

STUDENT FEEDBACK POLICY AND PROCEDURE

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Responsible	Academic Board		
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References and Legislation	Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth); Higher Education Standards Framework (Threshold Standards) 2015; Education Services for Overseas Students Act 2000 (Cth); Education Services for Overseas Students Regulations 2001; The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018); and the Higher Education Support Act 2003 (Cth).		
Related Documents	APIC Courses and Awards Policy, APIC Quality Assurance Framework, APIC Student Records Management Policy, ECA Employee Manual		
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1.0	Document creation and initial approval	TBA	3 October 2022

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. 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

4.1 The following principles form the foundation for this Policy.

- Student feedback data collection should be conducted in a systematic and ethical manner that respects the confidentiality and privacy of students and staff.
- The analysis of student feedback data enables identification of both the strengths of APIC courses, units and teaching and areas where improvements may be required.
- Student feedback data enables academic staff to reflect on the quality of their units and teaching.
- Student feedback data should be used in ways that will lead to improvements in the quality of the student learning experience.

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 and teaching
- Ensure that student feedback is an integral and valued part of the continuous improvement process
- 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 and develop plans for meeting those 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 operationalize the Strategic Plan.

5. Policy Statements

Internal unit surveys of the student experience will normally be conducted towards the end of each trimester. This is 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 the confidentiality and privacy of students and staff are always to be maintained.

Student feedback is also collected from other instruments and data sources, such as focus groups, other surveys, and peer evaluation, in order to monitor the quality of APIC courses, units, teaching, and other support services. 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. 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.

6. Internal student feedback

6.1 Survey instruments

APIC has developed the following internal surveys to seek and use student feedback on courses, units and teaching quality:

- The Unit Evaluation Questionnaire (UEQ) gathers feedback from students on their experiences of learning and quality of teaching in units
- The Library Student Satisfaction Survey
- The Workshop Evaluation Survey (refers to short professional training workshops, not part of the formal curricula)
- The Orientation Survey.

Students are encouraged and guided to complete all surveys, particularly the UEQ and Library Student Satisfaction, online.

6.2 Procedures

6.2.1 Conducting the UEQ surveys

Towards the end of each study period, academic staff will have discussed with students the survey process, its purpose and the value placed on it by the College, and any actions taken as a result of the last evaluation. The survey will be promoted through a range of different communication strategies to students.

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 USG needs to ensure confidentiality of responders.

6.2.2 Analysis of the survey results and feedback to students and staff

At the conclusion of each trimester, 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, together with the appropriate Head of Discipline, review the results and comment on trends. They note, and comment upon, areas of concern or noteworthiness. The Heads of Discipline, through a 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.

Key unit statistics (percentage positive) are reported through the end of session Board of Examiners Unit Reports. Trend and any problem areas are reported through to the Academic Board.

Unit Coordinators will provide students with the feedback on the survey results from the previous time the unit ran and highlight any actions undertaken in response to the feedback.

As a 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 summaries these in a report to the Learning and Teaching Committee. Any non-minor changes that are proposed by the Unit Coordinator, in collaboration with their respective 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.

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-curricula 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

7.1 Quality Indicators for Learning and Teaching (QILT)

The Quality Indicators for Learning and Teaching (QILT) 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 not less than 5 years in accordance with the APIC Records Management and Data Collection Policies.

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 relevant 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.

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.