

 <p>S P Jain School of Global Management DUBAI • MUMBAI • SINGAPORE • SYDNEY</p>	Benchmarking Policy and Procedures
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1. Purpose

The Higher Education Threshold Standards Framework (Threshold Standards) 2015 require higher education providers to compare their performance on courses, student performance, teaching, student learning outcomes, graduate outcomes, and research (where applicable) with other higher education providers (HEPs). This policy aims to ensure that the School implements a practical approach to benchmarking activities that address these areas and allow for continuous improvement.

2. Definition

TEQSA guidance note defines benchmarking as a structured, collaborative learning process for comparing practices, processes or performance outcomes. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality or performance. Benchmarking can also be defined as a quality process used to evaluate performance by comparing institutional practices with identified good practices across the sector.

3. Benchmarking Principles and Process

- a. There are numerous ways to undertake benchmarking and the Threshold Standards 2015 do not prescribe any set processes to undertake.
- b. Benchmarking projects undertaken will:
 - i. support the School'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 Academic 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 will be conducted internally where applicable between same units and courses taught across various campuses.

- d. It will also be carried out externally through partnerships with other institutions and reference to publicly available information.
- e. Benchmarking will be done for both quantitative (e.g. attrition rates) as well as qualitative (e.g. course entry requirements) data.

4. Benchmarking focus areas

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

- i. Courses
 - Design (study mode, outcomes)
 - Admissions criteria
 - Assessment tasks
- ii. Student performance
 - Attrition and retention rates
 - Progress rates
 - Completion rates
- iii. Teaching
 - Staff to student ratios
 - Staff qualifications and experience
 - Staff and student satisfaction
 - Learning and graduate outcome performance
- iv. Student learning outcomes
 - Course design
 - Peer review
 - Assessment results
 - Staff and student satisfaction
- v. Graduate outcomes
 - Course design
 - Peer review
 - Graduate and employer satisfaction
 - Graduate destinations
- vi. Research
 - Publications
 - Scholarly activity

5. Benchmarking Partners

- a. Benchmarking exercises will involve a partnership with one or more higher education providers. Such partnerships may be reflected in a formal agreement such as a memorandum of understanding, or a less formal arrangement. Such agreements need to give due consideration to relevant issues that will arise, including confidentiality and resource requirements.
- b. Selecting appropriate benchmarking partners is critical for successful benchmarking. An external benchmarking partner should:
 - i. have a commitment to quality improvement and a 'willingness to share'; and
 - ii. demonstrate a record of good performance in the area(s) to be benchmarked.
 - iii. have a similar discipline mix.
 - iv. have English as the primary language.
- c. Selection of benchmarking partners will be approved by the Academic and Quality Assurance Committee.
- d. The School plans to participate in the COPHE benchmarking projects and also utilize its Peer Review Portal. The School may also enter into one off projects with other providers for purposes of such projects.

6. 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
 - iii. Formulate improvement strategies
 - iv. Report results and actions taken to appropriate department head or governing body
 - v. Review the outcomes of improvement strategies and share progress reports with the relevant department head or governing body

7. Related Documents

- a. Academic Quality Assurance and Continuous Improvement Policy