



## Student Feedback Policy

<b>Approving authority</b>	Academic Board
<b>Approval date</b>	18 March 2014 (Revised 27 July 2015)
<b>Purpose</b>	To monitor and improve the quality of the student learning experience through the collection, use and reporting of student feedback about teaching and the learning environment.
<b>Responsibility for implementation</b>	Head of School (HE)
<b>Next scheduled review</b>	March 2018
<b>Document Location</b>	R:\OIHE\Policies\tudent Feedback Policy.docx
<b>Associated documents</b>	Governance Framework (Terms of Reference of the <i>Learning &amp; Teaching &amp; Quality Committee</i> of Academic Board) Quality Framework Policy Learning & Teaching Plan Course & Unit Development, Approval & Review Policy Student Grievances & Appeals Policy Student Services & Support Policy

### Acknowledgements:

This policy has been developed with reference to the following institutions' policies:

La Trobe University, *Student Feedback on Subjects Policy*, available at: <http://www.latrobe.edu.au/policy/documents/student-feedback-subjects-policy.pdf>, accessed 9 December 2103

RMIT University, *Student Feedback Policy*, available at: <http://www.rmit.edu.au/policies/studentfeedback>, accessed 10 December 2013

CQUniversity, *Student Evaluation of Courses Procedures*, available at: [http://policy.cqu.edu.au/Policy/policy\\_file.do?policyid=1862](http://policy.cqu.edu.au/Policy/policy_file.do?policyid=1862), accessed 10 December 2013

CQUniversity, *Evaluation of Teaching Procedures*, available at: [http://policy.cqu.edu.au/Policy/policy\\_file.do?policyid=1863](http://policy.cqu.edu.au/Policy/policy_file.do?policyid=1863), accessed 10 December 2013

## 1. Principles

Ozford Institute of Higher Education (hereafter referred to as “the Institute”) regards feedback from students as one source of input to ensure the maintenance of effective, high quality curriculum design, learning and teaching

As one element of its Quality Framework Policy, the Institute will seek feedback from students via course experience questionnaire data comprising a *Unit Evaluation Questionnaire* and *Teaching Evaluation Questionnaire* on aspects of units that directly affect their learning and success, and a *Course Evaluation Questionnaire* on aspects their overall experience of the course and of the Institute.

## 2. Policy

It is policy that:

The Institute will survey students to collect feedback on:



- [1] Courses and units;
- [2] Quality of teaching, and
- [3] Experience with the Institute

- 2.1 Student Feedback is a component of course evaluation which should also take account of feedback from graduates, industry partners, professions, academic peers and analysis of student assessment.
- 2.2 Feedback processes will be systematic, rigorous and respectful of the rights of students and staff and incorporate strategies to maximise student participation.
- 2.3 A *Unit Evaluation Questionnaire*, *Teaching Evaluation Questionnaire* and *Course Evaluation Questionnaire* will be administered online as per the provisions under the 'Procedures' section of this policy.
- 2.4 In addition to the *Unit Evaluation Questionnaire*, *Teaching Evaluation Questionnaire* and *Course Evaluation Questionnaire*, a range of other feedback mechanisms will be employed when appropriate including focus groups, the use of Student-Staff Consultative Committee and informal student comments.
- 2.5 All students should have the opportunity to provide feedback.
- 2.6 A set of core questions will form the basis of a survey deployed to systematically evaluate teaching and learning in all Institute units. (Refer Appendices A, B & C)
- 2.7 Other forms of collecting student feedback including focus groups, the use of Student-Staff Consultative Committee, and informal student comments may be used from time to time.

### 3. Responsibility

- 3.1 Academic Board is responsible for ensuring overall academic quality of which student feedback is an integral part and ensuring this feedback is acted upon.
- 3.2 The *Learning & Teaching and Quality Committee* is responsible for overseeing the improvement of the quality of teaching through regular use and review of unit and course evaluations as a basis for continuous improvement as outlined in the *Student Feedback Policy*.
- 3.3 The Head of School has delegated responsibility from Academic Board to collect provide reports on student feedback to the *Learning & Teaching and Quality Committee* according to the policy and procedures outlined in the *Student Feedback Policy*.
- 3.4 Academic Board is responsible for monitoring the outcomes of the implementation of the *Student Feedback Policy* by receiving annual reports from the *Learning & Teaching and Quality Committee*.

### 4. Procedures

#### Unit Evaluation Questionnaire

- 4.1 All students will have the opportunity to provide feedback on units of study.
- 4.2 A *Unit Evaluation Questionnaire* will be administered each time a unit is delivered.
- 4.3 Students will be invited to complete a *Unit Evaluation Questionnaire* online via Moodle.
- 4.4 The Head of School will ensure unit convenors or unit lecturers/tutors upload the *Unit Evaluation Questionnaire* on Moodle.
- 4.5 Appropriate controls will be instituted to ensure the integrity of the data collected. Students can choose to make their responses anonymous.



### Teaching Evaluation Questionnaire

- 4.6 All students will have the opportunity to provide feedback on the quality of teaching.
- 4.7 Students will be invited to complete a *Teaching Evaluation Questionnaire* online via Moodle.
- 4.8 A *Teaching Evaluation Questionnaire* will be administered for each lecturer/tutor in at least one teaching period annually on a rotation basis.
- 4.9 The Head of School will ensure each lecturer /tutor has one teaching evaluation annually or at least every other semester/trimester they teach.
- 4.10 If the lecturer/tutor is teaching in more than one unit, the Head of School will nominate one unit for evaluation.
- 4.11 The Head of School has the discretion to nominate a lecturer/tutor for evaluation for more than one unit and in consecutive trimesters.
- 4.12 Appropriate controls will be instituted to ensure the integrity of the data collected. Students can choose to make their responses anonymous.

### Course Evaluation Questionnaire

- 4.13 All students will have the opportunity to provide course feedback.
- 4.14 A *Course Evaluation Questionnaire* will be conducted in accordance with an annual schedule.
- 4.15 The Head of School will ensure each course is surveyed annually.
- 4.16 Course surveying will include questions regarding students' experience of learning and teaching together with questions relating to the broader Institute experience.
- 4.17 Appropriate controls will be instituted to ensure the integrity of the data collected. Students can choose to make their responses anonymous.

### Use of Student Feedback

- 4.18 Student Feedback will be used:
  - 4.18.1 to improve the quality of courses and units through the development of annual improvement plans;
  - 4.18.2 to support the scholarship of teaching;
  - 4.18.3 to inform the professional development needs of academic staff;
  - 4.18.4 to enhance course and unit design, and
  - 4.18.5 to improve the provision of learning resources, facilities, equipment and services through the development of annual improvement plans.

### Other forms of student feedback

- 4.19 Other forms of collecting student feedback may be employed by the Head of School with the approval of the Vice President or by request from the Governing Board or Academic Board.

### Reporting of Student Feedback

- 4.20 Feedback will be reported in the following ways:
  - 4.20.1 All feedback will be reported in a format which ensures that individual respondents cannot be identified, unless the respondent requests otherwise.



- 4.20.2 Students will be informed of the changes made to units and courses on the basis of feedback and this will be published in the Unit Profile for each trimester.
- 4.20.3 Staff will be consulted and informed regarding the use and dissemination of student feedback.
- 4.20.4 Feedback reports will be distributed to the, *Teaching and Learning and Quality Committee*, relevant staff with designated responsibility for improving the student experience and outcomes, including relevant unit convenors, Head of School (HE) and Vice President.
- 4.20.5 Feedback reports on individual staff will not be made public but may be used for staff development purposes.



**Appendix A: Unit Evaluation Questionnaire [Note: This is a SAMPLE only]**

Questions	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. The Unit Profile was clear so that I knew exactly what this unit was about.					
2. The resources provided in this unit and uploaded on Moodle supported my learning.					
3. The assessment tasks in this unit helped me to learn.					
4. The requirements for each assessment task were clearly explained.					
5. My assessment tasks (assignment, class tests etc) were marked promptly and returned in a timeframe that supported my learning.					
6. The feedback given on my assessment tasks helped me to learn.					
7. Overall, I was satisfied with the quality of this unit.					

**Written responses**

You are invited to elaborate on your responses above by answering the following questions.

1. What were the best aspects of this unit? If you wish, you can expand on this below:

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2. What aspects of this unit do you think need improvement? If you wish, you can expand on this below:

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**Appendix B: Teaching Evaluation Questionnaire [Note: This is a SAMPLE only]**

Questions	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. The lecturer/tutor was well-prepared for each class.					
2. The lecturer/tutor presented the unit in a well-organised manner.					
3. The lecturer/tutor provided clear explanations of important issues/principles in the unit.					
4. The lecturer/tutor was responsive to students' views and comments.					
5. The lecturer/tutor has in-depth knowledge of the subject matter of the unit.					
6. The lecturer/tutor has made the subject matter interesting.					
7. The lecturer/tutor motivated me to do my best.					
8. The lecturer/tutor used the Moodle teaching platform in an effective way to enhance my learning.					
9. The lecturer/tutor was supportive and approachable.					
10. Overall, I was satisfied with the performance of the lecturer/tutor.					

**Written responses**

You are invited to elaborate on your responses above by answering the following questions.

- Describe some of the good points about the lecturer for this unit:

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- Describe some areas where the lecturer for this unit could improve:

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**Appendix C: Course Evaluation Questionnaire [Note: This is a SAMPLE only]**

Questions	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. The content of this course is consistent with my expectations.					
2. The learning outcomes of this course have been clearly explained.					
3. The content covered in each unit is appropriate for this course.					
4. The amount of learning and assessment tasks in this course is consistent across units.					
5. Administrative and professional staff have been very helpful.					
6. My overall experience with Ozford has been very good.					
7. This course will help me obtain employment in my chosen field.					
8. Overall, I am satisfied with this course.					

**Written responses**

You are invited to elaborate on your responses above by answering the following questions.

1. What are/were the best aspects of this course? If you wish, you can expand on this below:

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2. What aspects of this course do you think need improvement? If you wish, you can expand on this below:

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3. How would you describe your overall experience of studying at Ozford? What was it about Ozford that provided you with a positive experience? What aspects of Ozford do you feel could be improved?

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