Information sheet  
ACPET Higher Education Benchmarking

The benchmarking system allows ACPET Higher Education members to benchmark against other ACPET members in a manner that does not compromise commercial sensitivities and with the knowledge that all data that is provided will be managed by an independent body in a safe and secure manner. ACPET’s benchmarking tool ensures that ACPET members are able to meet governance requirements and importantly the benchmarking system is a mechanism for members to drive self-improvement in the delivery of quality education.

This fact sheet outlines the metrics of the benchmarking system and provides background and further information regarding the metrics.

1.0 Contact Details
1.1) Name of Institution
1.2) ACPET Member Number
1.3) Name of person completing the survey
1.4) Name of CEO (or equivalent)
1.5) Contact phone number
1.6) Postal address
1.7) Contact email

2.0 Your Institution
2.1) How many EFTSL time Higher Education students are enrolled in the Institution being benchmarked?

Further information: An EFTSL is an equivalent full-time student load for a year. It is a measure, in respect of a course of study, of the study load for a year of a student undertaking that course of study on a full-time basis. The definition used here is the same definition as the DIISRTE/HEIMS definition.

2.2) How many equivalent full-time administrative/professional Higher Education staff members does the institution being benchmarked employ?

Further information: In this instance administrative/professional staff should be considered as all non-Academic staff.

2.3) How many equivalent full-time Higher Education academic staff members do the institution being benchmarked employ?

Further information: The Equivalent value for a member of staff, who at the reference date has a fractional full-time work contract in respect of their current duties, will be less than 1.0. The value will represent the ratio between the number of normal hours that would be required of a member of staff having the same classification type and levels as that person, but with a full-time work contract. For example, if a person with a fractional full-time work contract has normal work hours half those of a member of staff having the same classification type and level but with a full-time work contract, the EFT value for a person would be 0.5.

3.0 Academic Governance
3.1) What arrangements are in place to ensure the institution being benchmarked meets the principles of the academic governance and quality assurance standards relating to the TEQSA Standards? This includes processes that are designed to strengthen academic arrangements.

Further information: According to the TEQSA Provider Standards, institutions should focus on continuous improvement of its teaching and learning to provide quality outcomes for students and academic standards. Academic governance arrangements provide for the development, implementation, and review of academic policies related to academic standards.

3.2) In addition to the ACPET benchmarking system what other benchmarking activities does your institution undertake?

3.3) What practices are in place in your institution to moderate assessments?

Further information: Moderation is a quality assurance process by which an individual or group not involved in setting or marking an assessment task confirms that assessment is continuously conducted with accuracy, consistency and fairness. Moderation contributes to the continuous improvement of assessment practices and to sharing good practice among colleagues.
3.4) Is the Academic Governance structure published on the website of the institution being benchmarked?

3.5) Does the institution being benchmarked have a published student grievance policy?
**Further information:** According to the TEQSA Provider Standards, students should have access to effective grievance procedures which enable them to make complaints about any aspect of the institution's operations.

3.6) Do students have input into this policy?

4.0 Staff (policies and strategies)

4.1) What strategies are in place to enhance teaching quality and other aspects of staff performance (including for sessional staff)?
**Further information:** According to the TEQSA Standards, The numbers, qualifications, experience, expertise and sessional/full-time mix of both academic staff who teach or tutor the course of study, and support staff, are appropriate to the nature, level, and mode of delivery of the course of study and the attainment of expected student learning outcomes.

4.2) What is the percentage of the institution's Higher Education academic staff with a post graduate qualification?

4.3) When was the last time your institution undertook a staff satisfaction survey?
**Further information:** Providers should have effective mechanisms to collect regular, valid and reliable feedback from staff to bring about improvements in the institutions operations.

4.4) What scholarly activities do staff at your institution undertake?
**Further information:** According to the TEQSA Provider Category Standards the higher education provider's academic staff are active in scholarship that inform their teaching, and are active in research when engaged in research student supervision. Scholarship includes but is not limited to undertaking formal education, written work published over the last six months, speaking at conferences, attending conferences, being involved in editorial boards, membership of professional societies, consultancy work and creative endeavour.

5.0 Students (policies and strategies)

5.1) What is the institution 'student pass rate'? Further information: Pass rate is the total number of subjects/units passed by students as a percentage of the total subject/units attempted in the previous academic period.

5.2) Describe the processes that ensure there are well-maintained facilities and infrastructure for effective student learning.
**Further information:** According to the TEQSA Standards higher education providers should ensure there are safe, well-maintained physical and electronic resources and infrastructure sufficient to enable the achievement of its higher education objectives.

5.3) Describe the measures the institution has in place to prevent and detect cheating and plagiarism amongst students and to deal appropriately.
**Further information:** According to the TEQSA Standards Higher Education providers should protect higher education integrity in higher education through effective policies and measures to ensure the integrity of student assessment and prevent, detect and address academic misconduct by students or staff, including cheating and plagiarism.

5.4) When was the last time your institution undertook a student satisfaction survey?

5.5) How does your institution use the findings from student satisfaction surveys to improve teaching and learning outcomes for students?

5.6) What services are in place to ensure students receive a positive learning experience?
**Further information:** According to the TEQSA Standards, institutions should provide an appropriate range and quality of student services, such as counselling, academic and career advice, IT support, and student learning assistance.

5.7) How Does the institution ensure that there is appropriate student representation within the deliberative and decision making process.
**Further information:** According to the TEQSA Provider Registration Standards, as appropriate to its scale and scope, the higher education provider has student representation within its deliberative and decision-making processes and encourages students to participate in these processes.

5.8) How often does your institution undertake a graduate destination survey?

For further information on ACPET Higher Education Benchmarking contact: Ben Vivekanandan on ben.vivekanandan@acpet.edu.au or 03 9412 5912.

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