

## **Governance Institute of Australia**

### **Student Feedback Policy**

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<b>Summary</b>	This policy describes the rationale for the collection of student feedback and how the collected information is to be utilised as part of the quality review, evaluation and improvement processes for postgraduate courses.
<b>Authoring Department</b>	Education
<b>Contact</b>	General Manager, Education
<b>Applies to</b>	Higher Education
<b>Distribution</b>	External
<b>Related documents</b>	Governance Institute of Australia Quality Assurance Policy Governance Institute of Australia Student Code of Conduct Governance Institute of Australia Subject Learning Guides Policy
<b>Review date</b>	Governance Institute of Australia Teaching and Learning Plan 2020 Q4

**Issued under the authority of Governance Institute of Australia Board of Directors**

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## **Student Feedback Policy**

### **Policy Statement**

Governance Institute of Australia's (hereafter referred to as Governance Institute) Teaching and Learning Plan places the student experience at the forefront of its quality agenda. Teaching and learning is a student centred and social concept that recognises the importance of student engagement in their own learning. Governance Institute will use multiple sources of qualitative and quantitative data in the evaluation of its courses and teaching, including feedback from students.

### **Definitions**

1. The following definitions apply for the purposes of this policy.
  - a. Quality Indicators for Learning and Teaching (QILT) are a suite of government endorsed surveys for higher education, which cover the student life cycle from commencement to graduation and beyond. QILT makes available robust, nationally consistent performance data for Australian higher education, helping drive quality improvement. Governance Institute makes use of QILT surveys of student experience, graduate satisfaction, and graduate employment.
  - b. The Student Experience Survey (SES) has six indicators that each show the percentage of students providing positive feedback on various aspects of their higher education experience. The indicators relate to:
    - i) Overall quality of educational experience
    - ii) Teaching quality
    - iii) Learner engagement
    - iv) Learning resources
    - v) Student support
    - vi) Skills development

- c. Information about graduate satisfaction is sourced from the Course Experience Questionnaire (CEQ). The CEQ has three indicators and is completed by graduates approximately four months after completion of their course. The indicators relate to:
  - i) Overall satisfaction
  - ii) Good teaching
  - iii) Generic skills
  
- d. Information about graduate employment outcomes is sourced from the Graduate Outcomes Survey (GOS). The GOS has four indicators and is completed by graduates approximately four months after completion of their course. The indicators relate to:
  - i) Graduates in full-time employment
  - ii) Graduates in overall employment
  - iii) Graduates in full-time study
  - iv) Median salary of graduates in full-time employment

## **Aims and Objectives**

- 2. Governance Institute's Quality Assurance Policy seeks to ensure that the academic needs and expectations of students are satisfied. Student feedback is taken into account to facilitate enhanced teaching and learning.

## **Overview**

- 3. Student experience of subjects, courses and teaching will be collected and recorded through feedback using a variety of survey instruments, every time a subject or course is delivered. The data collected will be used to inform the continuous improvement process in teaching and learning. Survey instruments will measure the following engagement scales:
  - a. Academic Challenge: the extent to which teaching and assessments challenge students to learn;

- b. Active Learning: the extent to which educational activities support students to construct knowledge;
- c. Student and Staff Interactions: the level and nature of contact and interaction between students and academic staff;
- d. Supportive Learning Environment: the level and nature of support provided by Governance Institute; and
- e. Applied to Practice Learning: the extent to which teaching and learning activities draw on experiences from the workplace.

## **Roles and Responsibilities**

### **Students**

- 4. Students have responsibility to:
  - a. contribute constructive feedback on the effectiveness and quality of subjects of study through survey and other methods; and
  - b. provide feedback which is free from racist, sexist or abusive intent, as per the Student Code of Conduct and related policies.

### **Academic Staff**

- 5. Academic staff have responsibility to:
  - a. engage in regular evaluation to improve the effectiveness of their own individual contribution to the quality of students' learning experience; and
  - b. contribute to the analysis of surveys and other evaluation information relating to subjects in which they teach, and to the identification and implementation of improvement strategies.

### **Subject Coordinators**

- 6. Subject Coordinators have responsibility to:

- a. review the survey results for their subject/s in conjunction with other sources of data about subject quality;
- b. facilitate discussion of survey results with other academic staff contributing to the subject;
- c. ensure the discussions have as their focus the improvement of subject quality;
- d. identify areas of good practice and key areas which the data indicate warrant improvement;
- e. develop targets for improvement and resources required to implement improvement solutions; and
- f. report both the good practice and improvement priorities for the subject to the Education Committee, via the General Manager, Education.

### **General Manager, Education**

7. The General Manager, Education has responsibility to:
  - a. in discussion with Subject Coordinators, overview survey results for all subjects in the course in conjunction with other sources of data about subject and course quality;
  - b. identify areas of good practice and key areas which the subject data indicate warrant improvement;
  - c. access support with improvement initiatives as required;
  - d. report both the good practice and improvement priorities for the subject to the Education Committee with a brief outline of plans to address the improvement priorities, and noting any specific forms of assistance which would help this process;
  - e. make a copy of the report available to academic staff teaching in subjects, and provide feedback to students on improvements (via the Subject Learning Guide);
  - f. monitor evaluation processes and practices to ensure that the principles and processes outlined in this policy are observed, and that defined protocols are strictly complied with; and

- g. report to the Tertiary Education Quality and Standards Agency and Institute of Chartered Secretaries and Administrators as required.

## **Executive Management Responsibilities**

8. Governance Institute management responsibilities are:
  - a. to ensure that the confidentiality of individual academics is preserved through the collection, aggregation and analysis of survey data;
  - b. to provide the support, resources and development opportunities to assist academics to improve the quality of the subjects they deliver; and
  - c. to solicit recommendations for improvement based on the survey data from academic staff teaching in subjects.

## **Related Documents**

- Governance Institute of Australia Quality Assurance Policy
- Governance Institute of Australia Student Code of Conduct
- Governance Institute of Australia Subject Learning Guides Policy
- Governance Institute of Australia Teaching and Learning Plan

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