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. 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 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
1.8 Please choose which option best describes the institution being benchmarked

Further information: This benchmarking tool relates only to higher education, however there is a series of questions that have been designed to siphon VET metrics from higher education metrics in dual sector providers.

2 Your institution

2.1 How many equivalent full-time (EFT) higher education students are enrolled in the institution being benchmarked?

Further information: EFT student is an equivalent full-time student load. It is a measure of the study load, for a year, of a student undertaking a course of study. A typical full-time student would have an EFT of 1.0.

2.1a How many EFT VET students are enrolled in the institution being benchmarked?

2.2 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 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.

2.3 How many equivalent full-time higher education administrative staff members does the institution being benchmarked employ?

2.3a How many EFT VET training and assessment staff members does the institution being benchmarked employ?

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

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Creating futures
3  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 national Higher Education Standards Framework? 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 Describe the process the academic board uses to formally report to the governing body.

Further information: According to the TEQSA Provider Standards, institutions should have academic arrangements such as a properly constituted board, which provides the institution with access to expertise to ensure that high quality standards are adhered to.

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 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.

3.7 Do students have input into this policy?

4  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 Provider Standards, institutions should have staff development strategies in place. This staff development may 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 TEQSA Provider Standards, institutions should ensure that teaching of its courses are normally carried out by academics with relevant qualifications at least one Qualification Standards level higher than the level of the course being taught or with equivalent professional experience.

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

Further information: According to the TEQSA Provider Standards, 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, respond to the following statement: The institution has a strong level of staff satisfaction.
4.5 What scholarly activities do staff at your institution undertake?

*Further information:* Scholarship is a relevant professional activity integral to the academic’s discipline, including but 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 Students (policies and strategies)

5.1 What is the institution’s 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 Provider Standards, institutions 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.

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 TEQSA Provider Standards, 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 TEQSA Provider 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.

6 Community engagement

6.1 What community engagement activities does your institution undertake?

*Further information:* Engagement activities should benefit both the community and the institution. Through its engagement with your institution, the community should benefit in cultural, economic and/or social terms. Community engagement should also build the institution’s reputation and standing in the community, and increase the community’s knowledge, understanding and awareness of the institution and its activities.

6.2 How does your institution monitor the achievement of the community engagement goals that have been set?

6.3 How do your institution’s policies, products and services contribute to an inclusive tertiary education system that does not exclude or unfairly disadvantage potential learners?

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