

POLICY	ACADEMIC SURVEY EVALUATION METHODOLOGY
VET 2015 Standards REF:	Standard 1
MCC Ref:	MCC-1-A 1
Statement	<p>MCC is committed to providing outstanding academic environments and training programs that lead to excellent outcomes for graduates, enabling them to work in industry and to have skills & knowledge for ongoing employment.</p> <p>MCC supports and encourages a learning environment of mutual trust contributed to by students and training, which includes rigorous assessment of stakeholder performance and evaluation and feedback regarding all aspects of training operations, with a key focus on teaching and learning.</p>
Purpose	<p>The purpose of this Policy and Procedure is to:</p> <ul style="list-style-type: none"> • Articulate the principles and processes that guide MCC's approach to obtaining quality feedback from stakeholders relating to critical aspects of teaching, learning, and Training Packages. • Provide the basis for the procedure to be used in the collection analysis, reporting and use of feedback information and data. • Provide a foundation for embedding stakeholder evaluation and feedback processes into MCC's Continuous Improvement Business Model cycle at individual, unit, program, campus and organizational levels.
Principles	<p>This Policy sets out the principles that underpin MCC's approach to obtaining stakeholder feedback on their experience in working with MCC.</p> <ul style="list-style-type: none"> ▪ Planning, administering and reporting on stakeholder surveys, including those currently administered at different levels of administration and governance. ▪ Developing and implementing systematic stakeholder evaluation and feedback schedules at individual, unit, section, campus and organizational levels. ▪ Integrating stakeholder feedback data and other evaluative information with quality improvement processes across all operational areas of MCC. ▪ Using stakeholder information for summative purposes where appropriate; and ▪ Providing students with information about teaching and Training Package enhancements in response to student

	evaluation data.
Overview	<p>Stakeholder feedback on teaching, learning, curriculum and research forms a component of a system for quality improvement, quality assurance and reward and recognition. In addition, it contributes to:</p> <ul style="list-style-type: none"> ▪ confirming to students and the community that MCC is committed to achieving and maintaining effective teaching and learning programs; ▪ Providing a basis for individual and collaborative critical reflection on teaching, learning, and Training Packages. ▪ Identifying aspects of teaching, learning, Training Packages that are successful examples of effective practice, and presenting opportunities for a quality improvement or requirement development. ▪ Providing evidence to guide review processes and decisions at MCC, section, course, program and unit levels. ▪ Informing performance development and review, probation, promotion, reward and recognition schemes and processes. ▪ Providing evidence for reporting the effectiveness of teaching and learning practices, projects and initiatives.
Scope	<p>The Policy and Procedure applies to:</p> <ul style="list-style-type: none"> ▪ Staff with responsibilities for planning, delivery and/or leadership of teaching and learning in MCC. ▪ Staff with administrative responsibilities related to teaching, learning, research and specific operational requirements. ▪ All organizational units involved with student experience of teaching, learning and Training Packages, who may, from time to time, seek data and feedback information relating to their service provision. ▪ Corporate services staff.
Definitions	<p>ADRI: Quality Improvement Model adopted by MCC <u>A</u>pproach, <u>D</u>evelopment, <u>R</u>esults, <u>I</u>mprovement.</p> <p>QA: Quality Assurance is any systematic process of an organization checking to see whether its product or service is meeting specified requirements.</p> <p>AQF: Australian Qualifications Framework provides the hierarchy of educational qualifications in Australia. It is administered nationally by the Commonwealth Government Department of Education, Employment and Workplace Relations (DEEWR).</p>

	<p>DEEWR: Department of Education, Employment and Workplace Relations - responsibility includes Higher Education and research.</p> <p>ASQA: Australian Skills Quality Authority - Regulatory body for education in Australia.</p>
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Action/Method	<p>1.1 The evaluation cycle will obtain, review and report on information about teaching, learning and Training Packages. One component of this information is Student Satisfaction Surveys.</p> <p>2. Co-ordination, Administration and Use of Surveys</p> <p>2.1 An appointed officer will collect and analyse stakeholder and client feedback and satisfaction data on the services provided by the Institute.</p> <p>3. Integrity of Stakeholder Evaluation and Feedback Systems</p> <p>3.1 Stakeholder feedback should, primarily, inform the development and enhancement of teaching, learning, Training Packages and the student experience. This requires a high level of trust in the systems used to obtain, analyse, store and report on the data collected. Data integrity must be maintained by developing systematic approaches to collection and management at all levels in MCC.</p> <p>4. Confidentiality and Anonymity of Respondents</p> <p>4.1 Reporting process must not identify any individual stakeholder survey respondent unless the latter's permission is explicitly sought and granted. Respondents must be informed of the uses that may be made of the data, including the level of aggregation used in analysis and reporting of results and the possible use of de-identified quotes in staff teaching portfolios, applications for promotion, probation and rewards and information provided to prospective students.</p> <p>5. Evaluation of Teaching, Unit and Program</p> <p>5.1 MCC recognises the importance of obtaining stakeholder feedback in standard forms (i.e. surveys) and also realises the limitations of such standardised approaches. Therefore the evaluation of teaching and Training Packages should encompass a broader range of feedback mechanisms.</p> <p>5.2 When evaluating and reviewing curriculum, teaching and Training Package practices, MCC staff with academic responsibilities (including the planning, administration and leadership of teaching and learning activities) are expected to consider diverse sources of information, as well as the context in which the activities under review were carried out.</p> <p>5.3 Clients and stakeholders will be asked to complete surveys as follows:</p> <table border="1" data-bbox="491 1729 1442 1982"> <tbody> <tr> <td data-bbox="491 1729 794 1832">Students</td> <td data-bbox="794 1729 1442 1832">At the completion of training programs or periodically as required</td> </tr> <tr> <td data-bbox="491 1832 794 1982">Trainers/Assessors</td> <td data-bbox="794 1832 1442 1982">Feedback will be sought during periodic meetings and via a central email support@macquarie.edu.au</td> </tr> </tbody> </table>	Students	At the completion of training programs or periodically as required	Trainers/Assessors	Feedback will be sought during periodic meetings and via a central email support@macquarie.edu.au
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	Employers	At the completion of the training program being undertaken by his/her employees, if applicable
	MCC Employees	Feedback will be sought during periodic meetings and via a central email support@macquarie.edu.au
	Industry Representatives	Industry representatives will be consulted one-to-one and diary notes of meetings maintained.
	<p>5.4 It should be noted that results from Student Evaluation of Teaching surveys, on their own, provide insufficient information regarding teaching quality and must not be used as the only determinant for decision-making about an individual's teaching performance.</p> <p>6. Reporting Student Survey Results</p> <p>6.1 Student survey results may be aggregated at different levels, including individual, unit, course, section, program and organisational. The appropriate level of aggregation for reporting of student survey results depends on the specific purpose/s of the particular instrument used. Details of reporting frameworks and appropriate levels of aggregation for survey instruments are administered by MCC and the Quality Improvement Manager.</p> <p>7. Feedback to Students</p> <p>7.1 It is necessary that the Institute's staff and individual Trainers demonstrate MCC's commitment to teaching, learning, training package, enhancement by informing students of changes made in response to student feedback. This also serves to build student awareness of, and constructive engagement with, student feedback mechanisms. Summary information on previous student feedback and resulting changes made by MCC in response to this feedback will be included in Course Guides.</p>	
Related Legislation	<ul style="list-style-type: none"> ▪ National Vocational Education and Training Regulator Act 2011 ▪ Standards for Registered Training Organisations (RTOs) 2015 ▪ Australian Quality Training Framework 2010 ▪ Australian Qualifications Framework (AQF) ▪ Privacy Act 1988 	
Related Documentation	<ul style="list-style-type: none"> ▪ Course Review Policy ▪ Human Resource Management Policy ▪ Quality Assurance and Continuous Improvement Policy ▪ Staff Performance, Review and Development Policy ▪ Continuous Improvement Business Model ▪ Quality Compliance Register ▪ Quality Management System ▪ Staff Handbook ▪ Student Handbook 	

	<ul style="list-style-type: none">▪ Academic Promotions Process
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VERSION CONTROL**Review/ amendment history****Policy Approved by:** Chief Executive Officer / RTO Manager**Responsible Officer:** Chief Executive Officer / RTO Manager**Next Policy Review Date:** July 2018

Version	Date	Details
1.0	July 2014	Policy issued
2.0	Dec 2014	Updated to reflect Standards for Registered Training Organisations (RTOs) 2015
3.0	1 July 2015	No material change
4.0	1 July 2016	No material change
5.0	July 2017	No material change