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

### Contact Details

1.1) Name of Institution

1.1a) 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

1.8) Please choose which option best describes the institution being benchmarked:

Further information: This benchmarking system relates only to Higher Education, there are however are series of questions that have been designed to siphon VET metrics from Higher Education metrics in dual sector providers.

### 2.0 Your Institution

2.1) How many equivalent full time Higher Education students are enrolled in the Institution being benchmarked?

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

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

2.2a) How many equivalent full time administrative VET staff members does the institution being benchmarked employ?

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

2.3) How many equivalent full time Higher Education academic staff members does 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 members of staff having the same classification type and level but with a full-time work contract, the EFT value for a person would 0.5.

2.3a) How many equivalent full time VET training and assessment staff members does the institution being benchmarked employ?

### 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 protocols relating to the national protocols for Higher Education? This includes processes that are designed to strengthen academic arrangements.

Further information: According to the guidelines for the registration of NSAs and the accreditation of their courses, 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, dissemination and monitoring of academic policies related to academic standards.
3.2) Does the Academic Board (or equivalent) formally report to the Governing Body?

Further information: The institution’s Academic Board should provide the institution with access to Higher Education expertise to ensure that academic standards are maintained and that the institution possess a culture of continuous improvement.

3.3) If yes, how often does the Academic Board (or equivalent) formally report to the Governing Body?

3.4) Describe the process the Academic Board uses to formally report to the Governing Body

3.5) Is the Academic Governance structure published on the website of the institution being benchmarked?

3.6) Does the institution being benchmarked have a published student grievance policy?

According to the guidelines for the registration of NSAIIs and the accreditation of their courses, students should have access to effective grievance procedures which enable them to make complaints about any aspect of the institutions operations.

3.6a) 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 guidelines for the registration of NSAIIs and the accreditation of their courses, institutions should have staff development strategies in place. This staff development include ensuring staff attend seminars; forums; conferences; workshops; self education, peer and mentor programs; and setting and monitoring the achievement of key performance indicators during performance reviews.

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

Further information: According to the guidelines for the registration of NSAIIs and the accreditation of their courses institutions should ensure that teaching of its courses are normally carried out by academics with relevant qualifications at least one AQF qualification level higher than the level of the course being taught.

4.3) When was the last time your institution undertook a staff satisfaction survey?

Further information: According to the guidelines for the registration of NSAIIs and the accreditation of their courses, institutions should have effective mechanisms to collect regular, valid and reliable feedback from staff to bring about improvements in the institutions operations.

4.4) From the findings of your staff satisfaction research, please respond to the following statement: The institution has a strong level of staff satisfaction.

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

5.0 Students (policies and strategies)

5.1) What is the student pass rate?

Further information: Pass rate is the total number of subjects/units passed as a percentage of the total subject/units attempted in the previous academic period.

5.2) Describe the institution’s processes that ensure there are well-maintained facilities and infrastructure for effective student learning.

Further information: According to the guidelines for the registration of NSAIIs and the accreditation of their courses the institution should have in place facilities, including classrooms, library/information resource centre, laboratories, administrative areas and staff office accommodation, appropriate in scope and quality for the size mode of delivery and nature of the institution.

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5.3) Describe the measures the institution has in place to prevent and detect cheating and plagiarism amongst students and to deal appropriately.

5.4) When was the last time your institution undertook a student satisfaction survey? According to the guidelines for the registration of NSAIs and the accreditation of their courses, institutions should have effective mechanisms to collect regular, valid and reliable feedback from students to bring about improvements in the institutions operations.

5.5) From the findings of your student satisfaction research, please respond to the following statement: The institution has a strong level of student satisfaction.

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

5.7) What services are in place to ensure students receive a positive learning experience?

Further information: According to the guidelines for the registration of NSAIs and the accreditation of their courses the institution should provide an appropriate range and quality of student services, such as counselling, academic and career advice, IT support, and student learning assistance.

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