

AUSTRALIAN UNIVERSITIES QUALITY AGENCY

Report of an Audit of
Eynesbury Institute of Business and Technology

August 2010

AUQA Audit Report Number 102

ISBN 978 1 921561 41 2

© Australian Universities Quality Agency 2010

Level 10, 123 Lonsdale Street

Melbourne, VIC 3000

T: 03 9664 1000

F: 03 9639 7377

E: admin@auqa.edu.au

W: <http://www.auqa.edu.au>

The Australian Universities Quality Agency receives funding from the Australian Government and state and territory governments of Australia.

The views expressed in this report do not necessarily reflect the views of these governments.

CONTENTS

OVERVIEW OF THE AUDIT	1
Background	1
The Audit Process	1
CONCLUSIONS.....	3
Introduction to Findings.....	3
Commendations	4
Affirmations.....	5
Recommendations	5
1 INSTITUTIONAL AND EDUCATIONAL OBJECTIVES AND INSTITUTIONAL GOVERNANCE	6
1.1 Institutional and Educational Objectives	6
1.2 Institutional Governance	7
1.3 Academic Governance	8
1.4 Strategic Planning and Positioning.....	9
2 ACHIEVING EFFECTIVENESS IN TEACHING, LEARNING AND OTHER CORE FUNCTIONS.....	11
2.1 Admission and Progress	11
2.2 Teaching and Learning	12
2.2.1 Teaching and Learning Committee.....	12
2.2.2 Teaching and Learning Plan.....	13
2.2.3 The EIBT Teaching Model	13
2.3 Student Support	14
2.4 Student Feedback	15
2.5 Academic Integrity	15
2.6 Monitoring and Benchmarking	16
3 ORGANISATIONAL STRUCTURES, DECISION-MAKING PROCESSES AND RESOURCES TO SUPPORT TEACHING AND LEARNING	18
3.1 Organisational Structures and Decision Making.....	18
3.2 Human Resources	19
3.2.1 Staff Recruitment	19
3.2.2 Performance Management	19
3.2.3 Staff Development and Promoting Scholarship	20
3.3 Grievance and Appeals Procedures	20
3.4 Support and Student Learning	20
3.5 Information Resources.....	21
4 MAINTAINING A COMMITMENT TO QUALITY IMPROVEMENT	22
4.1 Recapitulation	22
4.2 The Quality Management System.....	22

4.3	Communication with Stakeholders on Quality	22
4.4	Monitoring	23
5	DATA	24
APPENDICES		27
APPENDIX A:	Brief Overview of Navitas Limited	28
APPENDIX B:	Eynesbury Institute of Business and Technology	30
APPENDIX C:	AUQA’S MISSION, OBJECTIVES, VISION AND VALUES.....	31
APPENDIX D:	THE AUDIT PANEL	33
APPENDIX E:	ABBREVIATIONS AND DEFINITIONS	34

OVERVIEW OF THE AUDIT

Background

In 2003, the Australian Government introduced the *Higher Education Support Act 2003* (HESA) which allows students in non self-accrediting higher education institutions (NSAIs) to receive financial assistance for their tuition fees through the FEE-HELP program. The HESA requires that higher education providers (HEPs) whose students may receive FEE-HELP funds meet a range of quality and accountability requirements, including regular audit by a quality auditing body named in the Higher Education Provider Guidelines. NSAIs approved under the HESA for this purpose may be referred to as NSA-HEPs.

This Report of the audit by the Australian Universities Quality Agency (AUQA) of the Eynesbury Institute of Business and Technology (EIBT or the College) provides an overview, and then briefly details the Audit Panel's main findings, and its commendations, affirmations and recommendations. A brief introduction to EIBT, including its mission, vision and principles, is given in Appendix A; the mission, objectives, vision and values of AUQA in Appendix B; membership of the Audit Panel in Appendix C; and abbreviations and definitions used in this Report in Appendix D.

The Audit Process

AUQA bases its audits of non self-accrediting HEPs on each organisation's own objectives, together with the MCEETYA *National Protocols for Higher Education Approval Processes* (National Protocols, available at: <http://www.mceecdya.edu.au/mceecdya>), the DEEWR *Audit Handbook for non self-accrediting Higher Education Providers*, and other relevant legal requirements or codes to which the organisation is committed. The programs or courses of NSAIs are accredited by government accreditation authorities, so quality audits of HEPs do not include a detailed examination of the academic quality assurance processes for programs of study.

HEP audits, under HESA, consider institutional actions and performance in relation to, firstly, the institution's objectives, and secondly, a group of criteria collectively known as 'Quality Audit Factors' (QAFs). The four QAFs are set out in the Handbook referred to above (and in the AUQA Audit Manual). Their primary purpose is to provide the HEPs with a framework for the review of certain aspects of institutional performance. In the report of its self-review (the Performance Portfolio or Portfolio), EIBT reported against each of the QAFs. The sections in this Report use the four main topic headings provided by the QAFs, as well as a data section. Within each section, all the criteria for that QAF are addressed, but usually in a holistic way rather than criterion by criterion.

On 15 April 2010, EIBT presented its submission to AUQA, comprising of a 48-page report against the individual QAF criteria, together with a list of documentary evidence. NSA-HEP audit panels generally meet by teleconference, but as two members of this Panel are based in Melbourne, and considering the fact that this Panel had to audit two NSAIs consecutively, it was decided that the Panel would have a face-to-face meeting. Accordingly, the Panel met in Melbourne on 27 April 2010 to consider these materials.

The main Audit Visit took place from 3 to 4 June 2010. EIBT operates two campuses, namely the Franklin Street campus and the Coglein Street campus, both in Adelaide's CBD and approximately 250 metres apart. EIBT is based at the Coglein Street campus but students sometimes use the library at the Franklin Street campus. Considering this, a panel delegation visited the library on 3 June and all the other sessions of the audit were held in the Coglein Street campus. During this visit, the Panel spoke by telephone to the CEO of Navitas Limited in his capacity as CEO of the College and another director of the Board of Navitas Limited.

In all, the Audit Panel spoke with over 60 people during the Audit Visit, including the College director, managers, senior staff, sessional staff, students and external stakeholders. Sessions were also available for any member of the College community to meet the Audit Panel and four members took advantage of this opportunity.

This Report relates to the situation current at the time of the Audit Visit, which ended on 4 June 2010 and does not take into account any changes that may have occurred subsequently. It records the conclusions reached by the Audit Panel based on the documentation provided by the College as well as information gained through interviews, discussion and observation. While every attempt has been made to reach a comprehensive understanding of the College's activities encompassed by the audit, the Report does not identify every aspect of quality assurance and its effectiveness or shortcomings.

The Report contains a summary of audit findings together with lists of commendations, affirmations and recommendations. A commendation refers to the achievement of a stated goal, or to some plan or activity that has led to, or appears likely to lead to, the achievement of a stated goal, and which in AUQA's view is particularly significant. A recommendation refers to an area in need of attention, whether in respect of approach, deployment or results, which in AUQA's view is particularly significant. Where such matters have already been identified by the College, with evidence, they are termed 'affirmations'. AUQA indicates that some recommendations and affirmations have a high priority. It is acknowledged that recommendations in this Audit Report may have resource implications.

Quotations taken from the Portfolio are identified as (PF p).

CONCLUSIONS

This section summarises the main findings and lists the commendations, affirmations and recommendations. Other favourable comments and suggestions are mentioned throughout the text of this Report.

Introduction to Findings

The Eynesbury Institute of Business and Technology (EIBT or the College), established in 1998, is a subsidiary company of Navitas Limited (Navitas). Navitas is a publicly listed company with four divisions, namely University Programs Division (UPD), English Division, Workforce Division and Student Recruitment Division. The UPD offers university pathway models across Australia and internationally in the United Kingdom, Asia, Africa, Canada and most recently, the United States. EIBT is a part of UPD.

As a pathway provider, EIBT offers students an alternative pathway into the University of Adelaide, the Flinders University and the University of South Australia. It offers two diploma programs that provide entry into second year at these universities. EIBT has developed a healthy 'sense of place' in terms of its positioning and identity in working with three partner universities.

EIBT operates under clear guidelines from Navitas for its mission, vision, corporate management and many of its shared procedures and policies. EIBT's governance processes are independent, where appropriate.

Academic governance at EIBT is appropriately structured and operates with independence. The Academic Board includes members from all the three partner universities and is chaired by an external member. This Report commends the Academic Board of EIBT for its collaborative yet independent operation and for its contribution to academic policies, procedures and practices within the institution. It also recommends that EIBT develop a formal system for annual reporting by the Academic Board to its counterparts at each of the partner universities.

Consultations on the strategic planning processes to ensure involvement of staff at all levels are relatively recent and EIBT should continue to grow this consultative culture and monitor its outcomes.

Policies to guide the admission process are clear. EIBT has effective processes for the early identification and support of students who are academically 'at risk'. While there is a good deal of quantitative data concerning student retention and attrition rates, more qualitative data should be collected to further understand the causes of attrition and to devise comprehensive responses to reduce attrition rates.

EIBT's teaching and learning is marked by good practice and this Report commends EIBT for its innovative application of the theory and practice of teaching and learning within the institution. It also recommends that EIBT engage in collaborations with partner universities to contribute to the scholarship of teaching and to establish formal mechanisms to recognise teaching innovations within EIBT.

EIBT has a diverse group of students from different countries, albeit with a majority from two countries. To meet the needs of these students, EIBT has a suite of support programs with well-established procedures. This Report commends EIBT for its success in creating a caring teaching and learning support environment that is cognisant of the needs of the diverse student groups. EIBT's approach to helping students develop an understanding of academic integrity and to respond in an informed and

ethical manner is effective. Areas that need continued attention include strengthening support for transition to university, and student involvement in institutional activities.

EIBT has an extensive range of measures in place to monitor student performance and satisfaction. It compares pass and retention rates, analyses trends in student completion rates, and benchmarks its performance against those of other Navitas colleges and similar institutions. This Report commends EIBT for its effective monitoring processes that make effective use of data on student progression, course evaluation and student satisfaction.

EIBT's organisational structures and management roles are clearly defined. While there are no formal management committees with the three partner universities, EIBT intends to establish a formal committee structure for this purpose. Reliance on the systems and processes already in place within the partner universities seems to be assumed in the staff induction and development processes of EIBT. It is expected that this will change, with EIBT strengthening its professional development planning processes. EIBT now has an earmarked budget for these purposes.

EIBT subscribes to the five-level 'Capability Maturity Model' as a basis for embedding a quality management system (QMS) throughout the institution. This model has been used by EIBT in a candid way to assess its developing maturity as an institution. To move further in the level of maturity as described by the model, EIBT has recognised the need to ensure that the various processes and their outcomes become more systematic and institutionalised. This developing level of institutional maturity is reflected in EIBT's approach to use the AUQA audit for continuous improvement and for its reflective self-assessment.

EIBT monitors planned targets and outcomes systematically and ensures appropriate academic standards in its teaching and learning. Course evaluations, graduate surveys, comparative studies and benchmarking activities have a major role in EIBT's monitoring and improvement mechanisms.

Overall, EIBT is a caring organisation in its procedural and personal levels of response to the specific needs and expectations of its students, staff and the partner universities. The organisational culture is friendly, supportive, committed, and quality-oriented. There are areas that need improvement and EIBT has identified a number of them and has plans to address them.

A summary of commendations, affirmations and recommendations follows. They are listed below in the order in which they appear in the Report.

Commendations

1. AUQA commends EIBT for the clarity and focus in its organisational goals and mission, and its careful positioning in relation to the three partner universities and to the Navitas corporate guidelines.7
2. AUQA commends the Academic Board of EIBT for its collaborative yet independent operation and for its contribution to academic policies, procedures and practices within the institution.....9
3. AUQA commends EIBT for the effective systems in place for supporting students who are identified to be academically 'at risk'.11
4. AUQA commends EIBT for its innovative application of the theory and practice of teaching and learning within the institution.13

5. AUQA commends EIBT for its success in creating a caring learning environment that is cognisant of the needs of its diverse student groups.....14
6. AUQA commends EIBT for its emphasis on the educative process in dealing with academic integrity and for promoting an informed and ethical perspective among students.....16
7. AUQA commends EIBT for its effective monitoring processes that make good use of data on student progression, course evaluation and student satisfaction.17
8. AUQA commends EIBT for its attention to continuous quality improvement, and for the reflective self-assessment it has carried out in the context of the AUQA audit.23

Affirmations

1. AUQA affirms EIBT's move to involve staff at all levels in the strategic planning processes.10
2. AUQA affirms EIBT's plans to collect and analyse more qualitative forms of data on student attrition, with the intent of devising more comprehensive and informed approaches to reducing attrition rates.12
3. AUQA affirms EIBT's plans to strengthen the support for student transition into university life and encourages the introduction of formal peer mentoring processes across student cohorts.15
4. AUQA affirms EIBT's initiatives and intentions to promote student engagement through a student committee that will provide a formal forum for the recognition of students' needs and interests.15
5. AUQA affirms EIBT's proposal to establish management committees for the joint operations with partner universities in providing university pathway programs.....18
6. AUQA affirms EIBT's strengthening of its professional development planning processes in the context of the decision to allocate an earmarked budget for this purpose.....20
7. AUQA affirms EIBT's recognition of the need to ensure that the various processes and their outcomes become more systematic and institutionalised.22
8. AUQA affirms EIBT's plans to strengthen communication within the institution.23

Recommendations

1. AUQA recommends that EIBT develop a system for annual reporting by the Academic Board to its counterparts at each of the partner universities.....9
2. AUQA recommends that EIBT engage in collaborations with partner universities to contribute to the scholarship of teaching and establish formal mechanisms to recognise teaching innovations.....14

1 INSTITUTIONAL AND EDUCATIONAL OBJECTIVES AND INSTITUTIONAL GOVERNANCE

Eynesbury Institute of Business and Technology (EIBT or the College) was founded in 1998 as a higher education institution and received HEP status in 2007. 'EIBT' is a trading name of Educational Enterprises Australia Pty Ltd (EEA), the umbrella company for EIBT and two other closely related Eynesbury entities:

- Eynesbury College, established in 1989, offers two programs for full-fee paying international students: High School Years 10, 11 and 12 programs, and a Foundation Studies Program that provides direct entry into first year at the University of Adelaide, Flinders University and University of South Australia and;
- Eynesbury College Academy of English, an ELICOS (English Language Intensive Courses for Overseas Students) Centre, also established in 1989.

In November 2004, EEA amalgamated with other institutes of business and technology to become IBT Education Limited, which was renamed Navitas Limited (Navitas) in 2007.

Navitas is a publicly listed company. It is a global education organisation with four divisions, namely University Programs Division, English Division, Workforce Division and Student Recruitment Division. The University Programs Division (UPD) offers university pathway models across Australia and internationally in the United Kingdom, Asia, Africa, Canada and most recently, the United States. EIBT is a part of UPD.

1.1 Institutional and Educational Objectives

EIBT sets out its vision, mission and core values in its Strategic Plan 2010–2014. Its institutional and educational objectives are made explicit in its Teaching and Learning Plan 2009–2012.

Mission

Eynesbury provides its students with educational opportunities to achieve their goals in a supportive, responsive, and quality focussed environment that represents best practice in Australian education.

Vision

To be recognised as a trusted leader in the provision of English language, pre-university and higher education programs with quality standards that are consistent with best practice.

The strategic objectives of EIBT are informed by those of Navitas, in particular the five strategic objectives or key result areas of Navitas UPD:

1. Enhance Teaching and Learning delivery outcomes
2. Continue to grow existing and new markets, including strategic partnerships and acquisitions
3. Enhance stakeholder engagement
4. Continue to focus on staff development and support

5. Optimise corporate and management systems and services.
(PF p10)

EIBT's Strategic Plan 2010–2014 lists the tactics it intends to achieve these strategic objectives, the milestones it aspires to reach and the key performance indicators (KPIs) it will use to evaluate progress towards these milestones. EIBT'S Operational Plan January–December 2010 sets priorities, timelines and accountabilities for the 2010 targets and outcomes.

The educational objectives that inform all aspects of operation of EIBT as an education provider are given in the Teaching and Learning Plan 2009–2012:

- To provide students with a supportive learning environment to enhance their learning experience (Learning Environment)
 - To ensure teaching standards are consistently high (Delivery)
 - To provide students with high quality academic programs (Curriculum)
 - To facilitate the development of academic skills and the capacity for lifelong learning (Skills)
- (PF p12)

A Quality Assurance and Compliance Manager is a recent appointment with the role description of facilitating adherence to the institutional and educational objectives. The vision, mission and educational objectives of the College have been developed in alignment with the core values and strategic objectives of Navitas and Navitas UPD, while taking into consideration the specific circumstances of the College.

Institutional objectives are well considered in the planning and implementation of the institutional activities. They are generally reflected in a coherent manner in the roles and operation of key management positions and committees.

EIBT has developed a healthy 'sense of place' in terms of its positioning and identity between Navitas and the challenging task of working with three universities. A number of factors have contributed to this positioning. While the general Navitas delivery model is characterised by co-locating in a partner university campus, EIBT functions on its own campus, independent of the three partner universities. The College management is sensitive to the responsibilities involved in this arrangement and it is responsive to the requirements of all the three partner universities. The Academic Board, which operates collaboratively and independently in developing and identifying graduate characteristics, monitoring policies and procedures, considering student progression data, and planning for effective teaching and learning, contributes to this identity (section 1.3).

Commendation 1

AUQA commends EIBT for the clarity and focus in its organisational goals and mission, and its careful positioning in relation to the three partner universities and to the Navitas corporate guidelines.

1.2 Institutional Governance

The institutional governance structure is depicted in data item 5.1. As indicated in that structure, the College is governed by the Board of Directors (the Board) of Navitas. The CEO of Navitas is the Managing Director of Navitas and the sole company director of EIBT. Authority and decision-making with respect to both academic and non-academic governance for UPD is

devolved from the Navitas Board of Directors to the CEO of Navitas and then to the Executive General Manager of UPD, Navitas.

At the state level, the collective operations of Navitas, known as Navitas SA, are overseen by the General Manager, UPD, Navitas SA, in accordance with the Navitas Procedures Governing Delegations of Authority. Services in the areas of finance, IT and HR administrative service are collectively managed by the Directorate of Shared Services.

The senior management group (SMG) at the state level manages the issues related to growth and development objectives, shared services and quality assurance. It consists of the EIBT College Director and Principal; the South Australian Institute of Business and Technology (SAIBT) College Director and Principal; the Director of Shared Services, Navitas SA; and the General Manager, UPD, Navitas SA.

At the college level, the College Director is the head of the management. Key business functions are divided into departments, with each department head reporting to the College Director.

EIBT operates under guidelines from Navitas for its mission, vision, corporate management and many of its shared procedures and policies. The processes of EIBT governance are independent, where appropriate, but are also effectively aligned with the corporate elements at state and national levels of Navitas and with the academic planning, learning and teaching, and marketing operations of its three partner universities.

The financial management and planning of EIBT in support of its academic, staffing, facilities and equipment infrastructure, IT and library, and student services functions is well considered, responsive and effectively implemented. Initiatives may originate from any staff member and they are analysed for their contribution to the educational objectives of the College and if found worthy, the initiatives are well resourced.

EIBT is a caring organisation in its procedural and personal levels of response to the specific needs of students and of its staff. The organisational culture is consistently described as friendly, supportive, committed, and quality-oriented.

1.3 Academic Governance

The Academic Board oversees quality and governance of all EIBT programs, with more detailed oversight and continuous program improvement occurring within the Teaching and Learning Committee (TALC), the Assessment and Progress Committee (APC) and the Academic Directorate. In accordance with its Terms of Reference, the Academic Board oversees various committees and provides advice to management on academic matters. The Academic Directorate with eight full-time and one part-time staff, headed by a director, provides the necessary support services to the Academic Board.

The Academic Board has an external chair. The College Director and the Academic Director are ex-officio members of the Academic Board. The other external members, including the chair, are appointed by the General Manager, UPD, Navitas SA, for three-year terms. The Academic Board has delegated authority from the Board of Directors of Navitas to carry out its responsibilities set out in the Terms of Reference. The Academic Board reports to the Executive General Manager, UPD, Navitas via the General Manager, UPD, Navitas SA.

In 2009, the South Australian Department of Further Education, Employment, Science and Technology (DFEEST) sought an annual report from the NSAs in the state, for the year 2008, with particular attention to institutional operations, quality and continuous improvement, compliance with registration and accreditation requirements, and the management of risk. EIBT received positive feedback from DFEEST that commended the active role of EIBT's Academic Board in seeking to assure academic standards and continuous quality improvement. DFEEST also commented that the Academic Board should meet at least four times a year, in line with the National Protocols and Guidelines. The Panel was advised that this now occurs.

The Academic Board is responsive to the needs of stakeholder groups in developing and translating policies into practice. The external members have a wide range of experience within the education industry and bring valuable insight and knowledge to academic governance at EIBT. The Academic Board includes members from all the three partner universities.

There is relatively effective use of the subcommittees of the Academic Board in formulating learning and teaching approaches, and in monitoring academic standards. The Teaching and Learning Plan (TLP) of EIBT was developed by TALC and approved by the Academic Board. The APC monitors students' results at the end of each trimester and makes decisions relating to the final grades, supplementary exams and conceded passes. The TLP is discussed in more detail in section 2.

The Panel formed the view that academic governance at EIBT is appropriately structured and operates with the required level of independence. The Academic Board's role in policy approval, monitoring and scrutinising of various academic proposals is a clearly defined component of EIBT's decision-making process.

Commendation 2

AUQA commends the Academic Board of EIBT for its collaborative yet independent operation and for its contribution to academic policies, procedures and practices within the institution.

Collaboration with the partner universities is an important factor in the minds of students and staff and it could be further strengthened. EIBT should consider a system of annual reporting by the Academic Board to its counterparts at each of the partner universities highlighting, for example, student progression data, institutional benchmarking data, and relevant aspirations, developments or innovations. There have been occasions when this has occurred, but a more formal and regular reporting line is necessary.

Recommendation 1

AUQA recommends that EIBT develop a system for annual reporting by the Academic Board to its counterparts at each of the partner universities.

1.4 Strategic Planning and Positioning

The broad parameters set by the Navitas Board drive EIBT's strategic plan, with due recognition to the local needs of the staff and students. To implement and monitor the strategic plan, EIBT develops an operational plan which comprises a marketing plan, the teaching and learning plan, a shared services/admin plan and the budget. The operational plan

is approved by EIBT's Executive Committee, the Executive General Manager of UPD, and the General Manager of Navitas SA.

Consultations on the strategic planning processes to ensure involvement of staff at all levels are relatively recent and the SMG plays a significant role in this. In 2009, EIBT organised a strategic planning day to determine its long-term goals and then identify the best approach to achieving those goals. In advance of the planning day, each departmental head/manager was asked to undertake a SWOT analysis and identify strategic priorities for the 2010 financial year from both a departmental and corporate perspective. The 2009 discussions informed the fine-tuning of EIBT's vision and mission. EIBT should continue to foster this consultative culture.

Affirmation 1

AUQA affirms EIBT's move to involve staff at all levels in the strategic planning processes.

2 ACHIEVING EFFECTIVENESS IN TEACHING, LEARNING AND OTHER CORE FUNCTIONS

EIBT offers two diploma programs that provide entry into second year at these universities. The Diploma of Business is accredited until 31 December 2012 and the Diploma of Computing and IT until 30 June 2010. EIBT's higher education awards are accredited through DFEEST. EIBT is accredited to deliver courses to overseas students.

2.1 Admission and Progress

Modelled on Perth Institute of Business and Technology, EIBT was established to provide a pathway to the business and computing degrees at the University of South Australia (UniSA) and the Flinders University (Flinders). The pathway offered an alternative for students whose academic results and/or English language proficiency were marginally below the requirements for direct entry into university undergraduate programs. In 2003, the EIBT diplomas were also accepted as pathways into second year (or equivalent) of business and computing degrees at the University of Adelaide (PF p2).

Minimum academic and English language proficiency admission requirements for the pathway students are clear. They are stated in the Admissions Policy and Schedules. In April 2010, the Academic Board was given formal responsibility for approving the minimum admission requirements. Prior to that, it was a responsibility handled by the Academic Directorate. The Panel acknowledges that the formal responsibility would strengthen the monitoring role of the Academic Board and help to ensure appropriate entry standards of students.

On completing the EIBT program with an appropriate grade point average, students have the possibility to continue their studies in one of the three partner universities, often at second year level having received credit for the first year courses (in full or part, depending upon the program chosen). At the end of the pathway program, students who do not meet entry requirements into one of the three universities exit with an EIBT diploma (and/or) Certificate IV University Foundation Studies and have the option of transferring to another university with lesser entry requirements, TAFE or to another diploma.

EIBT has effective processes for the early identification and support of students who are academically 'at risk'. The Student Progress and Intervention Policy guides the Academic Directorate and other staff in monitoring student progress. The Student Learning Adviser develops intervention strategies for those deemed academically at risk, as defined in this policy.

Commendation 3

AUQA commends EIBT for the effective systems in place for supporting students who are identified to be academically 'at risk'.

Students who fail 50% of their formal study load in any given study period are deemed to be failing to make satisfactory academic progress and are required to enter into a student performance contract for the following trimester. The Panel noted that for the first two trimesters in 2009, 133 students were placed on a student performance contract. EIBT has a suite of services to support the progress of these students (section 2.3, Commendation 4).

While there is a good deal of quantitative data concerning student retention and attrition rates, more qualitative data should be collected. Analysis of qualitative data will help in identifying and understanding the causes of attrition and contribute to further refinement of EIBT's policies on and procedures towards reducing attrition. EIBT has identified this as an area for improvement.

Affirmation 2

AUQA affirms EIBT's plans to collect and analyse more qualitative forms of data on student attrition, with the intent of devising more comprehensive and informed approaches to reducing attrition rates.

2.2 Teaching and Learning

EIBT's teaching and learning is marked by good practice and innovation and at the time of the audit, EIBT was implementing a number of new initiatives and introducing changes that will have an impact on teaching and learning. These include changes to, and formalisation of, the responsibilities of committees that deal with teaching and learning, the development of the TLP, and the embryonic discussions and development of the Eynesbury Teaching Model. The Academic Directorate has major responsibilities in supporting, implementing and monitoring these initiatives. While these initiatives are new and it is too early to make conclusive comments, the Panel acknowledges that these are steps in the right direction. If sustained, these initiatives have the potential to further improve the quality and standards of teaching and learning at EIBT.

2.2.1 Teaching and Learning Committee

The Teaching and Learning Committee (TALC) is comprised of all academic teaching staff of EIBT and it also has a student representative. It has major responsibilities in developing the teaching and learning initiatives of the College and it also contributes to the monitoring of courses. Discussions at TALC inform the recommendations of the Academic Board and the College to the partner universities for the amendment of courses.

Prior to mid-2009, the responsibility for assessment-related issues was also with TALC. In view of the growth in student enrolments and the consequent need to give greater attention to teaching and learning issues, the Assessment and Progress Committee (APC) was created to absorb all responsibilities relating to student assessment issues. The APC, chaired by the Academic Director and comprising at least one staff member from each EIBT program and the Academic Coordinator, meets at the end of each trimester to review student results and progress. TALC is now a stand-alone committee chaired by the Academic Director and it functions as an open academic forum for all academic staff of EIBT.

The Panel was advised that, on average, approximately one-third of the academic staff attend each TALC meeting. Taking into consideration the fact that most academic staff of EIBT are sessional, EIBT organises staff meetings at least once each trimester and a staff development day before the first trimester each year, to keep staff informed of institutional developments and priorities. Staff receive the agenda, discussion papers and minutes of meetings via email and they also have access to these documents through the EIBT portal. To optimise attendance, EIBT pays staff for attending these meetings.

2.2.2 Teaching and Learning Plan

EIBT states that TLP 2009–2012 is central to EIBT's ability to achieve, manage and monitor its institutional and educational objectives. It has been developed over a 10-month consultation period with academic staff through TALC. The plan is very new, approved by the Academic Board only in April 2010. The Academic Directorate and the Academic Board have played major roles in the consultation process towards finalising this plan.

EIBT has an Academic Operations Plan 2009–2010 (AOP) that sets out how the TLP objectives will be achieved and the basis for measuring the extent to which the institution has been successful in achieving them. The AOP assigns actions and timelines by which the strategies and associated outcomes of the TLP are to be achieved over a 12-month period. The Panel was advised that the AOP will be the subject of annual review by TALC. This will in turn provide the basis for setting actions and timelines for the following 12 months.

2.2.3 The EIBT Teaching Model

The Navitas Academic Pathway Model to University emphasises, among other things, the following characteristics:

- smaller class sizes
- additional face-to-face teaching time
- additional academic support and
- early intervention if academic results indicate difficulties

In alignment with these characteristics of the general Navitas model, EIBT is developing further elaborations of the teaching model. At the time of the audit, a draft version of EIBT's Teaching Model was under discussion. EIBT's emerging teaching model involves active participation by stakeholders through TALC and the Academic Board and it shows a mature awareness of educational theory. This model has resulted in a set of principles that will usefully feed into academic staff induction and development processes. The teaching model may also provide the basis for some wider contribution to the scholarship of teaching and learning and possible collaboration within Navitas and its partner institutions (Recommendation 2).

EIBT seems to be a generative force within Navitas SA. There are some innovative initiatives in teaching and learning that have the potential to contribute more broadly to the practice within Navitas. A notable innovation in teaching and learning at EIBT is the attempt at creating a sense of integration across the business curriculum with the program 'Living Case Story'. EIBT should consider encouraging some members of staff to record the thinking behind its teaching model and also the Living Case Story, in the context of relevant teaching and learning literature. This would make a wider contribution to the scholarship of teaching, through sharing some of the intellectual capital accruing in EIBT's teaching and learning environment. EIBT should also establish more formal mechanisms to recognise innovation and excellence in teaching.

Commendation 4

AUQA commends EIBT for its innovative application of the theory and practice of teaching and learning within the institution.

Recommendation 2

AUQA recommends that EIBT engage in collaborations with partner universities to contribute to the scholarship of teaching and establish formal mechanisms to recognise teaching innovations.

2.3 Student Support

EIBT has experienced significant increase in student enrolments during the past five years. From 124 equivalent full-time students in 2006, enrolments increased to 314 at March 2010 (data item 5.2). This growth, mainly in the Diploma of Business, has already triggered a review of management and support structures. EIBT is not seeking to attract more domestic students largely because the demand for this type of pathway program for domestic students is served by SAIBT. EIBT's student profile by citizenship indicates that only 3% of the students in the first semester in 2010 are Australians. Around 80% of the students come from China and Hong Kong, with Vietnam, Saudi Arabia, Malaysia and Korea accounting for another 11.6% (data item 5.3).

For this diverse group of students, albeit with a majority from two countries, planning appropriate support services is a challenging task. EIBT faces this challenge successfully amid its growing student enrolments. It has a suite of support programs with well-established procedures to create a strong framework for student learning. Information collected through student feedback has an important place in shaping the various support services (section 2.4).

EIBT is aware of the language and cultural demands made upon its cohort of largely overseas students. The information that it supplies to its students is fully explained and measures have been taken to ensure that the language barriers are alleviated as best as possible when it comes to informing students of the various policies of the institution that affect them.

EIBT attends to the whole learning environment of the students with initiatives that are designed to help overseas students adjust to Australian society and culture as well as create a sense of community among the students during their time at EIBT. Some examples of measures that address this wider context are: work of the academic staff on understanding cultural issues, the employment of a Student Experience Coordinator, the establishment of Quick Guides to relevant student policies and the planned translation of these into simplified forms in Chinese languages.

Commendation 5

AUQA commends EIBT for its success in creating a caring learning environment that is cognisant of the needs of its diverse student groups.

While EIBT gives a strong emphasis to the initial transition of international students to studying in an Australian higher education institution, it should continue to strengthen the processes that it uses to assist its graduates to adapt to the diverse demands of the university environment. As EIBT functions on its own campus, independent of the three partner universities, the current practices of giving an induction to university life need further enhancement. This is not so much in terms of academic preparation but in the less easily defined area of the culture of the places to which students will move. Noting the need to strengthen support for transition from a well-supported environment to the less supported and more autonomous environment of the university, EIBT is considering various approaches. Involvement of EIBT graduates who have already made the transition to the universities in mentoring EIBT students in a more significant manner would be helpful. At present, there is

some degree of informal peer mentoring across the student cohorts. With a more formal peer mentoring scheme the student experience would be further enhanced.

Affirmation 3

AUQA affirms EIBT's plans to strengthen the support for student transition into university life and encourages the introduction of formal peer mentoring processes across student cohorts.

2.4 Student Feedback

EIBT monitors the satisfaction of its students with the courses and other aspects of their campus experience through surveys. Student satisfaction survey results are in general positive. The *i*-graduate student barometer and International Student Barometer (ISB) results of 2009 were very positive about the EIBT experience. EIBT has already begun to address the areas identified as needing attention.

Student course evaluations are analysed and summaries are presented to the Academic Board. During the annual staff interviews conducted by the Academic Directorate, the student evaluations are discussed and the results are considered in taking decisions on staff contracts. Students' feedback and students' satisfaction have a major place in EIBT's monitoring mechanisms (Commendation 6).

EIBT is responsive to student feedback and Commendation 4 acknowledges this strength. However, providing students with information about the use of their feedback and the actions taken could be more formalised. Student forums such as the Student Liaison Committee (SLC) can play a significant role in this. However, the SLC, established in September 2009 to open a formal channel of communication between students and the College, is still work in progress. The Panel was advised that, to date, student participation in the SLC has not been strong and EIBT intends to promote a student forum to develop student participation in college activities. The Panel encourages EIBT to persist in forming and sustaining the SLC. When operational, SLC would be able to provide a more formal forum for students' needs to be recognised and be brought to the attention of the College's administration.

Affirmation 4

AUQA affirms EIBT's initiatives and intentions to promote student engagement through a student committee that will provide a formal forum for the recognition of students' needs and interests.

2.5 Academic Integrity

EIBT has good systematic processes in place to inform students about plagiarism and cheating, and has appropriate strategies for detection and prevention. It places emphasis on prevention through an educative process that takes into account the cultural differences in learning styles. Information dissemination on plagiarism policy and procedures is well established through the EIBT portal, newsletters, flyers, and course information booklet. Reinforcement of academic integrity is ensured through workshops on referencing skills, an online program on study skills, and discussions in classes on assignments.

During orientation all new students are taken through the policy and procedure in relation to academic misconduct, plagiarism and referencing. The workshop conducted by the Student

Learning Adviser on referencing skills is a mandatory study requirement for all students. The Panel noted that the EIBT Student Learning Adviser, in collaboration with other colleagues, has developed an online program, *Introduction to University Learning*. The online study skills program, *All My Own Work*, deals with academic integrity, plagiarism and referencing. Students are required to complete this program in order to have the mark from their first assessment in each course recorded. Students submit their assignments electronically through Moodle and are required to give permission for their work to be entered into Turnitin™. EIBT's efforts in giving a broader context to the issue of plagiarism from an ethical perspective are notable.

Commendation 6

AUQA commends EIBT for its emphasis on the educative process in dealing with academic integrity and for promoting an informed and ethical perspective among students.

2.6 Monitoring and Benchmarking

EIBT has an extensive range of measures in place to monitor students' performance and satisfaction. It analyses trends in retention, and compares its student results, pass rates and grade distributions with the performance of students from UniSA, Flinders and SAIBT in equivalent courses (data items 5.4 and 5.5). The Academic Board considers these analyses in monitoring areas that need strengthening. EIBT seems well aware of the risks involved in not maintaining academic standards and has robust processes of assessment and moderation in place to ensure that its standards are aligned with those of its partner institutions. This is the view of course coordinators from all partner institutions.

EIBT intends to track its performance over time, as well as compare this performance with the performance of other appropriate education providers, especially the partner universities and other Navitas pathway colleges. The Panel noted that Navitas has already initiated benchmarking efforts across all Navitas colleges. In the current form, it is difficult to draw conclusions from the comparative data available since ensuring consistency and interpretation of data across the colleges is still work in progress. However, it is reasonable to conclude that EIBT performs well in student retention and student progression. The Panel was advised that in excess of 95% of graduating EIBT students receive an offer from one of the three partner universities.

At present, EIBT does not have data regarding the completion of undergraduate degrees by EIBT graduates. To address this gap, in 2009, in conjunction with the South Australian universities, EIBT commenced tracking the progress of its graduate students through longitudinal studies. The Panel was advised that the information collected indicates that EIBT students have, in general, been successful in their undergraduate studies at university. However, difficulties in obtaining data and inconsistency of data affect the value of the comparisons. Improvement in the consistency and veracity of data benchmarked at a national level has been identified by EIBT as a priority for future reporting.

In addition to monitoring the performance and satisfaction of its graduates, EIBT monitors the satisfaction of other stakeholders as well. Various stakeholders expressed their appreciation for the longevity and stability of the relationship they shared with EIBT.

Overall, the subcriteria of Quality Audit Factor 2 are well met by EIBT. There is ample evidence that the institution monitors the effectiveness of its core functions and ensures that academic

standards are maintained. The testimony of lecturers teaching in equivalent courses at EIBT as well as the partner universities, the attention paid to marking and moderation by the course coordinators from the partner universities, the comparative studies conducted concerning the progress of EIBT students at the universities they attend, attest amply to this. The Panel observed a genuine use of data for monitoring quality. Effective use of benchmarking data, survey results, and feedback analysis, to monitor progress and for effecting continuous improvement, is evident.

Commendation 7

AUQA commends EIBT for its effective monitoring processes that make good use of data on student progression, course evaluation and student satisfaction.

3 ORGANISATIONAL STRUCTURES, DECISION-MAKING PROCESSES AND RESOURCES TO SUPPORT TEACHING AND LEARNING

3.1 *Organisational Structures and Decision Making*

EIBT's organisational structures and management roles are clearly defined and articulated. Staff at all levels demonstrated knowledge of the organisational structure and of management's responsibilities. As a result of growth in student numbers and organisational complexity, EIBT is reaching the point where more formal documentation of some levels of problem solving, decision making, and communication will be necessary to reflect many of the effective informal processes within the organisation.

The Academic Directorate is headed by an Academic Director. The Academic Director is a member of the Executive Committee and Academic Board, which ensures that the Academic Directorate is able to contribute to the discussions and decisions on academic matters across the College. Staff members of the Academic Directorate meet weekly to consider issues such as timetabling, classroom infrastructure, student issues, professional development opportunities and program developments. Communication between the Academic Directorate and the other divisions of the College is effective.

During each semester, two staff meetings are held for all academic staff, one at the beginning of the semester and the other as a follow-up meeting, with a focus on teaching and learning. In addition to these meetings, course coordinators hold meetings during the semester with other teaching staff. The Academic Directorate plays a significant role in ensuring a good communication among all staff.

EIBT takes full responsibility for all courses that lead to a qualification it awards. There are no formal management committees with EIBT's three partner universities. Non-academic matters are discussed informally with the deputy/pro vice-chancellors (international) and directors of international offices as appropriate. The Panel was advised that, in the current negotiations with the three partner universities to renew their respective agreements, there is a proposal that a management committee be established to formalise the discussion on non-academic matters. The Panel had access to a draft of the proposed agreement with the University of Adelaide which included the establishment of quarterly administrative representatives to review and discuss matters of common interest. EIBT intends to follow a similar model with Flinders University and the University of South Australia.

Affirmation 5

AUQA affirms EIBT's proposal to establish management committees for the joint operations with partner universities in providing university pathway programs.

EIBT's budget is approved by the General Manager UPD and, ultimately, by Navitas' Board of Directors. Coordinators and managers report satisfaction with the resourcing levels they are allocated and their capacity to contribute to future planning and budgeting. Academic and general staff reported positive responses to requests for resources to support teaching and learning, administration and support, provided they had demonstrated the need for the resources in terms of goals and benefits to students. The use of resources is monitored well.

Managers demonstrate a commitment to quality, student needs and the needs and demands of the three partner universities. Both corporate and shared services are responsive to academic functions and student needs.

3.2 Human Resources

3.2.1 Staff Recruitment

As at March 2010, EIBT had a staff complement of 140 comprising 39 casual/sessional staff, 50 part-time staff and 51 full-time staff sharing administrative staff with other Eynesbury entities (data item 5.6).

EIBT's relationship with the partner universities has been a strength for recruiting well-qualified sessional staff to teach at EIBT. Sessional staff are predominantly recruited from among existing lecturing and tutoring staff from the three partner universities on the recommendation of the relevant course coordinator or head of school. Identified staff are interviewed by the Academic Directorate and employed on contract per semester. The Academic Coordinator provides an induction to the selected staff.

In the first semester of 2010, 28 of the 29 lecturers (96.55%) taking diploma level subjects are or have been university lecturers in the same or a similar course. EIBT states that it benefits directly from the rigour of the partner universities in staff recruitment and induction. Where academic staff are recruited from outside of the university sector, the appointment is approved by the relevant head of school of the university which provides the intellectual property.

Following a review by an external consultant in 2009, the Directorate of Shared Services has developed broad policies and procedures on staff appointment, staff development, fair and ethical behaviour, and occupational health, safety and welfare. The Panel was advised that these were being progressively approved.

EIBT wishes to become an employer of choice. To attract and retain able staff members, Navitas/EIBT has introduced a 'ValueShare Incentive Scheme' that rewards substantive, permanent staff on the basis of performance against individual, EIBT and Navitas objectives. Other strategies include free and confidential access to a range of personal support services such as career and personal counselling, competitive remunerations that are linked to the salary levels in comparable institutions, and a professional development budget at 1.5% of salary.

3.2.2 Performance Management

Performance management is well embedded within EIBT and acts as a crucial mechanism driving individual, organisational unit and college improvement. All academic staff engaged at EIBT participate in formal performance planning and management. This includes evaluation by students through student surveys conducted each trimester, peer review and review by the Academic Director.

3.2.3 Staff Development and Promoting Scholarship

EIBT states that, as a predominantly teaching and learning organisation, scholarship through direct research and publication is not its focus. Since EIBT staff are drawn largely from the three partner universities EIBT assumes that staff get opportunities to contribute to scholarship through the universities. The Panel was advised that staff are, however, encouraged to apply for financial support as part of the Staff Development Policy in order to attend academic conferences that focus on scholarship.

Staff reported encouragement and positive responses to requests for professional development. However, further benefits will be obtained by implementing professional development activities at both unit and organisational levels, within an overarching annual plan. The Panel noted that the establishment of a professional development log is a priority for the second half of 2010 and is being done in conjunction with Navitas' HR department. The new professional development budget approved by the SMG in March 2010, set at 1.5% of salary, will enable EIBT to organise relevant professional development programs. The use of these funds should be monitored in relation to the objectives of EIBT's Professional Development Policy.

Affirmation 6

AUQA affirms EIBT's strengthening of its professional development planning processes in the context of the decision to allocate an earmarked budget for this purpose.

3.3 *Grievance and Appeals Procedures*

EIBT has a student Complaints and Appeals Policy which is made available on its website. Students have the option to appeal to the Office of the Training Advocate if they are not satisfied with the internal appeals process.

The Panel was advised that staff grievances are generally resolved informally and that no formal grievances from EIBT staff have been brought to the Academic Director during the past three years. The Panel saw evidence of EIBT acting effectively on feedback from staff and students to address issues raised by them, such as space, air conditioning, lighting and payroll system.

3.4 *Support and Student Learning*

EIBT offers a suite of support services directed towards enhancing the campus life and learning environment of its students. The pre-departure pack, assistance with accommodation services, orientation process and mentoring through student buddies are a few of the support services for students joining EIBT.

As mentioned in section 2, there are effective support programs for students deemed to be 'at risk'. The Admissions and Student Services Unit provides the first point of contact for students for a number of services, including personal issues, accommodation support, and making appointments with staff. The Student Accommodation Coordinators help students with a range of accommodation types, including approved homestay, with appropriate follow-up and assistance. A full-time senior counsellor assists students with personal issues and also provides academic counselling. The 2009 International Student Barometer (ISB) survey indicated that EIBT students were highly satisfied with the support offered with regard to student advice

(92% satisfaction), financial advice (100% satisfaction) and the work of the Accommodation Office (85% satisfaction) (Commendation 6).

Areas for improvement identified by the ISB survey related to the organisation of student activities and provision of careers advice. To address this, a Student Experience Coordinator was appointed with responsibilities for the development of a schedule of social activities for EIBT and SAIBT students to provide them with an Australian experience as well as seminars on careers and gaining employment.

3.5 Information Resources

EIBT moved to the Coglein Street Campus in 2009. The classrooms in this building are equipped with multi-media facilities. There are many wireless internet access points and computer laboratories that provide adequate access to online resources for students.

Although all teaching is face-to-face, technology is used effectively for other supporting aspects. Through the EIBT portal, students are able to check final results, view course progress, enrol each semester and access their timetable. Students can access the learning management system Moodle through the portal and access course outlines, lecture materials, assessment requirements and course resources. From the first semester in 2010 students are required, where practicable, to upload all assignments electronically to Moodle. Teaching staff are then able to upload the assignments directly into the Turnitin™ plagiarism detection software for text comparison. Results of the ISB indicate that 90% of EIBT students are satisfied with the technology provided and 95% are satisfied with the computer and system support.

Students use the Student Resource Centre in the nearby Franklin Street campus if they need to use hard copy publications. EIBT students have community borrowing rights at UniSA and the University of Adelaide. Only 75% of EIBT students expressed satisfaction with the library facilities compared with 84% satisfaction for Navitas institutions overall. To address this improvement, EIBT is developing a dedicated Student Resource Centre. The Panel was advised that the resource centre would become operational during the second half of 2010.

The student management system (MAZE) maintains student records since 2007. It allows reports to be generated based on a series of fields for both academic and administrative purposes. The Panel noted that EIBT is currently in the process of transferring onto MAZE the student records for those students that commenced prior to 2007. The data has been used to analyse student progress and student needs. EIBT has appropriate and safe recordkeeping and back-up mechanisms for student records in accordance with the Navitas IT Security Policy.

4 MAINTAINING A COMMITMENT TO QUALITY IMPROVEMENT

4.1 Recapitulation

EIBT's activities in relation to academic monitoring and program quality have been mentioned in relevant sections of this Report.

As described in section 2, program structure, course content and assessment of the higher education programs at EIBT follow those of the partner universities.

As mentioned before, the Academic Board monitors the implementation of academic programs through its review of a number of measures. It is also responsible for the review and approval of all accreditation submissions.

This section provides comment on the overarching quality systems without further repetition of the earlier specific material.

4.2 The Quality Management System

EIBT subscribes to the five-level Capability Maturity Model as a basis for embedding a quality management system (QMS). The model shows a spectrum of levels of organisational maturity from the lowest 'Initial' Level (few processes defined, ad hoc and success depends on the individual), through to the highest 'Optimising' Level (continuous process improvement enabled by quantitative feedback from the QMS) (PF p13).

EIBT states that it is currently positioned in the lower 'Repeatable' and 'Defined' levels, where some processes are defined and an increasing number of processes are established with systems in place to repeat the process. At these levels, EIBT has identified that many outcomes are still dependent on individuals rather than systems that are in place and that this is an area that requires improvement.

Affirmation 7

AUQA affirms EIBT's recognition of the need to ensure that the various processes and their outcomes become more systematic and institutionalised.

The Quality Management Framework and the QMS for collecting data and monitoring progress are still evolving. The QMS is based on the OADRI model and the recent appointment of a Quality Assurance and Compliance Manager is expected to further this work. The Panel was advised that the role of the Quality Assurance and Compliance Manager will be across Navitas SA and the current roles and responsibilities of the various individuals involved in quality assurance and compliance in SAIBT and EIBT will undergo appropriate changes as the system evolves.

4.3 Communication with Stakeholders on Quality

EIBT's communication with the various stakeholder groups is in general positive as indicated by the stakeholder surveys, with some areas providing scope for improvement. The Panel noted

that results of the 2009 Navitas Employee Survey highlight communication as an area requiring improvement. The survey results reveal that 86% of staff had confidence in the ability of senior management, 79% believed that senior management listened to staff, while only 64% thought that senior management kept staff sufficiently informed (PFp47). To reduce this communication gap, EIBT has introduced a KPI for the directors and unit managers that requires them to meet regularly with their staff. The Panel acknowledges that strengthening communication at all levels should be a priority given the trend of growing student enrolments and the consequent challenges this would bring to ensuring quality and standards.

Affirmation 8

AUQA affirms EIBT's plans to strengthen communication within the institution.

4.4 Monitoring

EIBT monitors planned targets and outcomes systematically and ensures appropriate academic standards in its teaching and learning. It undertakes a number of evaluation and benchmarking activities towards continuous quality improvement processes. Course evaluations, graduate surveys, comparative studies and benchmarking activities have a major role in EIBT's monitoring and improvement mechanisms and these have been discussed in the previous sections. EIBT has many formal as well as informal mechanisms to monitor quality and they are working well.

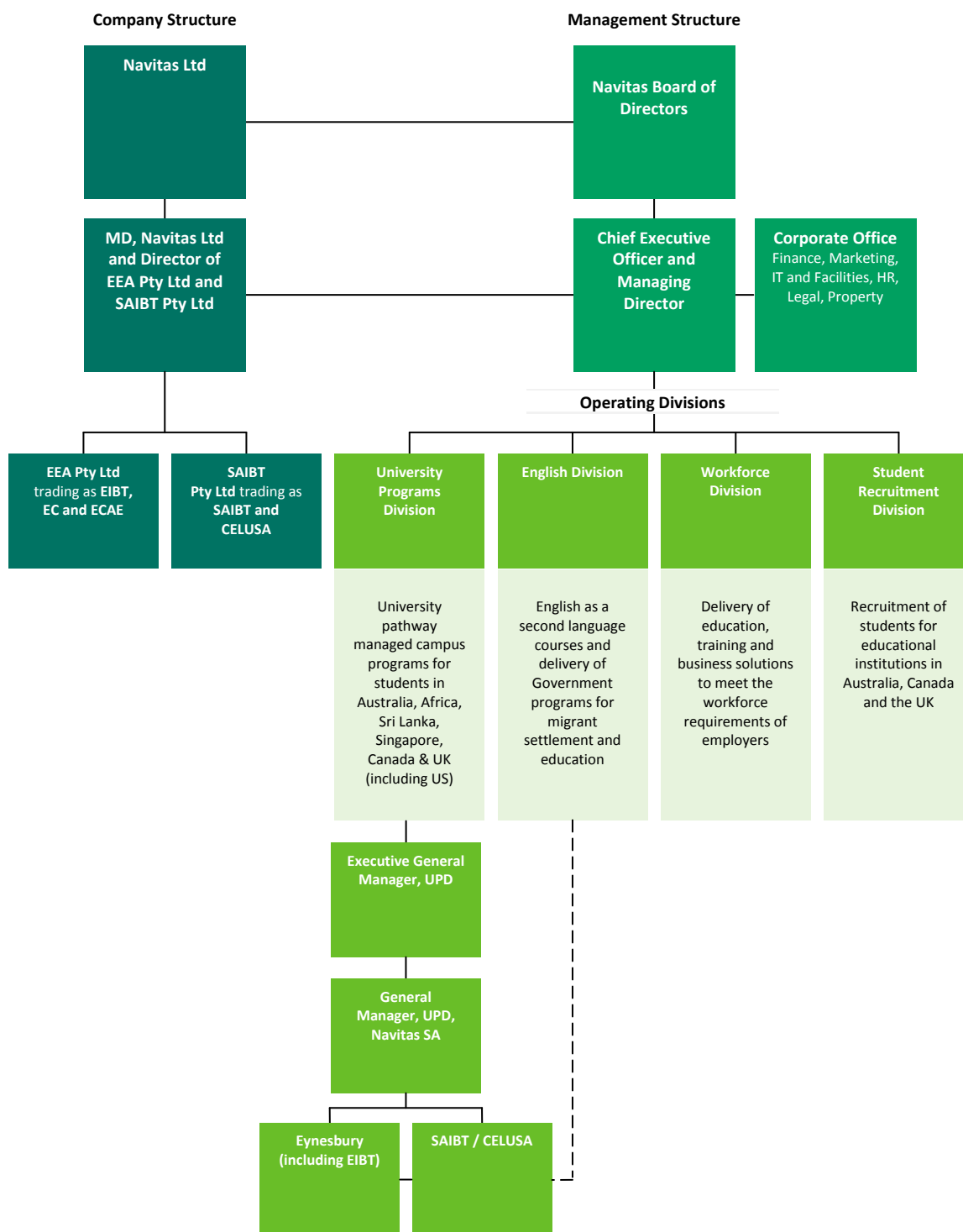
EIBT has approached the audit process in a genuine and comprehensive manner. The institution has used the AUQA audit as an opportunity to review its development and to move forward with its continuous quality improvement agenda. The Capability Maturity Model would be a useful framework of reference for EIBT to monitor the growth of the institution towards maturity as it acts further on the audit outcomes.

Commendation 8

AUQA commends EIBT for its attention to continuous quality improvement, and for the reflective self-assessment it has carried out in the context of the AUQA audit.

5 DATA

Item 5.1: Navitas Governance Structure (Source: EIBT Performance Portfolio)



Item 5.2: EIBT Enrolment by EFTSU 2006–2010 First Semesters

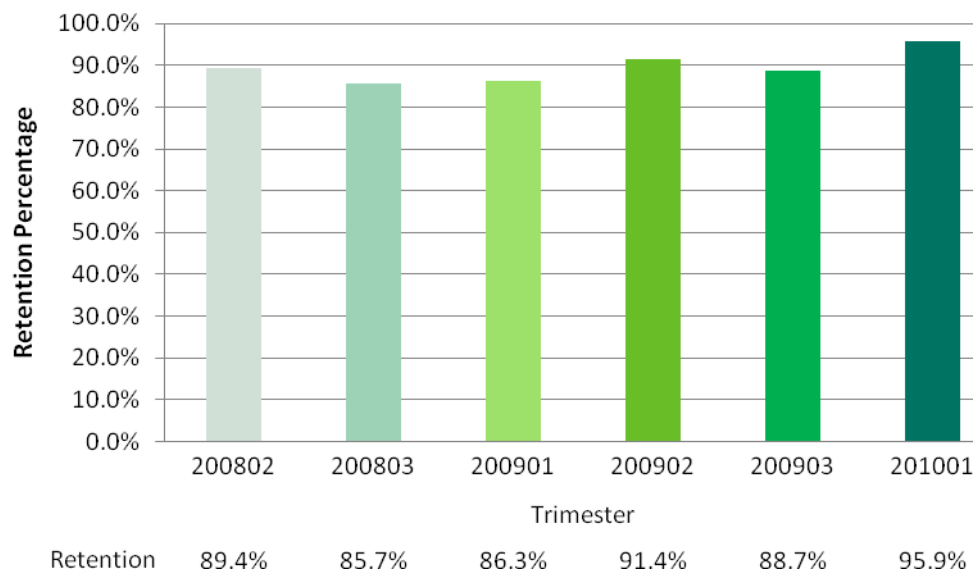
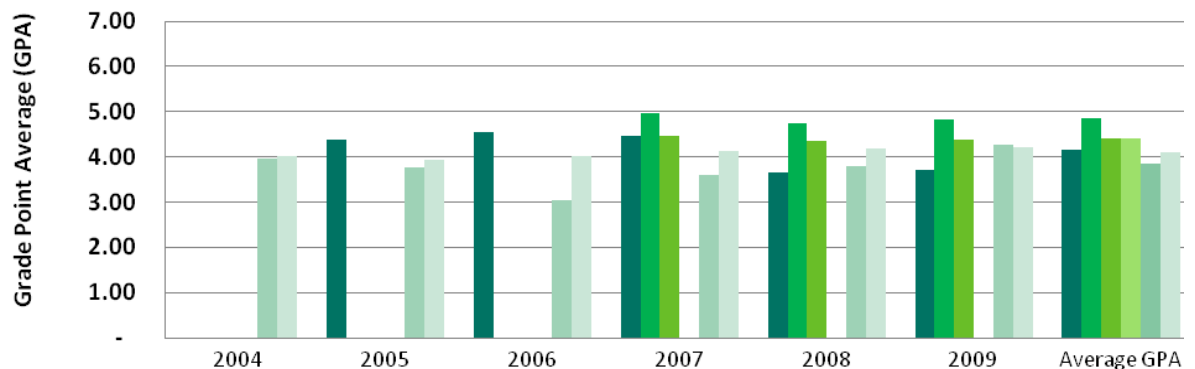
Program	2006 Semester 1	2007 Semester 1	2008 Semester 1	2009 Semester 1	2010 Semester 1
Diplomas - International	82	77.5	163.5	186.25	224.76
Diplomas - Domestic	2	3	8.5	5.5	10.5
Certificate - International	38	52	82	89	77.25
Certificate - Domestic	2	3	2	3.5	2

Source: EIBT Performance Portfolio p8.

Item 5.3: EIBT Student Profile by Citizenship

Country	2008 Semester 1 %	2009 Semester 1 %	2010 Semester 1 %
Australia	3.3	2.4	3.1
China	44.8	48.3	55.3
Hong Kong	23.6	25.1	24.8
India	2.4	3.4	0.2
Japan	1.8	2.1	0.5
Korea	3.9	3.2	1.4
Malaysia	4.2	3.2	3.1
Nepal	2.1	0.8	-
Qatar	1.5	1.1	0.7
Saudi Arabia	0.3	0.8	3.1
Taiwan	1.2	1.3	0.2
Vietnam	4.2	3.4	4.0
Other	6.9	5.0	3.5

Source: EIBT Performance Portfolio p9.

Item 5.4: Trends in Retention**Item 5.5: Average GPA Obtained by EIBT Students in Partner Universities**

	2004	2005	2006	2007	2008	2009	Average GPA
University #1 - EIBT Students	-	4.38	4.55	4.46	3.66	3.71	4.15
University #1 - Aust Students	-	-	-	4.96	4.75	4.84	4.85
University #1 - Intl Students	-	-	-	4.47	4.35	4.39	4.40
University #2 - EIBT Students	-	-	-	-	-	-	4.42
University #3 - EIBT students	3.95	3.77	3.03	3.59	3.80	4.26	3.85
University #3 - Aust & Intl students	4.01	3.93	4.01	4.12	4.19	4.21	4.09

■ University #1 - EIBT Students
 ■ University #1 - Aust Students
 ■ University #1 - Intl Students
■ University #2 - EIBT Students
 ■ University #3 - EIBT students
 ■ University #3 - Aust & Intl students

Item 5.6: Staff Profile (as at March 2010)

Staff	Full-time	Part-time	Casual/ Sessional	Total Heads
Professional Staff	25	19	-	44
Academic Staff				
Directors and academic support	8	1	-	9
EIBT (Teaching)	-	-	23	23
Foundation Studies/High School	17	22	3	42
Academy (English)	1	8	13	22
	51	50	39	140

Source: EIBT Performance Portfolio p9.

APPENDICES

APPENDIX A: Brief Overview of Navitas Limited

The 2009 Annual Report of Navitas Limited (Navitas) describes the company as a global education provider that offers a range of educational services for students and professionals which include university programs, language training, workforce education and student recruitment. It provides pre-university and university pathway programs. It offers university programs through its colleges in Africa, Australia, Canada, Singapore, Sri Lanka and the United Kingdom.

Language training offered by Navitas includes courses in English as a second language, migrant education and the delivery of government programs. Its workforce programs offer professional development and corporate training. Student recruitment services are made available in India and China for access to universities and other educational institutions in Australia, Canada, the United States of America and the United Kingdom.

Navitas is currently the only higher education provider listed on the Australian Securities Exchange, with market capitalisation as at 20 April 2010 of \$1.74 billion.

Navitas Pathway Colleges

One of the four divisions of Navitas is the University Programs Division which includes the pathway colleges. Navitas has a network of colleges in nine countries delivering pre-university and higher education pathway programs.

The concept of a pathway college is to provide a series of programs across a range of disciplines, the successful completion of which enables graduates to progress to further study at degree level at a partner university. The pathway college is often located on the partner university's campus.

Programs

The pathway college typically delivers the following programs:

- Pre-university/foundation studies which provide a bridge between secondary school and degree studies for those students not meeting admission standards for direct university entry. Successful completion enables graduates to progress to the first year of a university level program, which in most cases is a Higher Education Diploma. This is also referred to as the University Transfer Program Stage I (UTP Stage I).
- A range of first year equivalent university courses (in most cases Diplomas), the successful completion of which enables graduates to articulate to second year of relevant university degrees at the partner university. This is also referred to as the University Transfer Program Stage II (UTP Stage II).
- Postgraduate qualifying programs designed to be a bridge for international students whose undergraduate qualifications do not quite meet the academic and/or English language requirements for entry into relevant coursework masters programs. Successful completion enables graduates to progress to master level programs.

Curriculum

UTP Stage II (Diploma) programs draw exclusively on curriculum from the first year of the university partner's relevant undergraduate degree. Navitas programs therefore benefit from the discipline-specific expertise and academic rigour which the university applies to its own curriculum.

Curriculum for the UTP Stage I (Pre-University/Foundation) programs is developed 'in house' by Navitas to ensure that students have the preparation needed for the successful transition to the university level programs at UTP Stage II. The courses are developed to include significant emphasis on academic reading and writing, and mathematics.

The postgraduate qualifying program curriculum is developed in conjunction with the partner university, with a focus on developing essential skills for postgraduate study, including self-management, academic writing, analytical and critical evaluation, problem solving and decision making, and research.

Navitas Vision

Navitas' vision is to 'be globally recognised as the most trusted learning organisation in the world'.

Navitas Mission

Navitas is passionate about creating opportunities through lifelong learning and being a global leader in delivering better learning solutions.

APPENDIX B: Eynesbury Institute of Business and Technology

The Eynesbury Institute of Business and Technology (EIBT) was founded in 1998 and received HEP status in 2007. In 2004, it joined IBT Education Limited which, in 2007, was renamed Navitas Limited (Navitas) in the same year. Details of Navitas are given in Appendix A. EIBT is a part of the University Programs Division (UPD) of Navitas and a part of a wider group of Eynesbury entities, the first of which was established in 1989.

Modelled on Perth Institute of Business and Technology (PIBT), EIBT was established to provide a pathway from Year 11 (or equivalent) into second year (or equivalent) of business, computing and IT degrees at the University of South Australia (UniSA) and Flinders University (Flinders). The pathway offered an alternative for students whose academic results and/or English language proficiency were marginally below the requirements for direct entry into university undergraduate programs.

A Vocational Education and Training (VET) accredited Certificate IV course (now Certificate IV in University Foundation Studies) provided a direct pathway into higher education diplomas in business and computing, and IT based on the first year of undergraduate programs at UniSA. In 2003, the two EIBT diplomas were also accepted as pathways into second year (or equivalent) of business and computing degrees at the University of Adelaide.

EIBT functions on its own campus, unlike many other Navitas colleges that are located on the partner university's campuses. Most of EIBT's activities are conducted at the new Cogle Street campus (opened in 2009) although students currently use the library facilities at the Franklin Street campus. Both campuses are situated in the heart of the Adelaide CBD.

As at March 2010, EIBT had 376 students (head count) equivalent to 315 EFTSU. It had a staff complement of 140 comprising 39 casual/sessional staff, 50 part-time staff and 51 full-time staff sharing admin staff with other Eynesbury entities. Except for the staff of the Academic Directorate, all other teaching staff are sessional and recruited mostly from the three partner universities.

EIBT sets out its vision, mission and core values in its Strategic Plan 2010–2014. Its institutional and educational objectives are made explicit in its Teaching and Learning Plan 2009–2012.

Mission

Eynesbury provides students with opportunities and pathways to achieve their educational goals in a supportive, responsive and quality focused learning environment.

Vision

Eynesbury will be responsive, efficient and effective in the delivery of English language, pre-university and higher education programs, meeting the expectations of all stakeholders.

EIBT's educational objectives are:

- To provide students with a supportive learning environment to enhance their learning experience (Learning Environment)
- To ensure teaching standards are consistently high (Delivery)
- To provide students with high quality academic programs (Curriculum)
- To facilitate the development of academic skills and the capacity for lifelong learning (Skills)

APPENDIX C: AUQA'S MISSION, OBJECTIVES, VISION AND VALUES

Mission

AUQA is the principal national quality assurance agency in higher education with the responsibility of providing public assurance of the quality of Australia's universities and other institutions of higher education, and assisting in enhancing the academic quality of these institutions.

Objectives

AUQA is established to be the principal national quality assurance agency in higher education, with responsibility for quality audits of higher education institutions and accreditation authorities, reporting on performance and outcomes, assisting in quality enhancement, advising on quality assurance; and liaising internationally with quality agencies in other jurisdictions, for the benefit of Australian higher education.

Specifically, the objectives of AUQA are as follows:

1. Arrange and manage a system of periodic audits of:
 - the quality of the academic activities, including attainment of standards of performance and outcomes of Australian universities and other higher education institutions;
 - the quality assurance arrangements intended to maintain and elevate that quality;
 - compliance with criteria set out in the National Protocols for Higher Education Approval Processes; and
 - monitor, review, analyse and provide public reports on the quality of outcomes in Australian universities and higher education institutions.
2. Arrange and manage a system of periodic audits of the quality assurance processes, procedures, and outcomes of State, Territory and Commonwealth higher education accreditation authorities including their impact on the quality of higher education programs; and monitor, review, analyse and report on the outcomes of those audits.
3. Publicly report periodically on matters relating to quality assurance, including the relative standards and outcomes of the Australian higher education system and its institutions, its processes and its international standing, and the impact of the National Protocols for Higher Education Approval Processes on Australian Higher Education, using information available to AUQA from its audits and other activities carried out under these Objectives, and from other sources.
4. Develop partnerships with other quality agencies in relation to matters directly relating to quality assurance and audit, to facilitate efficient cross-border quality assurance processes and the international transfer of knowledge about those processes.

Vision

To consolidate AUQA's position, as the leading reference point for quality assurance in higher education in and for Australia. Specifically:

- AUQA's judgements will be widely recognised as objective, accurate and useful, based on its effective procedures, including auditor training and thorough investigation.
- AUQA's work will be recognised by institutions and accrediting agencies as adding value to their activities, through the emphasis on autonomy, diversity and self-review.
- Through AUQA's work, there will be an improvement in public knowledge of the relative academic standards of Australian higher education and an increase in public confidence in Australian higher education.
- Through AUQA's work with other quality assurance agencies, the international quality assurance requirements for Australian higher education institutions will be coherent and rigorous, avoiding duplication and inconsistency.
- AUQA's advice will be sought on quality assurance in higher education, through mechanisms including consulting, training and publications.
- AUQA will be recognised among its international peers as a leading quality assurance agency, collaborating with other agencies and providing leadership by example.

Values

AUQA will be:

- *Rigorous*: AUQA carries out all its audits as rigorously and thoroughly as possible.
- *Supportive*: AUQA recognises institutional autonomy in setting objectives and implementing processes to achieve them, and acts to facilitate and support this.
- *Flexible*: AUQA operates flexibly, in order to acknowledge and reinforce institutional diversity, and is responsive to institution and agency characteristics and needs.
- *Cooperative*: AUQA recognises that the achievement of quality in any organisation depends on a commitment to quality within the organisation itself, and so operates as unobtrusively as is consistent with effectiveness and rigour.
- *Collaborative*: as a quality assurance agency, AUQA works collaboratively with the accrediting agencies (in addition to its audit role with respect to these agencies).
- *Transparent*: AUQA's audit procedures, and its own quality assurance system, are open to public scrutiny.
- *Economical*: AUQA operates cost-effectively and keeps as low as possible the demands it places on institutions and agencies.
- *Open*: AUQA reports publicly and clearly on its findings in relation to institutions, agencies and the sector.

AUQA's Mission and Objectives were revised in March 2007, as recommended by MCEETYA.

AUQA's Vision and Values have been modified accordingly.

APPENDIX D: THE AUDIT PANEL

Professor Merv Hyde AM, Professor and Director International Projects Group, University of the Sunshine Coast, Maroochydore, Queensland (Chair)

Emeritus Professor Alan Lindsay, former Deputy Vice-Chancellor and Vice-President of Monash University, Melbourne

Dr Bill Salier, Vice-Principal, Moore Theological College, Sydney

Dr Antony Stella, Audit Director, Australian Universities Quality Agency, Melbourne

APPENDIX E: ABBREVIATIONS AND DEFINITIONS

The following abbreviations and definitions are used in this Report. As necessary, they are explained in context.

AOP	Academic Operations Plan
APC	Assessment and Progress Committee
AUQA	Australian Universities Quality Agency
CEO	Chief Executive Officer
College, the.....	South Australian Institute of Business and Technology
DEEWR	Australian Government Department of Education, Employment and Workplace Relations
DEST	Australian Government Department of Education, Science and Training (now DEEWR)
DFEEST	Department of Further Education, Employment, Science and Technology
EEA.....	Educational Enterprises Australia Pty Ltd
EFTSL.....	equivalent full-time student load
EIBT	Eynesbury Institute of Business and Technology
FEE-HELP	FEE-HELP is a loan given to eligible fee-paying students to help pay part or all of their tuition fees.
HEP(s).....	higher education provider(s)
HESA	<i>Higher Education Support Act 2003</i>
HR	human resource
ISB	International Student Barometer
IT	information technology
KPI.....	key performance indicator
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs (now disbanded)
National Protocols	<i>National Protocols for Higher Education Approval Processes</i>
NSAI(s)	non self-accrediting institution(s)
PF p	Performance Portfolio page reference
Portfolio	Performance Portfolio
Protocols.....	<i>National Protocols for Higher Education Approval Processes</i>
QAFs.....	Quality Audit Factors
QMS	Quality Management System
SA.....	South Australia
SAIBT	South Australian Institute of Business and Technology

SLC	Student Liaison Committee
SMG	Senior management group
SWOT	strengths, weaknesses, opportunities and threats
TALC.....	Teaching and Learning Committee
TLP	Teaching and Learning Plan
UniSA	University of South Australia
UPD.....	University Pathway Division

[illegible]