

EXTERNAL REFERENCING AND BENCHMARKING POLICY AND PROCEDURE



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1 PURPOSE

- 1.1 This policy and procedure sets out governing principles and processes to be applied when undertaking external referencing and benchmarking as part of CQUniversity's course governance and quality assurance framework. Its focus is on improving academic performance and student success, however it may also be used as a guide to improving performance in other areas of the University's operations.

2 SCOPE

- 2.1 This policy and procedure applies to:
- the assurance of higher education course quality and performance, academic standards and practice, and to monitoring and improvement of student success
 - [ELICOS](#) courses operating under a direct entry arrangement to CQUniversity tertiary education courses, and
 - committees and individuals with responsibility for leading, decision-making, implementing, analysing, performance reporting or any activities relating to CQUniversity's course governance and course monitoring, review, and enhancement practices.

3 POLICY STATEMENT

What is external referencing and benchmarking?

- 3.1 [External referencing](#) and [benchmarking](#) are continuous improvement tools primarily aimed at improving performance. In the context of higher education provision, these tools are used to improve course performance and academic practice, the student experience and outcomes, and related institutional policy documents and processes. The focus of improvement within this policy and procedure is on the quality of courses and units, and on student achievement.
- 3.2 External referencing is an evidence-based process that the University uses to compare aspects of its operations/performance with an external comparator.
- 3.3 When used to compare the University's operations/performance against external comparators, benchmarking is a form of external referencing (see [types of external referencing](#)). Typically, it involves focused improvement by comparing aspects of the University's operations/performance (e.g. course design, student achievement) with one or more benchmarking partners or against other external comparators, such as publicly available information. For ELICOS courses, course content and assessments are mapped to an externally validated language proficiency framework (e.g. the Common European Framework of Reference).
- 3.4 When used to compare the University's operations/performance against internal comparators, benchmarking is a form of internal referencing (e.g. comparing course delivery or student achievement across the University's locations) (see [internal referencing](#)).

Policy framework

- 3.5 The [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (Cwllth) (HESF) require higher education courses to undergo comprehensive reviews and regular interim monitoring, informed by external referencing or other benchmarking activities. The [ELICOS Standards 2018](#) (Cwllth) require direct entry course assessment outcomes to be comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.
- 3.6 The University's courses (and constituent units) undergo a comprehensive five-yearly review and regular, interim reporting through systematic course review, monitoring and enhancement processes informed by internal and external comparators.
- 3.7 The [Higher Education Qualifications Policy and Procedure](#) sets out the University's course governance and the above course quality assurance requirements to meet the HESF. The [Non-Award Courses and Micro-credentials Policy and Procedure](#) applies similar requirements to ELICOS courses.
- 3.8 External referencing or benchmarking (external/internal) is undertaken as part of course development and course monitoring, review and enhancement in line with this policy and procedure, the [Higher Education Qualifications Policy and Procedure](#), the [Non-Award Courses and Micro-credentials Policy and Procedure](#), and the [Course Review Panel Terms of Reference](#).

Governing principles

- 3.9 External referencing (i.e. external benchmarking or other type of external referencing) is used to compare aspects of the University's operations/performance with external comparators, e.g. comparing course design, assessment methods, or student achievement of learning outcomes with those of a course from another provider.
- 3.10 Internal referencing (i.e. internal benchmarking) is also used to compare aspects of the University's operations/ performance with internal comparators, e.g. course performance across locations.
- 3.11 External referencing or benchmarking of course learning outcomes and their assessment, course performance, and the progress of student cohorts is used to:
- identify the strengths and weaknesses in practices, policies, and performance
 - inform continuous improvement of the quality of teaching and research supervision/training, student success, and the overall delivery of units in each course

- c) ensure the assessment outcomes of ELICOS direct entry courses are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study, and
 - d) make tangible improvements to the University's course quality, learning and teaching and research supervision/training practice, student outcomes, and relevant policies.
- 3.12 The University sets external and internal benchmarks as comparators to evaluate its performance that are used in external referencing and benchmarking activities. These activities are also used to identify internal and external benchmarks.
- 3.13 External referencing encompasses a range of approaches and methods, including peer review, validation, professional accreditation, and benchmarking (see [types of external referencing](#)).
- 3.14 External referencing or benchmarking involving one or more institutions (e.g. benchmarking partner/s) is undertaken in line with a signed agreement or memorandum of understanding setting out the partner arrangements between the parties.

4 PROCEDURE

- 4.1 This procedure sets out the areas of the University's operations where external referencing or other external or internal benchmarking is required to meet the University's obligations as a self-accreditation higher education provider and registered ELICOS provider. It is not intended to limit the methods or extent of external referencing or benchmarking that schools may use as part of their continuous improvement practices.

External referencing

Types of external referencing

- 4.2 External referencing is undertaken to compare specific practices and performance measures against external comparators. External referencing is intended to be a process of reflective practice to learn, adapt and improve performance.
- 4.3 External referencing may include one or more of the following methods:
- external professional accreditation
 - external peer review
 - external validation
 - external benchmarking.
- 4.4 External comparators may include courses or academic practices of another relevant higher education provider/s or university English language provider/s; publicly available information or market intelligence; academic or professional body standards; and/or external documents (e.g. policies, strategies).

External professional accreditation

- 4.5 External professional accreditation refers to external accreditation of a course through a relevant professional accreditation body, e.g. professional practice accreditation.
- 4.6 External professional accreditation typically involves a review of course design, curriculum, assessment, learning and student outcomes, and graduate attributes. It offers an opportunity for course review by external expert practitioners and academics with teaching or academic leadership responsibilities for a comparable course and/or discipline expertise.
- 4.7 Course reviewers will typically assess courses against external standards and/or professional competencies, drawing on their knowledge of courses at providers external to the University and/or good professional practice in industry or the profession.

External peer review

- 4.8 External peer review involves impartial and independent assessment of the University's learning and teaching activities, including teaching practice and course design, delivery and assessment by academic experts in learning and teaching and/or the relevant discipline or field of education.
- 4.9 Guidance on how external peer review of assessment may be implemented is in the [External Peer Review of Assessment Guideline](#).

External validation

- 4.10 External validation is a quality assurance process that aims to ensure the appropriate quality of assessment tasks and assessment outcomes, with valid and consistent judgment of student performance in standards of achievement.
- 4.11 External validation is undertaken by reference to comparable assessment tasks from a comparable course external to the University and/or review of assessment tasks by an expert external to the University with teaching responsibilities in a comparable course, or learning and teaching expertise in a cognate discipline or field of education.

External benchmarking

- 4.12 Benchmarking is a form of external referencing when it involves external comparisons, for example, through a relationship with a benchmarking partner (e.g. higher education provider), comparisons of courses with publicly available data, such as [Quality Indicators for Learning and Teaching \(QILT\)](#) survey data or, in the case of ELICOS direct-entry courses, to an externally validated language proficiency framework.
- 4.13 Further information about benchmarking in the context of the HESF, including types of benchmarking and an example six-phase benchmarking process, is in the [TEQSA Guidance Note: External Referencing \(including Benchmarking\)](#). Information about ELICOS courses is in the [TEQSA Guidance Note: ELICOS Direct Entry](#).

Internal referencing

- 4.14 Internal referencing (i.e. internal benchmarking) is undertaken to compare specific practices and performance measures against internal comparators; it is also a process of reflective practice to learn, adapt and improve performance.
- 4.15 Examples of internal referencing include comparing course performance or student outcomes across the University's locations, or comparing the success of student cohorts admitted to their course via alternative pathways (e.g. direct and non-direct entry students).

External referencing in course review and enhancement

- 4.16 The HESF aim to ensure that providers, such as the University, inform their own operations, particularly teaching and learning and research supervision/training, through external comparisons.
- 4.17 External referencing and benchmarking, informed by national and international comparators, will provide the University with an evidence base to guide and focus improvement initiatives, which in turn can be used to demonstrate the University's quality and standing in the sector.
- 4.18 HESF 1.4.1 requires the expected learning outcomes of a course to be consistent with the level and field of education of the qualification to be awarded and informed by national and international comparators.
- 4.19 HESF 5.3 requires course review, monitoring and enhancement activities to review the following, with reference to external comparators:
- assessment methods
 - grading of student learning
 - unit and course assessment as a measurement of the extent of achievement of learning outcomes.

- 4.20 For ELICOS courses provided under a direct entry arrangement to a tertiary education course, the ELICOS Standard P4.1c(ii) requires formal measures to be implemented to ensure assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study.
- 4.21 External referencing of course learning outcomes, assessment methods and grading of student achievement is embedded in the University's cycle of annual course/unit enhancement and five-yearly course reviews (including self-evaluation reporting).
- 4.22 While this policy and procedure prescribes the minimum requirements for external referencing of learning outcomes and assessment, schools decide how external referencing or benchmarking is undertaken that is most appropriate to their operations/performance. The [external referencing](#) section describes several methods to choose from.

External referencing of assessment

- 4.23 When undertaking external referencing of assessment, schools/reviewers must ensure the methods used are valid and reliable.
- 4.24 [Appendix 1](#) sets out the University's requirements when undertaking external referencing of assessment.
- 4.25 [Appendix 2](#) includes a process flow diagram to assist schools in deciding whether to undertake external referencing of assessment through external professional accreditation or another means.
- 4.26 Schools intending to engage an external peer reviewer or undertake benchmarking with a partner institution will recommend their preferred reviewer or partner/s to the Director Educational Quality and Integrity for approval via email.
- 4.27 Schools intending to use external professional accreditation as a method for external referencing of assessment will notify the Director Educational Quality and Integrity via email. The Director Educational Quality and Integrity will check to ensure the approach meets the HESF and University policy document requirements.

External referencing of student cohort success

- 4.28 External referencing of student cohort success is undertaken as part of course enhancement and review where they are integral to monitoring and reviewing course and student performance.
- 4.29 [Appendix 3](#) sets out the reporting and data requirements when reviewing the success of the University's student cohorts, encompassing externally referenced and internal institutional data used in:
- a) annual institutional student outcomes data trend reporting
 - b) five-yearly course review reporting (encompassing external course comparison), and
 - c) annual course enhancement reporting.

External survey data

- 4.30 The University uses external data for benchmarking the quality of its courses and student experience, including survey data such as QILT, accessible via the [QILT website](#).
- 4.31 [Appendix 4](#) outlines how analysis and review of QILT survey data is undertaken in course enhancement and review to continuously improve course quality, student experience and student outcomes.

CQUniversity survey data

- 4.32 Survey data from the University's students is externally referenced to comparable survey data from other providers to identify good practice and improvement action.

Resources for external referencing

Guideline and template resources

- 4.33 The [External Peer Review of Assessment Guideline](#) provides employees with guidance and broad advice on how to implement external referencing of assessment. The guideline identifies several methods of peer review, and advice on selecting units for review and how to reflect and act on the results of peer reviewed assessment.
- 4.34 The [TEQSA Guidance Note: External Referencing \(including Benchmarking\)](#) is a useful resource for employees undertaking external referencing. The guidance note includes a resources and reference list and guidance on benchmarking in [Appendices 1](#) and [2](#).

Data resources

- 4.35 Business Intelligence and Analytics (Student and Corporate Services Division) will maintain current data dashboards with externally referenced data.
- 4.36 Dashboard users will be able to draw on the data for course comparison reporting, institutional trend reports, school reviews, five-yearly course reviews (including self-evaluation), and annual course and unit enhancement reviews.¹

Benchmarking register

- 4.37 The Educational Quality and Integrity Directorate will maintain a benchmarking register. The register will include information about the University's benchmarking projects, benchmarking partners, and peer reviewers that can be used as a central source of data for schools and for reporting purposes.
- 4.38 Reports lodged with or linked to the register will provide guidance and information for current and future reference.

5 RESPONSIBILITIES

Compliance, monitoring and review

- 5.1 The Dean of School or Deputy Director International CQUniversity is responsible for ensuring their school has appropriate processes and resources in place to undertake external referencing and benchmarking to meet HESF, ELICOS Standards, and University policy document requirements.
- 5.2 Academic Board (and relevant subcommittees) will monitor compliance with HESF and the University's policy documents through established course governance and quality assurance processes and reporting in line with their terms of reference.
- 5.3 The Educational Quality and Integrity Directorate will monitor compliance with HESF and the University's policy documents relevant to external referencing and benchmarking. CQUniversity will monitor compliance with ELICOS Standards.
- 5.4 All employees with a role in any aspect of course governance, accreditation, management, development delivery, review, and administration are responsible for complying with this policy and procedure.
- 5.5 The Director Educational Quality and Integrity is responsible for monitoring and reviewing this policy and procedure to ensure its continuing effectiveness.

Reporting

- 5.6 Reporting requirements are specified throughout this document.

¹ Dashboards to capture the relevant data was under development at the date of policy approval.

Records management

- 5.7 Employees must manage academic governance and course review/enhancement related records in accordance with the [Records Management Policy and Procedure](#). This includes retaining these records in the University's Academic Information Management System (AIMS) and other relevant recognised University recordkeeping information system.
- 5.8 University records must be retained for the minimum periods specified in the relevant [Retention and Disposal Schedule](#). Before disposing of any records, approval must be sought from the Records and Privacy Team (email records@cqu.edu.au).

6 DEFINITIONS

- 6.1 Terms not defined in this document may be in the University [glossary](#).

Terms and definitions

Benchmark: A point of reference against which something may be measured (International Network for Quality Assurance Agencies in Higher Education (INQAAHE), cited in Stella & Woodhouse 2007, p 14.)

Benchmarking: Benchmarking is the formal and structured learning process for identifying practices which enhance performance, observing and exchanging information about them, adapting or incorporating practices to meet the needs of one's own organisation, and implementation of the amended practice.

ELICOS: English language intensive courses for overseas students.

External referencing: External referencing is a process through which a higher education provider compares its operations and/or activities with an external comparator.

Low SES: low socio-economic status.

RUN: Regional University Network.

VET: vocational education and training.

7 RELATED LEGISLATION AND DOCUMENTS

[Course Review Panel Terms of Reference](#)

[ELICOS Standards 2018](#) (CwIth)

[External Peer Review of Assessment Guideline](#)

[Higher Education Qualifications Policy and Procedure](#)

[Higher Education Standards Framework \(Threshold Standards\) 2021](#) (CwIth)

[Non-Award Courses and Micro-credentials Policy and Procedure](#)

[TEQSA Guidance Note: ELICOS Direct Entry](#)

[TEQSA Guidance Note: External Referencing \(including Benchmarking\)](#)

8 FEEDBACK

- 8.1 Feedback about this document can be emailed to policy@cqu.edu.au.

9 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Delegated Approval Authority	Education Strategy and Innovation Committee
Advisory Committee	N/A
Required Consultation	N/A
Administrator	Director Educational Quality and Integrity
Next Review Date	13/07/2024

Approval and Amendment History	Details
Original Approval Authority and Date	Learning and Teaching Committee 21/08/2019
Amendment Authority and Date	Editorial amendment 06/04/2020; Learning and Teaching Committee 17/06/2020; Editorial amendment 12/01/2021; Director Educational Quality and Integrity 13/07/2021.
Notes	This document replaced the Benchmarking Guideline (approved on 21/08/2019).

10 APPENDICES

Appendix 1: External review of assessment

- 10.1 The [Higher Education Qualification Policy and Procedure](#) addresses HESF 5.3.4(b) by requiring external peer review of assessment as part of the University's five-yearly course review and annual course and unit enhancement processes. The [Non-Award Courses and Micro-credentials Policy and Procedure](#) addresses the ELICOS Standards' requirements in a similar manner. Details are in the relevant policies and procedures.

External review of assessment requirements

- 10.2 The success of student cohorts against comparable courses are externally referenced to evaluate the efficacy of:
- assessment methods
 - grading of student learning, and
 - unit and course assessment as a measure of the extent of student achievement of learning outcomes.

Evidence for review

- 10.3 A representative sample of units from each course is selected for review. The evidence for review must include the following for each unit:
- unit outline, with details of unit and course learning outcomes and assessment items for the unit
 - assessment rubrics
 - de-identified samples of student assessment, and
 - samples of assessment feedback.

Selecting units for review

- 10.4 Each school will decide the units to be peer reviewed based on the following criteria:
- strategic selection
 - high student numbers
 - capstone units
 - core and service units.

Frequency of review

- 10.5 One unit per level per year will be selected for peer review, except where there is prior agreement with a professional accreditation body to review assessment from multiple units during external professional accreditation, using the criteria outlined above.
- 10.6 If a unit is reviewed for one course, this review will be applicable for all courses into which the unit is taught. In this case, the results of the review will be reported in multiple annual course enhancement review reports (ACERs) (see [reflecting and reporting on results](#) below).

Sampling approach in reviews

- 10.7 The major assessment item or an item worth 40% or more of the final grade will be reviewed. Where no assessment item is worth 40% or more is not available, the two items worth the largest proportion of the final grade will be reviewed.
- 10.8 A representative sample of student assessments will be reviewed. Where possible the assessments provided for review will include at least:
- one passing assessment (50 – 55%)
 - one medium achievement assessment (70 - 75%)

- one high achievement assessment (>80%)

10.9 Units with large enrolments may choose to submit up to three examples of student assessments in each band for review.

Reflecting and reporting on reviews

10.10 Reflecting on the results of external peer review of assessment is an essential part of annual unit and course enhancement:

- a) annual unit enhancement review report (AUER): each unit is required to undergo an external review of assessment in a given year. The review's findings and outcomes, including any consequential improvements to the unit, is reported in the AUER. This includes considering achievement of learning outcomes in the unit and assurance of academic standards relative to the higher education sector.
- b) annual course enhancement review report (ACER): each ACER will report on the findings and outcomes of any external referencing of units in the course that has occurred during the past year, and any consequential improvements to the course. This includes considering achievement of learning outcomes in the course and assurance of academic standards relative to the higher education sector

10.11 If the school and a professional accreditation body agree on a review of multiple units as part of external professional accreditation, reporting on the results of an external review of assessment through AUERs and ACERs may be deferred in a given year and reported following the outcome of the professional accreditation review.

External professional accreditation

10.12 External professional accreditation may be used to undertake external review of assessment provided the following requirements are met:

- 1) the review panel for the professional accreditation body includes at least one external academic with expertise in disciplines or fields of education relevant to the course being reviewed
- 2) the review panel reviews a selection of units that meet the criteria in section 10.4 above
- 3) the review panel for the professional accreditation body considers the efficacy of:
 - a) assessment methods
 - b) grading of student learning, and
 - c) unit and course assessment as a measure of the extent of student achievement of learning outcomes
- 4) the review panel provides written findings on its consideration of assessment regarding sections 10.12(3)(a–c) above, and
- 5) a representative sample of student assessments is used in line with the sampling approach in 10.7 and 10.8 above.

10.13 If the professional accreditation body does not currently review assessment in the manner outlined above it may be possible to negotiate with the body to undertake such a review.

10.14 Schools are encouraged to negotiate with professional accreditation bodies to review assessment in line with the requirements above when courses are due to undergo external professional accreditation. This has the potential to streamline the external referencing of assessment process.

Other external referencing of assessment methods

10.15 Where a course is not subject to external professional accreditation, such accreditation does not meet the above requirements, or the school prefers not to externally reference assessment through a professional accreditation body, external referencing of assessment may be undertaken through several other methods.

10.16 Schools may also choose from any of the following methods if the review meets the requirements above:

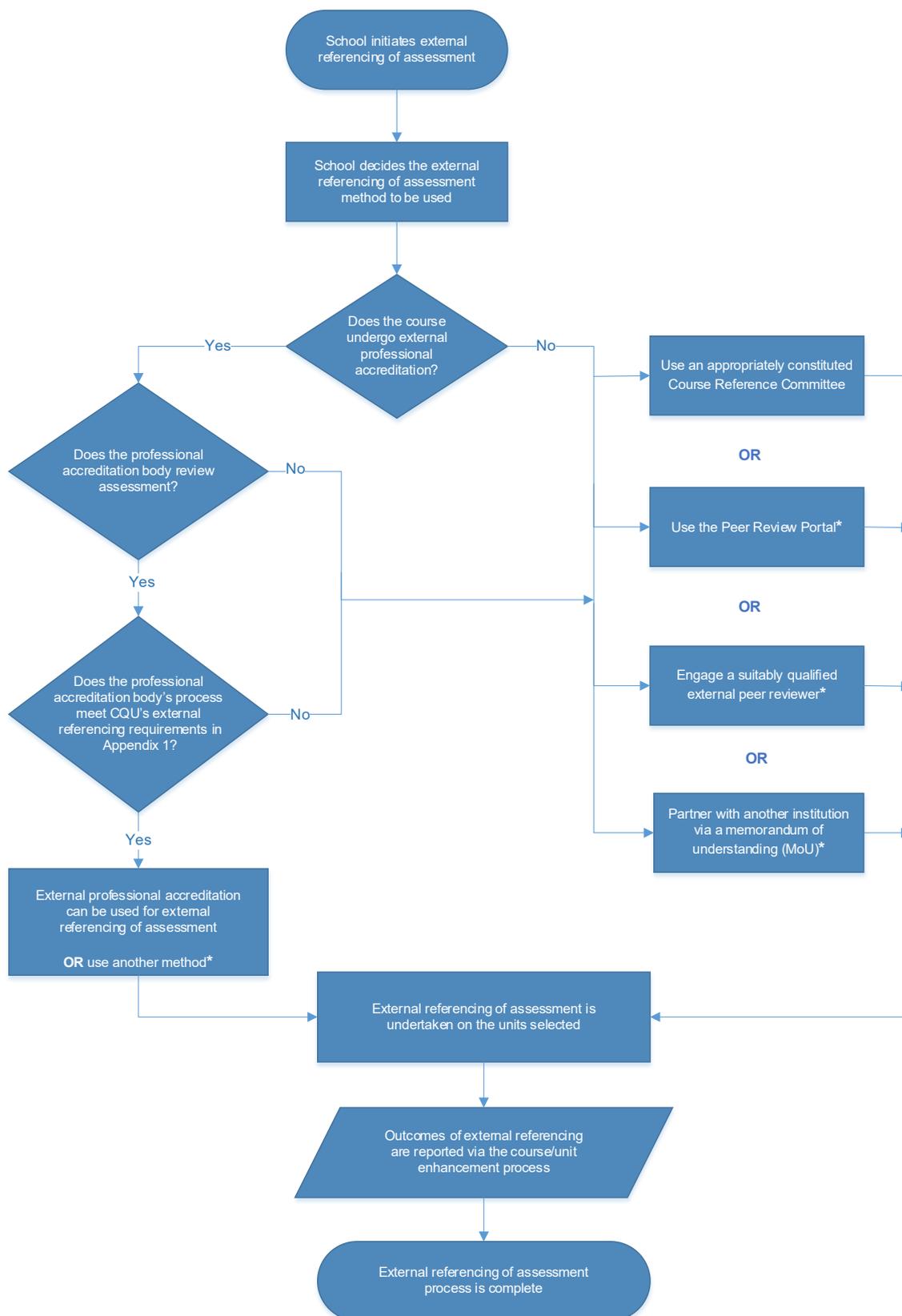
- review using an appropriately constituted Course Reference Committee in accordance with the Course Reference Committee Terms of Reference
- review using the Peer Review Portal

- review by engaging a suitably qualified and experienced external peer reviewer, or
- review by partnering with another institution/s (e.g. higher education provider/s) under a partnership agreement or memorandum of understanding.

10.17 The [External Peer Review of Assessment Guideline](#) provides advice on implementing these methods of external review of assessment.

Appendix 2: Process flow diagram for external review of assessment

10.18 This diagram is intended to assist schools to decide whether to undertake external referencing of assessment through external professional accreditation or another means.



Appendix 3: Report and data requirements in reviewing student cohort success

Note: An explanation of acronyms used in Appendix 3 is in the [definitions](#) section.

REPORT TYPE A: INSTITUTIONAL STUDENT OUTCOMES DATA TREND REPORT

10.19 An Institutional Student Outcomes Data Trend Report will be submitted annually to Academic Board. This report will comprise of two parts covering the following:

Report type A (Part 1): Institutional level analysis covering trends in the previous five years for:

- attrition
- retention
- progress
- completions
 - overall
 - at four years
 - at six years
- against external comparators
 - national averages
 - state averages
 - RUN averages.

Report type A (Part 2): Separate report with graphical analysis of trends by campus of student cohorts for:

- attrition
- retention
- progress
- completions
 - overall
 - at four years
 - at six years.

Set out cohort analysis by:

- entry pathway
 - VET
 - school leaver
 - enabling
 - ELICOS
 - other (e.g. graduate, mature age)
- international
- domestic
- low SES
- disability
- Indigenous
- online mode
- on-campus mode.

REPORT TYPE B: FIVE-YEARLY COURSE REVIEW REPORT (ENCOMPASSING EXTERNAL COURSE COMPARISON)

10.20 The Course Review Panel Terms of Reference prescribes the information and data to be considered as part of course review, including externally referenced data (see the terms of reference for details).

10.21 Each course is subject to externally referenced analysis covering trends in the previous five years. This report is in **three parts**, which is submitted as part of the five-yearly course review.

10.22 Course comparison reporting will be prepared using a course comparison report template (in development). The course comparison review schedule is aligned with the five-yearly course review schedule.

10.23 Course comparison reports will be reviewed by the Head of Course and course review panel.

Report type B (Part 1): Course comparison report (as a whole)

10.24 A field of study level externally referenced analysis using publicly available data and covering trends in the previous five years for:

- attrition
- retention
- progress
- completions
 - at four years
 - at six years
- against external comparators
 - national averages
 - state averages
 - RUN averages.

Report type B (Part 2): Course comparison report (student cohort analysis)

10.25 An externally referenced, graphical comparison of the course to publicly available student data for undergraduate or postgraduate cohorts (as relevant depending on course type) for the previous five years, comparing:

- attrition
- retention
- progress
- completions
 - overall
 - at four years
 - at six years.

Set out cohort analysis by:

- entry pathway
 - VET
 - school leaver
 - enabling
 - ELICOS
 - other (e.g. graduate, mature age)
- international
- domestic
- low SES
- Indigenous
- disability
- online mode
- on-campus mode.

Report type B (Part 3): Course comparison report (location analysis)

10.26 A separate report with a graphical analysis of trends by campus of student cohorts for:

- attrition
- retention
- progress
- completions
 - overall
 - at four years
 - at six years.

Set out cohort analysis by:

- entry pathway
 - VET
 - school leaver
 - enabling
 - ELICOS
 - other (including mature age and enabling)
- international
- domestic
- low SES
- Indigenous
- disability
- online mode
- on-campus mode.

10.27 Heads of Course will reflect and report on the following information in their self-evaluation review and submit their report, along with the following reports, for consideration by the course review panel as part of the five-yearly course review.:

- ACER reports covering the previous five years
- a course comparison report as outlined above
- a report with graphical representation of completion rate trend analysis in relation to the course as a whole and by each campus, plotted on a single graph (i.e. for courses that have been running for four years or more) for
 - four years
 - six years.

10.28 The completion rate trend analysis report will be prepared using a report template (in development).

REPORT TYPE C: ANNUAL COURSE ENHANCEMENT REVIEW REPORT

10.29 Where feasible, schools/reviewers will include internal data (delivery location) and external data on the success of student cohorts in annual course enhancement reporting. To this end annual course enhancement reports will encompass:

- a) enrolments by campus for the previous five years
- b) enrolment by campus and the percentage increase or decrease in student intake year on year
- c) attrition rate in total and by campus in the previous five years
- d) progress rate in total and by campus, i.e. tabular presentation of the previous four years' progress rate figures by campus
- e) completion figures for the previous five years by campus
- f) completions by campus and the percentage increase or decrease of completions on previous years by campus, and
- g) reflections on cohort comparison dashboard data in relation to cohort performance compared to external comparators.

10.30 The school/reviewer will include an evaluation of the course quality implications of the data, along with recommendations for any planned improvement actions, in the report.

Appendix 4: Externally referenced survey data

Quality Indicators of Learning and Teaching (QILT)

- 10.31 QILT brings survey data together from Australian higher education providers to enable comparisons between different providers or by study areas. It is a Commonwealth Government initiative aimed at providing students with publicly available data from which to compare the quality of learning and teaching of various providers.
- 10.32 The [QILT website](#) publishes results from the following surveys:
- a) Student Experience Survey (SES): a survey of current students across six indicators.
 - b) Course Experience Survey (CEQ): a survey of graduates four months after completing their course that includes questions about their experiences across a range of topics.
 - c) Graduate Outcomes Survey (GOS): a survey of graduates approximately four months after completing their course that sources information about labour market outcomes and further study activities.
 - d) Graduate Outcomes Survey – Longitudinal (GOS-L): a survey that supplements the GOS by measuring the medium-term outcomes of graduates three years after graduation.
 - e) Employer Satisfaction Survey (ESS): a survey of supervisors of graduates employed in the workplace that measures graduates' generic skills, technical skills and work readiness.
- 10.33 QILT offers higher education providers the opportunity to compare and benchmark their performance against that of other providers based on survey data provided by students, graduates and employers. For this reason, QILT is an important tool for externally referencing the quality of the University's courses as part of course review and enhancement.
- 10.34 The University uses QILT data for continuous course improvement through the following course monitoring, review and enhancement processes:
- annual course enhancement reports: reviewers reflect on QILT data comparisons to the sector average
 - annual report on Student Experience Survey outcomes and school level responses to performance of courses against sector average.
- 10.35 The University will develop QILT dashboards and further QILT reporting as a core external referencing and course quality improvement tool.