

Stakeholder Feedback Policy and Procedure

Table of Contents

Policy Statement 3
1. Policy Principles 3
2. Procedures 4
3. Responsibilities 6
4. Reporting Feedback 6
5. Records, Monitoring and Review 7
6. Review and Evaluation 7
Appendix 1: Stakeholder Register 8
Table 1: Stakeholder Categories and Representatives 8
Table 2: Annual Register Review Summary 9
Table 3. Publication and Communication Summary 9
Version Control 10

Policy Statement	
Purpose	The Glencoe Institute of Higher Education ('the Institute') *Stakeholder Feedback Policy and Procedure* ('the Policy') establishes a structured framework for the collection, analysis, and management of feedback from both internal and external stakeholders, thereby supporting continuous improvement, transparency, and accountability.
Scope	This Policy applies to all staff, students, education agents and other stakeholders at the Institute.
Definitions	For definitions, please refer to the Dictionary of Terms.

1. Policy Principles

The Institute's approach to stakeholder engagement and feedback is underpinned by the following principles, which ensure transparent, ethical, and compliant practice across all operations:

a) Ensures compliance with all relevant Commonwealth and Western Australian legislation, including the *Higher Education Standards Framework (Threshold Standards) 2021 (HESF 2021)*, the *Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)*, the *Education Services for Overseas Students Act 2000 (ESOS Act)*, and the *National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)*, promoting transparency, accountability, and continuous improvement across all institutional operations;

b) Integrates stakeholder feedback processes with the Institute's *Quality Assurance Policy and Procedure* and *Records Management Policy and Procedure*, to support evidence-based decision-making, continuous improvement, and reporting to academic and governance bodies;

c) Values and seeks the contributions of diverse stakeholders, ensuring inclusive engagement and representation across students, staff, alumni, employers, community organisations, and industry partners to capture a broad range of perspectives;

d) Ensures feedback mechanisms remain responsive to technological developments, utilising accessible, secure, and user-friendly platforms to enhance stakeholder participation, timeliness, and accuracy of feedback collection;

e) Stakeholder engagement activities will be appropriate and relevant to the Institute's mission and vision as stated in the *Strategic Plan*;

f) Periodic opportunities, such as surveys will be conducted to gather stakeholder feedback, and students will have opportunities to provide feedback on their experiences and the outcomes of their studies through various surveys;

g) Dedicated feedback mechanisms including online platforms, suggestion boxes, and specific email addresses, are available for stakeholders to submit their input;

h) Stakeholder feedback will be used to inform the improvement of the Institute in ways that include but are not limited to:

i. Course design and delivery;
ii. Student experience;
iii. Campus facilities and resources;
iv. Professional development opportunities for staff;
v. Policies and other relevant documents.

i) Formally recognises the Course and Industry Advisory Committee (CIAC) as a key source of structured industry and external stakeholder feedback, drawing on independent academic and practitioner expertise to support curriculum relevance, industry alignment, and continuous improvement, and to inform external referencing and quality assurance activities in accordance with the *HESF 2021*.

2. Procedures

The Institute will employ a variety of feedback mechanisms, including structured surveys, online feedback forms, student and staff forums, suggestion systems, and informal feedback channels. Informal feedback is welcomed at any time through open and accessible engagement with Institute staff, Student Support Officers, and relevant academic leaders, complementing formal feedback processes and supporting timely issue identification and continuous improvement. These mechanisms ensure inclusivity and accessibility for all stakeholder groups. Feedback will be systematically recorded, analysed, and reported in accordance with the *Records Management Policy and Procedure* and applicable privacy legislation. Outcomes will be communicated to stakeholders through reports, staff briefings, newsletters, and governing bodies meeting minutes, ensuring transparency, accountability, and continuous improvement across the Institute.

a) Student Feedback

i. In the final weeks of each semester, the Institute will invite students to complete an online survey to measure satisfaction and provide views on:
   a. The content and assessment methods of the subjects completed;
   b. The quality of teaching staff, including knowledge, engagement, and student support;
   c. Facilities and services, including library resources, personal support, and other student support services coordinated through the Academic Success Coordinator.

   Survey outcomes will be communicated in aggregated, non-identifying formats to ensure confidentiality, transparency, and appropriate use of evaluative data, consistent with privacy obligations and good academic governance practice.

ii. Students may also provide feedback through other mechanisms, such as:
   a. Student Association (SA): A Student Association with an elected executive will be maintained. The SA can formally raise matters with the Dean through regular meetings and may address general student experience issues either during meetings or via correspondence outside of meetings.
   b. Teaching & Learning Committee: Students have the opportunity to participate as members of this Academic Board subcommittee, contributing to academic and operational decision-making.

iii. Students may provide anonymous feedback via a feedback box located in the student area.

b) Graduate Feedback

i. Graduates will be invited to complete surveys to provide feedback on:
   a. Employment undertaken since graduation;
   b. The relevance of the Institute's *Graduate Attributes*;
   c. How the course prepared them for relevant employment.

c) Staff Feedback

i. At the end of each semester, academic staff will be invited to complete a survey providing feedback on:
   a. Professional development opportunities;
   b. The content and assessment methods of the subjects delivered;
   c. Facilities and services, including library resources for staff and students, and any other matters relevant to teaching and learning.

ii. Staff in non-teaching roles will be encouraged to provide ongoing feedback through informal conversations/meetings, emails, regular Executive Management Team meetings, training sessions, and annual performance reviews.

d) Additional Feedback Sources (Institution-Wide)

i. Feedback may also be gathered from additional sources, including emails, in-class discussions, one-on-one dialogues, participation in governance Committees, course results, attendance records, course and subject reviews, professional development participation, attrition and completion rates, staff, and student quality awards, and findings from external and internal audits and reports.

e) Governing Bodies Feedback

i. Feedback from the Institute's governance bodies including the Governing Council, Academic Board, Teaching & Learning Committee, Course & Industry Advisory Committee (CIAC), Executive Management Team (EMT), and the Risk & Audit Committee will be used to support strategic oversight, academic quality, and continuous improvement.

   The CIAC is recognised as a formal industry and external stakeholder voice within governance feedback pathways, contributing academic and practitioner expertise to support industry-informed feedback, curriculum relevance, and alignment with external referencing expectations under the *HESF 2021*.
ii. Feedback may be provided through Committee meetings, reports, annual evaluations, internal audits, and recommendations raised through governance processes.
iii. The Governing Council will provide feedback on institutional strategy, governance effectiveness, risk, and compliance.
iv. The Academic Board will provide feedback on academic quality, course performance, student outcomes, and learning and teaching matters.
v. The Teaching & Learning Committee and CIAC will provide feedback on curriculum relevance, assessment, industry alignment, and external referencing.
vi. EMT and the Risk and Audit Committee will provide feedback on operations, resources, compliance, and institutional risk.
vii. Feedback from all governance bodies will be documented through minutes or reports and incorporated into institutional review, planning, and improvement processes.
viii. Feedback is received through formal governance and quality assurance processes, referred to the appropriate academic or management authority for action, and responded to through documented planning, monitoring, and reporting cycles.

f) External Stakeholder Feedback

i. Feedback may be sought or received from external stakeholders, such as:
   a. Education agents;
   b. Benchmarking partners;
   c. Employers of the Institute's graduates.
ii. Feedback from external stakeholders may be received through various means, including feedback forms, email communications, and forums or briefings.
iii. Feedback on courses may also be received through the external experts engaged for cyclic course review.
iv. Feedback may additionally be received from professional bodies, regulatory agencies, and external accreditation partners where applicable to courses, quality assurance, or institutional performance.

g) Stakeholder Identification and Nomination

i. The Institute will maintain a current Register of stakeholder categories to ensure representation across key groups such as students, graduates, staff, industry partners, community organisations, and employers of graduates.

ii. Nominations and self-nominations for participation in feedback activities and consultative forums will be accepted throughout the year to support ongoing engagement and inclusivity.
iii. All nominations will be assessed by the Dean or nominee based on the stakeholder's relevance to the Institute's operations, their potential impact on educational quality or student experience, and their willingness to engage constructively in continuous improvement initiatives.
iv. The Register will be reviewed and refreshed annually to maintain accuracy and currency. A summary of engagement avenues and participation opportunities will be published through Institute communication channels to encourage broad stakeholder involvement.

3. Responsibilities

a) Staff

i. The Institute's staff are responsible for encouraging stakeholders, including students to actively participate in feedback processes.
ii. Staff should engage with the feedback received from stakeholders, particularly students, and respond actively whenever possible. This involvement aims to enhance the quality of education, teaching, and overall student experiences.
iii. Staff must uphold confidentiality and ethical standards when dealing with stakeholder feedback. Records of feedback will be maintained with strict regard for data privacy and protection following the *Records Management Policy and Procedure*.
iv. Staff will review student feedback to provide information and guidance about support required for students to enhance their learning.

b) Students are encouraged to

i. Actively participate in providing constructive feedback to contribute to the improvement of educational quality and overall student experiences.
ii. Engage with and support improvement initiatives that are implemented based on feedback, contributing to a better learning environment.
iii. Recognise and appreciate their important role in contributing to improvements in learning, teaching and the overall student experience and outcomes.

c) Dean will

i. Communicate the Policy to staff, and students, ensuring its principles are well understood and followed.
ii. Inform students how their feedback has led to changes and improvements through various methods.
iii. Be responsible for effectively communicating outcomes to relevant stakeholders and providing regular reports to the Governing Council and the Academic Board.

4. Reporting Feedback

a) The Institute will conduct regular assessments of stakeholder feedback as part of its commitment to continuous improvement.
b) All feedback will be reported in a format that ensures that individual respondents cannot be identified.

In addition, aggregated reports will suppress subject or individual staff identifiers in very small cohorts to prevent re-identification, in line with the Institute's privacy-by-design approach and the *Records Management Policy and Procedure*.

c) Reports on the results of student and stakeholder feedback will be distributed to staff with responsibility for improving student experience.

d) Feedback received from external stakeholders will be shared with all staff and/or students through internal reports, meetings, forums, email and poster notifications, web notices, newsletters, and other sources where appropriate.

e) Semester reports will include KPIs (participation rates, domain satisfaction indices, year-on-year variance, and action close-out). Where KPIs fall below agreed thresholds, matters escalate to the Teaching & Learning Committee with corrective actions tabled to the Academic Board and, where required, the Governing Council.

5. Records, Monitoring and Review

a) All records relating to student, staff and stakeholder feedback and surveys will be accurately recorded, securely stored, and managed in accordance with the *Records Management Policy and Procedure* and applicable privacy legislation, ensuring confidentiality, integrity, and traceability.

b) Trends and insights from stakeholder feedback, including participation rates, year on year comparisons, and key themes, will be systematically analysed and reported to the Academic Board and Governing Council. These insights will inform improvements in operational practices, teaching and learning processes, and stakeholder engagement strategies, without determining the formal review schedule of the Policy.

Reporting will occur through established academic and governance reporting cycles, with actions arising from feedback tracked and monitored through the Institute's quality assurance and continuous improvement processes.

c) All stakeholder data collected and maintained under this Policy will comply with the *Privacy Act 1988 (Cth)* and the Institute's *Records Management Policy and Procedure*. Access is restricted to authorised personnel, and reports are generated only in aggregated, de-identified form.

6. Review and Evaluation

This Policy will be reviewed at least every two years, or earlier if required due to changes in legislation, regulatory requirements, technological developments within professional and industry sectors, or institutional priorities, to ensure its ongoing relevance, accuracy, and effectiveness.

Appendix 1: Stakeholder Register

Institution:	**Glencoe Institute of Higher Education**		
Policy Reference:	Stakeholder Feedback Policy and Procedure	Policy Owner:	Dean
Review Frequency:	Annual (or earlier if required)		
Last Review Date:	*Insert Date*	Next Review Due:	*Insert Date*

Table 1: Stakeholder Categories and Representatives

Stakeholder Category	Representative Name / Organisation	Relationship to Institute	Engagement Mechanism / Forum	Last Engagement Date	Next Planned Engagement	Feedback Focus Area	Notes / Actions Taken
Students	Student Association President	Internal	Student Surveys, Forums	TBA	TBA	Teaching Quality, Student Experience	Semester survey results reviewed by the Teaching & Learning Committee and Academic Board
Graduates/ Alumni	Alumni Representative	External	Graduate Outcome Survey	TBA	TBA	Graduate Employability	Input for curriculum review
Academic Staff	Staff Representative	Internal	Staff Surveys, Academic Board	TBA	TBA	Teaching Resources, Professional Development Needs	Improvement actions tabled at Academic Board
Administrative Staff	Department Manager	Internal	Staff Meetings	TBA	TBA	Student Support Services	Noted for next orientation
Governing Bodies Feedback	Respective Chair	Internal	Governance Meetings	TBA	TBA	Governance Effectiveness,	Actions recorded in

						Strategic Oversight	governance minutes
Industry Partners	Industry Representative	External	CIAC Consultation	TBA	TBA	Industry Relevance	Used in course review
Education Agents	Agency Partner	External	Education Agent Feedback Survey	TBA	TBA	Marketing, Student Recruitment	Education Agent Handbook updated
Community Organisations	Local NGO	External	Outreach Projects	TBA	TBA	Community Engagement	MoU renewed
Employers of Graduates	Employer Partner	External	Employer Survey	TBA	TBA	Graduate Performance	Field education feedback
Regulatory / Professional Bodies	External Accreditation Agencies	External	Accreditation Reviews, Compliance Audits	TBA	TBA	Course Standards, Professional Alignment	Incorporated into course review cycle

Table 2: Annual Register Review Summary

Review Date	Reviewed By	Updates Made	Summary of Engagement Activities	Key Actions / Recommendations
TBA	Dean / Nominee	Added new stakeholder; removed inactive record	Stakeholder feedback analysed; actions logged	Report tabled to Academic Board

Table 3. Publication and Communication Summary

Information Published	Publication Channel	Date Published	Purpose / Audience	Confidentiality Notes
Stakeholder Engagement Summary	Website / Staff Intranet	TBA	Transparency / Staff & Students	Aggregated only; no personal data

Version Control

Version	Date of Approval	Approved By	Related Documents
1.1	4 December 2025	Governing Council	Course Development and Review Policy and Procedure Human Resource Management Policy and Procedure Quality Assurance Policy and Procedure Records Management Policy and Procedure Strategic Plan Student Grievance Management Policy and Procedure Student Support Services Policy and Procedure Teaching and Learning Plan
Benchmarking Institutions			Australian International Institute of Higher Education Pty Ltd The University of Notre Dame Australia Federation University Australia
Policy Owner			Dean
Legislations			Higher Education Standards Framework (Threshold Standards) 2021 (Cth) (HESF 2021) Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth) (National Code) Tertiary Education Quality and Standards Agency Act 2011 (Cth) (TEQSA Act) Privacy Act 1988 (Cth) Equal Opportunity Act 1984 (WA) Work Health and Safety Act 2020 (WA)
Higher Education Standards Framework (Threshold Standards) 2021 (Cth)			Standard 1.3; Standard 2.3; Standard 5.3; Standard 6.1; Standard 6.2; Standard 6.3; Standard 7.2; Standard 7.3.