accommodation options, arrangements for health care and, where applicable, schooling obligations related to school-aged dependants (including the possibility that school fees may be incurred).

Individuals are further supported via Student Services directly in person and through the Learning Support Coordinator. The Learning Support Coordinator is the initial conduit to all these support services.

### 7.2.3 Information for Prospective and Current Students

**7.2.3** There are policies and processes that ensure information and advice given to international students holding or applying for an Australian student visa and decisions taken in relation to such students meet statutory requirements.

All matters relating to visa and statutory requirements are managed to a high standard by MyQual (GCA subsidiary) in conjunction with international agents and relevant UBSS personnel.

They ensure information and advice given to international students holding or applying for an Australian student visa and decisions taken in relation to such students meet statutory requirements.

### 7.2.4 Information for Prospective and Current Students

**7.2.4** Students are given reasonable notice of changes to a higher education provider's operation including information about increases in fees and associated costs and any consequences that may affect their choice of, or ability to participate in, an intended course(s) of study.

Any fee variations are notified 90 days prior to commencement in accordance with the ESOS Act.

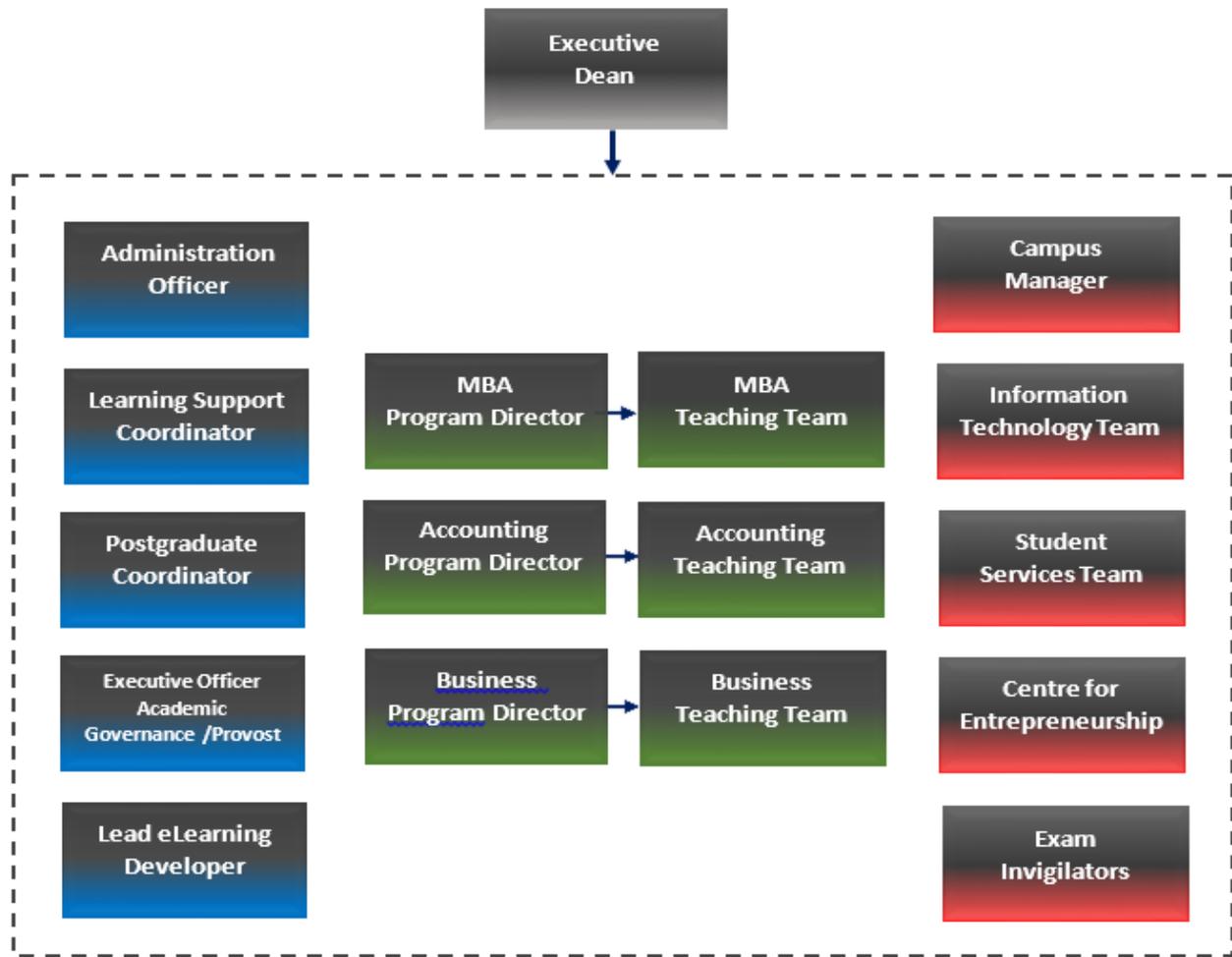
Notice of any changes that will affect student choice of or participation in an intended course is always resolved at an individual level by myQual (GCA subsidiary) in conjunction with international agents and relevant UBSS personnel.

Changed courses are either taught out or individual 'reading subjects' are offered.

## 7.3.1 Information Management

<p><b>7.3.1</b> There is a repository of publicly-available current information about the higher education provider's operations that includes:</p> <p><b>a.</b> The registered name of the higher education provider, trading name(s) if different, regulatory status and authority to provide courses of study to international students studying on an Australian student visa</p>	<p>There is a repository of publicly-available current information about UBSS (trading name) operations that includes:</p> <p>Websites:</p> <ul style="list-style-type: none"><li>• UBSS</li><li>• TEQSA</li><li>• ASIC</li></ul> <p>The above websites contain detailed information regarding UBSS operations that includes all trading names, regulatory status and authority to provide courses to international students.</p> <p>The CRICOS code is clearly displayed on the following:</p> <ul style="list-style-type: none"><li>• UBSS website (footer)</li><li>• GCA website (footer)</li></ul> <p><u><a href="#">Program Brochures:</a></u></p> <p>Undergraduate brochure</p> <p>Postgraduate brochure</p> <ul style="list-style-type: none"><li>• All other marketing materials and student contracts (soft and hard copies).</li></ul> <p><u><a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></u></p>
<p><b>b.</b> The instrument establishing the entity</p>	<p>Universal Business School Sydney delivers higher education courses (BN98603942) and is a subsidiary of <u><a href="#">GCA</a></u>.</p> <p><u><a href="https://www.gca.edu.au/">https://www.gca.edu.au/</a></u></p>

	<p>GCA is a proprietary limited company (ACN 085 429 732) and a wholly owned subsidiary of GCA Group of Companies - a proprietary limited company (ACN 124 685 614)</p> <p>Full details of relevant UBSS operating authorities are also available on the following websites:</p> <ul style="list-style-type: none"> <li>• TEQSA</li> <li>• ASIC</li> </ul>
<b>c.</b> The members of the governing body and senior executive	Information regarding the GCA Board, UBSS Senior Executive and UBSS Academic Senate can be viewed on the UBSS website - <i>About Us</i> section. <a href="https://www.ubss.edu.au/about-us/">https://www.ubss.edu.au/about-us/</a>
<b>d.</b> The financial standing of the provider	Mandated statements are provided to ASIC and TEQSA by Group Colleges Australia (GCA) website and currently audited by an external auditor against Australian accounting and auditing standards - Pitcher Partners Sydney
<b>e.</b> Indicative total student enrolments	Indicative total student enrolment number (Indicative Student Load) is available on UBSS website (Reports section).
<b>f.</b> A high-level organisational chart that includes the organisational units that deliver courses of study, such as schools or faculties	The company's Organisational chart available on UBSS website - <i>About Us</i> section)



g. The locations at which higher education is offered, including overseas if applicable

UBSS operates in the Sydney CBD at one location only,  
Level 10 and 11, 233 Castlereagh Street, Sydney CBD 2000

<p><b>h.</b> An overview of teaching campuses, facilities, learning resources and services provided for students</p>	<p>This information is precisely detailed on:</p> <ul style="list-style-type: none"> <li>• UBSS website - <i>Current Students, Life at UBSS</i> and <i>Student Resources</i> sections</li> <li>• Program Brochures: <ul style="list-style-type: none"> <li>• Undergraduate brochure (page 3-5)</li> <li>• Postgraduate brochure (page 3 and 6)</li> </ul> </li> <li>• Orientation slides - covers information on campus facilities and learning resources.</li> </ul> <p><b>Location:</b>  UBSS operates in the Sydney CBD at one location only, Level 10 and 11, 233 Castlereagh Street, Sydney CBD 2000</p>
<p><b>i.</b> A list of all higher education courses of study that are offered, including indicative estimated annual enrolments</p>	<p>A list of all higher education courses offered is available on:</p> <ul style="list-style-type: none"> <li>• UBSS website - <i>Courses</i> section</li> <li>• Program Brochures: <ul style="list-style-type: none"> <li>• Undergraduate brochure (page 6-9)</li> <li>• Postgraduate brochure (pages 6-8)</li> </ul> </li> </ul> <p>Indicative total student enrolment number (Indicative Student Load) is available on UBSS website (Reports section).</p>
<p><b>j.</b> Arrangements with other parties to deliver courses of study or to conduct research training.</p>	<p>Not applicable</p>

<p><b>k.</b> Where public annual reports are required of the provider, the three most recent annual reports</p>	<p>UBSS annual reports (both current and previous years) can be viewed on the UBSS website - Reports section <a href="https://www.ubss.edu.au/ubss-reports/">https://www.ubss.edu.au/ubss-reports/</a></p>
<p><b>l.</b> How to lodge a complaint about the higher education provider, and</p>	<p>With regards to academic matters, this information is fully covered and clearly explained in the Grievance and Appeals Policy (Academic) - access to this policy is via the UBSS website.</p> <p>With regards to non-academic matters, this information is fully covered and clearly explained in the Grievance Policy (Non-Academic) - access to this policy is via the UBSS website.</p> <p>The Grievance policy specifies the UBSS commitment to ensuring that students have access to processes that allow for grievances, disputes, problems and complaints of an academic nature and complaints about the higher education provider to be resolved in a fair, efficient and effective manner.</p> <p>All policies are on the UBSS website &gt; <a href="https://www.ubss.edu.au/policies-and-procedures/">https://www.ubss.edu.au/policies-and-procedures/</a></p> <p>This matter is highlighted in the orientation presentations and package that are provided for students in the Orientation slides <a href="https://www.ubss.edu.au/orientation/">https://www.ubss.edu.au/orientation/</a></p>
<p><b>m.</b> Contact details.</p>	<p>Contact details are available on UBSS website - <i>Contact Us</i> section: <a href="https://www.ubss.edu.au/contact-us/">https://www.ubss.edu.au/contact-us/</a></p> <ul style="list-style-type: none"> <li>• Admissions and general enquiries contact information (street address, phone number and email) are listed.</li> </ul>

## 7.3.2 Information Management

<p><b>7.3.2</b> The list of all higher education courses of study within the repository of information includes:</p> <p><b>a.</b> The accreditation status of each course of study</p>	<p>A list of all higher education courses offered is available on:</p> <ul style="list-style-type: none"><li>• UBSS website - <i>courses</i> section</li><li>• Program Brochures:<ul style="list-style-type: none"><li>○ Bachelor of Accounting – refer to Undergraduate brochure (page 7)</li><li>○ Bachelor of Business – refer to Undergraduate brochure (page 9)</li><li>○ Master of Business Administration – refer to Postgraduate brochure (page 7)</li></ul></li></ul> <p>The accreditation status of each course of study can be found on the TEQSA website (Group Colleges Australia Pty Ltd)</p>
<p><b>b.</b> The qualification(s) offered</p>	<p>There is an unambiguous description of all courses (programs) available on the website and in UG and PG brochures.</p> <ul style="list-style-type: none"><li>• UBSS website</li><li>• Program Brochures:<ul style="list-style-type: none"><li>○ Bachelor of Accounting/Associate Degree of Accounting/Diploma of Accounting</li><li>○ Bachelor of Business/Associate Degree of Business/Diploma of Business</li><li>○ Master of Business Administration/Graduate Diploma/Graduate Certificate – pathways are inferred as career opportunities and areas of employment in the Postgraduate brochure</li></ul></li></ul>

<p><b>c.</b> Whether the qualification is recognised in the Australian Qualifications Framework</p>	<p>All qualifications offered by UBSS are recognised in the AQF and this information is available in the brochures.</p>
<p><b>d.</b> Confirmation of recognition of each course of study by the relevant professional body(ies) if such recognition is required for registration of graduates to practise</p>	<p>The Bachelor of Accounting is currently approved for a period of five years (from November 2018) by the peak industry bodies, CPA, CA ANZ and IPA.</p> <p>The MBA has been reviewed externally. CPA, CA ANZ and IPA accreditations are current for a period of five years from December 2018.</p> <p>Refer to UBSS website - <i>Partnerships</i> section <a href="https://www.ubss.edu.au/our-partnerships/">https://www.ubss.edu.au/our-partnerships/</a></p> <p>Program Brochures: <a href="https://www.ubss.edu.au/download-brochures-and-price-lists/">https://www.ubss.edu.au/download-brochures-and-price-lists/</a></p>
<p><b>e.</b> Whether each course of study is authorised to be offered to international students studying on an Australian student visa, and</p>	<p>All UBSS courses are available to international students - CRICOS code is evident on the <a href="#">UBSS</a> website (footer), <a href="#">GCA</a> website (footer), <a href="#">Program Brochures</a>: Undergraduate brochure (front page and footer), Postgraduate brochure (front page and footer) and other marketing materials (soft and hard copies).</p> <p>The Graduate Certificate in Business Administration (blended) is not available to international students.</p>
<p><b>f.</b> The duration of each course of study</p>	<p>Duration of each course is evident on: <a href="#">UBSS</a> website - <i>Courses</i> section) <a href="https://www.ubss.edu.au/courses/">https://www.ubss.edu.au/courses/</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Program Brochures</a>: <ul style="list-style-type: none"> <li>○ Bachelor of Accounting/Associate Degree of Accounting/Diploma of Accounting – refer to Undergraduate brochure (page 6)</li> <li>○ Bachelor of Business/Associate Degree of Business/Diploma of Business – refer to Undergraduate brochure (page 8)</li> </ul> </li> </ul>

- Master of Business Administration/Graduate Diploma/Graduate Certificate – pathways are inferred as career opportunities and areas of employment in the Postgraduate brochure (page 8)

### 7.3.3 Information Management

<p><b>7.3.3</b> Information systems and records are maintained, securely and confidentially as necessary to:</p> <p><b>a.</b> Maintain accurate and up-to-date records of enrolments, progression, completions and award of qualifications</p>	<p>UBSS maintains high quality and confidential records via the Student Management System (<u>MyGCA</u>) with password controlled and graded levels of specific access.</p> <p>Further, additional confidential information is maintained on the secure internal ‘M drive’ which has graded specific levels of access.</p> <p>An external off-campus server back-up system is in place. In this way, accurate and up-to-date records of enrolments, progression, completions and award of qualifications are maintained and safeguarded.</p>
<p><b>b.</b> Prevent unauthorised or fraudulent access to private or sensitive information, including information where unauthorised access may compromise academic or research integrity</p>	<p>UBSS maintains high quality and confidential records via Student Management System (<u>MyGCA</u>) with graded specific levels of access.</p> <p>Further, additional confidential information is maintained on the secure internal ‘M drive’ which has graded specific levels of access. External expert IT evaluation has judged the UBSS system as being highly secure.</p> <p>An external off-campus back-up server system is in place.</p>

<p><b>c.</b> Document and record responses to formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents, and</p>	<p>The Academic Integrity Committee (AIC) documents and records correspondence relating to formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents are located on the secure internal 'M drive' with highly restricted access.</p> <p>All relevant information is stored on the secure internal 'M drive' with highly restricted access.</p>
<p><b>d.</b> Demonstrate compliance with the Higher Education Standards Framework.</p>	<p>All information to demonstrate compliance with the HESF is maintained securely and confidentially on the UBSS secure 'M Drive'.</p> <p>Regular Threshold Standards Audit Committee (TSAC) audits provide evidence of a commitment to the HESF:</p> <p><b>EVIDENCING INSTITUTIONAL COMPLIANCE - THRESHOLD STANDARDS 2015</b></p>  <p><b>Audit Members -</b></p> <ul style="list-style-type: none"> <li>• Professor Greg Whateley (Chair)</li> <li>• Assistant Professor Kim Sharma (Secretary)</li> <li>• Adjunct Professor Rob Wendon (Independent)</li> <li>• Jotsana Roopram</li> </ul>