



POLICY: STUDENT FEEDBACK ON TEACHING AND LEARNING

POLICY NUMBER:	AC024	VERSION:	7.1
DATE ADOPTED:	1 January 2014	DATE LAST REVIEWED:	26 March 2021
DATE OF NEXT REVIEW:	26 March 2023	REVIEW FREQUENCY:	Two Years
AUTHORISED BY:	Principal Executive Officer	REVIEWED BY:	Academic Dean/Deputy Principal
RESPONSIBLE FOR REVIEW:	Academic Dean/Deputy Principal		
APPROVED BY:	Teaching and Learning Committee		
DOCUMENT MANAGEMENT:	<u>U:\POLICY AND PROCEDURES</u>		
AIM:	The aim of this policy is to outline the standardised instruments for gathering student feedback to enable comparability over time, and consistent reporting of information at institution level.		

1. REGULATIONS:

- a. HESF 2015: 5.3.5, 5.3.7
- b. Standards for RTOs 2015: 2.2 (b)
- c. ELICOS Standards 2018: P3.4, P4.3

2. POLICY INFORMATION:

2.1 Policy Scope:

This policy applies to all staff and students of IIBT.

3. PRINCIPLES:

This Policy is supported by the following principles:

- a. IIBT adopts a student-focused approach whereby students are engaged with their education and student feedback data informs all aspects of continuous improvement.
- b. Student feedback on learning, teaching and curriculum forms a component of a system for quality improvement and quality assurance and reward and recognition of teaching quality. Student feedback contributes to:
 - (i) Confirming to students and the community that IIBT is committed to the achievement and maintenance of effective teaching and learning.
 - (ii) Critical reflection on teaching and curriculum, individually and collaboratively.



- (iii) Identifying aspects of teaching and curriculum that are successful examples of effective practice, present opportunities for enhancement or require development.
- (iv) Evidence required to guide review processes and decisions at Institute, program, and unit levels.
- (v) The strategic development of learning and teaching capacity across the Institute.
- (vi) Performance Development and Review (PDR), probation, promotion, reward and recognition schemes and processes.
- (vii) Evidence necessary for reporting the effectiveness of learning and teaching initiatives and projects; and
- (viii) Evidence of learning and teaching performance required by professional, statutory, and regulatory bodies.

4. STUDENT FEEDBACK ACTIVITIES

Student Feedback activities comprise the following:

- a. Planning, administering, and reporting on student surveys.
- b. Developing and implementing systematic student evaluation and feedback schedules at individual teaching staff, unit, course, and Institute levels.
- c. Integrating student feedback data and other evaluative information with quality enhancement processes at all levels (formative purposes).
- d. Where appropriate, using student feedback for summative purposes.
- e. Informing students about teaching and curriculum enhancements made in response to student evaluation data.

5. PROCEDURES:

- a. The policy and associated procedures apply to:
 - (i) IIBT staff with responsibilities for planning, delivery and/or leadership of teaching and learning programs, including casual, sessional, fixed-term and contract teaching staff.
 - (ii) Administrative staff with responsibilities relating to teaching and learning in IIBT programs.
 - (iii) Any organisational unit/area involved in the student experience of teaching, learning and curriculum which wishes to seek student feedback about its services.
- b. The policy and associated procedures must be applied in accordance with the Institute's obligations under legislative and regulatory requirements and workplace agreements.
- c. The primary purpose of collecting student feedback is to enhance the quality of teaching, learning and curriculum. Student feedback may be used for recognition and rewards applications, but these purposes are secondary to quality enhancement.
- d. Obtaining student feedback is one component of the Institute's systematic teaching and learning evaluation plan, formulated in alignment with IIBT's Quality Policy and Continuous Improvement Policy.
- e. Formal student evaluation is considered one of many components of information sought on teaching and curriculum effectiveness. This information will not be used in isolation.
- f. The interpretation of student feedback data must take into account the influence of contextual factors.
- g. Student evaluation processes will be undertaken in alignment with IIBT's published policies and procedures.



- h. Students' and Teachers' evaluation feedback is reported to relevant oversight boards, such as the Teaching and Learning Committee and the Academic Board, through the Academic Dean's report.

5.1 Standards and Benchmarking:

- a. The Academic Board will determine the parameters for student feedback on teaching and learning. Unit evaluation parameters will provide a basis for benchmarking in quality assurance and review processes.
- b. The standards will consider known contextual factors.

5.2 Evaluation and Reporting Cycle:

- a. The IIBT Academic Dean will plan and establish a cycle of evaluation at the unit level.
- b. This evaluation cycle will obtain, review and report on information about teaching, learning and curriculum. One component of this information is student feedback.

5.3 Coordination, Administration and Use of Surveys:

To prevent survey fatigue and duplication of information, IIBT will maintain a register of all student surveys.

5.4 Integrity of Student Evaluation and Feedback Systems:

Data integrity will be maintained by developing systematic approaches to collection and management of student evaluation and feedback.

5.5 Confidentiality and Anonymity of Respondents:

- a. Students will be informed of their right to anonymity at the start of survey administration.
- b. The reporting process must not identify any individual student survey respondent unless the latter's permission is explicitly sought and granted in writing.
- c. Respondents must be informed of the uses that may be made of the data, including the level of aggregation used in analysis and reporting of results and the possible use of de-identified quotes in staff teaching portfolios, applications for promotion, probation and rewards and information provided to prospective students.

5.6 Evaluation of Teaching Unit and Program:

- a. Because IIBT recognises the importance of obtaining student feedback in standard forms (i.e., surveys) and the limitations of such approaches, evaluation of teaching and curriculum will also encompass a broader range of feedback mechanisms.
- b. When evaluating and reviewing curriculum and teaching practices, staff with learning and teaching responsibilities (including the planning, administration and leadership of learning and teaching activities) are expected to consider diverse sources of information, as well as the context in which the activities under review were undertaken.

NOTE: Results from Learner Experience of Teaching (LET) surveys on their own provide insufficient information about teaching quality and will not be used as the sole determinant of judgments about an individual's teaching performance.

5.7 Reporting Student Survey Results:

- a. Student survey results may be aggregated at different levels, including individual, unit, program, and Institute.



- b. The appropriate level of aggregation for reporting of student survey results depends on the specific purpose(s) of the particular instrument used.

5.8 Feedback to Students:

It is important for departments and individual lecturers to demonstrate IIBT's commitment to learning, teaching and curriculum enhancement by informing students about changes made in response to feedback from previous students.

This builds student awareness of and constructive engagement with student feedback mechanisms. Summary information on previous student feedback and changes made in response to this feedback will be included in LMS.

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