

IEFT BENCHMARKING PROCEDURE

PURPOSE

This document sets out IEFT's procedures for benchmarking standard operating practices and processes, organisational policies, course content and academic performance. This document is aligned with the IEFT Benchmarking Policy.

SCOPE

This procedure applies to all IEFT benchmarking activities.

DEFINITIONS

Benchmarking involves the systematic and regular comparison of IEFT's courses and qualifications and quality assurance practices and processes, with that of other relevant higher education providers to inform continuous quality improvement.

Benchmarking activities encompass all aspects of organisational performance at the institutional, faculty, course and unit level; comparison of standard operating processes and practices; comparison of data on student performance and outcomes data; student evaluation and feedback data; and/or best practice benchmarking.

Benchmarking will include: admission criteria and processes, course design, curriculum content, delivery, student performance, learning outcomes of courses and units of study, assessment, staffing profile, selection and performance, course information for prospective students, the student experience, and graduate outcomes.

RESPONSIBILITIES

The Academic Board is delegated responsibility by the Board of Directors for the academic governance and leadership of IEFT. The Academic Board is responsible for oversight of the quality of teaching and learning at IEFT, and for ensuring that all aspects of IEFT's courses meet comparable quality standards in course design, teaching and learning, policies and staff selection, and reflect contemporary research and innovation. The Academic Board is responsible for the implementation of this procedure.

The Academic Board has oversight for the quality of IEFT's higher education courses, and responsibility for ensuring that IEFT meets comparable quality standards in course design, teaching and learning, policies, and staff selection.

The Academic Board delegates responsibility for academic benchmarking activities to the **Teaching and Learning Committee**, which oversees benchmarking activities, and establishes a Benchmarking Project Team to be led by the Dean (Emotionally Focused Therapy).

The **Dean (Emotionally Focused Therapy)** is responsible for undertaking benchmarking activities.

PROCESS

1. A Benchmarking Review of organisational and academic processes will be conducted every three years.
2. The Benchmarking Review will consider the following matters:
 - admission processes, including requirements, qualification verification mechanisms, English language literacy requirements, granting of advanced standing and credit transfer, and student cohort analysis and tracking of equity groups;
 - the fit between student need, demand and profile and IEFT's course offerings, based on student enrolment statistics, market research, employment opportunities, graduate outcomes, and analysis;
 - critical review and assessment of course design, including the range and diversity of units of study within a course, the course structure and currency of the knowledge base;

- analysis of staffing profiles and staff to student ratios and student evaluation feedback on quality of teaching and curriculum;
- the adequacy and appropriateness of course-related information provided to students;
- ongoing evaluation of modes of study, course delivery methods and use of technology;
- alignment between assessment activities and student performance, course learning outcomes and graduate attributes;
- comprehensive data analysis (based on student evaluation data) that indicates significant trends in retention, attrition and progression, and student needs for academic support; and
- analysis of graduate outcome data and feedback from other stakeholders.

PROCEDURE

1. The Academic Board will approve Terms of Reference for benchmarking activities in accordance with the Benchmarking Policy.
2. The Dean (Emotionally Focused Therapy) will compile a list of suitable benchmarking partners and present to the Academic Board for approval.
3. The Dean (Emotionally Focused Therapy) will arrange benchmarking meetings and exchange of data with benchmarking partners.
4. The Project Team will work in collaboration with benchmarking partners to compare courses, curriculum, student outcomes, staffing profile and organisational quality processes. Progress benchmarking reports will be presented to the Teaching and Learning Committee.
5. A Benchmarking Review Report will be developed to highlight significant similarities and differences with benchmarking partners, and to make recommendations for improvements to IEFT courses, student supports and organisational processes, on the basis of identified strengths and/or weaknesses.
6. The final Report will be presented to the Academic Board, and will include recommendations for course, unit, and organisational improvements, for the Board's consideration and endorsement.
7. The Dean (Emotionally Focused Therapy) is responsible for implementing the Academic Board's decisions about the Report and its recommendations.

RELATED

Benchmarking Policy
 Quality Assurance Framework
 Quality Assurance Procedure
 Course Design Development and Approval Policy
 Course Design Development and Approval Procedure

Version Control

Document: Benchmarking Procedure		
Approved by: Academic Board		Date Approved: 2017/03/07
Version: V1.1	Replaces Version: V1.0	Next Review: 2019