

BENCHMARKING POLICY

Policy Code	GOV05
Policy Owner	Chief Executive Officer/Principal
Approving authority	Board Of Directors
Approval date	12 December 2023
Commencement date	18 December 2023
Next Review Date	December 2026
Version	2023.1
Relevant legislation or external requirements	National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 1.4.1, 1.4.3, 1.4.4, 5.3.1, 5.3.4, 5.3.7) Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) Education Services for Overseas Students Regulations 2019 (Cth) (ESOS Regulations) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) requirements Australian Qualifications Framework (AQF)
Related ASA Documents	Policy Framework Quality Assurance Framework Risk Management Framework Benchmarking Procedure

1. Purpose

Australian School of Accounting (ASA) is committed to providing a high standard of performance in learning, teaching, research and associated activities. This policy establishes how ASA seeks continuous improvement of the institution's position as a quality higher education provider by undertaking various external benchmarking and referencing activities.

2. Scope

This policy applies to all staff, directors, officers, external appointees on any ASA board or committee, volunteers, and contractors.

3. Principles

Benchmarking should:

- support ASA's vision and strategic objectives.
- reflect a commitment to continual improvement.
- provide evidence to support the quality and standards of ASA.
- foster collaborative improvement between ASA and other providers.
- be cost-effective and provide value for ASA, its staff and students.

4. Definition

Item	Definition
academic quality assurance	Is a framework that provides principles and processes directed to ensure the academic quality aligns with the overall strategic planning and policy of the Institute.

Item	Definition
benchmarking	Is the process for comparing practices, processes or performance outcomes between the Institute and other higher education providers. 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.
Best Practice Benchmarking	Is the continuous process of comparing business processes and performance metrics to industry bests and/or best practices from other comparators.
Chief Executive Officer (CEO)	The Chief Executive Officer is the highest organisational role for ASA and performs the role of Principal as well as their other duties.
Course and Unit Benchmarking	Is the process of the comparison of course and unit design, learning outcomes, assessment construction and student performance.
External Referencing	Is the practice of the comparison with external comparators of operations and processes.
Operational Benchmarking	Are comparisons at organisational level of institution, department, course, and unit.
Outcomes Benchmarking	Is the practice of comparing student outcomes data of progression, retention, attrition, and completion rates.
Process Benchmarking	Involves comparison of specific processes and practices.

5. Policy Statement

ASA is committed to benchmarking as an essential component in effective quality management. Benchmarking assists in continuous improvement and ensuring best practice models are adopted across the organisation. Benchmarking cycles ensure that information is regularly gathered and analysed as a part of its continuous improvement processes.

External referencing

ASA will undertake operational and process external referencing with other organisations to inform planning and continuous improvement.

Benchmarking

ASA will undertake benchmarking activities with other higher education providers comparing practices, processes, and performance outcomes.

6. Relevant HESFs

This Policy and the associated Procedure comply with Higher Education Standards Framework which specifies that:

Standard 1.4 Learning Outcomes and Assessment

1. The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded and informed by national and international comparators.
3. Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.
4. On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination.

Standard 5.3 Monitoring, Review and Improvement

1. All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities.
4. Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:
 - a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and
 - b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.
7. The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

7. Version Control

This Policy has been reviewed and approved by the Australian School of Accounting Board of Directors as at December 2023 and is reviewed every three years.

The Policy, with associated procedure, are published and available on the Australian School of Accounting website <https://www.asahe.edu.au/policies-and-forms/>.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2023.1	DLI	Updated policy to include HESF references, changes in regulatory compliances. Benchmarked against 6 other Higher Education Providers.	12/12/2023	18/12/2023
Previous version archived. New Policy code and numbering system implemented.				
3.0		Annual review – BoD approval	06/07/2021	
2.2		New course accreditation		
2.1		Board of Directors approval		
1.1		Governance restructure		
1.0		Council approval		