



STUDENT FEEDBACK POLICY

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1. PURPOSE

To outline the principles underpinning the gathering and use of feedback at Morling College.

2. DEFINITIONS

The following definitions apply for the purpose of this policy:

Key Term of Acronym	Definition
AB	Academic Board
ACT	Australian College of Theology
LTC	Learning and Teaching Committee
MC	Morling College
QILT	Quality Indicators for Learning and Teaching, being official Australian Government surveys
Stakeholder	For example QILT, the ACT, Baptist Churches of NSW & ACT, BCWA, Queensland Baptists, etc

3. SCOPE

This policy applies to all staff and students at Morling College.

4. POLICY 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.

5. PRINCIPLES

- 5.1 Student feedback will be sought for all education-related activities of MC.
- 5.2 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.
- 5.3 Surveys may vary from standard unit evaluations held at the end of semester to one-off surveys about a special event and may ask about any aspects of the student experience, including the syllabus, learning activities, online interactions, availability and accessing of texts and library resources, study areas, or other facilities.
- 5.4 Systematic surveys of students will be conducted by faculties, under the oversight of the faculty dean.
- 5.5 Surveys will be conducted to obtain student feedback on all taught units at least twice every seven years. See the *Student Feedback Procedure* for the schedule outline.
- 5.6 Surveys will be confidential and expected to be answered anonymously. Students may however opt to identify themselves. Small numbers of students enrolled may make re-identification easy, so anonymity is not guaranteed.
- 5.7 Whenever possible, surveys will be completed online.
- 5.8 Survey questions will be relevant to the experience of the students.
- 5.9 Students will not be over-surveyed.
- 5.10 Analysis of surveys will be transparent.
- 5.11 When possible, survey results will include comparisons and trends.
- 5.12 A summary of the results of surveys, together with the action in response, will be reported to the Learning and Teaching Committee (LTC).
- 5.13 Results of QILT, and similar surveys, will be reported to the Academic Board (AB).

FOCUS GROUPS

- 5.14 A focus group may be convened when a specific topic or related topics of concern or areas that need improvement require discussion.

- 5.15 Focus groups will have an agenda that is available to participating students ahead of time.
- 5.16 Depending on the agenda, focus groups may include students from more than one unit of study or more than one part of MC.
- 5.17 Student focus groups will be conducted by a disinterested facilitator.
- 5.18 Focus groups may be either face-to-face or online.
- 5.19 A summary of the focus group discussion, and any subsequent action, will be provided to the LTC.

INFORMAL FEEDBACK

- 5.20 Students may provide relevant feedback in an informal manner.
- 5.21 Where a student provides informal feedback, the details of this will be recorded anonymously, unless the student requests otherwise, and discussed by appropriate staff including the relevant department head.
- 5.22 Informal feedback may be brought to a formal committee meeting, such as a faculty meeting or the LTC, for noting or discussion.

OTHER FEEDBACK

- 5.23 MC may receive relevant feedback obtained by other organisations or stakeholders.
- 5.24 In the case of formally organised feedback from a stakeholder, the Academic Dean will report the feedback to the AB.
- 5.25 If the external feedback is informal, it need not be reported to the AB.

USE OF FEEDBACK

- 5.26 The agenda of the AB will include 'Student Experience' as an item in at least two meetings each year. This will include a report from the student representative.
- 5.27 Individual staff members will reflect on relevant student feedback as part of their respective annual appraisals, noting that student feedback of itself is insufficient evidence of performance.
 - 5.27.1 Content of student feedback on the performance of individual staff team members will be made available only to the staff team member, their direct supervisor and (where necessary) other members of their line management chain, up to the principal.
- 5.28 Student feedback on the units offered within a course will be made available to members of the course review committee charged with undertaking any mid-cycle or end-of-cycle course review.

- 5.29 Relevant information from student feedback will also be provided to other teams and departments as appropriate (e.g. information on digital learning resources, the learning management system and the frequency and format of virtual classroom sessions to Morling Online team; information on library resources to Library team; information on academic support to Student Services team).
- 5.30 There will be an online statement explaining why student feedback is requested and the kinds of changes that are made because of student feedback.
- 5.31 Preambles to unit evaluations, invitations to focus groups, and so on, will link to explanatory statement to encourage students to provide constructive feedback.
- 5.32 The AB will 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

- 5.33 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.

DATA STORAGE AND SECURITY

- 5.34 Student feedback will be stored securely.
- 5.35 Only staff with a direct relevant interest in the feedback will have access to the raw data.
- 5.36 If feedback identifies a specific student or staff-member, or makes re-identification possible, then the data will be protected in accord with the *Privacy Policy*.

RESPONSIBILITIES

STUDENTS

- 5.37 Students have a responsibility to provide feedback, both when asked and spontaneously if something about their experience needs attention. This feedback may be positive or negative.
- 5.38 Feedback should be constructive and respectful. Engaging in personal insults or abuse may be treated as a breach of the *Student Code*.
- 5.39 Where feedback may reasonably be considered a grievance or formal complaint, students will refer to the *Grievance Policy: CCSC; Education; MRC*.

STAFF

- 5.40 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.

- 5.41 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. RELATED DOCUMENTS AND LEGISLATION

INTERNAL

- Grievance Policy: CCSC; Education; MRC
- Privacy Policy
- Staff Code
- Student Code
- Student Feedback Procedure

EXTERNAL

- *Higher Education Standards Framework 2021*

7. REFERENCES

Nil

8. VERSION HISTORY

Version	Approved by	Approval date	Effective date	Changes made
1.00	Academic Board	11 Sept 2024	11 Sept 2024	Policy elements of the Student Feedback Procedure transferred to policy and developed.

Download this document anew with each use, as it may have changed.