STUDENT FEEDBACK PROCEDURE

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1. PURPOSE

To explain how and why Morling College collects feedback from students.

2. DEFINITIONS

The following definitions apply for the purpose of this procedure:

Key Term - Acronym	Definition
AB	Academic Board
ACT	Australian College of Theology
DSS	Director of Student Services
Head	Head of the relevant section of MC, e.g., dean of the faculty teaching an academic unit, or DSS if the feedback relates to enrolment processes, etc.
MC	Morling College
LTC	Learning and Teaching Committee
QILT	Quality Indicators for Learning and Teaching being official Australian Government surveys

3. STATEMENT

Morling College (MC) is committed to excellence in teaching and in teaching support. Students' experience is one valid assessment of this. In the interests of continual

improvement to its teaching and related support facilities, MC collects and considers feedback, both positive and negative, from present and past students.

MC recognises that valid feedback can be obtained from many different sources, depending on urgency, availability, and appropriateness. Feedback shall be sought about both academic activities and the learning environment more generally.

4. SCOPE

Student feedback will be sought for all education-related activities of MC.

MC will participate in the student feedback procedures of any consortium to which it belongs (e.g., ACT for Bible and Theology students) and in national government endorsed surveys of higher education, e.g., Quality Indicators for Learning and Teaching (QILT) surveys, for award courses.

5. RESPONSIBILITES

Students

5.1   Students have a responsibility to provide feedback, both when asked and to provide it spontaneously if something about their experience needs attention. This feedback may be positive or negative.

5.2   Feedback should be constructive and respectful. Engaging in personal insults or abuse may be treated as a breach of the Student Code of Conduct.

Staff

5.3   Staff (deans, teachers of all levels, student administrators, etc.) are expected to accept relevant feedback as offered in good faith and to consider it fairly and objectively, making changes where appropriate.

5.4   Relevant sections within MC, e.g., each faculty or the library, are expected to develop their own, more specific guidelines for student feedback, e.g. frequency, survey questions, etc.

6. PRINCIPLES

6.1   Examples of surveys vary from standard unit evaluations held at the end of semester to one-off surveys about a special event. They may ask about any aspects of the student experience, including the syllabus, learning activities, online interactions, availability & accessing of texts and Library resources, study areas, or other facilities.

6.2   Systematic surveys of students shall be conducted by Faculties. These shall include surveys to obtain student feedback on all taught units at least twice in every accreditation cycle.

6.3   Surveys shall be confidential and are expected to be answered anonymously, but students may opt to identify themselves if they desire.

Small numbers of students enrolled may make re-identification easy, so anonymity generally is not guaranteed.

6.4   Whenever possible, surveys shall be completed online.

6.5   Survey questions shall be relevant to the experience of the students.

6.6   Students shall not be over-surveyed.

6.7   Analysis of surveys shall be transparent.

6.8   When possible, survey results will include comparisons and trends.

6.9   A summary of the results of surveys, together with the action in response, shall be reported to the Learning and Teaching Committee (LTC).

6.10   Results of QILT, and similar surveys, shall also be reported to the Academic Board.

Focus Groups

6.11   Focus groups are typically convened when a specific topic, or related topics, of concern or areas that need improvement require discussion. Focus groups shall have an agenda that is available to the students ahead of time.

6.12   Depending on the agenda, focus groups may include students from more than one unit of study or from more than one part of MC.

6.13   Student focus groups shall be conducted by a disinterested facilitator.

6.14   Focus groups may be either face to face or conducted over the web.

6.15   A summary of the focus group discussion, and any subsequent action, shall be provided to the LTC.

Informal Feedback

6.16   From time to time, students may provide relevant feedback in an informal manner. The details of this should be recorded anonymously and discussed by appropriate staff including the relevant Head. Such feedback may be brought to a formal committee meeting, such as a faculty meeting or the LTC, for noting or discussion.

Other Feedback

6.17   MC may receive relevant feedback obtained by other organisations. In the case of formally organised feedback, e.g., from QILT surveys, the ACT, the Baptist Assoc NSW or other stakeholders, the relevant Dean or the Vice-Principal (Academic) shall report such feedback to the AB which shall formally note the response to it, in consultation with all relevant parts of MC, including the MC Board. If the external feedback is informal, it need not be reported to the AB.

Use of Feedback

6.18   The agendas of the AB and its sub-committees shall include Student Experience as an item in at least two meetings each year. This will include a report from the student representative members on the AB and its sub-committees.

6.19   Individual staff members shall reflect on relevant student feedback as part of their respective annual appraisals, noting that student feedback of itself is insufficient evidence of performance.

6.20   Student feedback on the units offered within a course shall be made available to members of the course review committee charged with undertaking any mid-cycle or end-of-cycle course review.

6.21   There shall be an online explanation of the purposes for which student feedback is requested and the kinds of changes that are made because of student feedback. Preambles to unit evaluations, invitations to focus groups, etc. shall link to this explanation to encourage students to provide constructive feedback.

6.22   The AB shall report annually to the MC Board about what was learnt from and the key responses to student feedback, together with plans or suggestions for handling any issues seen emerging within the feedback.

Secondary Use

6.23   The purpose of student feedback is improvement to the learning experience. If staff wish to use it for another purpose, e.g., pedagogy research, prior ethics approval is required. (Consult your faculty's representative on the Morling College Low Risk Ethics Committee for advice.)

Data Storage and Security

6.24   Given the potentially sensitive material in student feedback, it shall be stored securely.

6.25   Only staff with a direct interest in the feedback shall have access to the raw data.

6.26   If feedback identifies a specific student or staff-member, or makes re-identification possible, then the data shall be protected in accord with the Privacy Procedure.

7. RELATED DOCUMENTS AND LEGISLATION

- Privacy Procedure (to be developed)
- Human Research Ethics Committee Procedure (to be developed)
- Staff Code of Conduct
- Student Code of Conduct

8. REFERENCES

None

9. VERSION HISTORY

Version	Approved by	Approval Date	Effective Date	Changes made
1.03	Vice-Principal (Academic)	November 2023	November 2023	Updated access from "Morling Community" to "Public."
1.02	Policy Coordinator	November 2023	November 2023	Corrected minor errors (such as approved by LTC not CAO). Updated CAO to VP(A), updated contact to Academic Dean.
1.01	Policy Coordinator	April 2023	April 2023	Updated to the latest template, including addition of keywords.
1.00	LTC	26 October 2022	26 October 2022	New Procedure

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