

---

## BENCHMARKING POLICY

### 1.0 Purpose

---

This document sets out CG Spectrum Institute's (CGSI) policy for benchmarking of its standard operating practices and processes, organisational policies, course content and academic performance.

### 2.0 Scope

---

This policy applies to all CGSI accredited courses and quality assurance practices and processes.

### 3.0 Definitions

---

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

**Benchmarking activities** can encompass all aspects of organisational performance at the institutional, faculty, course and subject 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 can therefore include admission criteria and processes, course design, curriculum content, student performance, learning outcomes of courses and subjects, assessment, staffing profile, selection and performance, course information for prospective students, the student experience, and graduate outcomes.

#### **Scheduling of benchmarking activities**

There are various types of benchmarking activities, and these will be undertaken according to various timelines:

- Ad-hoc benchmarking: where benchmarking is a short, one off comparative exercise.
- Planned and recurring benchmarking: here benchmarking is regular and systematic, for example, annual or each trimester.
- Strategic benchmarking: this type of benchmarking is undertaken to explore an issue or theme and is generally part of a broader strategic discussion.

### 4.0 Responsibilities

---

Responsibility for benchmarking activities depends on the type of benchmarking activity to be undertaken and can include:

- Academic: The **Academic Director** is responsible for initiating and completing all

academic benchmarking. This work must be completed in consultation with the Academic Board.

- Non-academic benchmarking: Initiation and completion of non-academic benchmarking is the responsibility of the **CEO**. Benchmarking projects and associated activities may be conducted by a project team appointed by the CEO, in consultation with the Academic Management Team.

## 5.0 Policy

---

1. Benchmarking is a key aspect of CGSI's commitment to quality assurance and supporting positive student outcomes and experiences.
2. Benchmarking activities are undertaken with the explicit goal of improving CGSI's organisational processes, policies, courses, and academic delivery, and to enhance the student experience and outcomes.
3. As CGSI is committed to continuous improvement, it undertakes a range of benchmarking activities in both its day to day operations and through regular reviews of academic course delivery.
4. CGSI may develop strategic collaborations with other higher education institutions for the purposes of benchmarking *'its performance on teaching, student learning outcomes, and graduate outcomes (which includes both graduate employment and further study)'*<sup>1</sup>.
5. Benchmarking activities may consider the following:
  - student need and demand for course offerings based on student enrolment statistics, market research and analysis
  - critical review and assessment of the range and diversity of subjects within a course
  - review of assessment tasks, student work samples, assessment criteria, marking and grading
  - the adequacy and appropriateness of course-related information provided to students
  - ongoing evaluation of the online course delivery methods
  - referencing of student performance outcomes (attrition/retention, grade distribution, progress and completion) against outcomes of other higher education providers
  - standard operating processes and practices
  - organisational policies, including admission requirements and processes, marketing and staff selection criteria
  - student support services and approaches to the management of academic integrity
  - comprehensive data analysis (based on subject and course feedback/evaluation data) that indicate significant trends; and
  - graduate satisfaction, graduate destinations, and articulation into further study.

---

<sup>1</sup> <http://www.teqsa.gov.au/teqsa-contextual-overview-hes-framework>

## 6.0 Related

Benchmarking Procedure  
 Governance, Accountability and Delegations Policy  
 Quality Assurance Framework  
 Course Design Development and Approval Policy  
 Course Design Development and Approval Procedure  
 Course Evaluation and Review Policy  
 Course Evaluation and Review Procedure

## Version Control

<b>Document:</b>	Benchmarking Policy		
<b>Approved by:</b>	Academic Board	<b>Date:</b>	30 November, 2023
<b>Version:</b>	3.0	<b>Replaces:</b>	2.1
<b>Next Review Date:</b>	2025		
<b>Version History</b>			
<b>Version</b>	<b>Change Notes</b>		
3.0	Review and revisions required to reflect expansion of offerings and online delivery.		
2.0	Minor edits and logo.		