

# Quality Assurance Procedure – Benchmarking

## Purpose

1. This Procedure gives effect to the Quality Assurance Policy through outlining the processes used by Global Higher Education (GHE) to compare its performance and offerings with other higher education providers through benchmarking activities.

## Scope

2. This Procedure applies to GHE's performance in:
  - a) key academic activities such as courses, student performance, teaching, student learning outcomes, and graduate outcomes;
  - b) operational areas including admission and enrolment processes, finance, human resources, marketing and recruitment.

## Definitions

3. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at <https://www.globalhe.edu.au/policy>

## Suite documents

4. This Procedure is linked to the following suite documents:
  - a) Quality Assurance Policy;
  - b) Quality Assurance Procedure;
  - c) Quality Assurance Procedure- Student Feedback.

## Procedure

### Purpose of benchmarking

5. GHE will take the opportunity to benchmark its key academic and operational activities with other higher education providers in order to identify its comparative strengths and weaknesses as a basis for developing improvements in academic quality and operational performance.
6. Benchmarking activities at GHE will:
  - a) support GHE's mission, goals and strategic priorities;
  - b) be balanced in terms of the value received compared to costs involved in undertaking the activities;
  - c) be carried out externally through partnerships with other providers;
  - d) be conducted internally with reference to publicly available information as part of ongoing quality assurance and external referencing;
  - e) undertaken for both quantitative and qualitative data.

## Benchmarking focus areas

7. Benchmarking will include but not be limited to the following focus areas, the benchmarks as set with reference to the latest publicly available data are expressed in **the Internal Quality Benchmarks**.

Focus area	Benchmarking activity
Courses	Design (study mode, outcomes) Admission criteria Assessment tasks Learning resources
Student performance	Attrition and retention rates Progress rates Completion rates
Teaching	Staff to student ratios Staff qualifications and experience Staff and student satisfaction
Student learning outcomes	Course design Peer review Assessment results Staff and student satisfaction
Graduate outcomes	Course design Peer review Graduate and employer satisfaction Graduate destinations
Scholarly activity	Publications Conference attendance Other development activities
Admission and enrolment	Conversion rates Processing time Student satisfaction
Finance	Course Margin Student Fees
Human resources	Policies Practices
Marketing and recruitment	Conversion Rates Cost per enrolment

## External benchmarking partners

8. External benchmarking exercises will involve a partnership with one or more higher education provider. Such partnerships may be reflected in a formal agreement such as a memorandum of understanding, or a less formal arrangement.
9. GHE will seek benchmarking partners that:
- have a commitment to quality improvement and a 'willingness to share';
  - demonstrate a record of good performance in the area(s) to be benchmarked;
  - have a similar discipline mix;

- d) have English as the primary language of instruction.
- 10. The selection of benchmarking partners:
  - a) for academic activities will be approved by the Academic Board.
  - b) for operational activities will be approved by the Operational Director.
- 11. In approving benchmarking partners, the advice and/or endorsement of the Board of Directors may be sought.
- 12. In approving such agreements, due consideration will need to be given to relevant issues that may arise, including conflict of interest, confidentiality, and resource requirements.
- 13. If approved, the CEO on behalf of GHE will enter into an agreement with the benchmarking partner/s.

### **Reviewing and implementing outcomes**

- 14. Following the benchmarking activity and the collection of benchmarking data, the Academic Director will prepare a summary benchmarking report for the relevant Board or Committee that:
  - a) identifies areas of good practice and those that require attention;
  - b) analyses reasons for any variation or commonality and address underlying reasons;
  - c) formulates improvement strategies;
  - d) reports results and makes recommendations for improvement.
- 15. For academic benchmarking, the Academic Board will approve recommendations for improvement strategies. The Academic Board may also seek feedback and approval of the TLQC and/or the CDAC.
- 16. For operating benchmarking, the Board of Directors will approve recommendations for improvement strategies.
- 17. Following approval of the recommendations the Academic Director or Operational Director will oversee improvement strategies and report back on outcomes to the relevant governance bodies.

### **Roles and responsibilities**

- 18. The Academic Director is responsible for:
  - a) the analysis and reporting of results from academic benchmarking;
  - b) the oversight of and reporting on the implementation of improvement strategies;
  - c) the maintenance of any relevant records arising from this Procedure.
- 19. The Operations Director is responsible for:
  - a) the analysis and reporting of results from academic benchmarking;
  - b) the oversight of and reporting on the implementation of improvement strategies;
  - c) the maintenance of any relevant records arising from this Procedure.
- 20. The Manager, Quality and Compliance is responsible for:
  - a) ensuring compliance with this Procedure;
  - b) benchmarking GHE policy and standards with those adopted elsewhere in the tertiary sector;
  - c) ensuring that staff are adequately notified of the existence of this Procedure.
- 21. The CEO is responsible for formalising agreements with approved external benchmarking partners.
- 22. The Academic Board is responsible for approving academic benchmarking partners.
- 23. All members of staff are responsible for becoming familiar and complying with this Procedure.

## Associated information

<b>Related Internal Documents</b>	<p>Quality Assurance Policy  Quality Assurance Procedure  Quality Assurance Procedure – Student Feedback  Internal Quality Benchmarks  Academic Progress Policy  Admissions Policy  Assessment Policy  Course and Unit Review Policy  Course Design Policy  Enrolment Policy  Governance Framework  Human Resources Framework  Risk Management Policy  Student Complaints, Grievances and Appeals Policy  Student Disability Policy  Student Diversity and Equity Policy  Student Wellbeing, Orientation and Support Policy  Glossary of Terms</p>
<b>Related Legislation, Standards and Codes</b>	<p><i>Tertiary Education and Quality Standards Agency Act 2011</i>  <i>Higher Education Standards Framework (Threshold Standards) 2021</i>  TEQSA Guidance Notes: <i>Academic Quality Assurance, Version 2.2, Academic Governance, Version 2.3, External Referencing (including Benchmarking), Version 2.5</i>  <i>Education Services for Overseas Students Act 2000</i>  <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i>  <i>Disability Discrimination Act 1992</i>  <i>Disability Standards for Education 2005</i></p>
<b>Date Approved</b>	10 July 2020
<b>Date of Effect</b>	10 July 2020
<b>Date of Review</b>	June 2026
<b>Approval Authority</b>	Board of Directors
<b>Policy Custodian</b>	Chief Executive Officer
<b>PinPoint DocID</b>	2806

## Change history

<b>Version Control</b>	Version 1.2	
<b>Change Summary</b>	10-Jul-20	V1.0 Draft approved by Board of Directors with major amendments (incl. broaden to include operational benchmarks)
	12-Aug-20	V1.1 Amendments to include operational benchmarks approved by BoD 25-Sept-20
	10-Oct-23	V1.2 administrative updates following TEQSA registration

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