

# Stakeholder Feedback Policy

## Fact box

- **Policy owner:** Chair, Learning and Teaching Committee
- **Policy category:** Academic: Learning and Teaching
- **Policy status:** Approved
- **Approval body:** Academic Board
- **Endorsement body:** Learning & Teaching Committee
- **Related policies:**
  - [Higher Education Subject Development, Delivery and Review Policy](#)
  - [Support for Students Policy](#)
- **Last amended:** 28th Feb. 2024
- **Relevant HESF:** Part A: 5.3.5, 5.3.6, 5.3.7

## Purpose

The purpose of this policy is to provide a framework for gathering, collating and analysing information on stakeholder feedback in relation to the quality and effectiveness of Alphacrucis University College (AC) activities for use in development, review and quality assurance processes. AC is committed to receiving input at all levels for the purpose of continuous improvement.

## Scope

This policy applies to all courses of study and campuses, and all stakeholders who can provide feedback on the delivery and outcomes of courses, including third party partners.

## Policy

AC is committed to establishing and maintaining effective feedback systems for open and honest communication with all students and stakeholder groups. This feedback will be utilised to ensure AC offers increasingly high-quality learning and teaching to effectively meet the needs of AC stakeholders while advancing the reputation and impact of AC.

## PRINCIPLES

AC feedback activities ensure the following:

- stakeholders have the opportunity to provide feedback, including: current students, current staff, alumni, industry partners, academic peers, community groups and other interest groups;
- feedback can be provided by individuals on their initiative or in response to requests from AC;
- feedback processes will be systematic, rigorous and respectful of the rights of students, staff and other stakeholders;
- feedback responses will be considered and, where appropriate, enacted in a timely manner;
- protection of privacy and reputation of all parties involved;

- mechanisms for providing feedback vary according to the needs of AC and stakeholder groups.

Responsible for implementation

Learning and Teaching Committee

Key stakeholders

Current students, current staff, third party partners, alumni, industry partners, academic peers, community groups and other interest groups.

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Procedures

### **Stakeholder Feedback procedure**

#### **FEEDBACK MECHANISMS**

AC recognises the validity of all formal and informal student feedback mechanisms including surveys, focus groups, email, telephone, in-class feedback, and forums, as well as staff feedback. In general, this is received through stakeholder initiated feedback and AC initiated feedback.

#### **Stakeholder Initiated Feedback**

Feedback initiated by a stakeholder may be received in the following ways:

- email, phone or written correspondence, facilitated by the publication of relevant contact details on the AC websites;
- representation on appropriate governing Boards and Committees;
- periodic audits and reports, initiated by governing, regulatory, accrediting or professional bodies;
- informal discussion with an AC staff member;
- course reviews;
- Higher Education Third Party (HETP) management meetings;
- student surveys and focus groups.

Grievances are addressed according to the Complaint and Grievance Resolution Policy.

#### **AC Initiated Feedback**

Stakeholder feedback may be initiated by AC in the following ways:

##### **1. Student Feedback Form**

- at the end of each semester, all lecturers must ensure that their students have been invited to complete the online Student Feedback Form on Moodle. This should be completed no later than two weeks after the end of semester;
- a core set of questions will form the basis of the Student Feedback Form to systematically evaluate learning and teaching across all AC courses of study. This will include questions

regarding students' experience, resources available, curriculum material, assessment and other broader study experience.

## **2. Student Surveys**

- For Higher Education (HE) students, this includes the Quality Indicators for Learning and Teaching (QILT) surveys :
  - Student Experience Survey (SES)
  - Graduate Outcomes Survey (GOS)
  - Employer Satisfaction Survey (ESS)
- For Vocational Education and Training (VET) courses, this includes the VET Learner Survey.

## **3. Other Student Feedback**

- Student Representative Council (SRC)
- Student representation on Academic Board

### **Student Representative Council Terms of Reference**

#### **Purpose**

The Alphacrucis University College (AC) Student Representative Council (SRC) is established to serve as the official representative body for the student community. The primary purpose of the SRC is to facilitate effective communication between students and AC administration, advocate for student interests, and contribute to the overall improvement of the student experience at AC.

#### **Objectives**

The SRC may contribute to a range of areas at AC including:

1. Representation:
  - To represent the diverse interests and concerns of the student body.
  - To ensure that student perspectives are considered in decision-making processes at AC.
2. Communication:
  - To foster open communication channels between students, faculty, and administration.
  - To relay important information and updates from AC to the student body.
3. Advocacy:
  - To advocate for the rights and well-being of students on academic, social, and campus life matters.
  - To collaborate with relevant stakeholders to address student concerns and implement positive change.

4. Co-designing Academic Matter:

- To proactively engage with AC administration in co-designing curriculum, work placements, assessments, and other course-related matters.
- To serve as ambassadors for academic integrity within the student body.

5. Safety and Wellbeing:

- To actively contribute to decisions related to matters of Safety and Harassment (SASH) to ensure the safety of students both on campus and online.
- To collaborate with AC administration to implement initiatives that promote a safe and inclusive environment.

6. Peer Mentoring and Support:

- To participate in the development and promotion of peer mentoring scenarios.
- To contribute to the planning and execution of support services for student matters.

### **Structure**

1. Membership:

- The SRC shall consist of elected student representatives from various academic disciplines and levels.
- All SRC members shall commit to a 12-month membership period, and they may re-apply following this 12-month period.
- The SRC shall be comprised of a Chairperson, Vice-Chairperson, and General Representatives.

2. Elections:

- Elections for SRC positions shall be conducted annually through a fair and transparent process.
- All enrolled students are eligible to nominate themselves or others for SRC positions.

3. Meetings:

- The SRC shall hold regular meetings to discuss student issues, plan initiatives, and make decisions.
- Meetings may be attended by AC staff, as required, to facilitate collaboration and problem-solving.

4. Advisory Roles:

- The SRC will elect two of their members for the following advisory positions:
- Student member on the Academic Board
- Student Member on the Work, Health, and Safety Committee

- The SRC may also recommend members to participate in other committees of Academic Board.
- The SRC shall provide recommendations and feedback to AC administration as necessary.

#### **4. Staff Feedback**

AC empowers staff members to provide feedback on all aspects of AC life through:

- Staff meetings (formal and informal);
- Staff Satisfaction Surveys;
- Annual Performance Appraisals;
- Staff newsletters/bulletins/announcements;
- Representation on appropriate governing boards and committees.

#### **4. Stakeholder Feedback**

- feedback is also sought from other AC stakeholders, including alumni, enquirers, industry partners, academic peers, community groups and other groups for specific purposes using methods appropriate for the specific feedback sought;
- this data will inform the processes of continuous quality improvement and future development of course design and delivery.

#### **5. Advisory Group**

- The task of the Advisory Group is to provide industry feedback on AC's operations and training and educational products and services. Members include external representatives from AC's constituency.

### **UTILISING FEEDBACK**

Stakeholder feedback may be used by AC staff and their supervisors to:

- inform Annual Performance Appraisals;
- improve the design and delivery of courses of study through the subject review process;
- enhance design and development processes;
- motivate and support the scholarship of learning and teaching;
- improve the provision of learning resources, facilities, equipment and services;
- inform professional development programs.

### **REPORTING FEEDBACK**

AC staff will engage with and report on stakeholder feedback and will undertake improvement planning and implementation on the basis of such feedback. This will include:

- reports on stakeholder feedback will be distributed to staff with responsibility for improving student experience;

- staff will be consulted and informed regarding the use and dissemination of student and stakeholder feedback;
  - stakeholders will be informed of changes made to courses of study and subjects and their delivery, on the basis of feedback received.
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