Feedback Policy and Procedure

1. Purpose

The purpose of this policy is to establish a feedback regime at the Institute in order to:

- provide students with meaningful feedback to promote learning and facilitate improvement of overall student outcomes;
- monitor and improve the quality of the student experience; and
- assist with development of staff and workplace improvement plans.

2. Scope

All Institute accredited courses and units, including ELICOS courses, and Institute staff and students.

3. Definitions

Term	Definition
feedback	means opinions or evaluations by Institute students relating to their academic or broader Institute student experience; and opinions or evaluations by staff provided to students to promote learning and facilitate improvement or relating to their workplace. Feedback includes oral and written feedback to commend or correct a student's learning; informal feedback; a formal survey instrument; and/or use of focus groups, data collection and social media.
Formative assessments	are principally used to provide students with feedback on the progress of their learning; and refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Note that some formative assessments also may be used for summative assessment purposes (see definition below).
Summative assessments	are used to evaluate and measure the competence of student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, or trimester against standards or benchmarks.

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4. Policy Statement

4.1   The Institute supports transparent, timely, explicit and mutually respectful feedback between and among staff and students. Feedback is part of effective learning and provided students engage in feedback it should enhance their learning and improve assessment performance.

4.2   Academic Feedback

4.2.1   Assessment feedback

- Formative assessment is used to monitor student learning in a way that can be used by students to improve their learning and by lecturers and teachers to improve their teaching. Therefore some formative feedback is best given early in a unit, and prior to assessments which are principally summative. Formative feedback helps students to improve and to prevent them from making the same mistakes again. In some assessments, feedback is required before students can progress, or feel capable of progressing, to the next stage of the assessment. Note that some formative assessment also may be used for summative assessment purposes.
- Summative assessment is used to evaluate student learning, at the end of a unit, or after a component of a unit has been completed, by comparing that learning against some standard or benchmark. Summative feedback should clearly explain how any mark was derived from the assessment criteria provided and may provide additional comments indicating how the work could have been improved.
- Feedback is used as a guide to students on what steps are needed to improve and as part of assessment to justify to students how their mark or grade was derived. The nature and extent of feedback that students may expect in relation to particular assessment tasks should be clearly stated.
- Feedback on a student's assessment may be delivered by academic staff through informal oral comment (to an individual or group), written comments and/or graded assessment (formative or summative).

4.2.2   To benefit student learning, feedback needs to be:
- Constructive – As well as highlighting the strengths and weaknesses of a piece of work, it should set out ways in which the student can improve.
- Timely – Give feedback while the assessed work is still fresh in a student's mind, and before they move onto subsequent tasks.
- Meaningful – It needs to target individual needs and be linked to specific assessment criteria and aim to motivate the student to improve their learning, e.g. areas for improvement should be pointed out in a constructive and helpful manner.

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4.3   Student Experience feedback

Student experience feedback will be used for, but is not limited to, improving Institute learning resources, facilities, equipment and services. Student experience feedback data is considered by the Teaching and Learning Committee, the Student Experience Committee, the Executive Management Committee, Academic Board and the Board of Directors.

4.4   Staff feedback

4.4.1   Organisation-wide climate surveys are conducted to provide the Board of Directors and the Executive Management Team with feedback from staff relating to a range of matters including, but not limited to, workplace environment and processes, communication, organisational design.

4.4.2   Staff may use feedback to inform professional development, support applications for promotions or teaching awards, applications for professional development activities and conferences or other leave associated with teaching and learning.

5.   Procedure

5.1   Assessment feedback

5.1.1   Effective and timely feedback on assessments must be provided in accordance with the principles set out in the Institute's Assessment Policy and Procedure, to facilitate student learning.

5.1.2   The design of assessment must take into account the requirement for effective feedback to be given to students.

5.1.3   The scheduling of assessment tasks should be such that the tasks assess student achievement against stated learning outcomes as well as enabling students to receive constructive feedback in a timely manner to help enhance learning.

5.1.4   Where possible, assessments should be designed such that students can apply feedback provided for an earlier assessment task to a later task.

5.1.5   Feedback may take different forms, including:

- the grade or mark;
- written comments on student achievement in plain language;

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- rubrics or marking guides given to students, explaining their performance against the criteria;
- oral comments from teaching staff on student learning or achievements;
- oral comments in group sessions or presentation;
- provision of sample answers for the assessment tasks when the task is not used in another assessment; and/or
- general feedback on typical mistakes or areas to concentrate on, prior to or following the assessment task.

5.1.6   Feedback must:

- address the student achievement in learning outcomes including provision of marks and/or comments about student performance;
- be in an understandable and plain language and sufficiently detailed;
- give areas of improvement and/or commendations, which could be provided on a feedback sheet or electronic equivalent, or by comments written on the submitted work;
- as far as is possible, be timely so as to assist students to improve their performance for subsequent tasks.

5.1.7   Unless a longer period is specifically approved by the Head of School, assessments must be marked and feedback given within 10 days of the due date of an assessment.

5.1.8   Students must receive feedback on at least one formative assessment activity early in a trimester, and generally no later than the end of Week 6 of the trimester.

5.1.9   Unit Coordinators must ensure that students are informed of the arrangements made for them to obtain feedback on their performance in examinations and other end-of-semester assessment. This may take the form of feedback classes, provision of the examination questions with marking guides or sample answers, or other forms of group feedback.

5.1.10   For final examinations, within three days of the publication of the result, a student may apply to see their marked exam script. The School must make provision for the student who made the application to view the exam script and receive oral or written feedback on their performance from the lecturer or a responsible academic staff member.

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5.1.11   Feedback given to students should be used by staff to reflect on and identify areas that require improvement in terms of unit assessment, and teaching materials and practices.

Feedback on Survey

5.2   The Institute will use the feedback obtained from survey results to link to improvement plans for individuals, academic programs, and the organisation. The Institute will conduct the following surveys:

Survey	Frequency
Organisation Climate Survey	Every two years
Quality Indicators for Learning (QILT) and Teaching: Student Experience Survey (SES), Graduate Outcome Survey (GOS) (external surveys)	Annually (externally done)
Student Evaluation of Unit	Each time the unit is offered
Student Evaluation of Teaching	Each time the unit is offered
Surveys by the Office of student Services and Engagement	Annually
Other surveys	From time-to-time

6. Responsibilities

6.1   The Institute is committed to the continuing use of effective student and staff feedback.

6.2   The Executive Dean is responsible for ensuring student evaluation feedback is conducted on a trimester basis. The Heads of School are responsible for the analysis of the student feedback, the results of which are used in their school to inform course and unit design and improvement.

6.3   The Office of Student Services and Engagement is responsible for collecting student feedback on an annual basis that assists with the prioritising of improvement to Institute facilities and student services.

6.4   Staff may use feedback to inform professional development, support applications for promotions, teaching awards, applications for professional development activities and conferences.

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6.5 Course coordinators must ensure that students receive timely feedback on the results of their student feedback, and any action taken to address issues raised in student evaluations.

7. Implementation and communication

This policy and procedure will be implemented and communicated through the Institute via:
- Announcement on the Institute's webpage;

- Internal circulation to staff;

- as part of Staff professional development and meetings.

Supporting documents and References

Assessment Policy and Procedure
ELICOS Policy and Procedure
Moderation of Assessment Policy and Procedure
MIT Policies and Procedures
MIT Employee Manual
QILT and SES
Monash University Assessment in Coursework Units: Feedback Procedures

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