

Student Feedback Policy and Procedure

1. Purpose

This document outlines the procedure and process used for the collection, use and analyse student feedback in order to continuously enhance the student learning experience, the quality of teaching and develop improvement for EIA.

This policy complies with the Higher Education Standards Framework (Threshold Standards) HES 2015 in the Tertiary Education Quality and Standards Agency Act 2011 by the Commonwealth of Australia, specifically to Standard 5.3.

2. Scope

This policy & procedure document applies to all students and administrative staff who are responsible to provide student services.

3. Responsibility

The Academic Director is responsible for the implementation of this policy and procedure.

4. Requirements

Student feedback will be collected in the form of student surveys.

Student feedback will be collected regularly every academic year.

Student feedback will be collected regarding the course, unit, academic teaching staff, the quality of teaching, their learning experience and student support services.

The cycles of each feedback method are included in the Quality Review Calendar.

5. Procedure

5.1 Teaching Evaluation Survey

5.1.1 Student feedback will be collected every study period (semester), for every unit a student is enrolled.

5.1.2 The survey will be distributed to students between week 8 to 10 every semester.

5.1.3 Feedback surveys can be paper-based, online or conducted in-class or through other means such as social media platforms.

5.1.4 Students will be given a specific period to complete the student feedback form before submitting.

5.1.5 A default student feedback form will be used and may be amended for specific purposes. The form will include questions regarding the student learning experience in each unit they study.

5.1.6 The survey instruments are designed by the Student Experience group and approved by the Student Progress and Examination Committee.

5.1.7 If deemed appropriate and necessary for any unit developments, lecturers and tutors may apply with the Student Experience Group to add additional instruments to the survey. Any

changes outside of the bi-annual review of the survey instruments must be approved by the Student Progress and Examination Committee.

- 5.1.8 The survey instruments are maintained, updated and reviewed annually in the second half of the year by the Student Progress and Examination Committee.
- 5.1.9 Data will then be collated, analysed and used by the Course Coordinator, academic teaching staff and supporting staff to:
- Improve the quality of teaching;
 - Improve the quality of the course;
 - Support the scholarship of teaching and learning;
 - Support professional development plans;
 - Improve learning resources, facilities, equipment and student services;
 - Enhance the course curriculum design; and
 - Better meet student needs.
- 5.1.10 The relevant information will be distributed to the relevant staff to devise a plan in their annual work plan to ensure relevant areas are improved.
- 5.1.11 Student feedback will be used to inform continuous improvement and actions taken will be recorded on the Course Improvement Register maintained by the Student Experience Group.

5.2 QILT Student Experience Survey

- 5.2.1 EIA is committed to ensuring high-quality teaching and learning that drives positive student learning and graduate outcomes. As depicted in our Quality Assurance Framework, Policy and Procedure, we conduct regular benchmark analysis to keep EIA abreast of the latest developments in the higher education sectors.
- 5.2.2 EIA will use the QILT surveys which are the most comprehensive tool used by higher education providers to ensure continuous improvement in learning and teaching.
- 5.2.3 The QILT Student Experience Survey will be implemented annually at EIA by the Student Experience Group. Only students studying in the second year of a course or mid-way of their overall course progress will be required to complete this survey. The QILT Student Experience is designed to gauge student feedback in the following:
- Overall quality of the educational experience;
 - Learner engagement;
 - Learning resources;
 - Student support;
 - Skills development.
- 5.2.4 The survey will be distributed to students between week five and six of the second semester each year.
- 5.2.5 The survey can be paper-based, online or conducted in-class or through other means such as social media platforms.
- 5.2.6 Students will be given a specific period to complete the survey form before submitting.
- 5.2.7 The QILT Graduate Destination and Outcomes Survey will be implemented annually four months after students graduate from EIA. These surveys investigate the following developments of graduates:
- Full-time employment
 - Part-time employment
 - Graduate destinations

- Full-time employment salary

- 5.2.8 Student feedback will be used to inform continuous improvement and actions taken will be recorded on the Course Improvement Register and Student Experience, and Outcomes Register maintained by the Student Experience Group.
- 5.2.9 The relevant information will be analysed by the Student Experience Group in conjunction with the Course Coordinator and Academic Director to develop a plan to ensure relevant areas are improved. The information and plan developed using these survey data will inform the development of the EIA Teaching and Learning Plan which is reviewed every five years.
- 5.2.10 Students should also report in the survey or other feedback any harassment or any direct or indirect discrimination during the survey under the category of other. This may include the following: bullying, violence, vilification, verbal abuse as well as physical abuse or any other inappropriate conduct should be reported in the survey or other feedback.
- 5.2.11 The survey will be distributed to students three months after they complete their course at EIA.
- 5.2.12 The survey can be distributed via post or email.
- 5.2.13 Students will be given a specific period to complete the survey form before submitting.

5.3 Monitoring of Student Subgroups

- 5.3.1 According to EIA Access and Equity Policy and Procedure, EIA is committed to address the special needs of under-represented and disadvantaged students by making reasonable adjustments to accommodate the students' needs where appropriate.
- 5.3.2 The Welfare Support Officer by consulting the Academic Learning Support Officer will report to the Student At-Risk Group on a needs basis on the progress, requirements and performance of any students belonging to a student subgroup in order to seek advice and approval to promptly provide the reasonable adjustments to support the students.
- 5.3.3 5.27 Where a systematic adjustments or developments to existing teaching and learning practices and resources are identified and required, the Student At-Risk Group will provide a business case to the Student Progress and Examination Committee for review and approval of implementing any initiatives.
- 5.3.4 Where the need and requirement for setting up a specific student representative body arises to support the developments and study progress of specific student sub-group, the Student Progress and Examination Committee will seek the resources and approval from the Academic Board to do so. The Student Experience Group is tasked to meet with the student representative body(ies) once every semester to gather data and feedback, reflect the information on EIA teaching and learning approach and practices, and report to the Student Progress and Examination Committee.
- 5.3.5 The monitoring of student subgroups is also conducted in conjunction with the Student Representation Policy and Procedure and the Aboriginal and Torres Strait Islander Education Policy.

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