Health Education and Training Institute Higher Education Student Feedback Policy

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Framework Part	Part 4 – Course Impact (Encompassing Academic Learning Standards)
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Summary	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.
Keywords	Student feedback, student experience, quality, assessment requirements, formal review, reasonable grounds, good practice, constructive feedback
Authoring Portfolio	Mental Health
Contact	Director
Consultation	as per Document History
Distribution	Higher Education
Applies to	Higher Education
Related documents	Health Education and Training Institute Higher Education Teaching and Learning Plan 2015 - 2018 NSW Health Code of Conduct PD2015_035 NSW Health Grievance – Effective Workplace Resolution PD2010_007
Review date	February 2023
Risk Assessment	As per Attachment 1 to this document.

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

Health Education and Training Institute Higher Education Student Feedback Policy

Policy Statement

1. The Health Education and Training Institute (HETI) Higher Education Teaching and Learning Plan places the student experience at the forefront of its quality agenda. Accordingly, HETI Higher Education uses qualitative and quantitative feedback from students in the evaluation of the quality of its courses, units, teaching and student support provisions. Student experiences of courses, teaching and support are collected and recorded through feedback using a variety of internal and external methods. The data collected is used to inform the continuous improvement of courses, units, teaching and support provisions in accordance with the HETI Higher Education Academic Quality Assurance Framework.

Aims and Objectives

2. The purpose of this policy is to describe the approach taken to student feedback at HETI Higher Education, in relation to the student experience of courses, units, teaching and support.

3. This policy applies to all higher education courses and units undertaken at HETI Higher Education.

Overview

4. Student feedback on courses, units, teaching, support and graduate outcomes is collected and recorded using a variety of methods.

5. In accordance with the HETI Higher Education Course Monitoring and Review Policy, student feedback is used, where appropriate, throughout the course review cycle, including the unit monitoring process at the end of each period of study, annual course reports and the mid-cycle and full course reviews.

Definitions

6. For this policy:

    a. Confidentiality: the protection of the privacy of personal information. In the context of this policy, student feedback on the quality of courses, units, support and teaching constitutes personal information and student identification and/or name must never be divulged in any reporting nor in response to any request in regard to student evaluation data. In cases where the student provides feedback that is not submitted anonymously, such as a complaint that requires resolution, the student may be identified with his or her approval in accordance with the conditions outlined under Disclosure in the HETI Higher Education Privacy and Personal Information Policy and Procedures.

b. Feedback: Voluntarily-provided information from students and graduates about their responses to and evaluations of the quality of courses, units, support and teaching.

c. Support: academic and non-academic systems, resources and practices designed to provide assistance to students that maximises their opportunities for success in their studies at HETI Higher Education.

d. Teaching: all activities associated with the delivery of a unit at HETI Higher Education. Such activities may include:

    i. developing units and courses, including online, off-campus and off-shore learning materials and obtaining professional accreditations

    ii. preparing teaching materials for face-to-face and online modes of delivery

    iii. conducting lectures, tutorials, webinars, application to practice sessions, seminars, workshops, supervision, clinical education or any other teaching events as required

    iv. developing and/or delivering online learning

    v. supervising postgraduate coursework students' projects

    vi. scholarly activity to maintain professional currency in the discipline area

    vii. designing, preparing and marking/grading of student assessment and providing appropriate support and feedback to students

    viii. developing and implementing innovations in teaching including the use of new technologies where appropriate

    ix. developing and implementing updated pedagogical methods appropriate to the discipline

    x. student consultation[1].

Principles

7. HETI Higher Education reserves the right to take action and provide support to staff and/or students in cases where student feedback indicates a need to protect the quality of units and teaching.

8. HETI Higher Education reserves the right not to act upon student feedback which it judges to be inconsistent with its mission, goals and values or to be inaccurate in its evaluation of courses, units, support and teaching quality.

9. HETI Higher Education will ensure that the feedback of individual students in relation to the quality of courses, units, support and teaching will remain confidential at all times in respect of their student identification and/or name, which are never to be identified in any reporting nor in response to any request in regard to student evaluation data. However, student feedback that involves the registering of a complaint requiring resolution by HETI Higher Education management may require the identification of individual students in

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[1] Based on Australian Catholic University *Academic Workload Policy*, https://policies.acu.edu.au/hr/hours_of_workworking_arrangements/workloads_for_academic_staff/academic_workload_policy

accordance with the procedures outlined in the HETI Higher Education Student Grievance Procedure.

10. HETI Higher Education will ensure that feedback data about the performance of individual staff members involved in the delivery of units will be kept confidential subject to the procedures for monitoring units outlined in the HETI Higher Education Course Monitoring and Review Policy and procedures associated with other NSW Health and HETI Higher Education policies. The HETI Higher Education resolution process for disputes about the use of student feedback data is provided in Clauses 24-26 of this policy.

Internal and External Student Feedback Methods and Procedures

11. HETI Higher Education uses the following internal and external methods to seek and use student feedback on courses, units and teaching quality:
    a. Early Feedback Survey (EFS) - internal
    b. Feedback Tab - internal
    c. *How Did We Go* Button - internal
    d. Student Feedback on Unit (SFU) survey - internal
    e. Student Experience Survey (SES) - external
    f. Graduate Outcomes Survey incorporating the Course Experience Questionnaire (CEQ) - external.

Internal Student Feedback

Early Feedback Survey.

12. The EFS is designed to gather information on how students, especially those beginning their studies, are adapting to the HETI Higher Education learning environment. It seeks student feedback on variables that can be changed or reinforced in the remainder of the period of study, including, unit content, delivery, support, and learning activities. The EFS contains a combination of Likert-scale items and provisions for student comments.

Procedure

13. The EFS is implemented according to the following procedure:
    a. The survey is provided on the LMS by the ICT Office early in each period of study between weeks 2 and 4.
    b. Survey data is provided to the Unit Facilitator.
    c. The Unit Facilitator is responsible for analysing the data, taking action and providing support where appropriate, reporting the results of the survey to the Learning Pathways Manager students and disseminating a summary of results and actions to students.
    d. The Learning Pathways Manager is responsible for reviewing the EFS reports, filing them in the Records Management System and including EFS data in the Student Feedback Action Report, in which data from all internal student feedback methods , including actions taken or proposed to maintain and improve the quality of HETI Higher Education courses and units, is collated. The Student

Feedback Action Report is provided to the Teaching and Learning Committee and Academic Board.

The Feedback Tab

14. The Feedback Tab provides students with opportunities to submit open-ended feedback throughout the period of study pertaining to their course, units, support and overall experience in studying at HETI Higher Education.

Button

15. The *How Did We Go Button* is provided on the LMS to seek immediate, voluntary student feedback on the quality of a live teaching session.

16. The *How Did We Go Button* provides survey questions supplemented by opportunities for open-ended responses.

Procedure

17. The *How Did We Go Button* is implemented according to the following procedure:
    a. The *How Did We Go Button* is provided on the LMS after each live teaching session.
    b. Feedback from the *How Did We Go* button is monitored by the Unit Facilitator and used to inform unit monitoring processes at the end of each semester in accordance with the unit monitoring procedures outlined in the Course Monitoring and Review Policy.
    c. Feedback from the *How Did We Go* button may also be provided to external service providers to enable them to reflect and improve on the quality of their teaching practice where appropriate.
    d. The Learning Pathways Manager is responsible for collating *How Did We Go Button* data at the end of each semester and including it in the Student Feedback Action Report, in which data from all internal student feedback methods , including actions taken or proposed to maintain and improve the quality of HETI Higher Education courses and units, is collated. The Student Feedback Action Report is provided to the Teaching and Learning Committee and Academic Board.

The Student Feedback on Units Survey - The SFU

18. The SFU measures student satisfaction with the following elements of quality teaching and learning:

    a. Unit Content, Learning Outcomes and Assessment

    b. Quality of delivery of the unit and teaching

    c. Application to the requirements of working in the profession

    d. Supportive Learning Environment

    e. Overall satisfaction.

19. The SFU is used to allow students to provide feedback on their units, support and quality of teaching at the end of every teaching period in which the unit has been taught.

20. Exemptions from the use of SFU at the end of a teaching period in which the unit has been taught can only be granted by the Director Education and Training.

Procedure

21. The SFU is implemented according to the following procedure:

    a. The surveys are made available online on the LMS by ICT Office for students to access in Week 13 and to complete by Week 18 of each period of study.

    b. Students receive an initial notification on the LMS to complete the surveys, with regular reminders from the Learning Pathways Manager and/or Unit Facilitators.

    c. The procedures for analysing and acting upon the results where necessary and the associated roles and responsibilities are outlined in the Course Monitoring and Review Policy, Clauses 13-29.

    d. Unit Facilitators provide information concerning improvements made as a result of student feedback in the Unit Learning Guide in the next iteration of the unit.

    e. The Learning Pathways Manager is responsible for collating SFU data at the end of each period of study ster and including it in the Student Feedback Action Report, in which data from all internal student feedback methods, including actions taken or proposed to maintain and improve the quality of HETI Higher Education courses and units, is collated. The Student Feedback Action Report is provided to the Teaching and Learning Committee and Academic Board.

    f. In accordance with Clause 31 of the Course Monitoring and Review Policy, Annual Course Reports submitted to the Teaching and Learning Committee and Academic Board by the Learning Pathways Manager include student feedback results and action taken to enhance the quality of units and teaching.

The Nature of Student Feedback

22. At HETI Higher Education, students are expected to:

    a. contribute constructive feedback on the quality of courses, units, teaching, support and overall experience of study through survey and other methods

    b. provide feedback which is free from racist, sexist or abusive intent, as per the NSW Health Code of Conduct and related policies

    c. recognise that their feedback plays a crucial part in informing improvements to the quality of courses, units, teaching, support and overall experience

Resolution of disputes concerning the Internal Student Feedback data

23. Disputes concerning the nature and use of Internal Student Feedback data may take a number of forms, including, but not limited to:

    a. Concerns that the data is invalid or biased or inconsistent with the historical data for the unit and its teaching

    b. Concerns that the data does not support the interpretations and analyses made of it

    c. Concerns that of the nature of and need for action and/or support plans are not justified by the survey data.

24. Unit Facilitators and/or individual teachers may raise their concerns with the Directors and the Learning Pathways Manager, who will formulate a response aimed at resolving the concerns raised.

25. Should the dispute not be resolved, Unit Facilitators and/or individual teachers may avail themselves of the NSW Health Grievance – Effective Workplace Resolution Policy and Procedures.

External Student and Graduate Feedback

26. HETI Higher Education students take part in the Quality Indicators for Learning and Teaching (QILT) surveys of students and graduates conducted by the Social Research Centre for the Australian Government. The surveys involved are the Student Experience Survey (SES) and the Graduate Outcomes Survey (GOS).

Student Experience Survey (SES)

27. THE SES is 'designed to collect information that will help both higher education institutions and the government improve teaching and learning outcomes, and reports on multiple facets of the student experience[2].' Participation in this survey allows HETI Higher Education to benchmark its graduate satisfaction with other higher education providers.'

28. The SES measures the following indicators:

    a. Overall quality of educational experience
    b. Teaching quality
    c. Learner engagement
    d. Learning resources
    e. Student support
    f. Skills development.

Procedure

29. The SES is implemented according to the following procedure:

    a. The Social Research Centre invites HETI Higher Education students to participate in the SES by email.

    b. An Annual Report of the SES is provided on the QILT website.

    c. HETI Higher Education receives a data set of results from the SES.

    d. The Director Education and Training is responsible for providing a report of the results of the SES to Academic Board as part of the course monitoring and review process.

    e. Academic Board is responsible for informing Governing Council of the results.

Graduate Outcomes Survey

31. HETI Higher Education graduating students or graduates take part in the Graduate Outcomes Survey (GOS) which incorporates the Course Experience Questionnaire (CEQ) in the May and November collections.

32. The GOS is completed by graduating students or graduates approximately four months after completion of their courses. It provides information on the labour market outcomes, further study activities and course satisfaction of graduates.

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[2] See https://www.qilt.edu.au/about-this-site/student-experience

33. The GOS measures the following indicators:

    a.   Graduates in full-time employment

    b.   Graduates in overall employment

    c.   Graduates in full-time study

    d.   Median salary of graduates in full-time employment

    e.   Overall Course Satisfaction

GOS Procedure

34. The GOS is implemented according to the following procedure:

    a.   The Social Research Centre invites graduating students or graduates of HETI Higher Education to participate in the GOS by email.

    b.   An Annual Report of the GOS is provided on the QILT website.

    c.   HETI Higher Education receives a data set of results from the GOS.

    d.   The Director Education and Training is responsible for providing a report of the results of the GOS to Academic Board as part of the course monitoring and review process.

    e.   Academic Board is responsible for informing Governing Council of the results

Roles and Responsibilities

35. The Unit Facilitator is responsible for:

    a.   Action and support for students where appropriate in areas identified in the student feedback instruments.

    b.   Reporting the results of the internal surveys and actions taken to improve units to students as specified in the clauses 12-22 and in accordance with the Course Monitoring and Review Policy.

    c.   Action in improving the quality of units and teaching in areas identified by students where appropriate as specified in the clauses 12-22 and in accordance with the Course Monitoring and Review Policy.

36. The Learning Pathways Manager is responsible for

    a.   Monitoring, analysing and reporting data from internal surveys, initiating action and addressing concerns where appropriate.

    b.   Providing support and supervision to Unit Facilitators where appropriate in addressing issues raised by students in relation to the quality of units and teaching.

    c.   Collating information and providing the Student Feedback Action Report to the HETI Higher Education Teaching and Learning Committee and Academic Board

37. The Director Education and Training is responsible for

    a.   Overseeing internal and external student feedback procedures and reporting.

b. Reporting to HETI Higher Education Teaching and Learning Committee and Academic Board the results and actions arising from external student feedback.

38. The HETI Higher Education Teaching and Learning Committee is responsible for:

a. Analysing the results of student feedback and discussing appropriate actions.

b. Making recommendations to HETI Higher Education Academic Board.

39. The HETI Higher Education Academic Board is responsible for:

a. Scrutinising and requiring action where appropriate in relation to reports it receives concerning the results of student feedback.

b. Reporting the results and actions taken in relation to internal and external feedback to HETI Higher Education Governing Council.

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

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
v1.1	13 June 2019	Draft	David Baxter	Revised version, changed title, major amendments to document.
V1.1	30 September 2019	Draft	Susan Grimes	Endorsed by the Teaching and Learning Committee.
v1.1	24 October 2019	Draft	Susan Grimes	Endorsed by the Academic Board
v1.1	04 December 2019	Draft	Susan Grimes	Approved by the Governing Council
v2.0	14 January 2020	Final	-	Published
v2.1	03 February 2020	Noted	Susan Grimes	Organisational changes; new position title, and responsibilities and formatting edits. Noted by the T&L Committee.
v2.1	18 February 2020	Final	-	Published

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 ASSSESSMENT

<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.	Summary of policy purpose (from PD Cover Page)		
	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.	Agency (HETI) key roles & responsibilities as per PD		
4.	Risk Assessment		
4.1	Identification of risks – what might happen & how?		
	1. 2.		
4.2	Analysis of risks – combined estimate of the consequence & likelihood of the risk, using NSW Health Risk Matrix (attached)		
	• Consequence: • Likelihood: • Risk rating :		
4.3	Evaluation of risks – 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. Risk level assessed after implementing treatment: • Consequence: • Likelihood: • Risk rating : Evaluation –		

Risk Assessment Approval

Name & position of approving T2 Officer:	
Date:	