

Benchmarking

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THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato



Benchmarking – what, why and how



Benchmarking by definition



Benchmarking can be defined 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. Benchmarking can also be defined as a quality process used to evaluate performance by comparing institutional practices to sector good practice.’

(TEQSA Briefing Note, 2014)



Benchmarking – Academic Audits

University of Waikato **Cycle 4** Academic Audit:

The panel affirmed the action identified by the University to “continue with the identification of benchmarks and indicators across all areas of teaching and learning.”

University of Waikato **Cycle 5** Academic Audit recommendation:

The Panel recommends that the University revisits the 2010 benchmarking report and develops appropriate institutional benchmarking principles which encompass, inter alia: academic activities to be benchmarked; for what purpose; identification of relevant comparator institutions and procedures; avenues or responsibility for translating relevant good practices identified into local developments.

Workshop on Academic Benchmarking

- ✧ The National University of Samoa hosted a three day workshop on Academic Benchmarking.
- ✧ The workshop was facilitated by Dr Sara Booth
- ✧ Outcome: Project plan for an international benchmarking study on “Supporting Teaching Quality and Programme Quality in higher education across the Pacific and New Zealand”



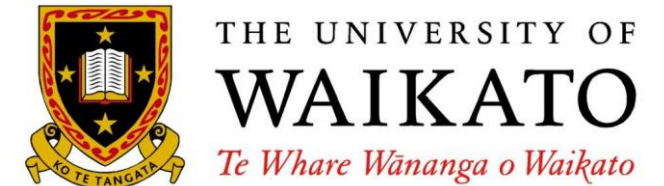
Dr Sara Booth –
Strategic Advisor - Quality (External)
University of Tasmania

Dr Helen Lomax –
Deputy Director, Sector Services
Ako Aotearoa

Workshop on Academic Benchmarking



Who signed up as part of the project?







International benchmarking project plan



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Supporting Teaching Quality and Programme Quality in higher education across the Pacific and New Zealand

PROJECT AIMS:

-  *Benchmark institutional processes and data relating to teaching quality and programme quality;*
-  *Benchmark assessment inputs/outputs in two disciplines using the online Peer Review Portal;*
-  *Build capacity for HE institutions (& industry and regulatory agencies) to participate in external peer review processes to improve their own educational performance; and*
-  *Develop institutional and international recommendations and share good practice with other HE institutions*



International benchmarking project plan

KPI#1: Support for teaching staff in teaching quality and course quality

PM: 1.1: Does your institution provide professional development to teaching staff on learning and teaching?

PM: 1.2: Does your institution have in place processes to support programme coordinators and programme teams on program review and professional accreditation activities?

PM: 1.3: Does your institution have in place processes for teaching staff to work with industry representatives on programme quality and professional accreditation?

PM: 1.4: Does your institution have in place processes to evaluate learning and teaching?

KPI#2: Processes for reward and recognition of teaching staff

PM: 2.1: Does your institution have institutional processes in place for rewarding and recognising teaching staff?

PM: 2.2: Does your institution have external [national/international] processes in place for rewarding and recognising teaching staff?

KPI#3: Processes to support student voice

PM: 3.1: To what extent is the student voice embedded in your institution's processes and structures?

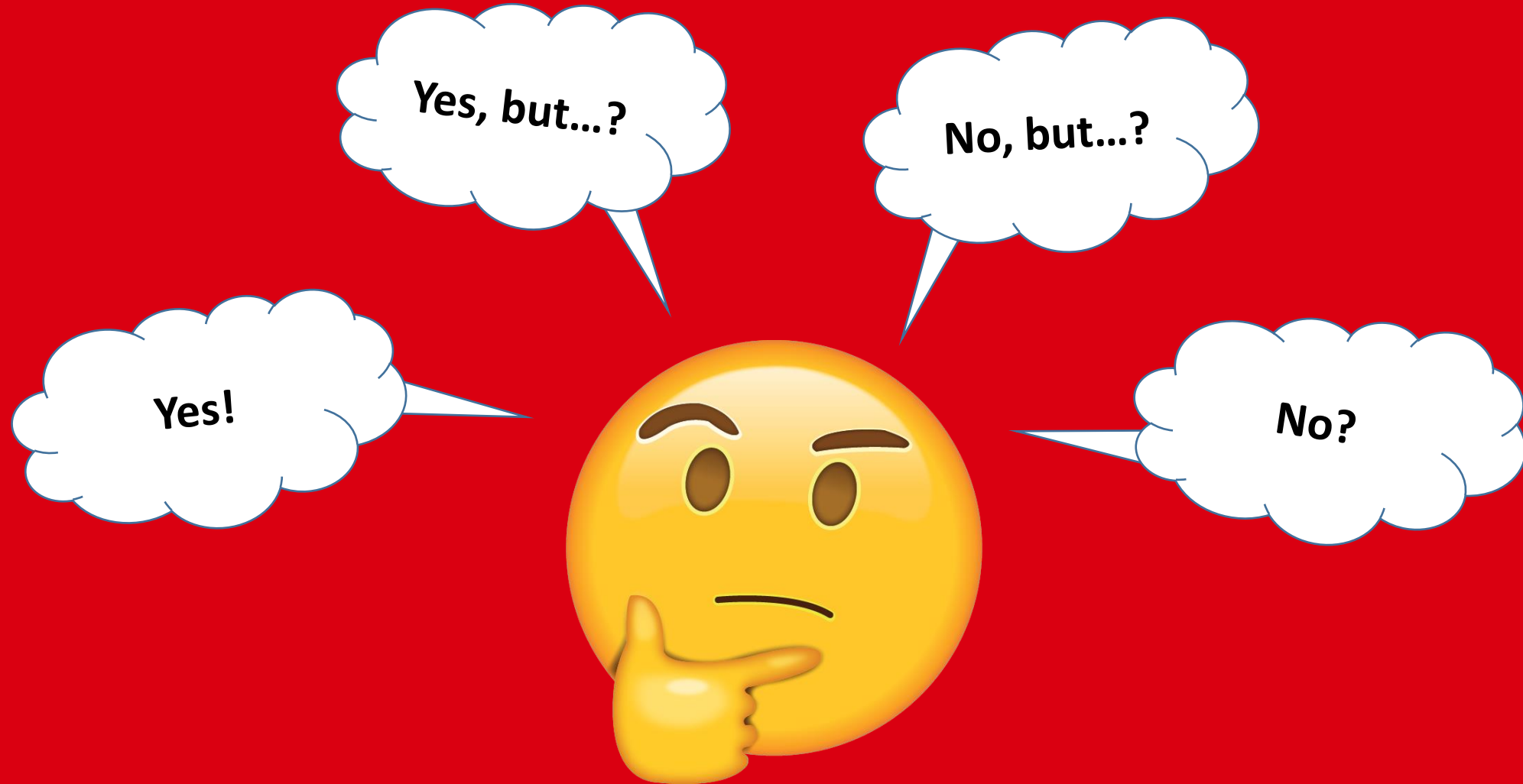
PM: 3.2: What evidence shows that the student voice has made a difference to decisions and the quality of provision?

PM: 3.3: Does your institution encourage students to have an active and independent student voice?

PM: 3.4: How does your institution demonstrate that it is listening to student voice? Do you consult students early in decision-making processes?

PM: 3.5: Are student representatives trained, supported and well informed and prepared for their role?

The self-review



Benchmarking – Academic Audits

Benchmarking: Supporting higher education teaching quality and programme quality							
	Institutional self-assessment				Process	Evidence	Areas for improvement
	Yes	Yes But	No But	No			
KPI#1: Support for teaching staff in teaching quality and course quality							
PM: 1.1: Does your institution provide professional development to teaching staff on learning and teaching?		✓			<p>All staff at the University of Waikato are encouraged to continually improve and extend their performance and capabilities, through ongoing training and professional development, including teaching development. Professional Development activities include:</p> <ul style="list-style-type: none">- Eligible academic staff can apply for generous study leave of up to eight weeks of paid leave for each year of service plus allowances.- Staff can enrol in papers and tuition fees may be paid by the University provided certain criteria are met.- The University offers a wide range of in-house professional development options which are run as part of an annual programme.- The University has a number of induction activities and practices to welcome new staff and help their transition into a new workplace. <p>The Centre for Tertiary Teaching and Learning (CeTTL) was established in 2012 as an initiative to enhance the University-wide teaching and learning development service available to staff. The centre coordinates and consolidates in three main areas: student learning, teaching development, and eLearning.</p> <p>LEARNfest 2017 is a new conference organised by the CeTTL taking place in November 2017. It will explore and celebrate a variety of approaches to teaching and learning, including face-to-face, online, flexible, blended, technology-enhanced, and any other innovative pedagogy. It will include keynote presentations, workshops and demonstrations of learning and teaching tools.</p> <p>In December 2016, the University Academic Board approved a proposal for the establishment of tertiary teaching development expectations. These document set out the expectation that all continuing staff with teaching responsibilities engage in, document and reflect on at least two tertiary teaching development annually.</p> <p>The University's Management Development Programme is made up of a number of components:</p> <ul style="list-style-type: none">- Executive coaching for senior leaders- Postgraduate Certificate in Tertiary Teaching and Learning (under development)- Postgraduate Certificate in Leadership in Higher Education- Mentoring programme- Leadership Forums- Leadership initiatives for women- Workshops and special events	<ul style="list-style-type: none">- Centre for Tertiary Teaching and Learning (responsibilities and functions) website link.- Collective staff agreements which outline a commitment to make professional development available to staff.- Staff Fees Concession- Leadership and Management Development Programme- Data on attendance in Postgraduate Certificates and other programmes/events.- Tertiary Teaching Development Expectations document	<p>A new website for the Centre for Tertiary Teaching and Learning is in development and will be launched in November 2017. Improvements to the website have included better and more clear provision of information about teaching development activities.</p> <p>The Postgraduate Certificate in Tertiary Teaching and Learning was reviewed during 2017 and significant changes have been proposed. A proposal for the new qualification will be submitted for consideration and approval by CUAP in 2018.</p> <p>The Postgraduate Certificate in Leadership in Higher Education proposed for review due to the current inability to run a keystone paper. Alternative options (directed study) are being sought for those who want/need to complete it. A review will take place to and confirm its offering but in a different format, maybe more blended or fully online.</p> <p>Consideration of incentivising staff participation in the PG Cert Tertiary Teaching and other, less formal, development activities.</p>
PM: 1.2: Does your institution have in place processes to support programme					<p>The University takes a three-pronged approach to programme reviews:</p> <ul style="list-style-type: none">• graduating year reviews• academic unit reviews• external academic reviews. <p>These processes are further validated through the annual paper prescription round, during which faculties review, update and confirm the papers they will offer for the following year.</p> <p>The University had a recurring review cycle to ensure all academic programmes are reviewed every 7 to 10 years. This process was last reviewed in 2015.</p>	<ul style="list-style-type: none">- External Academic Review guidelines- CUAP Handbook- Academic Development procedures	<p>Further publicity and visibility of the three-staged programme review processes, including review outcomes, in a centralised location to ensure transparency and clear communication of the process and better access to information regarding reviews.</p> <p>Programme review are currently just for academic programme however a similar approach could be applied to reviews of Division within the university.</p>

Peer Review Portal – Online tool

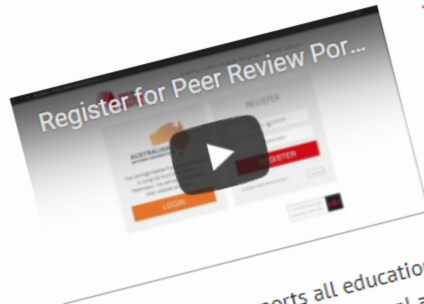
Supporting, connecting, and advancing institutions through peer review



Welcome to the Peer Review Portal

The Peer Review Portal provides both Project Owners, and their associated Institutions an intuitive and efficient process for creating, disseminating and reporting on Peer Review Projects such as:

- > Peer Review of Assessment Inputs & Outputs
- > Program Review with Calibration
- > Benchmarking/External Referencing
- > More project types over time.



The Peer Review Portal supports all education providers, Institutions & Associations, both public and private, in meeting national and international regulatory requirements.



DASHBOARD

INCOMING

OUTGOING

ACCOUNT

SUPPORT

LOGOUT

Incoming Projects

Higher Education Pacific Quality Project
Teaching quality, reward & recognition & student voice

PROGRAM REVIEW

AKO AOTEAROA

Self-enhancement (current phase)



Keeping us on track



Next steps



Peer Review workshop – 2 days (6 – 7 November 2017)

Hosted by Ako Aotearoa



- Reviewing outcomes of the self-review
- Presenting on enhancement activities
 - Sharing of best practice



Final report with institution, national and international recommendations and good practice case studies

Prepared by Sarah Booth





Benchmarking is not as big and scary as I first thought



It is similar to undertaking a mini audit with a particular area of focus



The methodology applied is one I will continue to use



Do you have any questions, comments,
suggestions?

