Student Evaluation of Learning and Teaching Policy

Policy Code: CG1702

Table of Contents

Purpose ......................................................................................................................................................... 1
Scope ............................................................................................................................................................ 1
Legislative Context ......................................................................................................................................... 2
Definitions ...................................................................................................................................................... 2
Policy Statement ............................................................................................................................................. 3
Supporting Documents .................................................................................................................................... 4
Responsibility ................................................................................................................................................. 4
Promulgation .................................................................................................................................................. 4
Implementation ............................................................................................................................................... 5
Forms/Record Keeping ................................................................................................................................... 5

Purpose

The purpose of this policy it to provide an overarching framework of student evaluation of learning and teaching across Federation University Australia for the Higher Education (HE) and Vocational Education Training (VET) sector. This evaluation process focuses on the collection, dissemination and use of student feedback in a continual cycle of quality improvement across the institution.

Scope

This policy applies to all staff employees and students enrolled with Federation University Australia. There are a number of student feedback mechanisms currently in use that have varied outcomes across the institution.

<table>
<thead>
<tr>
<th>AQF Level</th>
<th>Qualification – Higher Education</th>
<th>Student Feedback Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>Non award programs</td>
<td>eVALUate</td>
</tr>
<tr>
<td>1</td>
<td>Certificate I</td>
<td>LQ &amp; EQ (1) eVALUate (2)</td>
</tr>
<tr>
<td>2</td>
<td>Certificate II</td>
<td>LQ &amp; EQ (1) eVALUate (2)</td>
</tr>
<tr>
<td>3</td>
<td>Certificate III</td>
<td>LQ &amp; EQ (1) eVALUate (2)</td>
</tr>
<tr>
<td>4</td>
<td>Certificate IV</td>
<td>LQ &amp; EQ (1) eVALUate (2)</td>
</tr>
<tr>
<td>5</td>
<td>Diploma</td>
<td>LQ &amp; EQ (1) eVALUate (2)</td>
</tr>
<tr>
<td>6</td>
<td>Advanced Diploma, Associate Degree</td>
<td>LQ &amp; EQ (1) eVALUate (2)</td>
</tr>
<tr>
<td>7</td>
<td>Bachelor Degree (multiple modes of delivery)</td>
<td>eVALUate</td>
</tr>
<tr>
<td>8</td>
<td>Honours/ Graduate Certificate / Graduate Diploma</td>
<td>eVALUate</td>
</tr>
</tbody>
</table>
Legend:

Note

(1): Student feedback is currently collected via the Learner Questionnaire (LQ) and Employee Questionnaire (EQ) as part of the AQTF (Australian Quality Training Framework). This occurs on an annual basis and is a requirement of a Registration Training Organisation (RTO)

(2) Current eVALUate trials are occurring in the VET sector. It is predicted that eVALUate will be utilised as a student feedback mechanism in the future on a rotational cyclical basis within qualifications and units of competencies.

**Legislative Context**

- Australian Qualification Framework (January 2013, Edition 2)
- Tertiary Education Quality and Standards Agency Act 2011
- National Vocational Education and Training Regulator Act 2011

**Definitions**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>The collection of student feedback, analysis process, reporting and interpretation of data to relevant staff and students of the institution regarding the quality of learning and teaching</td>
</tr>
<tr>
<td>Course evaluation</td>
<td>The evaluation process is primarily concerned with the course structure and its associated components</td>
</tr>
<tr>
<td>Teacher evaluation</td>
<td>The evaluation process is primarily concerned with the teacher delivering the course in the higher education (HE) sector and the unit of competency (UoC) in the VET sector.</td>
</tr>
<tr>
<td>eVALUate</td>
<td>The online feedback tool for collating, analysing and reporting student feedback on their learning and teaching experiences at the institution and its associated providers. This tool is based on the survey tool developed by Curtin University (Western Australia). This is the accepted evaluation tool for the HE sector.</td>
</tr>
<tr>
<td>Program</td>
<td>A program of study/research leading to the granting of an official award or qualification of the University contained in University Schedule 5.1 and the Scope of Registration. A program contains subsidiary elements variously referred to as courses (higher education) or UoC (VET)</td>
</tr>
<tr>
<td>Course</td>
<td>Subsidiary element of a higher education program</td>
</tr>
<tr>
<td>Unit of Competency (UoC)</td>
<td>Subsidiary element of a VET program</td>
</tr>
<tr>
<td>Course Coordinator (CC)</td>
<td>A university staff member responsible for the delivery, assessment and structure of a course. This staff member may also teach the course or delegate this responsibility to another university staff member</td>
</tr>
<tr>
<td>Program Coordinator (PC)</td>
<td>A university staff member responsible for the oversight of a program</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Teacher</td>
<td>A university staff member responsible for the actual delivery of a course (HE) or a unit of competency (VET). A course or a unit of competency can also be delivered by more than one teacher (ie team teaching)</td>
</tr>
<tr>
<td>School Business Manager (FBM)</td>
<td>Key administrative university staff member who is responsible for the administrative tasks for all programs within their School</td>
</tr>
<tr>
<td>Associate Dean of Learning and Teaching &amp; (ADLT)</td>
<td>The ADLT is a key leadership position located within each School and is an important part of the School Executive Group. The ADLT is a university staff member who plays an integral role in learning and teaching quality assurance, peer review and professional development of all staff within their School. The ADLT works closely with the senior School staff across the School and the institution.</td>
</tr>
<tr>
<td>Associate Dean of Student Retention and Success (ADRSRS)</td>
<td>The ADSRS is a key leadership position located within each School. The ADSRS has a specific focuses on student retention, success, attrition and related factors. The ADSRS also works closely with the the ADLT within each School and the DVC Learning &amp; Quality.</td>
</tr>
<tr>
<td>Annual eVALUate Schedule</td>
<td>A pre-determined schedule formalising the evaluation process within the institution published on the University's Survey Teams eVALUate webpage, at the commencement of the calendar year. eVALUate Schedules</td>
</tr>
</tbody>
</table>

**Policy Statement**

The University will monitor and improve the quality of learning and teaching through the following processes:

- Systematic course (HE)/unit of competency (UoC) evaluations;
- Teaching evaluations;
- Public release of summarised course and/or UoC student feedback to a wider audience with clear articulation regarding amended changes and the proposed timeline of when changes will come into effect and
- Benchmarking at the program/qualification level, school and cross institution level

The following principles apply:

1. The quality of learning and teaching at Federation University will be evaluated using multiple sources of data.
2. Enrolled students and all staff from each school/centre or equivalent are responsible for engaging with the evaluation processes in a constructive, professional and ethical manner.
3. All student feedback must remain anonymous.
4. Surveys will run in accordance with the eVALUate Schedules as decided by the Fed Uni Survey Team and in consultation with the Federation University Learning and Teaching Committee.
5. Student feedback utilising the eVALUate online mechanism is the only official student feedback tool recognised by the university and must be reported within the annual Performance Review Development Procedure (PRDP) or equivalent process (ie probation) for every staff member after the conclusion of each teaching semester.
6. Student feedback arising from the eVALUate tool must be reported within the appropriate channels to the following key stakeholders: Course Coordinators (including teaching teams), teachers, line managers and others in learning and teaching leadership roles and students. Timely and appropriate communication to all these key stakeholders plays an important role in improving quality assurance, accountability from a teaching perspective with the ultimate aim in upholding high quality learning experiences for our students.
7. Innovative and appropriate marketing approaches will be embedded across the institution to promote the eVALUate survey period to all students.
8. Survey support will be available to staff through the School ADLT and ADSRS and appropriate professional
development centres throughout the university

9. Student feedback must be reported by Course Coordinators within the Course Description directly following the
period of delivery and the upcoming PRDP process with regards to teaching performance and quality
assurance. The Course Description must be released within 2 weeks of the commencing semester. This
feedback needs to be summarized and presented in a variety of locations in 5 parts:

- Part 1: Clearly identify a quantitative summary outlining course performance (ie as summarised within the
course evaluation in the previous period of delivery). This is part of the closing the student feedback loop to
future student cohorts.

- Part 2: Clearly identify a qualitative summary of themes expressed within the course evaluation open feedback
section in the previous period of delivery). This is part of the closing the student feedback loop to future student
cohorts.

- Part 3: Clearly articulate the amendments that will be made as a consequence of the student feedback. This is
part of the closing the student feedback loop to future student cohorts.

- Part 4: Clearly articulate the timing of when the amendments will come into effect for students (ie, Semester and
year). This is part of the closing the student feedback loop to future student cohorts.

- Part 5: Documented evidence of action (corrective and non-corrective) in response to student feedback must be
captured at the UoC and course level by a variety of staff including by but limited to teachers, ADLT, ADSRS,
Deputy Heads of Schools and Heads of Schools. This corrective action must also be captured in the quality
assurance processes relating to UoC/qualification/course/program documentation as described in the procedure.
Staff must also capture corrective action within their annual PRDP process.

10. The eVALUate data must be summarised in such a way that both course and teaching key statement
evaluations fall into 3 subcategories outlining performance. Categories of performance are linked to the criteria
outlined in Section 3: Generation and distribution of eVALUate reports of the Student Evaluation of Learning and
Teaching Procedure No. CG1703 April 2015. Data collected to also indicate level of student response-rate of
engagement.

Supporting Documents

Student Evaluation of Learning and Teaching Procedure

Responsibility

- Chair of the Federation University Australia, Learning and Teaching Committee (L&T) is responsible for the
scheduled review of this policy in conjunction with the entire committee including the DVC (Learning and Quality).

- The Executive Officer of the L&T, part of the Academic Secretariat is responsible for the administration support
for the maintenance of this policy. The ADLT and school/centre executive group, is responsible for the
operational implementation of this policy.

Promulgation

The Student Evaluation of Learning and Teaching Policy will be communicated throughout the University via:

- Specific advice to Schools and Partner Providers;
- General advice on the University Website;
- Inclusion on the University’s Policy and Procedure Website; and
- Specialised marketing and information materials.

Warning - Uncontrolled when printed! The current version of this document is kept on the FedUni website.
Implementation

The policy will be implemented and communicated throughout the institution via the following techniques.

- Announcement on the University’s News webpage;
- Inclusion in the University Policy Library;
- Annual professional development and the use of the PRDP will support the implementation of this policy and associated documents.

Forms/Record Keeping

Record keeping requirements are listed in the Student Evaluation of Learning and Teaching Procedure.