QF045 Student Feedback Policy and Procedure

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1. Purpose

This policy and associated procedures outline principles, responsibilities and procedures in relation to obtaining, analysing, evaluating and disseminating data concerning the quality of the learning and teaching experiences of students. The Asia Pacific International College (APIC) uses student feedback as well as other sources of data, to inform continuous improvement of its courses, units and teaching.

2. Scope

This Policy applies to all APIC courses, students, teaching staff and academic governance officers and bodies.

3. Principles

The following principles form the foundation for this Policy.

- Students should have an opportunity to provide feedback on their experiences and the outcomes of their studies at APIC.

- Student feedback data collection should be conducted in a systematic manner using a range of mechanisms.

- Participation in providing student feedback should be voluntary, anonymous and/or confidential, on a clearly communicated informed basis, and in accordance with the APIC Privacy Policy.

- The analysis of student feedback data enables identification of both the strengths of courses, units and teaching and areas where improvements may be required.

- Student feedback data should be used in ways that will lead to improvements in the quality of the student learning experience.

- Results from student feedback on units will be reported to students and staff, along with targets and plans for improvement, in a rolling cycle of improving the quality of units of study.

- Responding to student feedback to close the feedback loop is an important and expected step in student feedback processes, and evidence of actions/improvements will be communicated to students.

4. Context

APIC provides regular and systematic opportunities for students to provide feedback in order to:

- gather data concerning the quality of its courses, units and teaching to inform students, staff, institutional academic and corporate governance bodies, regulators and professional associations;

- initiate evidence-based improvements to courses, units, teaching, assessments and learning resources;

- provide staff with information in regard to curriculum development, the quality of pedagogy, assessment and resources, and areas requiring improvement;

- enable the College and its staff to identify professional development needs;

- provide data for staff that may be used to support applications for promotion and in performance review procedures;
- provide data that may be used in the development of the Strategic Plan and other plans that operationalise the Strategic Plan.

5. Policy Statements

Internal unit surveys of the student experience will normally be conducted towards the end of each trimester. Internal student surveys are part of the APIC Quality Assurance cycle used to monitor the student experience of courses, units and teaching and to provide data on which to base improvements.

In the processes associated with the collection, analysis, dissemination and reporting of student feedback data, confidentiality and ethical procedures must be upheld.

Student feedback is also collected from other instruments and data sources, such as focus groups, student committees, other surveys, and peer evaluation.

APIC will participate in external graduate and student experience surveys, such as the Student Experience Survey and the Graduate Outcomes Survey, incorporating the Course Experience Questionnaire, funded by the Australian Government Department of Education and Training, and administered annually by the Social Research Centre.

Academic staff members are expected to reflect upon student feedback data and use it to improve the quality of their units and teaching.

Students are expected to provide constructive feedback on the quality of their courses, units and teaching, free of racist, sexist or abusive intent, as per the APIC Student Code of Conduct.

6. Internal student feedback surveys

6.1 Survey instruments

For every unit, a Unit Evaluation Questionnaire (UEQ) will be administered each time a unit is delivered as per the procedure in Section 6.2 of this policy. A set of core questions will form the basis of the survey deployed to systematically evaluate and gather feedback from students on their experiences of learning and quality of teaching in units.

A range of other internal feedback mechanisms are employed when appropriate, including:

- the Library Student Satisfaction Survey;
- the Workshop Evaluation Survey (refers to short training workshops not part of the formal curricula); and
- the Orientation Evaluation Survey.

Students are encouraged and guided to complete all surveys, particularly the UEQ, which are usually administered online.

6.2 Survey procedures

Towards the end of each study period, academic staff will discuss with students the UEQ survey process, its purpose and the value placed on it by the College, and share any actions taken as a result of the last evaluation, which is also communicated in the Unit of Study Guides (see

Section 6.3). The survey will be promoted to students through a range of different communication strategies.

Surveys will be made available online by the College for students to access at a determined time. Students will receive an initial request to complete the survey, with reminders to non-respondents normally over a 2 to 3-week period near the end of each study period. The platform used for the UEQ needs to ensure confidentiality of responders.

The Library Student Satisfaction Survey is administered yearly and communicated to students via email and via Student Lounge announcements. Workshop Evaluation Surveys and Orientation Evaluations Surveys are normally administered at the conclusion of the session.

6.3 Analysis and dissemination of survey results

After the UEQ has been administered, the following actions are taken:

- The UEQ survey results are compiled into a report for each unit and teacher containing response rates, a summary of the results (including percentage of positive responses and other statistics), and student responses to open-ended questions.

- The Unit Coordinator, with the Head of Discipline, will review the results and note and discuss trends and areas of concern or noteworthiness.

- The Head of Discipline, through their Board of Examiners Course Reports, provide analysed summaries of the UEQ results, noting areas of good performance across units and areas where action and/or support may be required to improve the quality of the unit and/or teaching, including trends that may be apparent across units with a course.

- The Unit Coordinators, through their Board of Examiners Unit Reports, provide key unit statistics (percentage positive). Trends, including student cohort analysis, and any problem areas are reported through to the Academic Board, including identification of risks.

- Unit Coordinators include key feedback from the UEQ into the Unit Study Guide the next time the unit is offered and highlight any actions undertaken in response to the feedback.

- As an outcome of the UEQ, and other forms of feedback, Unit Coordinators report proposed minor changes to units to the Head of Discipline who approves these and summarises them in a report to the Learning and Teaching Committee. Any non-minor changes that are proposed by the Unit Coordinator, in collaboration with the Head of Discipline, are fully documented as a Curriculum Change Proposal to the Dean for review and potential approval. All non-minor course/unit changes are recorded in a Curriculum Change Register. The register is reviewed and monitored on an ongoing basis by the Learning and Teaching Committee and summarised in the Annual Course Reports to the Academic Board. Types of course and unit changes and the approvals needed are outlined in the APIC Courses and Awards Policy.

- Results of the Library Student Satisfaction Survey are analysed by the Library Manager and proposed actions (i.e., changes to library services, facilities and resources) are reported to the Associate Dean, Learning and Teaching. The Associate Dean, Learning

and Teaching is responsible for approving or escalating the proposed changes and providing a summary report to the Learning and Teaching Committee.

- Results of the feedback on extra-curricular workshops and webinars (such as academic skills workshops and in-class library and learning support sessions) are analysed by the respective department head (e.g., Learning and Teaching Support Manager, Library Manager). Any proposed changes are reported to the Associate Dean, Learning and Teaching who approves these and provides a summary report to the Learning and Teaching Committee.

7. External student feedback surveys

APIC will use the Quality Indicators for Learning and Teaching (QILT) surveys, comprehensive survey tools used by higher education providers, to evaluate student experience, graduate satisfaction and employment outcomes.

The QILT agency is funded by Australian Government Department of Education and Training (see www.qilt.edu.au). It conducts student and graduate surveys that are then published and made available to students so that they can compare the quality of learning and teaching at individual higher education providers.

APIC participates in the Student Experience Survey and the Graduate Outcomes Survey, incorporating the Course Experience Questionnaire.

8. Record keeping

While the results of individual student evaluations will remain confidential, records of survey results will be kept for a period of a minimum of 5 years in accordance with the APIC Student Records Management Policy.

9. Action and/or support plans

As a result of the UEQ, or other types of feedback relating to units, where there is a need for actions and/or support, the Head of Discipline and the Unit Coordinator devise a plan for action and support, including appropriate resourcing, that is approved by the Dean reported to the Learning and Teaching Committee.

The Head of Discipline monitors the implementation of the plan and reports its outcomes to the Learning and Teaching Committee.

In cases where the quality of units and teaching remain unsatisfactory, APIC may determine an appropriate performance review process. This may include professional development, mentoring and support, peer observation and feedback, or more formal disciplinary interventions.

In cases where disputes arise concerning the nature and use of survey data and the need for performance review, academic teaching staff may initially raise their concerns with the Dean. Should the dispute not be resolved, academic teaching staff may avail themselves of the provisions of the complaints resolutions process.

10. Related Documents

- APIC Courses and Awards Policy
- APIC Equity and Diversity Policy
- APIC Privacy Policy
- APIC Student Records Management Policy
- APIC Student Code of Conduct
- ECA Academic Promotion Policy (Higher Education)
- ECA Records Management Policy

11. Related Legislation

- TEQSA Higher Education Standards Framework (Threshold Standards) 2021
- Education Services for Overseas Students (ESOS) Act 2000
- Australian Qualifications Framework (AQF).
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018
- Higher Education Support Act 2003 (Cth)
- Privacy Act 1988 (Cth)

12. Version Control

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