

STUDENT FEEDBACK POLICY

1. Purpose and Objectives

- 1.1 The *Student Feedback Policy* describes the principles underpinning Le Cordon Bleu Australia's student feedback practices. It provides guidelines so that staff and students understand Le Cordon Bleu Australia's feedback mechanisms and how to apply them.

2. Scope

- 2.1 All staff and students of LCBA.

3. Legislative Context

- Higher Education Standards Framework 2015
- National Code 2018
- Standards for RTOs 2015

4. Policy Statement

- 4.1 Le Cordon Bleu Australia (LCBA) values the feedback of current and past students as a component in improving the quality of its course offerings and the student experience.
- 4.2 Feedback instruments are designed to be appropriate for purpose and context and processes are systematic, equitable and respectful of the rights of students.

5. Policy

- 5.1 LCBA provides a safe and, where possible, anonymous means for students to give feedback, to ensure all students have the opportunity to provide honest and open feedback in a supportive environment.
- 5.2 LCBA uses feedback from students to improve its course offerings and student experience, applying the PIRI (Plan, Implement, Review, Improve) process for continuous improvement
- 5.3 LCBA provides a variety of collection methods, including surveys, student representative councils, focus groups and complaints processes (see *Student Complaints and Appeals Policy*) for students to provide feedback.
- 5.4 LCBA offers opportunity to students to provide feedback on different aspects of the student experience at various points in the learning journey.
- 5.5 Access to student representation includes the Student Representative Councils (SRC) at each campus and a student representative (Higher Education (HE)) to the Academic Board.
- 5.6 Students elected as Student Representatives are responsible for obtaining the feedback of their fellow students and reporting to relevant student feedback forums, including councils and boards.
- 5.7 LCBA respects the right of students to provide feedback anonymously via surveys.
- 5.8 LCBA students have the opportunity to participate in internal and external surveys (see Schedule A).

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- 5.9 To monitor the frequency and extent of feedback events, requests for implementing new instances of systematic or ad hoc student feedback are made to the Quality Assurance Steering Group (QASG) and subject to the QASG's approval.
- 5.10 LCBA communicates outcomes resulting from feedback to students, for example via newsletters and reporting to SRC meetings.

6. Roles and Responsibilities

Roles	Responsibilities
Registrar	Oversees the implementation of this policy Distributes, collates and reports on student feedback instances as indicated
Academic Quality Manager (HE)	Distributes, collates and reports on student feedback instances as indicated
Academic Director (VET)	Distributes, collates and reports on student feedback instances as indicated
Program Managers (PM)	Oversee Student Representative Council processes
Student Representatives	Obtain feedback from classmates and provide to LCBA Participate fully in student representative processes
Staff attending SRCs	Listen objectively to student feedback Provide information Follow up on actions as required and report outcomes to Program Manager/Student Services Manager

7. Definitions

'PIRI (Plan, Implement, Review, Improve)' LCBA's quality assurance system for continuous improvement

8. Related Documents

- Privacy and Personal Information Policy
- Student Complaints and Appeals Policy

9. Implementation

- 9.1 The Registrar is responsible for ensuring that future major changes to this policy will be accompanied by a completed Implementation Plan, counter signed by the Dean and presented with the policy to the Corporate Board.
- 9.2 The Implementation Plan will include a Communication Strategy that identifies key stakeholders and the requirements for effectively implementing and monitoring this policy.

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10. Procedure

Student Representative Councils

- 10.1 At least one Student Representative Council (SRC) is convened at each LCBA campus for each education sector, i.e. one group for vocational programs and one group for higher education courses as applicable.
- 10.2 The number of students from each program and stage that constitute the SRC is determined by Program Managers. At a minimum, there is representation from each stage of each program delivered at each delivery site (including online).
- 10.3 Student representatives are selected by a process of nominations and secret ballot facilitated by Co-Delivery Partners by week 3 of each study period.
- 10.4 Program Managers (or delegate) provide newly elected members an induction into their role and responsibilities as student representatives.
- 10.5 Student representatives serve for a minimum period of one term and a maximum period of three terms, unless re-elected by a process of nomination and secret ballot.
- 10.6 Each student representative group meets a minimum of once per term.
- 10.7 The composition of the Council (including the number of staff) must ensure a comfortable and safe space for students to freely express their views.
- 10.8 Students should be assured that confidentiality will be respected.
- 10.9 Students may be required to keep some aspects of the discussion confidential.
- 10.10 The Program Manager or delegate distributes an agenda for each meeting five working days prior to the meeting. Minutes are distributed not later than 10 working days after the meeting. Minutes are stored by LCBA on the organisation's intranet.
- 10.11 The minutes of each meeting include a list of action items to ensure that student feedback is provided to LCBA and its Co-Delivery Partner organisations, and student representatives are provided with updates on actions taken.
- 10.12 The Program Manager is responsible for providing action item updates for Co-Delivery Partner matters and the Student Services Manager (SSM) is responsible for providing action item status updates for LCBA matters.
- 10.13 The SRC Improvements Register is maintained by SSMs and is updated after each meeting. It provides a record of changes to practices and procedures agreed to as a result of SRC feedback.
- 10.14 The Registrar reports a summary of the information in the Improvements Register to the Leadership Team and Academic Board annually. Program Managers may wish to include summaries of SRC proceedings in their regular reports to committees and boards.

Student Representative to the Academic Board

- 10.15 One student is elected to the Academic Board from higher education courses/programs as a representative of the student body each year.
- 10.16 The Registrar invites nominations from HE students in March and conducts a secret ballot via Qualtrics in April each year.

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- 10.17 The student representative to the Academic Board attends two meetings each year, usually in July and November.
- 10.18 The student representative is provided with an induction to assist in their understanding of, and ability to contribute to, the work of the Academic Board.

Surveys

- 10.19 The set of currently approved survey instances, along with information about each survey, can be found at Schedule A.
- 10.20 The surveys listed in Schedule A are subject to change with the approval of the chair of the QASG.
- 10.21 Staff proposing a new survey should provide the survey to the Chair of the QASG for review and approval prior to distribution.
- 10.22 New surveys must be reviewed prior to distribution by the LCBA copy editor.

11. Summary of changes since last review

Authored by	Description
Registrar	New policy

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Schedule A – LCBA Student Surveys

Survey Name	Description	Target Group	Focus areas	Frequency	Responsibility	Reporting
LCBA SURVEYS (INTERNAL)						
HE SURVEYS						
WIL: End of Unit Survey	To evaluate student experience about the pre-placement activity and unit itself.	All students at the end of their WIL unit.	Learning resources Teaching quality Facilities Support Safety and wellbeing	Twice a year	HE Lecturer	Satisfaction scores are incorporated into Head of Disciplines Report which is tabled to Learning and Teaching Quality Committee (LTQC) and Leadership Team on a quarterly basis.
Unit Survey	To evaluate student feedback on learning experience and outcomes.	Students enrolled in Higher Education courses.	Overall satisfaction with: <ul style="list-style-type: none"> • Learning Resources • Skill Development • Teaching Quality • Learner Engagement • Student Support • Facilities, Safety and Wellbeing 	Every term, all units taught that term	Academic Services	Summary reports are presented to Program Managers, QASG, LTQC and Academic Board

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Survey Name	Description	Target Group	Focus areas	Frequency	Responsibility	Reporting
VET SURVEYS						
Industry Placement Unit Survey	To evaluate student experience about the pre-placement activity and unit itself.	All students at the end of their Industry Placement unit.	Learning resources Teaching quality Facilities Support Safety and wellbeing	Sydney, Melbourne, Brisbane: 4 times per year Adelaide: 2 times per year	IE Manager	Satisfaction scores are incorporated into Head of Disciplines Report which is tabled to VET Quality Management Committee (VQMC) and Leadership Team on a quarterly basis.
Graduate Outcomes Survey (to be introduced in Q3 2020)	To track the number of graduates who gain employment post graduation.	Students who have graduated from an LCB accredited program.	Graduate Outcomes (Job status, income etc)	4 months after graduation	Registrar	Report submitted to VQMC and Academic Board annually
EXTERNAL SURVEYS						
HE: QILT Graduate Outcomes Survey	Measures short-term graduate outcomes including labour market outcomes and further study activities; and graduates' experience of their courses	Students who have graduated from an LCB accredited program	Graduate Outcomes (Job status, income, etc) Measured by 1 hr of work at 4 months after graduation	Annual	Registrar	Report submitted to LTQC and Academic Board annually.
HE: QILT Student Experience Survey	Students rate their experience in five focus areas and indicate best aspects of course and aspects that most need improvement.	Commencing year and final year students of undergraduate and postgraduate by coursework programs	Skills Development, Learner Engagement, Teaching Quality, Student Support, Learning Resources	Annual	Registrar	Report submitted to LTQC and Academic Board annually.

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Survey Name	Description	Target Group	Focus areas	Frequency	Responsibility	Reporting
VET: Learner Engagement Surveys (AQTF Learner Questionnaire)	<p>Multi -purpose</p> <ol style="list-style-type: none"> 1. Course survey for operational CI 2. Student satisfaction survey for LCBA strategic plan target analysis. 3. Learner engagement indicator - focuses on the extent to which learners engage in activities that are likely to promote high-quality skill outcomes and learner perceptions of the quality of their training, assessment and support. 	<p>Cert III cohorts at the end of on- campus component of program.</p> <p>ADHM cohorts at the end of last study period of program.</p>	<p>Quality of training, trainers, and assessors</p>	<p>Sydney, Melbourne, Brisbane: quarterly</p> <p>Adelaide: bi-annual</p>	<p>Program Manager (under Academic Services procedure)</p>	<p>Report provided to Program Managers, Academic Managers and Academic Director VET at end of each survey period.</p> <p>National Report provided to VQMC quarterly</p> <p>Quality indicator annual summary report provided to ASQA under Data Provision Requirements 2012 annually (calendar year)</p>