



TEQSA Benchmarking Presentation

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COPHE**

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TEQSA Benchmarking Presentation

SESSION AIMS: TO PROVIDE AN OVERVIEW OF:

- 1. PROPOSED REVISED HE STANDARDS FRAMEWORK AND OTHER PROVIDER STANDARDS**
- 2. DIFFERENT TYPES OF BENCHMARKING**
- 3. UTAS DEVELOPMENT IN BENCHMARKING**
- 4. DEFINITIONS**
- 5. PURPOSE OF BENCHMARKING**
- 6. EXAMPLES OF BENCHMARKING**
- 7. COURSE BENCHMARKING**
- 8. BENCHMARKING PROCESSES AND POLICIES**
- 9. BENCHMARKING ONLINE SUPPORT**



Proposed Revised Higher Education Standards Framework

1.4. Learning Outcomes and Assessment

- 1.4.1: The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and *informed by national and international comparators.*

5.3 Monitoring, Review and Improvement

- 5.3.1: All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include *external referencing or other benchmarking activities*
- 5.3.2: Review and improvement activities include *regular external referencing of the success of student cohorts against comparable courses of study, including:*
 - a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and*
 - b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.*

Different Types of Benchmarking

- Organisational level benchmarking
- Course benchmarking
- Process benchmarking
- Outcomes benchmarking
- Best practice benchmarking

<http://www.teqsa.gov.au/sites/default/files/BenchmarkingGNFinal.pdf>

Benchmarking Project	Date	Partners	Type
Academic transition support	2009	UOW, UTAS	Process, Outcome (AUSSE)
Assessment policies and processes	2010	Deakin, UTAS, UOW	Process
HDR programs	2012	Deakin, UTAS, UOW	Process, Outcome (PREQ)
Pathway Partnerships	2013	Deakin, CSU, UTAS, Griffith University	Process
HEA promotion policies and processes	2012/2013	UTAS & UOW, Leicester, Newcastle in the UK	Process, Outcome (Promotion Statistics), Sector Good Practice
Maritime Engineering course outcomes	2013	UTAS, Denmark, Delft, Netherlands, Southampton, Michigan	Process

Benchmarking Project	Date	Partners	Type
HDR Course outcomes and employability	2013	Edith Cowan, Curtin, UTAS, Victoria	Process, Outcome (PREQ)
University Experience Survey (UES)-Student Support	2013	Deakin, Griffith, University of Canberra	Outcome (UES)
UDRH Programs	2013	UTAS, Greater Green Triangle	Process, Outcome (Research publications)
Faculty of Education Professional Studies/Professional Experience & External Moderation	2013	CSU, Curtin, Griffith, UTAS, UOW	Process, Outcome (CEQ); Course benchmarking
Internationalisation benchmarking project on international student experience	2014	UTAS, University of West of Scotland	Process, Outcome (ISB), Course benchmarking (13 units in literacy, numeracy and early childhood)
Faculty of Health: 6 indicators	2014	University of West of Scotland, UTAS	Process, outcome (Graduate employability)

Benchmarking Project	Date	Partners	Type
Industry Engagement and international student employability	2015	5 Australian universities, 2 UK and 2 Canadian universities	Process Best practice
Pathways programs	2015	UOW, UTAS, UOW College, Illawarra TAFE, TasTAFE, RTOs, Secondary Schools	Process
Ako Aotearoa	2015	AUT, Lincoln (NZ) Birmingham City and The Arts Bournemouth (UK); Victoria, Swinburne and UTAS	Process Course

Benchmarking definitions

- ❑ Using a *structured, collaborative, learning process* for comparing practices, processes or performance outcomes in order to identify comparative strengths and weaknesses as a basis for improvement is important to the maintenance of academic quality (TEQSA, 2014).
- ❑ **Benchmarking** ‘first and foremost, [is] a *learning process* structured so as to enable those engaging in the process to compare their services/activities/products in order to identify their comparative strengths and weaknesses as a basis for self improvement and/or self regulation’ (Jackson & Lund, 2000).
- ❑ Benchmarking: is defined as a *quality process* used to evaluate performance by comparing institutional to sector good practice (HEA Benchmarking Project, 2013)

Benchmarking definitions

TEQSA Guidance Notes: Academic Quality Assurance

- While statistical comparisons are an important part of academic quality assurance, benchmarking involves more than the simple generation of statistical data from a variety of sources, or a 'tick a box' exercise.
- *The scope, frequency and methods for benchmarking and the selection of appropriate organisations with which to benchmark will depend on the **purpose**.*
- Outcomes should be **recorded and reported in order to inform decision-making and improvements.**

Purpose of benchmarking

		Direction of Focus	
		Internal Formative	External Summative
Organisational Roles	Administrative Staff/ Managers	1. Information - <i>Benchmarking of Data only</i>	2. Presentation - <i>Sector Benchmarking</i> - <i>Ranking</i>
	Faculty	3. Research for Improvement	4. Educational Research
	Senior Executives	- <i>Standards Benchmarking</i> - <i>Projects informed by research</i>	- <i>Standards Benchmarking</i> - <i>Projects informed by research and validated by external reference groups</i>

The purpose of benchmarking will also vary depending on the provider's focus (see Figure 1).

Figure 1. Focus and role of institutional research in benchmarking

Source: Longden and York, 2009) (adapted from Volkwein, 1999, p. 17); Booth (2012)

Example

Benchmarking Partners: University of Canberra, Griffith, Deakin and UTAS (2013)

- 40 universities participated in UES 2012
- 455,322 students were invited to participate
- 110,135 students participated
- My University website
- Distributed to first year and later year students
- 44% said that living arrangements impacted on their study
- 51% financial circumstances affected their study- varied across institutions
- 2/3 reported a grade of 70/100

UES Questions	Institution				Average
	University A	University B	University C	University D	
Q1: To what extent have you:* - received support from university to settle into study - used university services to support study - had a sense of belonging to your university - experienced efficient enrolment and admissions processes - felt prepared for study	40%	42%	37%	36%	39%
	25%	27%	29%	15%	24%
	44%	43%	43%	38%	43%
	66%	51%	61%	61%	60%
	55%	56%	58%	52%	55%
Q2: How frequently have you:** - participated in online/face-to-face discussions - worked with other students as a part of study - interacted with other students outside of study - interacted with students who are very different from you	59%	53%	63%	59%	59%
	65%	69%	72%	59%	66%
	48%	52%	50%	46%	49%
	47%	56%	52%	46%	50%
Q6: To what extent have you found administrative staff or systems and enrolment systems to be:* - available - helpful	70%	65%	65%	63%	66%
	64%	59%	61%	58%	60%

* represents % of respondents that indicated 'quite a bit' or 'very much'

** represents % of respondents that indicated 'often' or 'very often'

UES Questions	Institution				Average
	University A	University B	University C	University D	
Q7: To what extent have you found careers advisors to be:*					
- available	27%	27%	19%	19%	23%
- helpful	24%	25%	18%	17%	21%
Q8: To what extent have you found academic or learning advisors to be:*					
- available	46%	46%	39%	38%	42%
- helpful	44%	47%	41%	39%	43%
Q13: To what extent have:*					
- your living arrangements negatively affected your study	23%	24%	23%	20%	22%
- your financial circumstances negatively affected your study	32%	37%	33%	32%	34%
- paid work commitments negatively affected your study	34%	35%	36%	32%	34%
- you been offered support relevant to your circumstances	23%	24%	23%	22%	23%
- you been given opportunities to interact with local students	49%	51%	50%	50%	50%
- you received appropriate English language skill support	40%	40%	47%	34%	40%
- induction/orientation activities were relevant and helpful	45%	45%	47%	41%	44%
Q14: Have you seriously considered leaving your current university in 2012:					
- No	82%	80%	80%	78%	80%

* represents % of respondents that indicated 'quite a bit' or 'very much'

Example

The College of Law Baseline Benchmarking Kit AQF Level 9 Courses

Benchmark 1: Learning and Teaching

Performance Indicators:

1. Learning and teaching institutional objectives, structures, systems and procedures are authorised by relevant delegations of authority
2. The Provider has a strategic plan which outlines institutional objectives and is informed by student outcomes data
3. The Provider regularly reviews its learning teaching objectives, policies, procedures and practice with the aim of continuous improvement

Example: cont.

The College of Law Baseline Benchmarking Kit AQF Level 9 Courses

Benchmark 1: Learning and Teaching

4. The Provider has implemented learning and teaching systems which support student learning
5. The Provider receives feedback from students, employers and other stakeholders which informs continuous improvement – Student evaluation data, graduate employability data, QUILT
6. The Provider implements policies and procedures that ensure learning and teaching quality, including:
 - Teacher qualifications/professional experience to teach
 - Number of Professional development workshops
 - Internal teaching survey

Example

Partners: UTAS, CSU, Curtin, Griffith, UWS

- Comparison of professional studies/professional practice and early childhood degree courses, focussing on professional experience, school and early childhood/community partnerships, cross-campus teaching, online facilities, resources and teaching and literacy, numeracy and English language standards.

Phase A: Process and outcome benchmarking of specific aspects associated with professional studies/professional practice degree courses.

Phase B: Inter-university moderation of assessment in literacy, numeracy and early childhood units.

- Mutually beneficial and aligned with :
 - Australian Institute for Teaching and School Leadership (AITSL) and the Australian Children's Education and Care Quality Authority (ACEQA) accreditation requirements;
 - TEQSA's Higher Education Standards Framework, in particular the Course Design (Coursework) and Learning Outcomes (Coursework) standards;
 - Australian Qualifications Framework (AQF) requirements; and
 - Institutional peer-review and course review processes.

SAMPLE

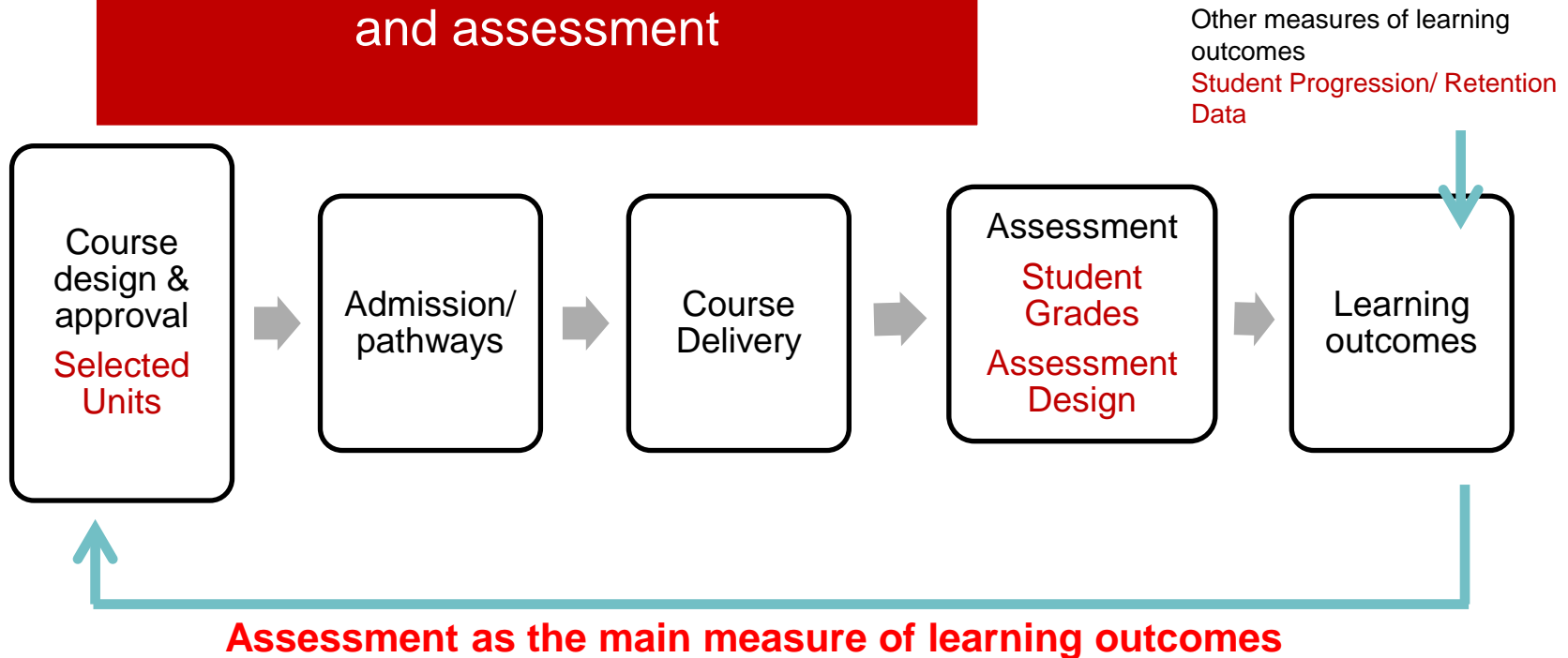
2.1 Teacher education programs have established partnerships with Schools and early childhood/community settings to deliver their programs, particularly the professional experience component:

- 1) How many partnerships with Schools, early childhood and community settings are involved in the delivery of professional experience?
- 2) How are these partnerships managed?
- 3) What processes and resources are in place that outlines the explicit role of schools, early childhood and community settings in professional experience?

Performance Measures	Institutional Responses*					Mean Response for each PM
	University A	University B	University C	University D	University E	
Mean Institutional Response	3.3	3.3	4.0	3.0	3.0	
1) How are these professional experience components structured over the course of the degree (year, number of days)?	4	4	4	4	4	4.0
2) What arrangements are in place if students do not meet their requisite number of days per placement?	4	4	4	4		4.0
Mean Institutional Response	4.0	4.0	4.0	4.0	4.0	
1) What process is in place to ensure colleague teachers are suitably qualified and registered?	1	4	4	3	3	3.0
2) What support do colleague teachers receive in coaching and mentoring new student teachers?	3	3	4	2	3	3.0
Mean Institutional Response	2.0	3.5	4.0	2.5	3.0	

SAMPLE

Benchmarking learning outcomes and assessment



Michael Wells, TEQSA, Satellite Event: Comparing Learning Outcomes, Universities Australia, Feb 28th 2014

Different approaches

Solution A: Assuring Learning and Teaching Standards
through Inter-Institutional Peer Review

Solution B: G08 Quality Verification System /
IRU Academic Calibration Process

Solution C: Achievement Matters: External Peer Review of
Accounting Learning Standards

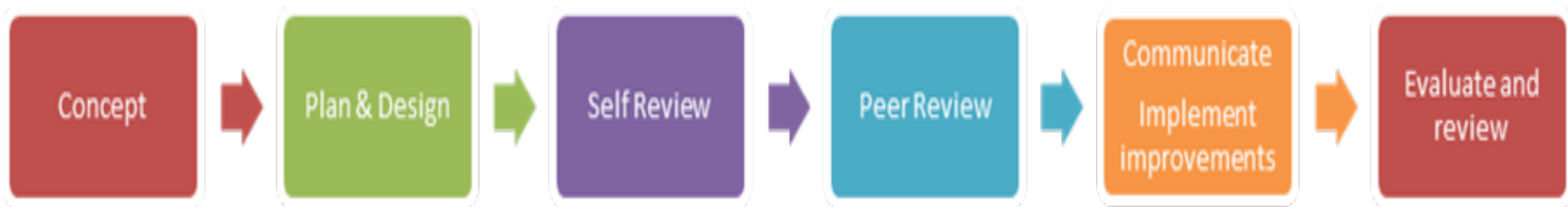
Discuss which approach you could consider for your institution. What are the advantages/disadvantages?

Trial Course Benchmarking

Unit to be Reviewed	Institution	Unit	Review	Status
Discipline	Institution	Unit	Institution	
Psychology	Swinburne	HAY303 Psychology Project	UTAS	
		HAY307 Social Psychology	UWS	Complete
		HAY308 The Psychology of Personality	UWS	
		HAY321 Abnormal Psychology	UWS	
	UTAS	KHA302 Lifespan Developmental Psychology	UWS	Awaiting Review
		KHA329 Individual Differences and Psychological Assessment	Swinburne	
	UWS	101679 Personality	Swinburne	
		101681 Abnormal Psychology	Swinburne	
		101682 Developmental Psychology	UTAS	
		101683 Social Psychology	Swinburne	Complete
	Kaplan	N/A		

Process and Resources

Benchmarking Process: Six key phases



- Can be best described as **investigative** - goes beyond sharing of data
- Delves deeply into the things that matter - polices, processes, perceptions, people, organisational behaviour
- **Interactive** and **collaborative** – jointly research good practice across the sector and develop good practice (benchmarking) framework as basis for assessing and comparing performance
- Openness to sharing the good and the bad and working together on improvement strategies

Benchmarking Policy

The College of Law

Purpose: Describe the College's philosophy and approach to benchmarking

The College engages in benchmarking for two main purposes:

- Regulatory compliance; and
- To continually improve our courses and delivery

Resourcing: All benchmarking projects must consider resourcing needs and be signed off by the relevant budget owners before any substantive work is done. The required measures should, as far as practicable, be achieved at the minimum cost and disruption to normal activities.

TEQSA Threshold Standards: Provider Registration Standards [5.6],
Provider Course Accreditation Standards[1.2, 3.1, 5.5]
Alignment to the Australasian Professional Legal Education Council
(APLEC)

Online Benchmarking Tool



Role: Coordinator
User: Cassie Saunders
My Details: [Edit](#)
Change Role: [Manager](#)

[Home](#)

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- [Email](#)
- [My Info Collectors](#)
- [Reports](#)
- [Add Member](#)



Review Standards

[Reviews](#) > [Standards](#)

HDR Benchmarking Project

Below is a list of Standards you have been allocated

HDR Benchmarking Project

1: The institution has HDR programs that require candidates to produce quality research. In the case of doctoral candidates, this must be a significant body of original research and contribution to knowledge.

[Edit Standard](#)

Indicators	Assigned Collectors	Options
1.1: HDR Program Evaluation	<input type="checkbox"/> Luca, Joe <input type="checkbox"/> Wolski, Trish	+ Assign Collector
1.2: Candidate Outcomes	<input type="checkbox"/> Luca, Joe <input type="checkbox"/> Wolski, Trish	+ Assign Collector
1.3: Coursework and Research Training Skills	<input type="checkbox"/> Luca, Joe <input type="checkbox"/> Wolski, Trish	+ Assign Collector
1.4: Professional Skill Development	<input type="checkbox"/> Luca, Joe <input type="checkbox"/> Wolski, Trish	+ Assign Collector
1.5: Candidate Feedback Mechanisms	<input type="checkbox"/> Luca, Joe <input type="checkbox"/> Wolski, Trish	+ Assign Collector

2: The institution supports candidate's awareness of their employability, and supports candidates to be competitive and successful in both academic and non-academic careers. The institution works with the candidate to determine short, medium and long-term goals that assist the candidate with employability skills and their broader development as a researcher. Attention to career development needs to be given during candidature, and also after submission of thesis for examination.

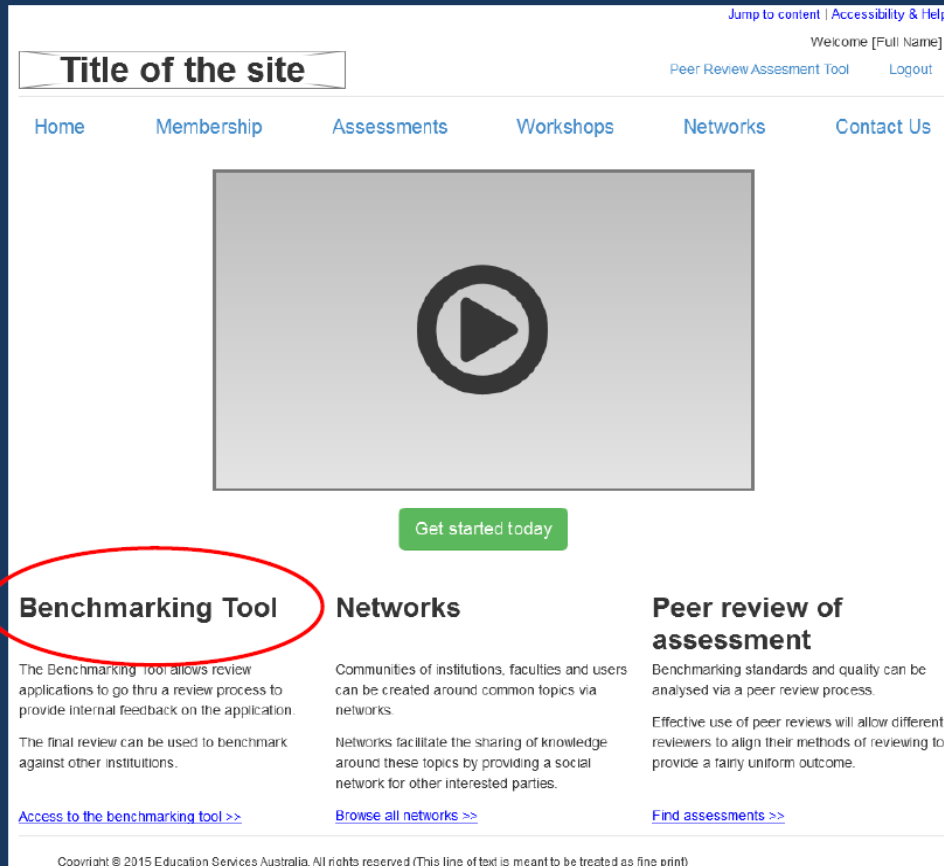
[Edit Standard](#)

Benchmarking Resources: Online Moderation Tool

The proof of concept online benchmarking tool will be trialled and tested by the following HE institutions from August, 2015:

- Universities: RMIT, UOW, Curtin, Deakin and QUT
 - Private Providers: Tabor Adelaide, CHC Higher Education, Harvest Bible College, AC Alphacrucius College, Avondale College, Tabor Victoria, Top Education, Kaplan, and UBS
-

Benchmarking Resources: Online Moderation Tool



The screenshot shows the home page of the Benchmarking Tool. At the top, there is a navigation bar with links for 'Home', 'Membership', 'Assessments', 'Workshops', 'Networks', and 'Contact Us'. Below the navigation bar is a large video player area with a play button icon. A green button labeled 'Get started today' is positioned below the video player. The main content area is divided into three columns: 'Benchmarking Tool', 'Networks', and 'Peer review of assessment'. Each column contains a brief description and a link to explore further. The 'Benchmarking Tool' link is circled in red.

[Jump to content](#) | [Accessibility & Help](#)
Welcome [Full Name]
[Peer Review Assessment Tool](#) [Logout](#)

[Home](#) [Membership](#) [Assessments](#) [Workshops](#) [Networks](#) [Contact Us](#)

Title of the site

[Get started today](#)

Benchmarking Tool
The Benchmarking Tool allows review applications to go thru a review process to provide internal feedback on the application.
The final review can be used to benchmark against other institutions.
[Access to the benchmarking tool >>](#)

Networks
Communities of institutions, faculties and users can be created around common topics via networks.
Networks facilitate the sharing of knowledge around these topics by providing a social network for other interested parties.
[Browse all networks >>](#)

Peer review of assessment
Benchmarking standards and quality can be analysed via a peer review process.
Effective use of peer reviews will allow different reviewers to align their methods of reviewing to provide a fairly uniform outcome.
[Find assessments >>](#)

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Home Page: The Home Page will have a video on how the online Benchmarking Tool works. It will also include a compulsory online workshop on peer review of assessment and how to do it [for consistency purposes]. The Tool will have the capacity to set up your own individual networks and membership base.

Benchmarking Resources: Online Moderation Tool

Assessments (Search)

Jump to content | Accessibility & Help
Welcome [Full Name]
Peer Review Assessment Tool Logout

[Home](#) [Membership](#) [Assessments](#) [Workshops](#) [Networks](#) [Contact Us](#)

Search
Home / Assessments / Search

Search Assessments

Keywords

Levels of Education: Language:

▼ Filter by disciplines
[Select All](#) [Unselect All](#)

<input checked="" type="checkbox"/> Natural And Physical Sciences #01	<input checked="" type="checkbox"/> Information Technology #02	<input checked="" type="checkbox"/> Engineering And Related Technologies #03
<input checked="" type="checkbox"/> Architecture And Building #04	<input checked="" type="checkbox"/> Agriculture, Environmental And Related Studies #05	<input checked="" type="checkbox"/> Health #06
<input checked="" type="checkbox"/> Education #07	<input checked="" type="checkbox"/> Management And Commerce #08	<input checked="" type="checkbox"/> Society And Culture #09
<input checked="" type="checkbox"/> Creative Arts #10	<input checked="" type="checkbox"/> Food, Hospitality And Personal Services #11	<input checked="" type="checkbox"/> Mixed Field Programmes #12

► Filter by Institutions and Networks

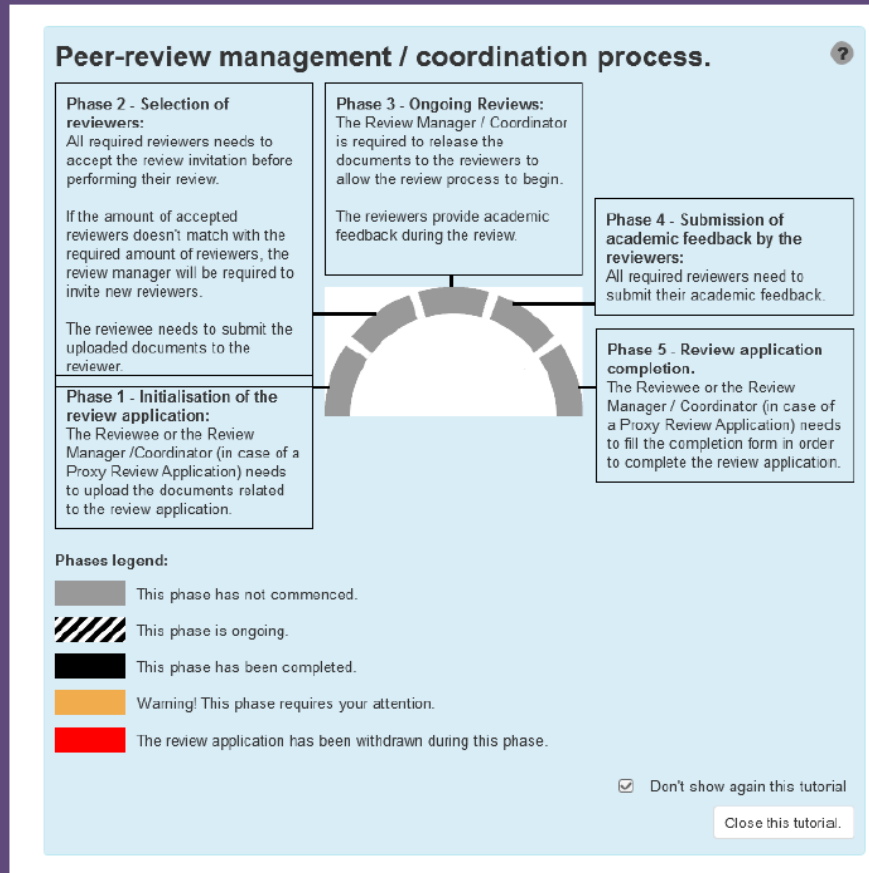
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Search Assessments: Exemplars in assessment will be available by Field of Education. Permission will be sought to publish on the online tool.



Benchmarking Resources: Online Moderation Tool

Peer-review process Review Manager



Peer Review Management:

Phase 1:
Initialisation of the review application

Phase 2: Selection of reviewers

Phase 3: Ongoing reviews

Phase 4:
Submission of academic feedback by the reviewers

Phase 5: Review application completion



ACPET and COPHE Benchmarking Activity

Benchmarking Quality Reference Group (TOR)

Provider Information Request (PIR) Data

- **Student Data:** Student Load, Course Completions, First Half Year Load
- **Staff Data:** Staff FTE, Staff FTE (Casual)
- **Financial Data:** Audited Financial Statements, Income Statement, Balance Sheet, Cash Flow
- **Student Survey Reports:** Course Evaluations, Graduate Outcomes
- TEQSA ask for a contextual statement to assist in understanding any significant changes in your institution's data

OLT Seed Project: Pathways Benchmarking Project: Avondale College, UOW College, Deakin University, Macquarie University