Learning and Teaching Quality and Standards - Learner Feedback Procedure (VET)

Section 1 - Summary

(1) The systematic gathering and analysis of learner feedback is a key feature of the continuous improvement strategy for Victoria University (VU) TAFE. This Procedure describes the processes for the management and administration of a range of tools and processes to gather learner feedback, and defines responsibilities for the rectification activities resulting from the findings.

Section 2 - Scope

(2) This Procedure applies to all nationally accredited VET training programs delivered at Victoria University.

Section 3 - Policy/Regulation

(3) Learning and Teaching Quality and Standards Policy.

Section 4 - Procedures

Part A - Roles and Responsibilities

Role	Responsibilities
Business Intelligence	1.Provide advice to TAFE in the conduct and administration of learner feedback tools and processes, and on the interpretation of outcomes. 2.Maintain an intranet page with all relevant information. 3.Collate information gathered via SEC and the Quality Indicator Learner Engagement (LQ) surveys and provide meaningful reports to TAFE Executive Team. 4.Collate and interpret data from the SEC and LQ reports where requested by and of VU TAFE. 5.Work with relevant senior personnel in TAFE to present data from the SEC and LQ reports as part of Victoria University's broader governance and course monitoring forums.
TAFE Executive Team	1.Review learner feedback data and identify areas in need of improvement across the Institute. 2.Consult with relevant staff, develop and communicate strategic approach to improving outcomes for learners. Acknowledge area with high response rates and positive outcomes and request/monitor action plans for areas in need of improvement. 3.Work with VU Marketing and Student Administration to promote student participation in SEC and LQ surveys.
TAFE Managers	1.For each training program, develop and maintain a schedule for unit / cluster evaluation, ensuring that every unit or cluster is evaluated at least once every five years in VU Collaborate. 2.Ensure teaching staff are aware of their responsibilities in the administration of learner feedback surveys and ensure that surveys are carried out according to plan. 3.Conduct detailed analysis of findings from learner feedback activities, identify appropriate actions and monitor their completion. 4.Systematically record and review in continuous improvement register and in the TAS.

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Role	Responsibilities
TAFE Teachers	1.Actively encourage students to complete the surveys with respect to principles of confidentiality, anonymity and free agency. 2.Carefully consider feedback provided and work with Manager and other staff in the development of actions to address areas of concern.

Part B - Informal Feedback

(4) Teachers, support staff or any service area of the University may request feedback from students or may be the recipients of unsolicited feedback at any time. Such feedback must be captured and acted on in the same way as feedback gathered through more structured means.

(5) Student complaints fall into this category. After addressing the student's issue (via the VU Complaints Management Procedures), every effort must be made to establish the root cause of the issue raised by the student in their complaint, and take the necessary action to reduce the likelihood of the same issue occurring in the future.

Part C - Student Evaluation of Course Survey (SEC)

(6) The TAFE SEC Surveys take place in May and September each calendar year, accessible for a four-week period on each occasion. Business Intelligence staff facilitate these surveys via student email invitations. TAFE managers and teachers encourage student participation during the survey period. Business Intelligence provide a report to the TAFE Executive Team.

Part D - National Quality Indicators, Learner Engagement Survey (LQ)

(7) This survey is administered annually by the Busines Intelligence team to all VET students who are scheduled to complete their course in the current year.

(8) Business Intelligence access the student data from the reporting system. The survey is administered via student email by Business Intelligence.

(9) During the specified periods in June and October each calendar year, the manager and teaching staff are to encourage students to participate.

(10) The Survey and Evaluations Unit is responsible for collating the data and responses received from the Quality Indicator Learner Engagement Surveys. Reports are finalised no later than the end of February in the year following the year in which the data was collected.

a. Overall report, including quantitative data on all surveys completed, is collated for provision to ASQA and publication on the VU website, to meet regulatory requirements.
b. Reports by course are also collated and provided separately to the relevant Executive Directors/Director TAFE and Managers.

(11) Delivery area managers:

a. identify target units of competency or clusters of units for evaluation in each delivery of the program;
b. ensure that over a five-year period, each individual unit or cluster is evaluated at least once using the VU Collaborate survey. For high-risk units or clusters, multiple evaluations must be conducted over this period.

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Part E - Continuous Improvement based on Learner Feedback

(12) The TAFE Executive Team receives collated reports on Learner Feedback from both SEC and LQ surveys for review. Based on these, opportunities for improvement must be identified and strategic, Institute wide initiatives are introduced to address areas of concern.

(13) These must be analysed in detail and any areas of concern must be recorded onto the relevant Program Area Continuous Improvement Register.

(14) Staff must be involved in the consideration of these items and in the development of rectification plans to improve outcomes for future students. Any such rectification strategies must be consistent with strategies identified from the TAFE Executive Team.

(15) Defined actions to address items on the Continuous Improvement Register must be monitored regularly to ensure to ensure their completion, and any changes embedded into future offerings.

(16) Examples of how Learner Feedback has been used to improve the training program must be listed on the Training and Assessment Strategy for the relevant courses, as part of fulfilling ASQA regulatory obligations.

Section 5 - HESF/ASQA/ESOS Alignment

(17) Outcome Standards for NVR Registered Training Organisations 2025: Standards 2.3, 2.4 Training Support; 2.7, 2.8 Feedback, Complaints and Appeals; 4.4 Continuous Improvement.

Section 6 - Definitions

(18) Student Evaluation of Course (SEC): is an internal survey tool used to gather feedback from learners at the course level. It covers the students' satisfaction with their course and offers the opportunity for students to comment on how their learning experience can be improved.

(19) National Quality Indicator, Learner Engagement Survey (LQ): is a standard national survey to be administered by all Registered Training Organisations annually. The outcomes and rectifications arising from this survey must be submitted to ASQA each year by 30 June.

(20) VU Collaborate Survey: is an internal tool used to gather feedback from learners at the unit level. It is administered through the Learning Management System (housed on the VU Collaborate platform). It offers the opportunity for students to evaluate the quality of the training at a more granular level and comment on how their learning experience of that particular unit/cluster can be improved.

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