Benchmarking Types

Strategic
PERFORMANCE
PROCESS
FUNCTIONAL
Internal
External
International

SOURCE: UK Public Sector Benchmarking Service
**PERFORMANCE**

partners: from the same sector

focus: performance characteristics of key products

often use of third party protects confidentiality

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**PROCESS**

partners: from best practice organisations delivering similar services

focus: improving specific critical processes

short term benefits

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**FUNCTIONAL**

partners: from different business sectors

focus: ways of improving similar functions

innovative and dramatic improvements
Benchmarking provides opportunities for improvement and raises the standards of nutritional science by spreading good practice.
PROJECT AIMS

greater understanding of Nutritional Science studies in Australian Institutions

develop and trial a benchmarking methodology

develop benchmarking resources

improve and develop learning objectives by identifying alternate activities that promote good practice
PARTICIPANT SELECTION

known colleague
personal project explanation
selected as a leader in the field

quality document
covering letter
written invitation and project outline
1 pg questionnaire ✅ box
6 pg questionnaire (16 comments)

return stamp addressed envelope
tight deadline
AN INVITATION
BENCHMARKING NUTRITIONAL SCIENCE

The purpose of this project is to identify good teaching practices in Nutritional Science that will benefit students throughout Australia by establishing benchmarks for Nutritional Science Programs. The Human Nutrition Unit has received funding to begin this process at Sydney University; however, we recognise the expertise of other Nutrition Units and would welcome your input in this project.

As you are aware, the AVCC established Benchmarks for Australian Universities in 2000 that included benchmarks for Teaching and Learning. It seems reasonable that a starting point for looking at the quality of teaching within University Programs, specifically Nutritional Science Programs would be to use these benchmarks; replace generalities with Nutritional Science specific; and then at the end of the project, we can use these benchmarks to analyse and improve our performances.

Your academic staff at FILL IN NAME are committed to excellence in teaching much as our staff at the Human Nutrition Unit and your participation in this project would be greatly appreciated. This project is only of value if there is consensus, on both the definitions and benchmarks of good practice, from leaders in the field of Nutritional Science like your unit.

There are two parts to this project. Ideally, you will be able to commit to both parts of this project.

Part A
Core Elements of Nutritional Science – 1 page questionnaire
Nutritional Science Benchmarks: Good Teaching Practice - questionnaire

Part B
Trialling the Benchmarks determined in Part A in your own Unit.
Providing feedback on the process with identification of activities that significantly affected your performance.

The project objectives are
1. to identify the Australian tertiary institutions offering Nutritional Science Programs and Units of Study;
2. to create a database of these Australian Nutritional Science Programs and Units of Study;
3. to obtain consensus from representative Australian tertiary institutions on the core knowledge required for the discipline of Nutritional Science.
# Core Elements of Nutritional Science

<table>
<thead>
<tr>
<th>Proposed Core Elements</th>
<th>Suggestions, Improvements or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>general definition</td>
<td>good practice in nutritional science is demonstrated by</td>
</tr>
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<td>-----------------------------------------------------</td>
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</tbody>
</table>

Excerpt from Benchmarking Document for the particular Learning and Teaching Benchmark
GUILT CALLS

PRELIMINARY REPORT TO ALL PARTICIPANTS

FACE TO FACE MEETING WITH PARTNERS

FULL REPORT TO RESPONDENTS

PART A  B  C

DATA ENTRY

RESOURCE DEVELOPMENT
PRELIMINARY RESULTS

7 Universities + HNU agreed to participate
1 per state (excluding HNU).
2 from Victoria (1 established unit and a
member of the Group of 8)

Nutritional Science Elements
5 responded (2 after reminders)

Benchmarking Exercise
3 +1 responded (2 after reminders)
# Benchmarking Nutritional Science

## Course Establishment Processes

<table>
<thead>
<tr>
<th>Defining Good Practice</th>
<th>Outstanding Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 original broad elements</td>
<td>28 - 30 components specified</td>
</tr>
<tr>
<td>21 components specified</td>
<td></td>
</tr>
</tbody>
</table>
SUGGESTIONS

At beginning - face to face meeting at neutral site

functional benchmarking to be considered when competition may prevent innovative improvement in performance

time line of activities

diarise as you travel through the project

beware intimidating terminology

tight deadlines
WHAT WILL WE ACHIEVE

- nutritional science and resource database
- agreement on nutritional science program content across country
- identified partners for further benchmarking activities
- assessment tool to aid us improve our teaching and student outcomes
- sharing of experiences with partners
- a methodology