

## Health Education and Training Institute Higher Education Student Feedback on Units and Teaching 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 academic programs.
<b>Keywords</b>	Student feedback, student experience, quality, assessment requirements, formal review, reasonable grounds, good practice, constructive feedback
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<b>Review date</b>	June 2018
<b>Risk Assessment</b>	As per Attachment 1 to this document.

**Issued under the authority of the Health Education and Training Institute Higher Education Governing Council**

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# Health Education and Training Institute Higher Education Student Feedback on Units and Teaching Policy

## Policy Statement

The Health Education and Training Institute (HETI) Higher Education 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 which recognises the importance of student engagement in their own learning. HETI Higher Education will use multiple sources of qualitative and quantitative data in the evaluation of its courses, programs and teaching, including feedback from students.

## Definitions

1. The following definitions apply for the purposes of this policy.
  - a. Student feedback on unit (SFU) survey to be developed by HETI Higher Education to gather feedback from students on their experiences of learning in taught units. The survey is used by staff teaching in units for the purposes of providing a key source of information about unit quality. Item by item data is used by Unit Coordinators and the Teaching and Learning Committee for the purposes of providing a key source of information about unit quality.
  - b. Student feedback on teaching (SFT) survey to be developed by HETI Higher Education to gather feedback from students on their perceptions of teaching effectiveness. The survey is used by individual teaching staff for the purposes of providing a key source of information about their teaching effectiveness.
  - c. Graduate satisfaction survey (GSS) to be developed by HETI Higher Education to capture the students' perceptions of the quality of the teaching and their overall satisfaction with the course / program. The survey is used for the purposes of providing a key source of information about overall course quality. Item by item data is used by Framework Coordinators and the Teaching and Learning Committee for the purposes of providing a key source of information about program quality.

## **Aims and Objectives**

2. The HETI Higher Education Quality Assurance Framework 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 courses and teaching will be collected and recorded through feedback using a variety of survey instruments, every time a course or program is conducted. 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 expectations and assessments challenge students to learn;
  - b. Active Learning: students' efforts to actively construct knowledge;
  - c. Student and Staff Interactions: the level and nature of students contact and interaction with teaching staff;
  - d. Enriching Educational Experiences: students' participation in broadening educational activities;
  - e. Supportive Learning Environment: students' feelings of support within HETI Higher Education and the clinical community;
  - f. Applied to Practice Learning: integration of clinically focussed work experiences with teaching and learning activities.

## **Roles and Responsibilities**

### **Academic / Teaching Staff**

4. Academic staff with roles which directly support the learning of students have responsibility to:
  - a. engage in regular evaluation to improve the effectiveness of their own individual contribution to the quality of students' learning experience, using an appropriate mix of standardised survey along with other methods;

- b. use the periodic surveys in order to evaluate their own teaching;
- c. provide information as required to assist in the processes of collecting, analysing and reporting survey data;
- d. maintain their own personal and confidential records of information relating to their teaching evaluations for use in performance review and development processes with their academic supervisor and for use when making formal claims about teaching achievements;
- e. conduct required survey administrations in classes which they teach according to procedures specified ; and
- f. contribute to the analysis of surveys and other evaluation information relating to units in which they teach, and to the identification and implementation of improvement strategies.

### **Management Responsibilities**

- 5. HETI Higher Education 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 improve the quality of the units they deliver;
  - c. to solicit recommendations for improvement based on the survey data from academic staff teaching in units;
  - d. ensure the availability of a resolution process:
    - 1. if there is a dispute around the use of survey data, initially this should be resolved at the course level.
    - 2. if no resolution is reached, then the dispute may be referred to the Director Education and Training and each party may make written submissions.
    - 3. The Director Education and Training will formulate and recommend a resolution to the parties within two weeks.
    - 4. The availability of this dispute resolution process does not limit the rights of staff to avail themselves of the NSW Health Grievance – Effective Workplace Resolution Policy and procedures.

- e. to ensure that survey data is not utilised in any staff performance management processes.
- f. to avoid uncertainty, confidentiality provisions are not intended to preclude feedback, review and improvement processes otherwise authorised in clauses 4-7.

## **Unit Coordinators**

- 6. Unit Coordinators have responsibility to:
  - a. in consultation with the Framework Coordinator, determine the most appropriate time to administer surveys to the students in units they coordinate;
  - b. provide information as required to assist in the processes of collecting, analysing and reporting survey data;
  - c. review the survey results for their unit(s) in conjunction with other sources of data about unit quality e.g. peer review;
  - d. facilitate discussion of survey results with other academic and support staff working on the unit;
  - e. ensure the discussions have as their focus the improvement of unit quality;
  - f. ensure that no survey data is used for staff performance management purposes;
  - g. identify areas of good practice and key areas which the data indicate warrant improvement action;
  - h. report both the good practice and improvement priorities for the unit to the Teaching and Learning Committee with a brief outline of the unit team's plan to address the improvement priorities. A copy of this report should be provided to all academics involved in the unit's delivery;
  - i. develop targets for improvement and resources required to implement improvement solutions;
  - j. ensure that the use of survey data is consistent with the stated goals to improve the quality of units of study and to inform students about improvements made as a result of their feedback.

## **Director Education and Training**

7. The Director Education and Training has responsibility to:
  - a. in discussion with Framework Coordinators, Unit Coordinators, and all academics involved in the unit's delivery overview survey results for all units in the program in conjunction with other sources of data about unit and program quality e.g. peer review, performance and outcomes data;
  - b. identify areas of good practice and key areas which the unit data indicate warrant improvement action;
  - c. access support with improvement initiatives as required from academic support services;
  - d. report both the good practice and improvement priorities for the unit to the Teaching and Learning 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. ensure students are informed about improvements;
  - f. make a copy of the report available to staff teaching in program, and provide feedback to students on improvements;
  - g. 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;
  - h. report to TEQSA and professional accrediting bodies as required.

## **Teaching and Learning Committee**

8. The Teaching and Learning Committee has responsibility to:
  - a. provide a report to the Academic Board on the overall outcomes, highlighting how a range of evaluative data have informed the identification of strengths and improvement targets, and identifying the key areas of good practice that will be promoted and the key areas of improvement action that are taking place;
  - b. ensure that avenues are pursued in a timely fashion to address any staff or student concerns regarding breaches of procedures and/or protocols;

- c. overview program reports received from the Framework Coordinator and review these in conjunction with other sources of data about unit and program quality e.g. peer review;
- d. identify recurring areas of good practice and areas for improvement.

## **Students**

9. Students have responsibility to:
  - a. contribute constructive feedback on the effectiveness of individual teaching staff through survey and other methods;
  - b. contribute constructive feedback on the quality of units of study through survey and other methods;
  - c. provide feedback which is free from racist, sexist or abusive intent, as per the NSW Health Code of Conduct and related policies; and
  - d. recognise improvements made as a result of student feedback

## **Related Documents**

- HETI Higher Education Teaching and Learning Plan 2015 - 2018
- NSW Health Code of Conduct PD2015\_035
- NSW Health Grievance – Effective Workplace Resolution PD2010\_007

## **Acknowledgement:**

Health Education and Training Institute Higher Education gratefully acknowledges the permission granted by Western Sydney University (WSU) for the use of its policy template and policy content in the development of this publication.

## DOCUMENT HISTORY

Version	Issued	Status	Author	Reason for Change
v1.0	24 February 2016	Final	Mark Wilbourn	As approved by HETI Higher Education Governing Council
v1.1	7 July 2016	Draft	Paul van Hauen	Revised terminology “work-integrated learning”.
v2.0	31 August 2016	Final	Paul van Hauen	As approved by HETI Higher Education Governing Council
v1.0	22 August 2018	Final	Valerie Rhodes	Updated logos, template and new TRIM Reference

## IMPLEMENTATION CHECKLIST – COMPLIANCE SELF ASSESSMENT

Assessed by:	Date of Assessment:		
IMPLEMENTATION REQUIREMENTS	Not commenced	Partial compliance	Full compliance
1.			
	Notes:		
2.			
	Notes: Relevant Director		
3.			
	Notes: TRIM reference number -		
4.			
	Notes:		
5.			
6.			
	Notes:		

## Attachment 1 - RISK ASSESSMENT

<Document Title>

1.	Policy/Process being assessed	Notes
	udent Feedback on Units and Teaching Policy v1.0	
	Document Number	
	Publication date	
	Scheduled review date	June 2018
	Date of this risk assessment	
	Name & position of assessing officer	
2.	<b>Summary of policy purpose (from PD Cover Page)</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 academic programs	
3.	<b>Agency (HETI) key roles &amp; responsibilities as per PD</b>	
4.	<b>Risk Assessment</b>	
4.1	<b><u>Identification of risks</u> – what might happen &amp; how?</b>	
	1.	
	2.	
4.2	<b><u>Analysis of risks</u> – combined estimate of the consequence &amp; likelihood of the risk, using NSW Health Risk Matrix (attached)</b>	
	<ul style="list-style-type: none"> <li>• Consequence:</li> <li>• Likelihood:</li> <li>• Risk rating :</li> </ul>	
4.3	<b><u>Evaluation of risks</u> – comparison of the level of risk as determined against a predetermined criteria to determine whether a level of risk is acceptable or needs to be treated.</b> Risk level assessed after implementing treatment:	
	<ul style="list-style-type: none"> <li>• Consequence:</li> <li>• Likelihood:</li> <li>• Risk rating :</li> </ul>	
	<b>Evaluation –</b>	

### Risk Assessment Approval

<b>Name &amp; position of approving T2 Officer:</b>	
<b>Date:</b>	