



Stakeholder Feedback Policy – BHIG, Version 1.0

Authorised by:

1 Document Control

Version	Date	Amended by	Changes Made
.01	26/10/2009	Learning and Academic Affairs	Initial draft
.02	02/06/2017	Manager Higher Education and Learning Partnerships	Updated title Inclusion of NPS and Student Satisfaction
.03	29/08/2017	Manager Higher Education and Learning Partnerships	Inclusion of Policy and Procedure Subcommittee, VETBOS, HEBOS and Executive team feedback
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2 Purpose

Ensures that Educational policies, procedures, and practices, as a minimum and at all times, meet and exceed compliance requirements regarding the quality of the educational services provided by the Box Hill Institute Group (BHIG) particularly with regard to the gathering of feedback from Stakeholders. The analysis of such data gathered, the dissemination of that analysis to all relevant parties, is used to develop, implement, create improvement plans and monitor the impact of those improvement initiatives.

The data collected from satisfaction surveys is used to support our continuous improvement activities, build client relationships. Inform strategic decision making and meet our national regulatory compliance obligations.

3 Scope

This policy refers to all policies, procedures and practices related to the development, and implementation, of educational services to all BHIG stakeholders, including but not restricted to Government Educational funding and regulatory agencies; industry; prospective, current, and past students, and their families; employers and local businesses; schools and other groups and organisations interested in our development and delivery of educational services.

4 Policy Statement

4.1 Coordination of Surveys

To ensure the effectiveness and validity of surveys, and to maximise return rates, a number of institute-wide surveys are coordinated and scheduled by Academic Planning and Research, Academic Affairs.

Student questionnaires done under the supervision of a teacher as part of the learning experience are excluded.

Centrally coordinated surveys:

- Surveys such as the Learner Questionnaire (Mandated by regulation or government policy)
- The biennial Student Satisfaction and Engagement Survey

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- The biennial Staff Satisfaction and Engagement Survey.
- Benchmarking surveys conducted by external organisations across the sector, such as the NCVER Student Outcome Survey.
- Additional academic or business research surveys of BHIG stakeholders.
- Higher Education QILT surveys (Graduate Outcomes Survey and Student Experience Survey)

Other surveys may be conducted by functional areas as approved in the Annual Survey Schedule (e.g. minor surveys conducted by ITS, Facilities, Finance, Human Resources, Corporate Governance and Corporate Marketing). Where functional areas wish to conduct surveys which are not included in the Annual Survey Schedule they will be approved by the General Manager Educational Governance and brought to the attention of the Executive Team.

An annual schedule of planned major surveys will be established at the beginning of each calendar year and submitted to Executive Team for approval.

The Academic Planning schedule of surveys provides the data needed to obtain the Net Promoter Score and Student Satisfaction scores.

Requests by outside organisations for external staff or student academic surveys additional to those listed in the Annual Survey Schedule should be made to Academic Planning and Research on the Request to Conduct Survey form, linked below. Approval will be made by the General Manager Educational Governance.

4.2 Storage and access to data

All data from major surveys will be stored in a central repository and access will be provided to authorised personnel.

It will be the responsibility of the area administering the survey to lodge the survey instrument and the survey report on this repository.

Steps

1. Centrally coordinated surveys and other planned major surveys will be conducted according to a predetermined schedule.
2. Requests for approval to conduct additional academic surveys / research of stakeholders are to be made to the General Manager Educational Governance.
3. Requests for approval to conduct additional functional surveys (not on the Annual Survey Plan) are to be made to the Chief Executive Officer and brought to the attention of the Executive Team.
4. Surveys are conducted using an appropriate methodology (advice can be provided by Academic Affairs).
5. Completed surveys are submitted or returned.
6. Data is analysed and reported.
7. Managers act on any findings requiring immediate attention.



8. Survey results for individual Schools are to be held in the Operations area Quality folder on G drive.
9. A summary of findings of centrally coordinated surveys is provided to Vocational Education and Training Board of Studies (VETBOS), Higher Education Board of Studies (HEBoS), Executive Team and the Education Quality and Effectiveness Committee of the Board.
10. Any of these groups may make recommendations for improvements based on data as appropriate.
11. Action plans are developed to address issues.
12. Institute wide improvements are entered into Improvements register in BQS.
13. The results and actions being taken to address issues are communicated to the key stakeholders.

For further detail on each of these steps refer to the Work Instruction Stakeholder Surveys.

5 Code of Conduct

All employees are expected to conduct themselves in a manner consistent with the Box Hill Institute Group Staff Code of Conduct.

6 Definitions

Term	Definition
BHIG	Refers to Box Hill Institute, CAE and its controlled entities
Educational Compliance	Refers to compliance with all Laws, Regulations and General Directions, enacted and/or issued by relevant Government Agencies which impact on the operations of the BHIG.
Consultation	Refers to all activities where BHIG individuals and/or organisations meet in order to find out their views about proposals, and in particular formal public or targeted consultations whether written, through workshops or public meetings.
Stakeholders	Have one or several of these essential characteristics: (a) One who is affected by or affects a particular problem or issue, and/or (b) Is responsible for problems or issues, and has perspectives or knowledge needed to develop good solutions or strategies.
Stakeholder contribution	A stakeholder contribution is a document expressing the considered position or opinion of an organisation or an individual on a given policy issue. In particular these include: The Australian Skills Quality Authority, VET Quality Framework which comprises:

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- the *Standards for Registered Training Organisations (RTOs) 2015*
- the Australian Qualifications Framework
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements, and
- the Data Provision Requirements, and
- any and all General Directions as published from time to time, and

The VET Funding Contract between the State of Victoria and Box Hill Institute and the CAE, in so far as it relates to the provision of Educational services.

Tertiary Education Quality and Standards Agency (TEQSA):

- the Australian Qualifications Framework
- Higher Education Standards Framework (HESF) 2015

Victorian Registration and Qualification Authority (VRQA):

- AQTF Essential Conditions and Standards for Continuing Registration

Adult, Community and Further Education Board (ACFE):

- Pre-Accredited Quality Framework

7 Related Procedures

The following procedures are linked below:

- Moderating and Validating Higher Education Assessment Procedure – BHI
- Higher Education Assessment Procedure - BHI

8 Related Operating Guidelines

Work Instruction Net Promoter Score Data Collection, Analysis, Comments and Uploading - BHIG

Work Instruction VET and HE Course Evaluations Data Collection, Analysis, Comments and Uploading

Work Instruction Stakeholder Surveys

9 Related Forms

Request to Conduct Survey Form

10 Related Legislation and Registration

10.1 Box Hill Institute Group

10.2 External

Higher Education Standards Framework (HESF) 2015
Standards for Registered Training Organisations (RTOs) 2015
VET Funding Contract Agreement
Pre-Accredited Quality Framework
AQTF Essential Conditions and Standards for Continuing Registration
National Centre for Vocational Education Research

11 Related Documents

AQTF Employer Questionnaire EQ
AQTF Learner Questionnaire LQ
Australasian Survey of Student Engagement Sample
Schedule of centrally coordinated Surveys and Evaluations

12 Records

Records will be maintained in accordance with the requirements of BHIG's Records Management Policy and Procedures.

Where the privacy of individuals may be compromised, records will be kept secure and confidential.

13 Review

This policy must be reviewed no later than three years from the date of CEO endorsement. The policy will remain in force until such time as it has been reviewed and re-approved or rescinded. The policy may be withdrawn or amended as part of continuous improvement prior to the scheduled review date.

14 Responsibilities

Academic Affairs is responsible for ensuring that:

- Stakeholder feedback systems meet and exceed the compliance requirements associated with stakeholder feedback, as set out by Commonwealth and State regulatory and funding agencies
- Produce annual stakeholder feedback schedules developed to meet Statutory obligations, both specific (e.g., mandatory student and employer survey results, and general requirements to gather, analyse and act on stakeholder feedback, as the basis for continuous improvements)



- Analyse stakeholder feedback, and make recommendations regarding improvement activities both generic across the BHIG, and specific to individual areas including schools and both academic and support operational areas, and
- Monitor and report to Boards of Studies, Executive Team and the Board on the outcomes of Action Plans developed to implement the improvement recommendations.

It is the responsibility of Operations Managers, Faculty Deans, Head of Units and Executive staff to ensure that Action Plans are developed to address stakeholder concerns, and that the Action plans are implemented, monitored, reported on, and if unsuccessful develop, implement report on new action plans, as part of a continuous improvement cycle.

15 Approval Body

The CEO is the approval body.

Owner	Author
Executive Director Academic Affairs (VET & HE)	Manager Higher Education and Learning Partnerships