



Benchmarking Policy and Procedure

1. Purpose

The purpose of this policy and procedure is to establish how the Institute seeks to inform its own operations, particularly teaching and learning, through external comparisons. External referencing provides a point of reference of the quality and standing of Institute and its academic programs by its peers; and also provides an evidence base to guide planning and improvement initiatives.

2. Scope

This policy and procedure applies to the Institute, its courses and its operations.

3. Definitions

Term	Definition
Benchmarking	is a standard or point of reference against which something can be measured by the comparison of data and includes but is not limited to a desktop survey of publicly available material or a formal partnering with another institution to exchange information. Benchmarking may then be utilised to add rigor to decision-making processes at the institutional level.
External referencing	a process of comparison of an aspect of operations with an external comparator(s) that includes monitoring, review and improvement processes. e.g., benchmarking, peer review and moderation.

4. Policy Statement

- 4.1 The Institute will use external referencing to inform planning and existing processes leading to Institute-wide improvement and new courses. Such external referencing will compare, but is not limited to:
- course and unit design and methods of assessment;
 - student performance and achievement, through cohort analysis of student performance data; and
 - learning outcomes for each course, measured against national and international comparators.
- 4.2 The Institute will use benchmarking as a quality improvement strategy and part of the Institute's continuous quality assurance cycle, a process that involves the Institute monitoring its relative performance and effectiveness, identifying gaps, establishing new approaches to bring about improvements, informing planning and goal setting, establishing priorities for change and resource allocation, and following through with the evidence-

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based improvement processes. It is also used as a means of comparing the Institute's performance and/or standards with those of its peers.

4.3 The Institute may use the following types of benchmarking:

- Sector benchmarking (e.g., through the Australian Council for Private Education and Training)
- Organisational benchmarking (partnering)
- Course benchmarking (course design, evaluation and review, curriculum and student attainment)
- Discipline-specific benchmarking
- Process and academic standards benchmarking (including minimum acceptable entry criteria, grade distributions and criteria for academic appointments)
- Outcomes benchmarking (attrition, progression and completion rates)
- Best-practice benchmarking

4.4 The Institute will use teaching and learning benchmarking for purposes such as:

- cohort reporting
- assessment monitoring
- graduate attributes
- course curriculum
- credit arrangements
- resources
- delivery modes
- progression to further study
- rating of professional bodies
- selection process

5. Procedure

5.1 There are six phases of benchmarking:

1. Concept- deciding what type of benchmarking to use, how to undertake it and with whom.
2. Plan & design- scoping benchmarking, its timelines and deliverables.
3. Self-review- identification of stakeholders, collection of evidence and data.
4. Peer review- by workshop or other means.
5. Communicate and implement improvements- report to appropriate body or manager and allocate responsibility for implementation
6. Evaluate and Review the effectiveness of the process.

6. Responsibilities

The Board of Directors, Academic Board and the Executive Management Committee are responsible for leading the key strategy of institutional organisational change and (as a consequence) will share responsibility for benchmarking activities.



7. Implementation and communication

This policy and procedure will be implemented and communicated through the Institute via:

- Announcement on the Institute's webpage;
- Internal circulation to staff; and
- as part of Staff professional development and meetings.