

## STUDENT FEEDBACK POLICY

### 1. Purpose and Objectives

- 1.1 The Student Feedback Policy describes the principles underpinning Le Cordon Bleu Australia's (LCBA) student feedback practices. It provides guidelines so that staff and students understand LCBA'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 2021
- National Code 2018
- Standards for Registered Training Organisations (RTOs) 2015

### 4. Policy Statement

- 4.1 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' (SRC) meetings, 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 various aspects of the student experience at various points in the learning journey.
- 5.5 Access to student representation includes the 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 SRCs.
- 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).
- 5.9 To monitor the frequency and extent of , 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.

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5.10 LCBA communicates outcomes resulting from feedback to students, for example via reports 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
Head of School of Business	Reviews student feedback data as provided by Program Managers and reports it to the Academic Board
Head of School of Culinary Arts and Sciences	Reviews student feedback data as provided by Program Managers and Academic Services Officer, and reports it to the VQMC and Academic Board
Academic Services Officer	Distributes, collates and provides data on student feedback via a quarterly online survey, and provides it to Program Managers and the School of Culinary Arts and Sciences.
Program Managers (PM)	Oversees Student Representative Council processes Distributes, collates and reports on student feedback instances as indicated
Student Representatives	Obtains feedback from classmates and provide to LCBA Participates fully in student representative processes
Staff attending SRCs	Listens objectively to student feedback Provides information Follows 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

- LCBA Privacy Policy
- Student Complaints and Appeals Policy

### 9. Procedure

#### Student Representative Councils

9.1 At least one 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.

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- 9.2 The number of students from each program and stage that constitute the SRC is determined by the Program Managers. At a minimum, there is representation from each stage of each program delivered at each delivery site (including online).
- 9.3 Student Representatives are selected by a process of nominations and secret ballot facilitated by Co-Delivery Partners (CDPs) by week 3 of each study period.
- 9.4 Program Managers (or delegate) provide newly elected members an induction into their role and responsibilities as student representatives.
- 9.5 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.
- 9.6 Each student representative group meets a minimum of once per term.
- 9.7 The composition of the SRC (including the number of staff) must ensure a comfortable and safe space for students to freely express their views.
- 9.8 Students should be assured that confidentiality will be respected.
- 9.9 Students may be required to keep some aspects of the discussion confidential.
- 9.10 The Program Manager or delegate distributes an agenda for each meeting five (5) 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.
- 9.11 The minutes of each meeting include a list of action items to ensure that student feedback is provided to LCBA and its CDPs' organisations, and student representatives are provided with updates on actions taken.
- 9.12 The Program Manager is responsible for providing action item updates for CDP matters and the Student Services Manager (SSM) is responsible for providing action item status updates on LCBA matters for follow up.
- 9.13 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.
- 9.14 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 the LTQC and VQMC committees and boards.

### **Student Representative to the Academic Board**

- 9.15 One student is elected to the Academic Board from higher education courses/programs as a representative of the student body each year.
- 9.16 The Registrar invites nominations from HE students in March and conducts a secret ballot via Qualtrics in April each year.
- 9.17 The student representative to the Academic Board attends at least two meetings each year, usually in July and November.
- 9.18 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.

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### Surveys

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

### 10. Summary of changes since last review

Authored by	Description
Registrar	Update of HE Standards policy to current version - 2021. Update to staff titles in Roles and Responsibilities. Removal of reference to the Dean role Update to attendance requirements for Student Voice representation - attendance of at least two meetings.
Academic Services Unit Manager	Update to Schedule A – LCBA Student Surveys Removal of implementation section

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### 11. Schedule A – LCBA Student Surveys

Survey Name	Description	Target Group	Focus areas	Frequency	Responsibility	Reporting
<b>HE SURVEYS</b>						
<b>INTERNAL</b>						
<b>IE: End of Unit Survey</b>	To evaluate student experience about the pre-placement activity and unit itself.	All HE students at the end of their industry placement unit.	Learning resources Teaching quality Facilities Support Safety and wellbeing	Once per unit, in every trimester or study period an industry placement unit is taken	HE Lecturer	Satisfaction scores are incorporated into Head of Disciplines Report which is tabled to Learning and Teaching Quality Committee (LTQC) and Academic Board.
<b>IE: Welfare Survey</b>	To evaluate student experience and wellbeing during the placement period and to ensure students knows how to access necessary support both academically and from a wellbeing perspective	All HE students around the 6-week mark of placement	Learning resources Support Safety and wellbeing Assessment completion	Once per unit, in every trimester or study period an industry placement unit is taken	IE Manager	Satisfaction scores are incorporated into Head of Disciplines Report which is tabled to Learning and Teaching Quality Committee (LTQC) and Academic Board.
<b>HE: Unit Survey</b>	To evaluate student feedback on learning experience and outcomes.	Students enrolled in HE courses.	Overall satisfaction with: <ul style="list-style-type: none"> <li>• Learning Resources</li> <li>• Skill Development</li> <li>• Teaching Quality</li> <li>• Learner Engagement</li> </ul>	Once per unit at the end of each trimester or study period.	Academic Services	Summary reports are presented to Program Managers, CRC, LTQC and Academic Board

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Survey Name	Description	Target Group	Focus areas	Frequency	Responsibility	Reporting
			<ul style="list-style-type: none"> <li>Student Support</li> <li>Facilities, Safety and Wellbeing</li> </ul>			
<b>Alumni: Graduate Satisfaction Survey</b>	To assess the level of satisfaction among graduates and identify areas to improve to promote alumni engagement	Students who have graduated from an LCB accredited program	Graduate satisfaction and engagement	Annually – Quarter 4 after graduation	Alumni & IE Manager	Satisfaction scores are incorporated in the Annual alumni report and will be reported to the Alumni Committee meeting held quarterly.
<b>EXTERNAL</b>						
<b>HE: QILT Graduate Outcomes Survey</b>	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.
<b>HE: QILT Student Experience Survey</b>	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.
<b>VET SURVEYS</b>						
<b>INTERNAL</b>						

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Survey Name	Description	Target Group	Focus areas	Frequency	Responsibility	Reporting
<b>IE: Industry Placement Unit Survey</b>	To evaluate student experience about the pre-placement activity and unit itself.	All VET students at the end of their Industry Placement unit.	Learning resources Teaching quality Facilities Support Safety and wellbeing	Sydney, Melbourne, Brisbane: 4 times a year Adelaide: 2 times a year	IE Manager	Satisfaction scores are incorporated into Head of Disciplines Report which is tabled to VET Quality Management Committee (VQMC) and Academic Board. .
<b>IE: Industry Placement Welfare Survey</b>	To evaluate student experience and wellbeing during the placement period and to ensure students knows how to access necessary support both academically and from a wellbeing perspective	All VET students around the 6-week mark of placement	Learning resources Support Safety and wellbeing Assessment completion	Sydney, Melbourne, Brisbane: 4 times a year Adelaide: 2 times a year	IE Manager	Satisfaction scores are incorporated into Head of Disciplines Report which is tabled to VET Quality Management Committee (VQMC) and Academic Board.
<b>Alumni: Graduate Satisfaction Survey</b>	To assess the level of satisfaction among graduates and identify areas to improve to promote alumni engagement	Students who have graduated from an LCB accredited program	Graduate satisfaction and engagement	Annually – Quarter 4 after graduation	Alumni & IE Manager	Satisfaction scores are incorporated in the Annual alumni report and will be reported to the Alumni Committee meeting held quarterly.
<b>EXTERNAL</b>						
<b>VET: Learner Engagement Surveys</b>	Multi -purpose 1. Course survey for operational CI	Cert III cohorts at the end of on-campus component of program.	Quality of training, trainers, and assessors	Sydney, Melbourne, Brisbane: quarterly Adelaide: bi-annual	Program Manager (under Academic	Report provided to Program Managers, Academic Managers and Head of School of Culinary Arts and

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Survey Name	Description	Target Group	Focus areas	Frequency	Responsibility	Reporting
<b>(AQTF Learner Questionnaire)</b>	<p>2. Student satisfaction survey for LCBA strategic plan target analysis.</p> <p>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>	ADHM cohorts at the end of last study period of program.			Services procedure)	<p>Sciences 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 National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020, annually (calendar year)</p>