

	<b>Comprehensive Quality Assurance Policy and Procedure</b>
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## 1. Introduction

The Higher Education Standards requires higher education providers to compare their performance and offerings with other higher education providers on courses, student performance, teaching, student learning outcomes, graduate outcomes, and research (where applicable). This policy aims to ensure that IBT College Management implements a practical approach to benchmarking activities that address these areas and allow for continuous improvement.

## 2. Purpose

The primary purpose of this policy is to establish a robust framework for quality assurance, encompassing benchmarking, evaluation, improvement strategies, and stakeholder engagement. It aims to foster a culture of excellence, innovation, and responsiveness to the evolving needs of our stakeholders.

## 3. Benchmarking Principles and Process

- a. There are numerous ways to undertake benchmarking and the Standards do not prescribe any set processes to undertake.
- b. Benchmarking projects undertaken at IBT College:
  - i. support the IBT College's mission, goals and strategic priorities
  - ii. be balanced in terms of the value received compared to costs involved in undertaking the projects

- iii. have the approval of the Learning Teaching and Quality Assurance Committee or the Academic Regulations and Course Development Committee of the Academic Board (latter for new course development and current course re-accreditation).
- c. Benchmarking can be conducted internally where applicable between same units and courses taught across various campuses.
- d. Benchmarking is also to be carried out externally through partnerships with other institutions and reference to publicly available information.
- e. Benchmarking is done for both quantitative (e.g. attrition rates) as well as qualitative (e.g. course entry requirements) data.
- f. S IBT College's benchmarking processes follow the Plan, Implement, Review and Improve (PIRI) system.

#### **4. External Referencing**

- a. Provide compares an aspect of its operations with external comparators and the aim of external referencing as being to provide evidence:
  - of the quality of a provider's operations, and
  - to inform internal improvements.
- b. External referencing activities are undertaken at IBT College to fulfil its quality assurance goals and maintain continuous improvement include benchmarking, peer review and moderation.
- c. SIBT College undertakes external referencing in order to:
  - Inform planning and goal setting
  - Improve decision-making
  - Inform IBT College's policies
  - Improve IBT College's procedures and guidelines, teaching and learning
  - Provide an evidence base for changes and improvement
  - Provide an external focus to internal activities.
- d. SIBT College undertakes external referencing activities in accordance with its:
  - Benchmarking Policy and Procedures
  - Admission Policies
  - Course Development, Review and Approval Policy
  - Quality Assurance Framework

## 5. Benchmarking focus areas

a. The following focus areas that can be considered but are not limited to:

- i. New Course Development
  - Course Design (credits, study mode, course learning outcomes)
  - Admissions criteria
  - Units content
  - Unit learning outcomes
  - Assessment tasks
- ii. Existing Course Review
  - Units content
  - Unit learning outcomes
  - Assessment tasks
  - Admission criteria
  - Students performance
  - Progression and completion rates
- iii. Student performance
  - Attrition and retention rates
  - Progress rates
  - Completion rates
  - Grade distributions
  - Academic Integrity
  - Student satisfaction
  - Graduate success
- iv. Teaching
  - Staff to student ratios
  - Staff qualifications and experience
  - Staff and student satisfaction
- v. Graduate outcomes
  - Course design
  - Peer review
  - Graduate and employer satisfaction
  - Graduate destinations
- vi. Research
  - Publications
  - Scholarly activity

## 6. Types of Benchmarking

### a. Internal desktop review

- i. Rigorous internal desktop review is used for a range of elements of its operations like:
  - Admission criteria
  - Cohort analyses by campus
  - Course performance outcomes
  - Student Performance outcomes
  - Research and scholarly activity outcomes
  - Learning resources
  - Teaching resources

### b. External with partners

- i. The School has a selected range Australian benchmarking partners that:
  - have a commitment to quality improvement and a 'willingness to share'
  - demonstrate a record of good performance in the areas to be benchmarked
  - have a similar discipline mix, and
  - have English as the primary language.
- ii. It has Memoranda of Understanding with some and less formal arrangements with others.
- iii. All existing and future benchmarking partners need to be approved by the Learning, Teaching and Quality Assurance Committee.

### c. Formal benchmarking groups

The School endeavours where practicable to participate in established benchmarking groups.

## 7. Reviewing and Implementing Outcomes

- a. Benchmarking findings and corrective plans will be reflected in relevant departmental and committee reports.
- b. The following steps are recommended actions to be taken once benchmarking information has been collected:
  - i. Identify areas of good practice and those that require attention
  - ii. Analyse reasons for any variation or commonality and address underlying reasons
  - iii. Formulate improvement strategies
  - iv. Report results and actions taken to appropriate department head or governing body including the Academic Board as part of course review processes
  - v. Review the outcomes of improvement strategies and share progress reports with the relevant department head or governing body

## **8. Reporting and record management**

- a. IBT College requires benchmarking outcomes to be reported, recorded, shared appropriately and stored in a central Benchmarking archive.

## **9. Related Documents**

- a. Course Development Review and Approval Policy
  - b. Quality Assurance Framework
  - c. Student Performance Data Policy and Procedures
  - d. Student Progression, Exclusion and Course Completion Policy
  - e. Terms of Reference of the Academic committees
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