

Student Feedback Policy

1. Purposes

King's Own Institute (KOI) uses a range of standardised surveys to enable students to give feedback on their experiences on many different dimensions including their perceptions of learning and teaching, their overall course experience, their reactions to aspects of KOI facilities and their whole student experience at KOI.

This policy outlines how student feedback on subjects and teaching is gathered, reported, and utilised, as part of KOI's ongoing commitment to providing a quality learning experience for students.

2. Principles

KOI is committed to providing opportunities for all students to offer feedback on their educational experiences. Student surveys are a key component of KOI's monitoring, review and improvement activities and an important source of feedback to staff on their teaching. They complement other sources of evidence (such as student and graduate outcomes) on the quality and effectiveness of courses and teaching practices.

KOI adopts the following principles for seeking and reporting on feedback:

- KOI will undertake regular review of all subjects and teachers, using student feedback on a standardised survey, along with other sources of information
- Subjects will normally be evaluated in every teaching period in which they are offered. Teaching will normally be evaluated at least annually for every teacher
- Survey data will be collected, analysed and reported in accordance with ethical practice to preserve the anonymity of individual students
- Results from student feedback on subjects and teaching will be reported to individual staff to be discussed with their supervisor
- Aggregated reports on subjects and teaching will be published in the Trimester Report and reported to students and staff, along with targets and plans for improvement.

Survey data is not only a powerful reputational tool, but also a valuable resource for strategic planning, quality management and review, reporting and business intelligence. The data can also be used for benchmarking to satisfy mandatory TEQSA licensing and course accreditation requirements.

The survey reports and data (not just numbers, but comments as well) should be studied by the Heads of Program and managers and used as one of the sources of feedback in their areas to improve processes and services. Publicly available survey results should be communicated within KOI to staff and students and also to agents and partners.

3. Survey instruments

Student Evaluation of Teaching and Subjects is an internal survey for individual subjects and the lecturers and tutors designed to offer students opportunities to give feedback on their subjects and their teachers (see Appendix 1). The evaluation of teaching includes communication skills, teaching methodology, classroom management, feedback on assessment as well as attitude and helpfulness towards students. The evaluation of subjects covers workload, learning outcomes, assessments, practicality, delivery and overall satisfaction. The survey will be conducted online. To increase the response rate, the surveys will be conducted by Academic Officers in tutorials at the end of each trimester when necessary and the absentees can respond to the surveys online during the week. The responses are mostly given as Likert scale ratings and optional open-ended questions. Students are

assured that the surveys are anonymous and that KOI protects the confidentiality of their responses.

KOI Graduate Survey is another internal survey used to measure our graduates' course experience and employment outcomes (see Appendix 2). This survey opens immediately after their completion of studies each trimester and lasts for two months. Graduates are asked to give feedback on team skills, communication skills, problem solving skills and professional skills gained during the course and the overall quality of the course. Graduates are also asked questions related to paid work, further study and the employment outcome of the course completed.

KOI participates in all the QILT national surveys administered by the Social Research Centre on behalf of the Australian Government Department of Education and Training. These surveys assess: students' satisfaction with key aspects of their study experience, such as teaching quality, learning resources and support services; graduates' satisfaction with their course; graduates' employment and further study outcomes, including information on the proportion of graduates finding work and median salaries. The survey results are published on the QILT website (<https://www.qilt.edu.au>). The data source comes from Student Experience Survey (SES), Graduate Employment (GOS), Graduate Satisfaction (GOS) and Employer Satisfaction (ESS).

The *Student Experience Survey* is conducted in August each year. It helps both higher education institutions and the government improve teaching and learning outcomes and reports on multiple facets of the student experience. The indicators are: overall quality of educational experience, teaching quality, learner engagement, learning resources, student support and skills development.

Graduate Employment and *Graduate Satisfaction* are sourced from the GOS conducted in February, May and November. They are completed by graduates of Australian higher education institutions approximately four months after completion of their courses.

Graduate Employment provides information on the labour market outcomes and further study activities of graduates. Employment outcomes data includes responses from Australian resident graduates only. Four indicators of graduate outcomes are displayed on the QILT website: full-time employment, overall employment, full-time study and median salary. Full-time employment relates to graduates employed for 35 hours or more per week. Overall employment relates to graduates employed for one or more hours per week.

Graduate Satisfaction data are sourced from the Course Experience Questionnaire (CEQ) for undergraduate and postgraduate coursework level graduates. Three indicators from the CEQ are displayed on the QILT website: overall satisfaction, good teaching and generic skills.

The *Employer Satisfaction Survey* is a national survey that directly links the experiences of graduates to the views of their direct supervisors. The ESS is undertaken on a systematic basis by asking employed graduates who participated in the GOS four months after graduation to provide the contact details of their supervisor for follow up. The survey provides information about the quality of education provided at Australian institutions, by asking supervisors to provide feedback about the generic skills, technical skills and work readiness of the graduate employed in their workplace. The QILT reports and website do not publish results where there are fewer than 25 survey responses. For this reason, results for individual non-university higher education institutions (NUHEIs) are not shown as the number of employer responses is too small. Six indicators of employer satisfaction are displayed on the QILT website: overall satisfaction, foundation skills, adaptive skills, collaborative skills, technical skills and employability skills.

Participation in a QILT survey must be confirmed within a week after receiving the invitation email from QILT sent two months before the collection starts. QILT can usually extract all the required data from HEIMS submissions. However, KOI has a significant cohort with a later census date, so KOI must

manually complete a QILT population file template. The completed template with the details of students or graduates in-scope has to be uploaded onto QILT's secure file exchange portal one month before the survey starts.

The collection periods are in February, May, August and November and each period lasts for one month. Continuous marketing campaigns are carried out to raise awareness and to increase the response rate before and during these four periods for the SES and GOS surveys. The combined QILT website data with detailed responses are provided to participating institutions in April and December each year. It takes about four months for QILT to finalise and deliver the institutional reports of each survey.

4. Roles and responsibilities

Subject coordinators, academic staff and staff with roles which directly support the learning of students have responsibilities to:

- engage in regular evaluation to improve the effectiveness of their own individual contribution to the student learning experience, using the standardised survey along with other methods
- use the survey results in order to review and enhance learning and teaching in their subjects
- discuss the feedback on their teaching with their supervisor in the annual performance review and development process
- contribute to the identification of areas of good practice and implementation of improvement strategies
- provide feedback to students in the subject outline on improvements made based on student feedback.

Heads of Program have responsibilities to:

- review survey results for all subjects in the program in discussion with academic staff
- identify areas of good practice and key areas which warrant improvement action
- report to the Vice-President (Academic) on:
 - the key areas of good practice that will be promoted and the key targets and strategies for improvement
 - the effectiveness of strategies previously implemented
- monitor evaluation processes and practices to ensure that the principles and processes outlined in this policy are observed.

The Vice-President (Academic) has responsibilities to

- provide an annual consolidated report on the overall outcomes from the student evaluation of subjects and teaching to the Academic Board and its committees
- identify the key areas of good practice that will be promoted and the key targets and strategies for improvement that are taking place
- address any staff or student concerns regarding breaches of this policy.

The Library has responsibilities for promotion, management and reporting of student surveys.

Students have responsibilities to:

- contribute constructive feedback on the quality of subjects and the effectiveness of individual teaching staff through surveys and other methods
- provide feedback which is free from racist, sexist or abusive intent, as required by the Student Code of Conduct.

Document control

Policy title	Student Policy
Policy owners	Vice President (Academic)
Policy approver	Academic Board
Policy version date	16 May 2025 Version 1.2
Date of approval	16 May 2025
Date of implementation	16 May 2025
Date of next review	16 May 2026
Changes in this version	Policy review date extended to 16 May 2026

***** END OF POLICY *****

Appendix 1. KOI student evaluation of teaching and subjects

1. Section 1: Teaching

Ratings: 1 (Strongly disagree) to 5 (Strongly agree)

- (Q1) This teacher communicated well with the class and made it clear what I am expected to accomplish in this subject.
- (Q2) This teacher seemed enthusiastic about teaching the class.
- (Q3) This teacher created a good environment for learning.
- (Q4) This teacher used methods, technologies and techniques that were effective in helping me to learn
- (Q5) The feedback I received from this teacher was timely and helped my learning
- (Q6) This teacher showed genuine interest in assisting students' learning.
- (Q7) The teacher encouraged students to ask questions and express opinions.
- (Q8) This teacher was well prepared for the class.
- (Q9) This teacher had a good knowledge of the subject area.
- (Q10) Overall, I am satisfied with the teaching of this teacher.

2. Section 2: Subject

Ratings: 1 (Strongly disagree) to 5 (Strongly agree)

- (Q11) The learning outcomes and performance requirements in this subject were made clear
- (Q12) I am satisfied with the assessment tasks in this subject
- (Q13) The workload demands of the subject are about right
- (Q14) This subject helped me to develop some valuable skills/attributes and enhance my learning and/or contribute to my future career.
- (Q15) There were opportunities for students to collaborate and work as a team.
- (Q16) I am satisfied with the way this subject was taught/delivered
- (Q17) I feel engaged in my learning experience at KOI.
- (Q18) Overall, I am satisfied with this subject
- (Q22) Any other comments about the teacher or the subject?

3. Section 3: Online Learning and Hybrid Learning (having both online/virtual and face- to-face options)

- (Q23) What were the best things about Online Learning?
- (Q24) What aspects of Online Learning could be improved?
- (Q25) What were the best things about Hybrid Learning?
- (Q26) What aspects of Hybrid Learning could be improved.

4. Section 4: Learning Resources

- (Q27) Have you used any of the following databases within the last trimester? (Multiple answers)
 - EBSCO Databases
 - Emerald Insight
 - IBISWorld
 - IGI Global
 - ProQuest eBooks
 - O'Reilly Learning
 - None of the above

Thinking of this trimester, overall how would you rate the following learning resources?

Ratings: 1 (Poor) to 5 (Excellent)

- (Q28) Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)
- (Q29) Student spaces and common areas
- (Q30) IT support
- (Q31) Student services
- (Q32) Academic services
- (Q33) Online learning materials
- (Q34) Computing/IT resources
- (Q35) Assigned books, notes and resources
- (Q36) Library resources and facilities
- (Q37) How would you rate the accessibility (easy to find and/or obtain) of our current collection of textbooks and learning resources to this subject
- (Q38) Would you prefer print or online text resources for this subject?

Appendix 2. KOI Graduate Survey

The questions on the survey include:

How important are the following to your employment in your main paid job?

- Qualification you have just completed
- Other skills and knowledge gained during your course

Your course experience (rates as agree/neither agree nor disagree/disagree):

- The course helped me develop my ability to work as a team member
- The teaching staff motivated me to do my best work
- The course developed my problem-solving skills
- The course improved my communication skills
- The course has given me confidence in my chosen career
- The course gave me the professional skills needed for my career
- Overall, I was satisfied with the quality of the course.