

Student Feedback Policy and Procedure

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1. Purpose

This policy and procedure outlines the principles and processes for collecting, analysing, and acting on student feedback to enhance the quality of learning and teaching at Higher Education Leadership Institute Pty Ltd t/as Higher Education Leadership Institute ('HELI', or 'the Institute'). Student feedback informs continuous improvement in course and unit design, delivery, and the overall student experience including student well-being.

2. Scope

This policy applies to all courses, students, and staff at HELI.

3. Principles

Student feedback processes are guided by *Section 5.3 Monitoring, Review and Improvement* of the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) and are guided by the following principles:

- All students have opportunities to provide feedback on their learning experiences.
- Participation is voluntary. Students are clearly informed upfront whether their feedback will be anonymous, confidential, or attributed, and how it will be used, in accordance with the *Privacy Policy*.
- Feedback is collected systematically using multiple mechanisms and analysed to identify strengths and areas for improvement in courses, units, teaching, student support, and the overall student experience.
- Academic staff receive feedback on their teaching, along with support to reflect on practice and engage in quality improvement.
- Feedback informs improvements to student learning experiences, mitigates risks, and guides quality enhancements.
- Responding to student feedback to close the feedback loop is essential. Actions taken in response to feedback are communicated to students.

4. Policy Statement

4.1 Purpose of Student Feedback

HELI provides regular and systematic feedback opportunities to:

- gather data on course, unit, and teaching quality and student experiences for stakeholders including staff, governance bodies, regulators, and professional associations;
- initiate evidence-based improvements to courses, units, teaching, assessments, learning resources and the student experience;
- inform curriculum development, pedagogy, assessment design, and resource allocation;
- identify areas of need for enhanced student support;
- identify professional development needs for staff;

- support staff promotion applications and performance reviews; and
- inform strategic and operational planning.

4.2 Feedback Collection Methods

Internal unit surveys are conducted from Week 6 to Week 10 of each standard 12-week trimester, and towards the end of intensive trimesters (if offered).

Additional feedback is collected through:

- Focus groups and student committees
- Student representatives on governance committees
- Library, workshop, and orientation surveys
- External surveys (Student Experience Survey, Graduate Outcomes Survey, Course Experience Questionnaire) when possible

HELI, when possible, will participate in external graduate and student experience surveys, such as the Student Experience Survey and the Graduate Outcomes Survey, incorporating the Course Experience Questionnaire, funded by the Australian Government Department of Education, and administered annually by the Social Research Centre.

4.3 Ethical Standards and Responsibilities

All processes associated with the collection, analysis, dissemination and reporting of student feedback data must ensure confidentiality and uphold ethical standards.

Staff are expected to reflect upon student feedback and use it to improve course and unit design, teaching quality, student support, and the overall student experience.

Students are expected to provide constructive feedback free of racist, sexist or abusive intent, as per the *HELI Student Code of Conduct*.

5. Procedures

5.1 Internal Student Feedback

5.1.1 Survey Instruments

The Unit Evaluation Questionnaire (UEQ) is administered each trimester using core questions to systematically evaluate student learning experiences, support services, and teaching quality. The survey platform ensures respondent confidentiality.

A range of other internal feedback mechanisms are employed when appropriate, including:

- the Library Student Satisfaction Survey;
- the Workshop Evaluation Survey (for short training workshops not part of the course); and
- the Orientation Evaluation Survey.

Students are encouraged and guided to complete all surveys, particularly the UEQ. These are usually administered online.

5.1.2 Survey Administration

During the UEQ period each trimester, academic staff explain to students the survey's purpose and the value placed on it by the Institute, and reiterate any actions taken as a result of the last evaluation, which are also documented in the Unit Study Guides (see Section 5.1.3).

The Student Services Team promotes the UEQ through a range of communication channels. Students receive an initial survey request with reminders sent to non-respondents over 4-5 weeks.

The Library Student Satisfaction Survey is administered yearly and requests to participate are communicated to students via email and via LMS announcements. Workshop Evaluation Surveys and Orientation Evaluations Surveys are normally administered at the conclusion of sessions.

5.1.3 Analysis and Reporting

After the UEQ has been administered, the following actions are taken:

- The UEQ survey results are compiled into a trimester report for the Board of Examiners that lists all units delivered their corresponding response rates, and satisfaction rates (percentage of positive responses). Each report also includes a summary of key findings and emerging trends.
- Overall satisfaction rates for academic staff in relation to their teaching and delivery of units are also presented in the trimester reports.
- Individual Lecturer Feedback Reports are provided each trimester to all permanent academic staff and to sessional academic staff where available.
- The Unit Coordinator, in consultation with the Course Coordinator, reviews the results to identify trends, areas of strength, and aspects requiring improvement or further support.
- Course Coordinators, through their Board of Examiners (BoE) Course Reports, provide course-level analysed summaries of UEQ results, highlighting both areas of strong performance and those requiring targeted action or support
- An annual analysis report, incorporating consolidated findings and any actions arising, is presented to the Learning and Teaching Committee (LTC) and Academic Board (AB). Discussions, targets, and planned actions arising from these reports are communicated to relevant staff.

Feedback obtained through other mechanisms, such as the Library Student Satisfaction Survey, Workshop Evaluation Survey, and Orientation Evaluation Survey, is analysed by the relevant department head and included in departmental reports and recommendations to the Learning and Teaching Committee, where appropriate.

5.1.4 Actions and Improvements

Unit Coordinators include key UEQ feedback in the Unit Study Guide when the unit is next offered, highlighting actions taken in response to student feedback to close the feedback loop.

Where UEQ feedback highlights concerns regarding a staff member's teaching, the Course Coordinator will meet with the staff member to review the feedback, provide counselling as appropriate, and agree on actions to support improved teaching performance.

Based on the outcomes of the UEQ and/or other forms of feedback, Unit Coordinators and Course Coordinators can propose course variations.

Narrow course variations involve small changes to units such as adjustment to assessment tasks or reading lists. *Broad course variations* involve changes that have more extensive impact on a unit, such as adding or removing a pre-requisite, or modifying Unit Learning Outcomes.

Course variations are reviewed and approved by the delegated authority as designated in the Delegations of Authority Register.

Major course variations (e.g., development of new units, introduction of specialisation pathways, etc) require endorsement from the Course Advisory Committee (CAC) (or LTC) and approval from the Academic Board.

All approved course variations are recorded in the *Course Variation Register* which is regularly presented to the CAC and summarised in the Annual Course Review Reports to the Academic Board.

These processes form part of HELI, broader quality assurance and continuous improvement framework, as detailed in the *Course Development, Review and Improvement Policy*.

Proposed actions arising from feedback obtained through other mechanisms, such as the Library Student Satisfaction Survey, Workshop Evaluation Survey, and Orientation Evaluation Survey are submitted to the Dean (Academic) or to the Registrar and Director of Student Services for approval and, where appropriate, reported to the Learning and Teaching Committee.

5.2 External Student Feedback

HELI, when possible, will participate in the Student Experience Survey and the Graduate Outcomes Survey, incorporating the Course Experience Questionnaire administered under the Quality Indicators for Learning and Teaching (QILT) framework. These comprehensive instruments evaluate student experience, graduate satisfaction, and employment outcomes across Australian higher education providers.

The QILT agency is funded by Australian Government Department of Education and administered by the Social Research Centre (refer to www.qilt.edu.au). Results are published to enable students and stakeholders to compare the quality of learning and teaching between providers.

Findings from these external surveys are considered alongside internal student feedback to inform strategic planning, continuous improvement initiatives, and quality assurance reporting across the HELI.

5.3 Response to Unsatisfactory Performance

When feedback identifies areas of concern or the need for improvement, the relevant Course Coordinators and Unit Coordinators devise a plan for action and support, including appropriate resourcing, that is approved by the Dean (Academic) and reported to the Learning and Teaching Committee.

The relevant Course Coordinators monitor the implementation of the plan and report its progress and outcomes to the Learning and Teaching Committee.

In cases where the quality of units and teaching remain unsatisfactory, HELI may initiate an appropriate performance review process. This may include professional development, mentoring and support, peer observation and feedback, or more formal disciplinary interventions.

Academic staff who wish to dispute the interpretation or use of student feedback data, or any subsequent performance review decision, should first raise their concerns with the Dean (Academic). If the matter remains unresolved, staff may access the processes outlined in the *Education Centre of Australia (ECA)*¹ *Complaint Handling Policy*.

5.4 Record Keeping

Individual student evaluation results remain confidential. Survey results are retained for a minimum of five years in accordance with the *HELI Data and Records Management Policy*.

6. Related Documents

- Privacy Policy
- Strategic Plan
- Quality Framework
- Student Code of Conduct
- Course Development, Review and Improvement Policy
- Data and Records Management Policy
- Equity and Diversity Policy
- ECA Complaint Handling Policy
- ECA Academic Promotion Policy (Higher Education)
- ECA Records Management Policy

7. Related Legislation

- TEQSA Higher Education Standards Framework (Threshold Standards) 2021
- Education Services for Overseas Students (ESOS) Act 2000
- Australian Qualifications Framework (AQF)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Higher Education Support Act 2003 (Cth)
- Privacy Act 1988 (Cth)

¹ Education Centre of Australia (ECA) is HELI's parent organisation.

8. Version Control

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1.0	Document creation and initial approval.	Academic Board: 11 August 2023	11 August 2025
1.1	Minor wording, heading and paragraph revisions have been made to improve the clarity of the policy. Additional points regarding Individual Lecturer Feedback Reports and Course Variations have been added. Relevant position titles have been updated. The list of Related Documents has been updated.	Academic Board: 28 November 2025	28 November 2027