STUDENT SUPPORT AND WELL-BEING AT UBSS

Greg Whateley
Andrew West

November 2022

Table of Contents

PART A

There is little doubt that *student support, student well-being* and *learner engagement* are essential elements of our environment, especially during these times of on line learning where isolation *may* become an issue.

Student support and well-being has always been a key consideration at UBSS.

A range of feedback tools suggest that UBSS has done a remarkable job during difficult times (COVID-19) and students are satisfied with the support they currently receive in the mode provided.

The 2021/2022 **QILT** outcomes (external) suggest high levels of satisfaction at both undergraduate and postgraduate levels in the domains of student support and learner engagement –

Undergraduate

#3 Student Support — Business School in Sydney CBD (Undergraduate)

#1 Learner Engagement — Business School in Sydney/Melbourne CBD (Undergraduate)

Postgraduate

#1 Student Support — vs Go8 Universities (Postgraduate)

#2 Student Support — Business School in Sydney and Melbourne CBDs (Postgraduate)

#1 Learner Engagement — vs Go8 Universities (Postgraduate)

SFUs (internal) across the COVID-19 period have remained consistently high –

Bachelor of Business

	Survey Questions	T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19	T2 20	T3 20	T1 21	T2 21	T3 21	T1 22	T2 22
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	4.30	4.43	4.41	4.58	4.41	4.37	4.23
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	4.18	4.34	4.31	4.54	4.40	4.34	4.21
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	4.13	4.24	4.26	4.42	4.36	4.23	4.10
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	4.17	4.36	4.37	4.51	4.43	4.48	4.31
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	4.31	4.47	4.37	4.50	4.44	4.50	4.30
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	4.25	4.48	4.43	4.52	4.46	4.31	4.24
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	4.32	4.51	4.48	4.54	4.42	4.50	4.26
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	4.20	4.42	4.47	4.54	4.37	4.47	4.31
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	4.12	4.44	4.32	4.41	4.38	4.29	4.21
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	4.26	4.41	4.39	4.48	4.34	4.48	4.27
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	4.26	4.51	4.38	4.53	4.41	4.35	4.24
	AVERAGE	4.22	4.33	4.30	4.32	4.28	4.57	4.42	4.32	4.33	4.23	4.45	4.23	4.42	4.38	4.51	4.49	4.39	4.24

Bachelor of Accounting

	Survey Questions	T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19	T2 20	T3 20	T1 21	T2 21	T3 21	T1 22	T2 22
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	4.13	4.46	4.23	4.43	4.29	4.18	4.35
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	4.03	4.34	4.13	4.38	4.27	4.26	4.30
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	4.07	4.22	4.12	4.27	4.21	4.24	4.19
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	4.17	4.36	4.17	4.44	4.40	4.21	4.32
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	4.24	4.41	4.24	4.41	4.52	4.35	4.40
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	4.21	4.42	4.29	4.40	4.43	4.33	4.33
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	4.32	4.49	4.33	4.52	4.48	4.32	4.38
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	4.20	4.40	4.22	4.51	4.37	4.32	4.46
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	3.99	4.34	4.00	4.35	4.28	4.22	4.12
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	4.09	4.44	4.30	4.46	4.46	4.13	4.26
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	4.13	4.38	4.30	4.45	4.45	4.30	4.32
	AVERAGE	4.15	4.35	4.16	4.32	4.08	4.24	4.22	4.35	4.22	4.23	4.26	4.14	4.39	4.21	4.42	4.30	4.26	4.31

Master of Business Administration

	Survey Questions	T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19	T2 20	T3 20	T1 21	T2 21	T3 21	T1 22	T2 22
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	4.23	4.23	4.30	4.31	4.34	4.23	4.16
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	4.13	4.16	4.22	4.27	4.24	4.15	4.16
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	4.03	4.11	4.16	4.18	4.15	4.01	4.12
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	4.14	4.20	4.26	4.28	4.30	4.16	4.07
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	4.30	4.35	4.39	4.40	4.46	4.31	4.28
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	4.18	4.25	4.25	4.33	4.31	4.26	4.16
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	4.33	4.38	4.38	4.17	4.50	4.34	4.28
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	4.26	4.26	4.28	4.32	4.38	4.26	4.18
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	4.02	4.07	4.11	4.37	4.18	4.10	4.00
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	4.20	4.25	4.26	4.30	4.33	4.21	4.21
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	4.16	4.25	4.25	4.32	4.37	4.25	4.08
	AVERAGE	4.07	4.43	4.17	4.21	4.30	4.35	4.25	4.33	4.37	4.31	4.39	4.18	4.23	4.25	4.30	4.38	4.21	4.15

Grade Distributions have improved –

The following graph shows the Grade Progression for the Trimester 1 2017 to the most recently completed trimester 2, 2022. The grade progression was in a band of between 57 to 63% up to the end of 2018. Then the grade progression steadily improved to a high of 77% by Trimester 3, 2021. With the implementation of student support measures, this has seen a gradually improvement in the student performance, from a progression rate of 57% in Trimester 3, 2018 to a high of 77% in Trimester 3, 2021. This is above the independent higher education provider benchmark of 75%. The grade progression dropped back to 70 to 72%, reversing the previous trend, but still above the KPI set in the UBSS strategic plan.
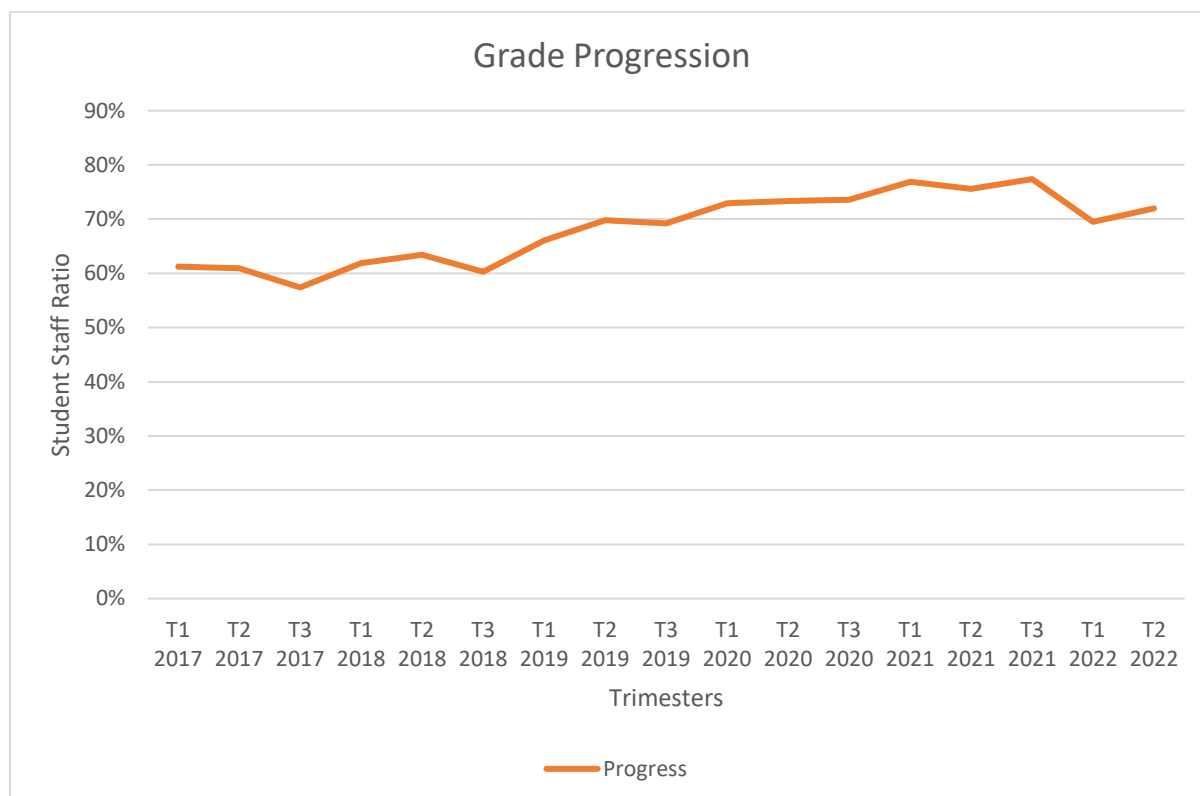
A more detailed split of the grades proportion is shown below. This grade distribution shows a mode of passes, with a distribution that is very similar between the under graduate and post graduate studies. This shows that student support has an even impact across all UBSS programs.

Grade	Undergraduate	Postgraduate	UBSS
HD	4%	3%	3.5%
D	16%	19%	17.5%
C	25%	25%	25%
P	35%	32%	33.5%
F	20%	21%	20.5%

Student preference for online option (internal) is pronounced –

Sydney CBD Campus - PG Studying From Home or Campus T3 2022 Survey

ANSWER CHOICES	RESPONSES	
continue studying remotely from home	90.00%	153
return to on campus for my study	10.00%	17
TOTAL		170

Sydney CBD Campus - UG Studying From Home or Campus T3 2022 Survey

ANSWER CHOICES	RESPONSES	
continue studying remotely from home	93.22%	55
return to on campus for my study	6.78%	4
TOTAL		59

Melbourne CBD Campus - PG Studying From Home or Campus T3 2022 Survey

ANSWER CHOICES	RESPONSES	
continue studying remotely from home	100.00%	27
return to on campus for my study	0.00%	0
TOTAL		27

Melbourne CBD Campus - UG Studying From Home or Campus T3 2022 Survey

ANSWER CHOICES	RESPONSES	
continue studying remotely from home	100.00%	14
return to on campus for my study	0.00%	0
TOTAL		14

95% of PG students wish to remain on line and **97% of UG students** wish to remain on line. By way of overview, then, **96% of UBSS students wish to remain on line.**

This level of successful student support is applied across ALL GCA/UBSS sites.

PART B

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

See - https://www.ubss.edu.au/orientation/?tab=Orientation%20Information

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

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

All support services are available to ALL students across ALL GCA/UBSS sites.

All aspects are important, but the **eight (8) highlighted areas** above provide evidence of ongoing support for students post enrolment. We deal with each in turn –

Access to MyGCA – Student Management System

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

Access is via Student Central - https://www.ubss.edu.au/student-central/

Advanced Business Communication subject for undergraduate students

A support strategy was <u>put in place in 2015</u>, by means of a **compulsory subject** for all students – BAS22 Advanced Business Communication. The subject has remained an important resource and support mechanism for students -

SUBJECT OUTLINE

1. General Subject Information

Subject Code:	BAS22
Subject Name:	Advanced Business Communications
Teaching Period:	Trimester 3 2022
Core/Elective status:	Core – Bachelor of Business
Pre-requisites:	None
Class Times:	Webinar Wednesday 08h30 to 11h30
Class Room:	Online
Class Contact:	3 hours per week
Delivery Mode:	Full time, Online
Lecturer:	Nisha Dookie, B.Acc (Hons), CTA, MBA, CA (ANZ)
Contact Details:	Email: nisha.dookie@ubss.edu.au
Location:	Lecturers Lounge – Level 11

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

Bachelor of Accounting

Year 1
Trimester 1

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

Bachelor of Business

Year 1
Trimester 1

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

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

The learning outcomes of the subject are appropriate –

2.2 Learning Outcomes
On successful completion of this subject, students will be able to:
1. Have a competent standard of academic writing.
2. Discuss the various communication tools and techniques used in businesses and workplaces in the 21st century.
3. Demonstrate verbal, non-verbal, written and digital communication techniques used in business.
4. Discuss the principles underpinning interpersonal skills and how they contribute to effective business communication.
5. Implement effective techniques to resolve conflict and negotiate in business and workplaces.
6. Perform effective business research and communicating the findings in a project and via oral presentation.
7. Communicate effectively across cultures and to a range of different business audiences (managers, customers, colleagues, potential employers, etc.).

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

Weeks 1- 5

Teaching Week / Date	Topic	Required reading from prescribed textbook	Required Activity, Tutorial & Assessment Questions
Week 1 30 Aug – 3 Sept	Introduction to Advanced Business Communication in a digital, social, and mobile world. Why communication matters, the process, mobile and technology, ethics and legal issues.	Chapter 1 (LO 2)	Case Study discussion and Review (TYK) Q1-1 to Q1-10
Week 2 6 – 10 Sept	Collaboration, Interpersonal Communication and Business Etiquette Includes teams, meetings, listening and non-verbal communication	Chapter 2 (LO 2,3 &7)	Case Study discussion and Review (TYK) Q2-1 to Q2-10 *In Class Participation & Engagement Activity 1 (1%)*
Week 3 13 – 17 Sept	The three - step writing process Includes planning and writing messages	Chapters 4 & 5 (LO 2 & 7)	Case Study discussion and Review (TYK) Q4-1 to Q4-5 and Review (TYK) Q5-1 to Q5-5 *In Class Participation & Engagement Activity 2 (1%)*
Week 4 20 -24 Sept	Completing Business Messages Handbook of Grammar, Mechanics and Usage Format and layout of business documents	Chapter 6 (LO 3,4,5,6 &7) Appendix C Appendix A	Case Study discussion and Review (TYK) Q6-1 to Q6-5 Appendix A and C exercises. *In Class Participation & Engagement Activity 3 (1%)*
Week 5 27 Sept – 1 Oct	Digital and Social Media Includes: emails, messaging, websites and podcasting. Writing strategies for social media, blogging and wikis etc.	Chapter 7 & 8 (LO 2,3,6,&7)	Case Study discussion and Review (TYK) Q7-1 to Q7-5 Review (TYK) Q8-1 to Q8-5 *Assessment 2 :First Mid Term Test (15%)* *In Class Participation & Engagement Activity 4 (1%)*

Weeks 6 – 12

Week 6 04 – 08 Oct	Developing presentations in a social media environment	Chapter 16 (LO 3,4,6 &7)	Case Study discussion and Review (TYK) Q16-1 to Q16-10 *In Class Participation & Engagement Activity 5 (1%)*
Week 7 11 – 15 Oct	Enhancing presentations with slides and other visuals	Chapter 17 (LO 2,3,6 &7)	Case Study discussion and Review (TYK) Q17-1 to Q17-5 *In Class Participation & Engagement Activity 6 (1%)* *Group Online Oral Presentations*
Week 8 18 – 22 Oct	Finding, Evaluation and Processing Information - research Planning reports and proposals	Chapter 13 Chapter 14 (LO 3,4 &7)	Case Study discussion and Review (TYK) Q13-1 to Q13-5. Review (TYK) Q14-1 to Q14-5. *In Class Participation & Engagement Activity 7 (1%)*
Week 9 25 – 29 Oct	Writing persuasive messages Writing and complete reports & proposals Documentation of report sources	Chapter 15 Appendix B (LO 2,3 &7)	Case Study discussion and Review (TYK) Q15-1 to Q15-10 Appendix B exercises. *Assessment 3: Group Reports & Inclass Presentation (25%) Due.* *In Class Participation & Engagement Activity 8 (1%)*

Week 10 01 – 05 Nov	Visual Media	Chapter 9 (LO 2,3,6 &7)	Case Study discussion and Review (TYK) Q9-1 to Q9-10 *In Class Participation & Engagement Activity 9 (1%)* *Assessment 3: Inclass Presentation*
Week 11 08 – 12 Nov	Writing routine and positive messages Writing negative messages	Chapters 10,11 & 12 (LO 2,3,4,6 & 7)	Case Study discussion and Review (TYK) Q10-1 to Q10-4 Review (TYK) Q11-1 to Q11-3 Review (TYK) Q12-1 to Q12-3 *In Class Participation & Engagement Activity 10 (1%)* *Assessment 3: Inclass Presentation*
Week 12 15 – 19 Nov	Summary and revision for final exam Practice Exam	All lectures	Final Exam Revision
Exam Period (22 Nov – 3 Dec)			

The subject is taught by a well-qualified and highly experienced staffers with many years of experience with international students –

Assistant Professor Nisha Dookie

Qualifications and Professional Memberships:

- BAcc
- BComm
- MBA
- Cert Theory Accounting
- Member of the Institute of Internal Auditors, South Africa
- Member of the Institute of Chartered Accountants, South Africa.

Research and Teaching Specialities:

- Accounting
- Taxation
- Audit

Biography:

Nisha is a Lecturer in Accounting and Taxation at UBSS.
Prior to joining UBSS, Nisha was a Lecturer and subject coordinator for Accounting and Taxation at Tshwane University of Technology in South Africa.

Assistant Professor Evi Lanasier

Qualifications
- PhD in Marketing
- MMgt
- BBus
- Cert IV TAE

Research and Teaching Specialties:
- Business and Research Methods
- Marketing
- Consumer Behaviour
- Digital Marketing
- Change Management
- Cross Cultural Management

Biography

Evi is a lecturer, consultant and researcher in the area of Marketing and Management. She has over 25 years experience in teaching. Her passion for teaching stems from the philosophy that teaching is not only a transfer of knowledge but also an opportunity to develop life-long learners and make a difference in their lives.

Evi is also a consultant in Marketing with expertise in international trade assisting overseas SMEs in exporting their products to Australia, she also consult private providers in Australia in relation to their compliance for registration and re-registration.

The student feedback on this subject in from S2, 2016 through to T2, 2022 (most recent) is best captured in the following excerpt for the subject –

		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19	T2 20	T3 20	T1 21	T2 21	T3 21	T1 22	T2 22
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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	4.25	4.48	4.43	4.52	4.46	4.31	4.24
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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	4.20	4.42	4.47	4.54	4.37	4.47	4.31
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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	4.26	4.41	4.39	4.48	4.34	4.48	4.27
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	4.26	4.51	4.38	4.53	4.41	4.35	4.24
	AVERAGE	4.22	4.33	4.30	4.32	4.28	4.57	4.42	4.32	4.33	4.23	4.45	4.23	4.42	4.38	4.51	4.49	4.39	4.24

The longitudinal study would suggest the subject and management of the subject is highly regarded. This endorses its important role in the student support machinery – especially for commencing students.
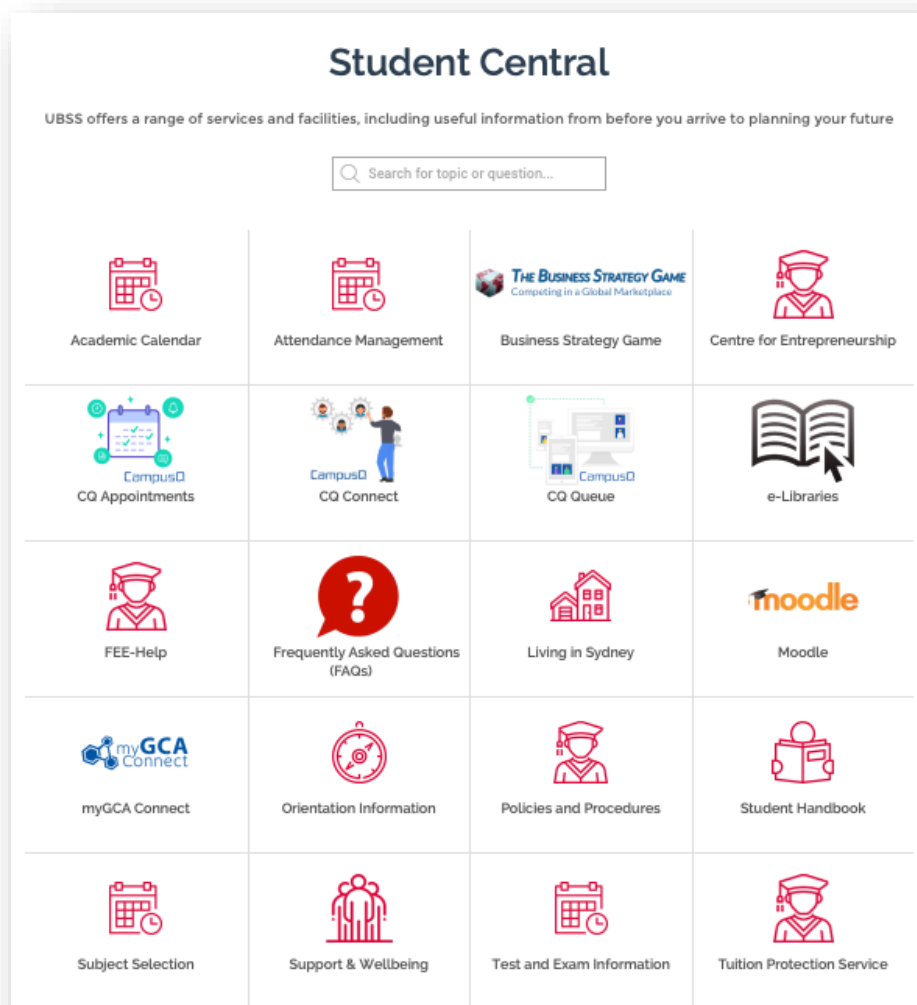
Study Skills web pages

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

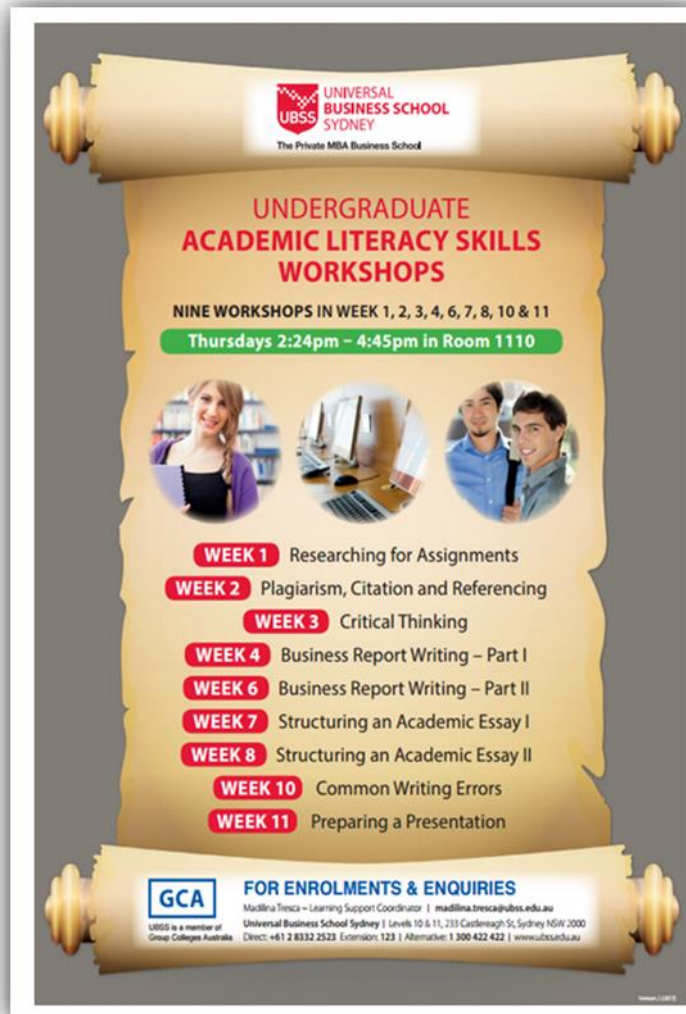https://www.ubss.edu.au/student-central/
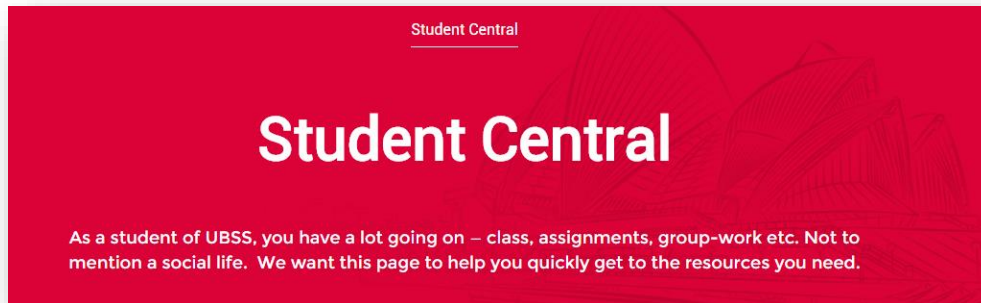
This space has been refined over the last two years to hone in on the expressed needs of students based on feedback and focus groups. User feedback has been positive.

Support Workshops

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

Literacy is the focus for undergraduate students at present –

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

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

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

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

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

Students are permitted to attend multiple sessions if desired.

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

An eResearch workshop *and* a preparation for employment –

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

Learning Support personnel

UBSS has in place six (6) learning support personnel. To avoid confusion they have differing titles –

- **Learning Support Coordinator X 3**
- **Academic Administrators X 2**
- **Program Directors X 4**
- **Student Support Managers X 2**

The first three positions are located within the *Office of the Deputy Vic Chancellor (across multiple locations)* and share the responsibility for student and staff learning/teaching support. The fourth positions are located within the *Office of the Vice President (Operations) and service all locations.*

A snapshot of the focus of each position is provided –

Learning Support Coordinator

Main Responsibilities:

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

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

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

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

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

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

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

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

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

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

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

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

Academic Administrator

Main Responsibilities:

The key duties of the Academic Coordinator are:

- Timetable planning;

- Oversight of examinations;

- Handling cases of student misconduct;

- Assisting with activities of the Student Representative Council;

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

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

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

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

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

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

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

These roles provide students with ongoing support in terms of administrative/academic issues encountered.

Program Director (indicative)

Program Director (illustrative PD)

Position Overview:

The Program Director – Bachelor of Accounting is responsible to the Executive Dean and the Academic Senate for providing program direction, program success, academic input, academic integrity, subject expertise and leadership for the Accounting degree and nested awards. This will ensure that UBSS continues to deliver quality, professionally recognised business programs within TEQSA's Threshold Standards and the ESOS Act for international students.

Organisational Context:

UBSS is a registered, non-self-accrediting, private higher education provider and operates as a semi-autonomous department within its parent Company, Group Colleges Australia (GCA). UBSS is autonomous in academic matters, and shares corporate-level administration with GCA in the areas of student services, marketing, financial administration, IT support and student systems, physical infrastructure and accommodation.

Key Duties:

The dimensions of this role include working with the Executive Dean and the Academic Senate to:

- Control Service Delivery Quality
- Undertake lecturing and leadership in the Bachelor of Accounting degree, disciplines and subjects
- Monitor and control the quality of delivery of all subjects in Bachelor of Accounting degree including identifying qualified and experienced lecturers, fostering professional development of lecturers, preparing teaching timetables and undertaking formal post-semester performance reviews with lecturers
- Oversee Compliance
- Program Management and Promotion
- Pursue networks and formal linkages with the business profession and professional associations (AICD, IML and others) to promote UBSS and opportunities for its graduates;
- Enhance the scholarly profile of UBSS;
- Provide leadership in professional and/or community affairs to enhance the reputation and profile of UBSS across the business sector;
- Monitor, review and enhance subject content and student learning outcomes for the Bachelor of Accounting degree and nested awards;
- Actively contribute to the academic planning and review of the Bachelor of Accounting degree, in line with any government and professional accreditation requirements;
- Actively participate in the UBSS Academic Senate, Course Advisory Committee, Academic Integrity Committee and Grade Review Committee - and other forums, as required
- Provide an advisory role for MBA Accounting stream as required

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

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

Learning Support personnel are the backbone of the support provided to students both at the undergraduate and postgraduate levels. Learning Support personnel work in tandem with Academic Staff - https://www.ubss.edu.au/our-people/?tab=The%20Academics -to provide as much support (literacy and intervention included) as possible. Currently, the teams work well together and student satisfaction is high over an extended period of time (19 trimesters) –

	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	T2 20	T3 20	T1 21	T2 21	T3 21	T1 22	T2 22
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	4.30	4.43	4.41	4.58	4.41	4.37	4.23
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	4.18	4.34	4.31	4.54	4.40	4.34	4.21
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	4.13	4.24	4.26	4.42	4.36	4.23	4.10
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	4.17	4.36	4.37	4.51	4.43	4.48	4.31
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	4.31	4.47	4.37	4.50	4.44	4.50	4.30
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	4.25	4.48	4.43	4.52	4.46	4.31	4.24
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	4.32	4.51	4.48	4.54	4.42	4.50	4.26
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	4.20	4.42	4.47	4.54	4.37	4.47	4.31
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	4.12	4.44	4.32	4.41	4.38	4.29	4.21
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	4.26	4.41	4.39	4.48	4.34	4.48	4.27
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	4.26	4.51	4.38	4.53	4.41	4.35	4.24
	AVERAGE	4.22	4.33	4.30	4.32	4.28	4.57	4.42	4.32	4.33	4.23	4.45	4.23	4.42	4.38	4.51	4.49	4.39	4.24

	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	T2 20	T3 20	T1 21	T2 21	T3 21	T1 22	T2 22
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	4.13	4.46	4.23	4.43	4.29	4.18	4.35
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	4.03	4.34	4.13	4.38	4.27	4.26	4.30
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	4.07	4.22	4.12	4.27	4.21	4.24	4.19
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	4.17	4.36	4.17	4.44	4.40	4.21	4.32
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	4.24	4.41	4.24	4.41	4.52	4.35	4.40
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	4.21	4.42	4.29	4.40	4.43	4.33	4.33
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	4.32	4.49	4.33	4.52	4.48	4.32	4.38
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	4.20	4.40	4.22	4.51	4.37	4.32	4.46
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	3.99	4.34	4.00	4.35	4.28	4.22	4.12
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	4.09	4.44	4.30	4.46	4.46	4.13	4.26
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	4.13	4.38	4.30	4.45	4.45	4.30	4.32
	AVERAGE	4.15	4.35	4.16	4.32	4.08	4.24	4.22	4.35	4.22	4.23	4.26	4.14	4.39	4.21	4.42	4.30	4.26	4.31

	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	T2 20	T3 20	T1 21	T2 21	T3 21	T1 22	T2 22
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	4.23	4.23	4.30	4.31	4.34	4.23	4.16
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	4.13	4.16	4.22	4.27	4.24	4.15	4.16
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	4.03	4.11	4.16	4.18	4.15	4.01	4.12
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	4.14	4.20	4.26	4.28	4.30	4.16	4.07
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	4.30	4.35	4.39	4.40	4.46	4.31	4.28
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	4.18	4.25	4.25	4.33	4.31	4.26	4.16
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	4.33	4.38	4.38	4.17	4.50	4.34	4.28
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	4.26	4.26	4.28	4.32	4.38	4.26	4.18
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	4.02	4.07	4.11	4.37	4.18	4.10	4.00
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	4.20	4.25	4.26	4.30	4.33	4.21	4.21
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	4.16	4.25	4.25	4.32	4.37	4.25	4.08
	AVERAGE	4.07	4.43	4.17	4.21	4.30	4.35	4.25	4.33	4.37	4.31	4.39	4.18	4.23	4.25	4.30	4.38	4.21	4.15

It is not feasible to separate learning support from direct teaching. These SFUs are responding to the *team effort* of all support mechanisms across all sites.

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

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

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

Managing Academic Progress (MAP) Procedures

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

Stage 1

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

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

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

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

The Learning Contract requires students to:

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

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

Stage 2

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

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

Stage 3

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

The steps are clear.

A sample Stage 1 agreement -

UNIVERSAL BUSINESS SCHOOL SYDNEY

Monitoring Academic Progression Agreement

Stage: One

Student Number: 1495984

Family Name:

Given Names: Gursharan

Trimester 3 Year: 2019

Agreed Actions

Having never attended any classes since September 2019 due to poor attendance and non-participation in any assessment, I have met with the Program Director and I accept that as a condition of my continued enrolment at UBSS, I will abide by the following Agreed Actions:
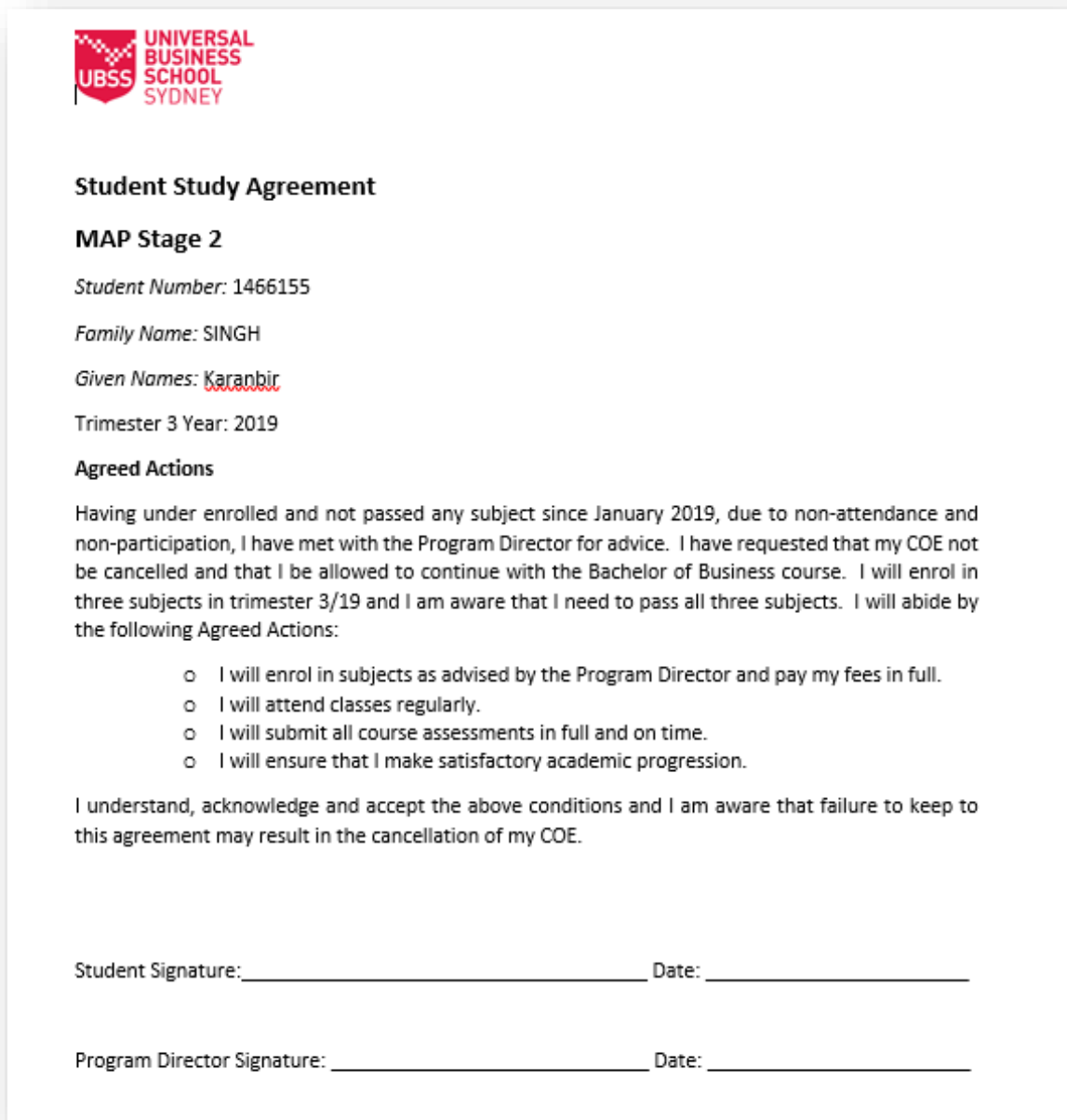
- o   I will enrol in subjects as advised by the Program Director.
- o   I will maintain a minimum of 70% attendance.
- o   I will submit all course assessments in full and on time.
- o   I will ensure that I make satisfactory academic progression.

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

Student's Signature:_____ Date: _____

Program Director's Signature: _____ Date: _____

A sample Stage 2 agreement –

UNIVERSAL BUSINESS SCHOOL SYDNEY

Student Study Agreement

MAP Stage 2

Student Number: 1466155

Family Name: SINGH

Given Names: Karanbir

Trimester 3 Year: 2019

Agreed Actions

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

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

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

Student Signature:_____ Date: _____

Program Director Signature: _____ Date: _____

The monitoring and management of students 'at risk' at UBSS compares favorably to a number of like institutions - https://www.ubss.edu.au/media/1185/benchmarking-february-2020.pdf

At the heart of this support is the fact that students are University level students (adults) who know perfectly well what support is available – and decide whether they wish to take up the support.

Each year UBSS participates in the QILT surveys that are managed by DET. The outcomes of the most recent surveys (2021 data published in 2022) would suggest UBSS has ample student support in place that is well appreciated by students at both undergraduate and postgraduate levels-

Undergraduate

Postgraduate

Further two full time **Student Services staff** are located on site to provide a range of support.

The vision of Student Services –

Student Services vision is to eliminate barriers and create opportunities that enable all students to experience success. Our actions are guided by these values:

- The well-being of all students
- Innovation in problem solving
- Excellent customer service
- Professionalism and ethical behavior
- Cooperative and collaborative efforts

Extract from April, 2022 Business Unit Report to EMT

The Main Activities of Student Services

Main Activities

- First point of contact for students in UBSS currently in operation through various forms of communication- face to face, email and phone.

- Implementation of GCA student policies and procedures.

- Administrative support for various stakeholders including continuous collaboration with the Executive Dean; Admissions Director, Marketing Director, Program Directors and all other senior staff through regular department/team meetings on key functions and bringing areas of concerned attention in a timely manner.

- Confirmation of Enrolment (COE) management. Creation and management of procedures for the improvement of Student Services functionality i.e. Manuals and guide lines.

- Responsible for reviewing and approving all student release letter requests in UBSS.

- Event Support: Pivotal role in facilitating orientations and exams for new students across one college UBSS with varied intakes, assistance with graduation for completing students and involvement with all other GCA events.

Extract from April,2022 Business Unit Report to EMT

eResources and eLibrary
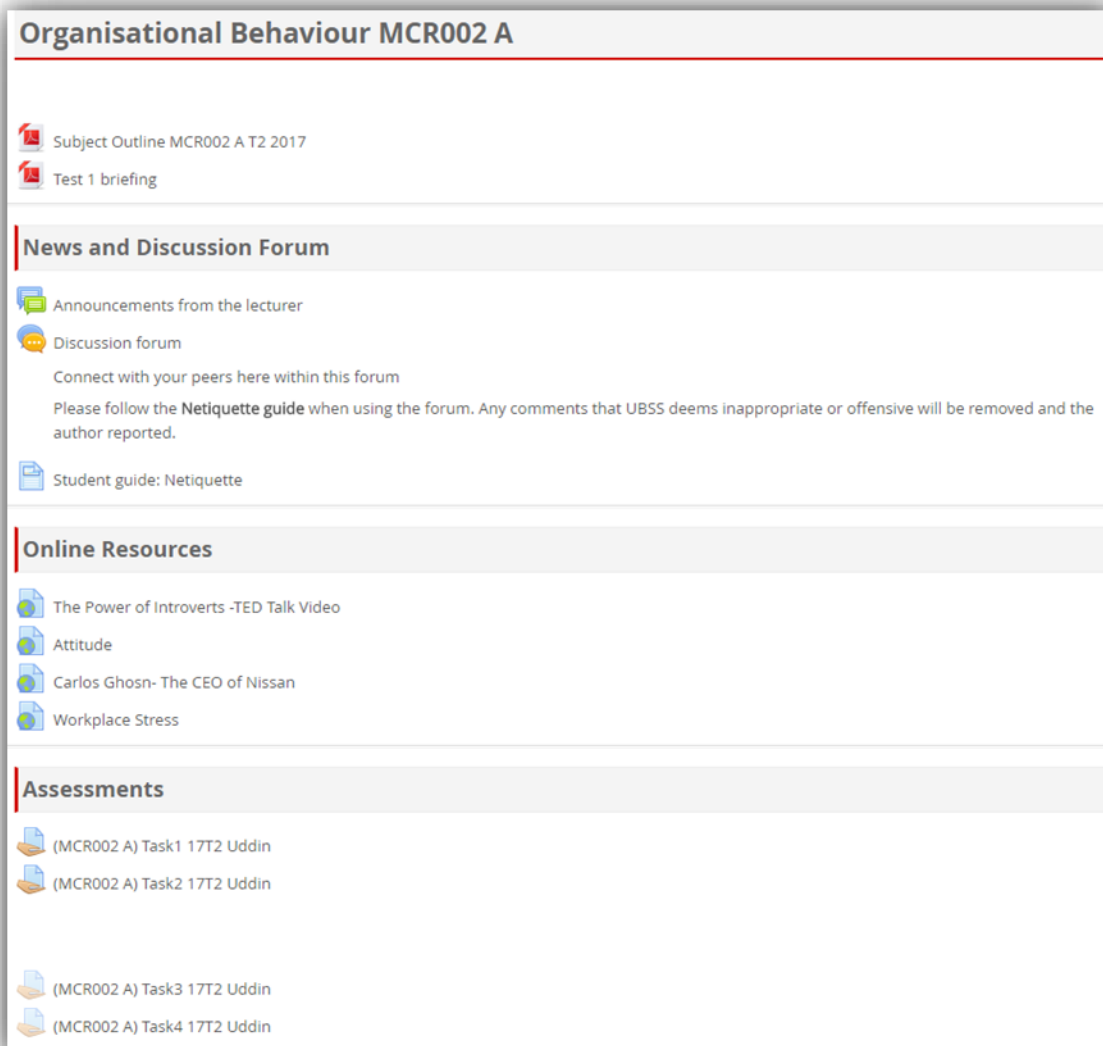
eResources are a vital part of the contemporary School and classroom. Students have access to the Learning Management System (LMS) that provides them with a wide range of resources –
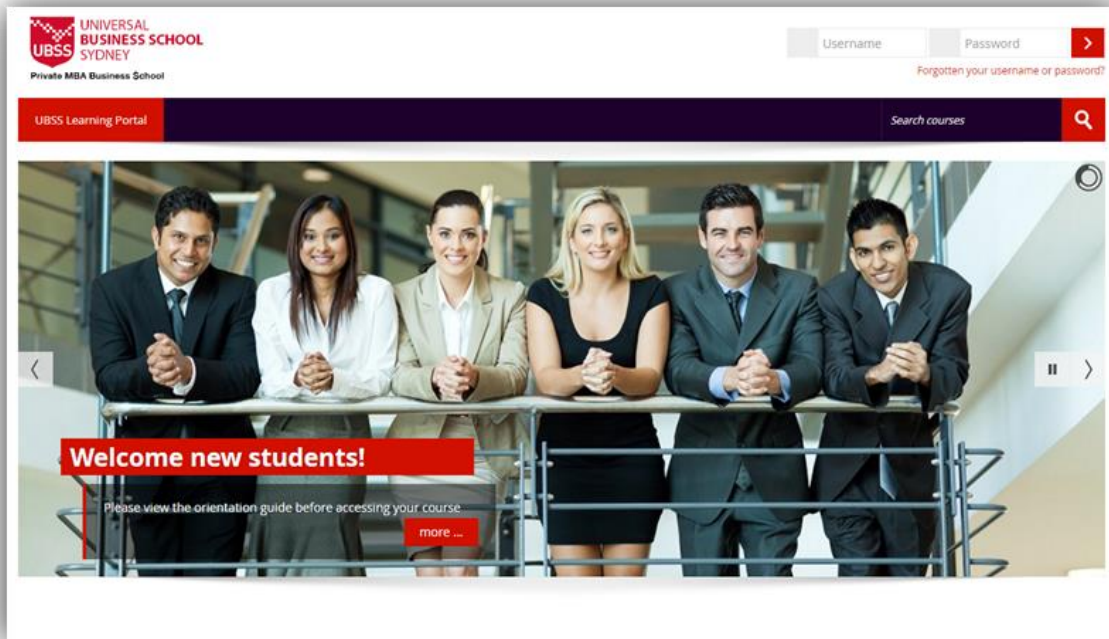
The access points are readily available through Student Central –
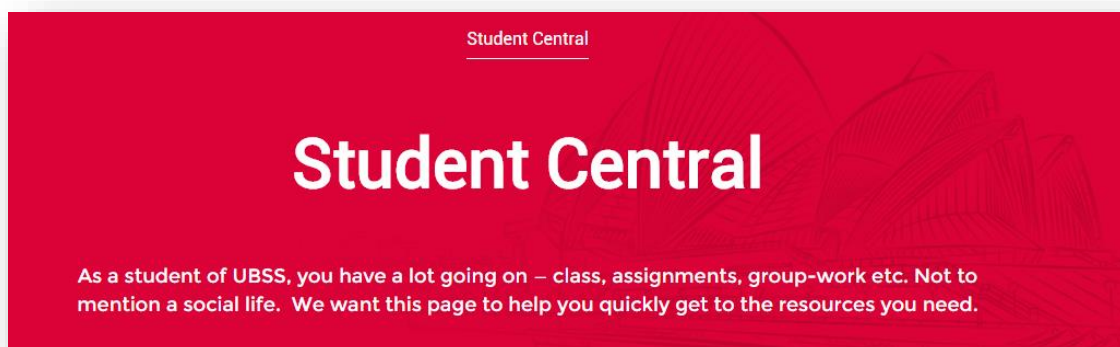
Course access provides students with the entire subject package which includes the subject outline, news and discussion fora, additional online resources and assessment details –

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

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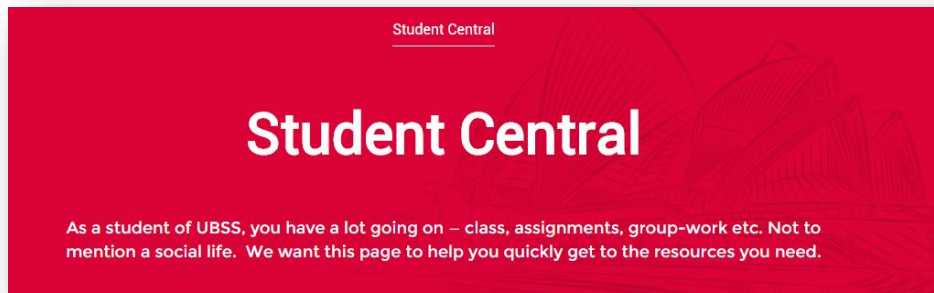
This provides access to eight (8) excellent world class resources –
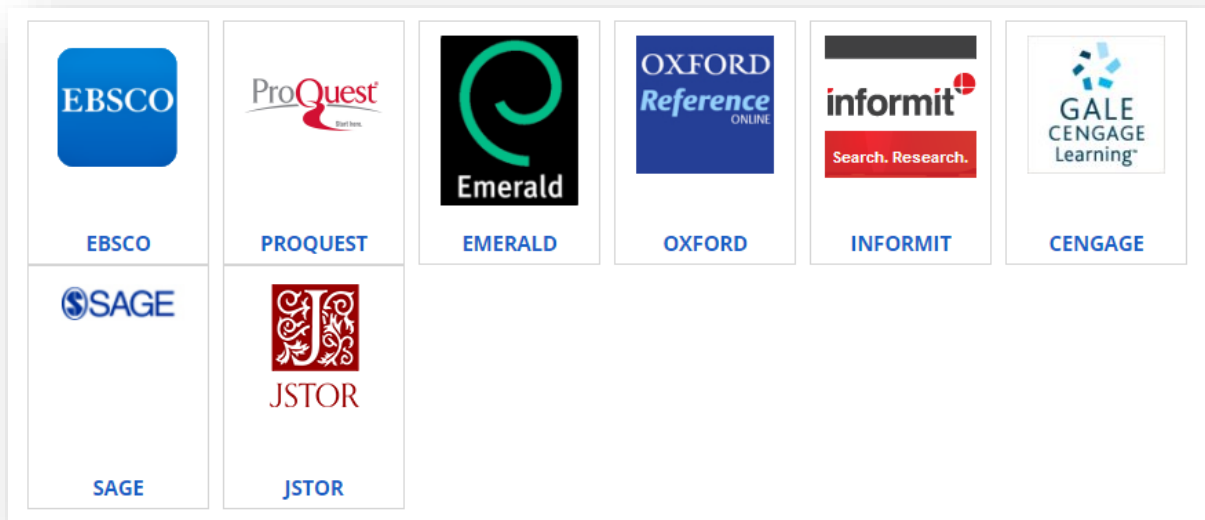
PASS (Extended)

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

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

2. PASS on-line is a form of on line chat room that provides assistance to students with an on-line avenue to seek assistance with specific topics.

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

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

Enhanced Communication

A **three pronged approach** to enhanced communication was established in 2022 to ensure online students were being well supported on all fronts –

1. A weekly general **support email from the Learning Support Co-ordinator** highlighting the supporting blogs/MBA TV AUS segments available that support the student life cycle (changing each week) –

2. A weekly **support email from Program Directors** (both undergraduate and postgraduate) emphasising the support workshops available, study tips and relevant articles/MBA TV segments relative to the student life cycle –

3. Each student, both undergraduate and postgraduate receive **a phone call and follow up sms** from the Program Directors twice a trimester. A sample communication is provided –

<u>Verbal</u>
- I ring from the list and state: "Hello, I am Associate Professor Cyril Jankoff from UBSS. There is nothing to be worried about. We at UBSS are concerned about our students and I ring each student twice a Trimester to see if you are having any difficulties at UBSS."
- If it is the call centre ringing then they can state "I am ringing on behalf of xxxx from UBSS. There is nothing ..."
- If they say yes they do have difficulties then listen to them, and normally you cannot do anything, so advise them to ring Student Services on 1300 422 422, and that you will send them a text with the phone number.
- If they say that they have no difficulties then respond by saying that "I hope that things will continue to go well with them and that I will follow up by sending them a text giving information in case they need assistance in the future"

<u>Text message</u>
- After calling, and irrespective of whether you succeeded in talking to the student, you should still send a text: "Hello. I rang to see how things were with you at UBSS. If you have any difficulties with your studies or otherwise please ring Student Services on 1300 422 422. Enjoy your stay at UBSS, Associate Professor Cyril Jankoff".
- This can be rewritten so that the Philippine call centre can state: "Hello. On behalf of Associate Professor xxx, I rang to see how things were with you at UBSS. If you have any difficulties with your studies or otherwise please ring Student Services on 1300 422 422. Enjoy your stay at UBSS".

<u>Documentation</u>
A record needs to be kept of all calls and texts sent. This is a sample of what I use to record calls and texts:

Cyril called	Communication	Text sent	Date text	No.
30/08/2022	Spoke to student	Yes	30/08/2022	1
30/08/2022	Spoke to student	Yes	30/08/2022	2
30/08/2022	Spoke to student	Yes	30/08/2022	3
30/08/2022	Spoke to student	Yes	30/08/2022	4
30/08/2022	Spoke to student	Yes	30/08/2022	5
30/08/2022	Left a message	Yes	30/08/2022	6

About the Authors

Emeritus Professor Greg Whateley is the Deputy Vice Chancellor UBSS and Vice President (Academic) GCA

Adjunct Professor Andrew West is a Fellow of the UBSS Centre for Scholarship and Research

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