

 S P Jain School of Global Management DUBAI • MUMBAI • SINGAPORE • SYDNEY	Benchmarking Policy
Document Type	Policy and Procedures
Administering Entity	Learning, Teaching and Quality Assurance Committee (LTQAC), Academic Regulations and Course Development Committee (ARCDC)
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1. Purpose

- a. The Higher Education Threshold Standards Framework (HESF) 2021 requires higher education providers to compare their performance and offerings with other higher education providers (HEPs) on courses, student performance, teaching, student learning outcomes, graduate outcomes, and research. This policy aims to ensure that S P Jain School of Global Management (S P Jain/the School) implements a practical approach to benchmarking activities that address these areas and allow for continuous improvement.

2. Definitions

- a. Benchmarking is 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 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.
- b. External referencing is defined as a process whereby a higher education provider compares an aspect of its operations with external comparators, with the aim of providing evidence:
 - of the quality of a provider's operations, and
 - to inform internal improvements.

3. Benchmarking Principles and Process

- a. There are numerous ways to undertake benchmarking, and the HESF does not prescribe any set processes to undertake.

¹ Erstwhile policy titled as *Benchmarking Policy and Procedures*

- b. Benchmarking initiatives undertaken at S P Jain should:
- i. support the School's mission, goals and strategic priorities
 - ii. align with comparative institutions with transnational campuses
 - iii. be balanced in terms of the value received compared to costs involved in undertaking the projects
 - iv. have the approval of the Academic Board for external benchmarking with selected institutions requiring formal collaboration.

4. Types of Benchmarking

Benchmarking at S P Jain is undertaken both internally and externally, as set out below:

a. Internal benchmarking

- i. The focus areas of internal benchmarking are:
 - Course performance
 - Student experience
 - Graduate outcomes
 - Research outcomes
 - Campus initiatives e.g. student engagement
- ii. The types of internal benchmarking are:
 - Internal benchmarking undertaken where course performance data can be benchmarked with institutional, course and location of delivery.
 - Campus-specific performance benchmarking covering course performance, student outcomes, and staff measures.
 - Research performance over a period of time.

b. External benchmarking

- i. The types of external benchmarking are:
 - External benchmarking conducted by comparing publicly available data on student outcomes.
 - External benchmarking including course related benchmarking with comparative institutions.
 - External benchmarking in collaboration with selected institutions in areas that are mutually agreed and beneficial to participating institutions.

c. External non-collaborative benchmarking

- i. External non-collaborative benchmarking is undertaken where an agreement or partnership is not required, and may cover:
 - Course structure
 - Admissions and entry requirements
 - Policies and procedures
 - Governance framework
 - Academic outcomes of students
 - Student experience using national indicators
 - Graduate outcomes using national indicators
 - Other publicly available information

d. External Collaborative Benchmarking

- i. External collaborative benchmarking includes collaboration between one or more institution(s) with a formal agreement and Academic Board (AB) approval, and may cover the following:
 - Peer review of assessments in selected unit(s) of study
 - Academic integrity processes
 - Academic staff scholarship processes
 - Academic staff professional equivalence processes
 - AI initiative to assure integrity of assessments
 - Academic promotion processes
 - Initiatives that facilitate the development of researchers
 - Higher degree research candidature management
 - Student complaints processes and outcomes
 - Efficiencies in learning and teaching
 - Curriculum innovation
 - Innovative pedagogy
 - Innovative use of education technologies
 - Data and analytical tools
 - Curriculum management system
 - Professional development opportunities

5. Initiating External Collaborative Benchmarking

- a. Vice President - Academic will provide a proposal to the AB to consider. The Academic Boards of both or more institutions will approve the proposal before commencement of the benchmarking.
- b. The collaborative benchmarking proposal must include the following:
 - Rationale for selecting the benchmarking partner(s)
 - Area of benchmarking focus that will be mutually beneficial to the institutions involved.
 - Term or duration of benchmarking.

6. Governance and Reporting

- a. All benchmarking activities will be reported to the AB annually at the end of the year.
- b. The outcomes of collaborative benchmarking will also be reported to the AB annually at the end of the year.

Related Documents

- a. Course Development, Review and Approval Policy
- b. Quality Assurance Framework
- c. Student Performance Data Policy and Procedures

Policy version history and updates approved by the AB

Version	Date Executed	Revisions	Approval
2	30 June 2026	Policy name changed from <i>Benchmarking Policy and Procedure</i> to <i>Benchmarking Policy</i> . Comprehensive and extensive update of the policy.	Academic Board