



# Feedback Policy and Procedure

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## 1. PURPOSE

The Australis Business School (“Australis”) is committed to receiving input from students, staff and stakeholders for the purpose of continuous improvement. This *Feedback Policy and Procedure* provide a framework for gathering, collating and analysing information at all levels about the quality and effectiveness of Australis’s activities for use in development, review and quality assurance processes.

## 2. SCOPE

The policy and procedure apply to all accredited courses and units at Australis. They apply to all domestic and international students of Australis and all staff of Australis including academic and non-academic staff, and board and committee members, both internal and external, as well as independent contractors and consultants.

## 3. DEFINITIONS

See the Australis *Glossary of Terms* for definitions.

## 4. POLICY

### 4.1. Policy Statement

Australis is committed to establishing and maintaining effective feedback systems for open and honest communication with all students, staff and stakeholders. This feedback will be utilised to ensure that Australis offers high-quality learning and teaching and effectively meets the needs of its community while advancing the reputation and impact of the School. This policy and procedure have been developed in line with Section 5.3 Monitoring, Review and Improvement of the Higher Education Standards Framework (Threshold Standards) 2021.

### 4.2. Policy Principles

Australis supports transparent, timely, explicit and mutually respectful feedback between and among students, staff and stakeholders. Feedback is part of effective learning, enhances students’ learning and improves their assessment performance.

Australis feedback activities ensure the following:

- Feedback processes will be systematic and respectful of the rights of students, staff and other stakeholders.
- All academic staff will have opportunities to review feedback on their teaching and are supported in enhancing these activities.

- Stakeholders will have the opportunity to provide feedback; this may include staff, students, industry partners, alumni, community groups, academic peers and other interest groups. Board and committee members are also part of the feedback process.
- Feedback can be provided by individuals in response to requests by Australis or on their own initiative.
- Mechanisms for providing feedback vary according to the needs of Australis and stakeholder groups.
- Feedback responses will be considered and actioned in a timely manner.
- The confidentiality, privacy and reputation of all parties involved will be protected.
- The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

## **5. ASSESSMENT FEEDBACK TO STUDENTS**

Assessment feedback is used as a guide for students on what steps are required to improve and as part of their assessment in order to justify their marks or grades. The form and extent of feedback that students can expect in relation to particular assessment tasks must be clearly stated. Academic staff may deliver feedback on a student's assessment through verbal comments to an individual or group, written comments, marking rubrics or graded assessments.

## **6. FEEDBACK FROM STUDENTS**

During Student Orientation, students are advised of the various feedback options available to them. If feedback from a student constitutes the raising of a grievance, the *Student Complaints and Appeals Policy and Procedure* apply.

Student surveys will be conducted at the end of every semester for each unit and for every course as a whole. The data produced by student surveys will be analysed by Student Services, the Learning and Teaching Committee (LTC), the Executive Management Committee, the Academic Board (AB) and the Board of Directors (BoD) for improving Australis's learning resources, facilities, equipment and services. The Student Administration and Support Officer will collate and anonymise the data from the student surveys and provide the anonymised data to academic staff to review feedback on their teaching. This is also provided to the LTC and AB for review.

Every year, a graduate satisfaction survey will also be conducted with students who completed their Bachelor of Business (Accounting) course in the previous year. The data produced by graduate satisfaction surveys will be analysed by the Student Administration

and Support Officer, the LTC, the Executive Management Committee, the AB and the BoD for improving Australis's learning resources, facilities, equipment and services.

Australis mitigates future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support by managing feedback as follows:

- Feedback from regular student surveys are collated every semester.

Feedback from comprehensive reviews from student feedback are collated annually and external referencing are collated biannually. The LTC, AB and BoD are provided with the results of the feedback from student surveys and comprehensive reviews. Lecturers and tutors are supported in improving their teaching with the Dean and Course Co-ordinator providing mentoring, as required, based on the anonymised data received from the student surveys (received at the end of every semester).

## **7. FEEDBACK FROM STAFF**

During staff induction, staff are advised of the various avenues for feedback available to them. If feedback from a staff constitutes the raising of a grievance, the *Staff Complaints and Appeals Policy and Procedure* apply. Staff feedback on workplace environments and processes, communication and organisational design will be analysed by the Executive Management Committee and the AB and BoD for improving Australis's organisational designs and processes.

## **8. FEEDBACK FROM EXTERNAL PARTIES**

The following provides an overview of the types of course review processes which involve feedback from external parties:

- Any new higher education course is subject to approval by the AB, which approves submission of an accreditation application to TEQSA (refer to the *Course and Unit Development and Quality Assurance Policy and Procedure*).
- Any proposal to make a major change to a higher education course structure, content or delivery requires a course change proposal to be approved by both the AB and the external accrediting authority.
- Minor changes to units and courses that constitute continuous improvement while maintaining the coherence of the course only need internal approval by the Dean after consideration by the AB or the Course Advisory Committee if needed.

## 9. FEEDBACK PROCEDURES

Staff, students, external independent experts and stakeholders may provide feedback in the following ways:

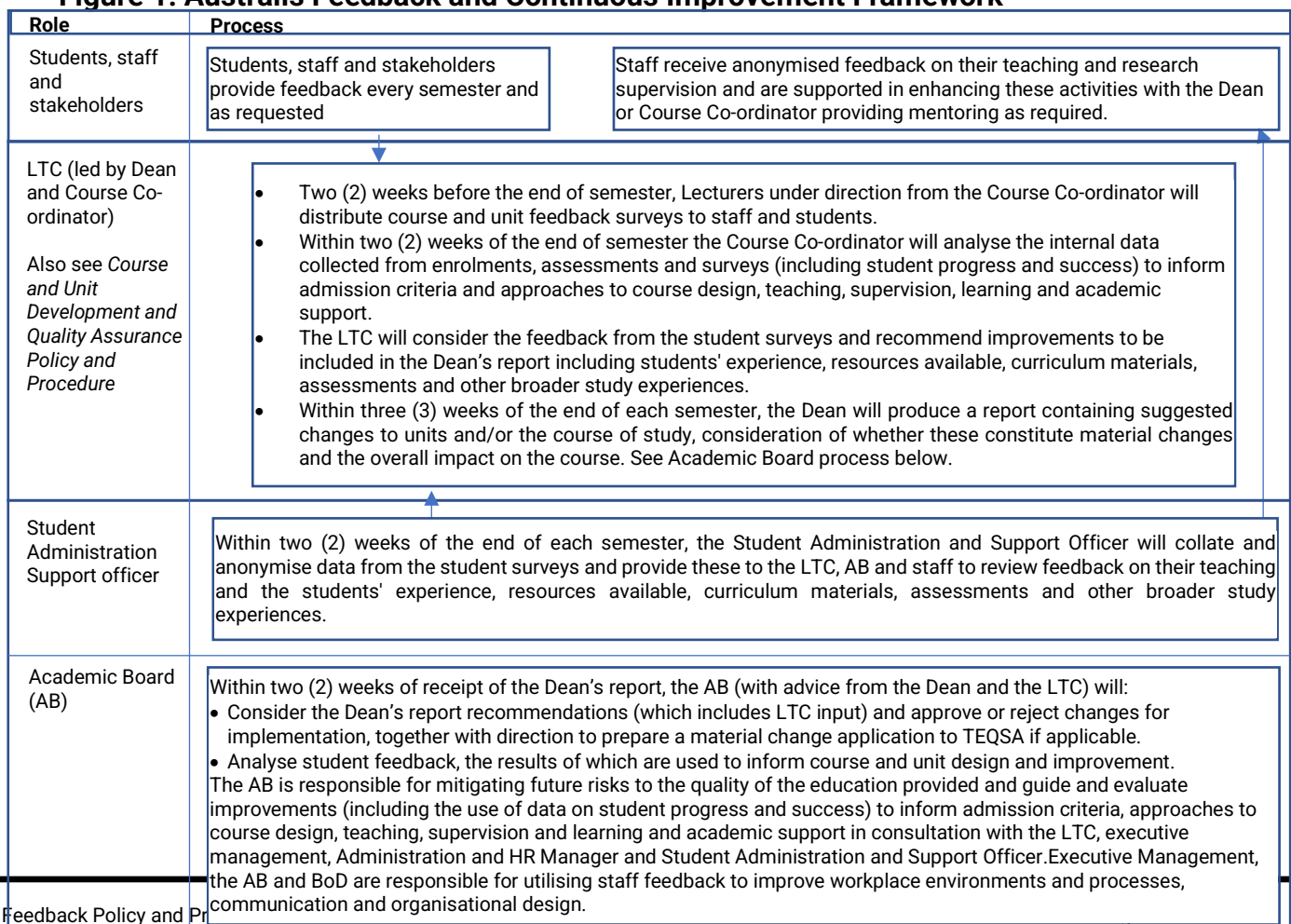
- informal discussion with staff members
- phone, email, surveys or written correspondence with staff members
- phone, email, surveys or written correspondence with students
- regular audits and reports by regulating, governing, professional or accrediting bodies
- representation on regulating or governing committees or boards

Complaints and grievances are addressed according to the *Student Complaints and Appeals Policy and Procedure* and the *Staff Complaints and Appeals Policy and Procedure*.

The Australis Feedback and Continuous Improvement Framework (Figure 1) below summarises how the results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used:

- to mitigate future risks to the quality of the education provided and
- to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

**Figure 1: Australis Feedback and Continuous Improvement Framework**



## 9.1. Assessment Feedback to Students Procedure

Academic staff must ensure the following when providing assessment feedback.

**Effectiveness:** Assessment feedback must address student achievement in learning outcomes including provision of marks and comments about student performance that are in understandable and plain language and sufficiently detailed.

**Individual needs:** Assessment feedback must target students' individual needs and be linked to specific assessment criteria. The areas for improvement should be pointed out in a constructive and helpful manner to motivate the student to improve their learning.

**Timeliness:** Assessment feedback must be provided to students in a timely manner, usually within ten (10) working days of the assessment submission date, so that it can be used by the student to improve their learning. Where an assessment task such as an examination is not returned to students, students must be provided with access to retained assessment tasks on request.

**Improvement:** Assessment feedback must set out the ways in which the student can improve, as well as highlighting both the strengths and weaknesses of a specific assessed item.

Students may apply to see their marked exam scripts for **final examinations** within three (3) working days of the publication of the result. Appropriate provisions will be made for students who request to view their exam scripts and they will receive verbal or written feedback on their performance from the Lecturer who marked the exams or another responsible academic staff member.

## 9.2. Feedback From Students Procedure

Academic staff must ensure that their students have been informed of and reminded to complete the online student survey on Moodle at the end of each semester. Lecturers under direction from the Course Co-ordinator will distribute course and unit feedback surveys to staff and students. This must be completed within two (2) weeks of the end of semester. A set of questions will form the basis of the student survey form in order to systematically evaluate learning and teaching across all Australis units and courses of study. This may include questions regarding students' experience, resources available, curriculum materials, assessments and other broader study experiences.

Within two (2) weeks of the end of semester the Course Co-ordinator will analyse the internal data collected from enrolments, assessments and surveys (including student progress and success) to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

Within two (2) weeks of the end of each semester, the Student Administration and Support Officer will collate and anonymise data from the student surveys and provide these to the LTC, AB and staff to review feedback on their teaching and the students' experience,

resources available, curriculum materials, assessments and other broader study experiences.

The LTC will consider the feedback from the student surveys and recommend improvements to be included in the Dean's report including students' experience, resources available, curriculum materials, assessments and other broader study experiences.

Within three (3) weeks of the end of each semester, the Dean will produce a report containing suggested changes to units and/or the course of study, consideration of whether these constitute material changes and the overall impact on the course.

Australis mitigates future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support by managing feedback as follows:

- Feedback from regular student surveys are collated every semester.
- Feedback from comprehensive reviews from student feedback are collated annually and external referencing are collated biannually.

The LTC, AB and BoD are provided with the results of the feedback from student surveys and comprehensive reviews.

### **9.3. Feedback From Staff Procedure**

Staff members may contact their supervisor or another member of the Executive Management Committee to provide feedback. This contact may be through written correspondence, phone conversations, email communication or face-to-face meetings. Staff may also provide feedback on all aspects of their Australis experience through formal and informal staff meetings, annual performance appraisals or representation on appropriate governing boards and committees.

#### **Formal course review**

A formal course review comprises the following stages:

1. Two (2) weeks before the end of semester, Lecturers under direction from the Course Co-ordinator distribute surveys to staff and students.
2. The Course Co-ordinator analyses the internal data collected from enrolments, assessments and survey data within a week of the end of each semester.
3. Within two (2) weeks of the end of each semester, the Dean produces a report containing suggested changes to units, consideration of whether these constitute material changes and the overall impact on the course.
4. Within two (2) weeks of receipt of the report, the Course Advisory Committee and the AB consider the report's recommendations and approve for implementation or reject changes, together with direction to prepare a material change application to TEQSA if applicable.

#### **9.4. Feedback From Stakeholders Procedure**

Feedback from stakeholders will inform processes of continuous quality improvement and future development at Australis. Australis stakeholders including alumni, enquirers, industry partners, academic peers, community groups and other groups for specific purposes may provide their feedback using methods appropriate for the specific feedback.

### **10. EFFECTIVE UTILISATION OF FEEDBACK**

Student, staff and stakeholder feedback will be analysed and used by Australis in order to:

- improve the provision of learning resources, equipment, facilities and services
- improve the quality of courses of study through course review procedures
- improve organisational design and development processes
- inform staff annual performance appraisals
- inform staff professional development programs
- provide staff, teachers and supervisors, to have opportunities to review feedback on their teaching and are supported in enhancing these activities.
- mitigate future risks to the quality of the education provided and to guide and evaluate improvements (including the use of data on student progress and success) to inform admission criteria, approaches to course design, teaching, supervision and learning and academic support.

### **11. RESPONSIBILITIES**

Australis is responsible for the continuous use of effective student and staff feedback.

Lecturers and academic staff are responsible for ensuring that students receive timely feedback on their assessments.

The Course Co-ordinator is responsible for ensuring student survey feedback is gathered every semester and any necessary action is taken to address issues raised in student surveys.

The Student Administration and Support Officer is responsible for the collation and anonymisation of the data from the student surveys and provide these to the LTC, AB and staff to review feedback on their teaching and the students' experience, resources available, curriculum materials, assessments and other broader study experiences.

The AB is responsible for the following:

- Analysis of student feedback, the results of which are used to inform course and unit design and improvement.
- Mitigating future risks to the quality of the education provided and guide and evaluate improvements (including the use of data on student progress and success) to inform

admission criteria, approaches to course design, teaching, supervision and learning and academic support.

- Make decisions, based on the use of data on student progress and success, to improve Australis course(s), admission criteria, approaches to course design, teaching, supervision and learning and academic support in consultation with the LTC, Executive Management Committee, Administration and HR Manager and Student Administration and Support Officer.

Executive Management and the AB and BoD are responsible for utilising staff feedback to improve workplace environments and processes, communication and organisational design.

Refer to the *Records and Information Management Policy* for details regarding how Australis protects, retains and discards Australis's physical and electronic records.

## 12. Related Documents, External References and Version Control

### 12.1. Related/Referenced Documents

- Course and Unit Development and Quality Assurance Policy and Procedure
- External Referencing Policy
- Privacy Policy
- Records and Information Management Policy
- Staff Complaints and Appeals Policy and Procedure
- Student Complaints and Appeals Policy and Procedure

### 12.2. Related Legislation and External References

- Higher Education Standards Framework 2021
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2021

### 12.3. Version Control

Version	Date	Reviewed/approved by	Key notes/changes
0.1	06/12/22	Board of Directors (BoD)	Approved at the 06/12/22 BoD meeting.
0.2	12/01/23	Learning and Teaching Committee (LTC)	Added heading Feedback from External Parties.
0.3	31/01/23	Academic Board (AB)	Discussed at the 31/01/23 AB meeting with changes to the references and policy statement headings.
0.4	28/02/23	AB	Changed former sections 10, 11, 12 and 13 headings. Minor changes to Sections 5 and 10.
0.5	23/05/23	AB	Approved at the 23/05/23 AB meeting after adding reference to the <i>Records and Information Management Policy</i> .
0.6	22/03/24	AB and BoD	Updated based on 21/03/24 AB meeting and 22/03/24 BoD meeting.
0.7	05/04/24	AB and BoD	Further input from AB meeting 04/04/24 and BoD meeting 05/04/24 incorporated

0.8	11/04/24	AB and BoD	<p>Reviewed and approved at the AB 11/04/24 meeting</p> <p>Reviewed and approved at the BoD 11/04/24 meeting</p>
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#### **12.4. Document Review**

To be reviewed at least every five (5) years from the date of final approval.