



Policies and Procedures

Operations Department

Student Feedback Policy

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Student Feedback Policy

1. Usefulness of the Information Provided for Students

Feedback from students is a valuable primary source therefore observations from them are noted. This is an open consultation process where no prior appointments are required. We welcome views and suggestions that may be conveyed in informal ways, either during visits to the Centre, or when students are attending their courses. Updates and evidence received from prospective students give us a clear indication about the level of usefulness of the information that we provide.

2. Publishing Information for Prospective Students to Make Informed Choices

All information which a student needs to be able to make an informed decision when choosing a course is available and made public online. This enables prospective students to have access to relevant materials from the comfort of their home. Further to this, a contact helpline number published on the website ensures that personalized attention is only a phone call away. Apart from course descriptions, our website also publishes our Policies and Procedures so that students are not only given information about the courses but also about the workings and quality that we as a Centre make sure to provide.

3. Students' Views as Part of the Review Process

Students are encouraged to give feedback both in informal and formal ways. Giving feedback is the most common way students participate in the Quality Assurance process. There is a wide diversity of how, when and what kind of feedback students give. It is typical that feedback is given after each course, however we encourage students to come up with queries or suggestions throughout the duration of the course.

It is also recommended that lecturers collect feedback after classes. Students are given the opportunity to express their views either with their lecturers, or with the course coordinator who is available before and after lessons. Students are allowed to use a method wherein they may write down their problems and ideas on how to improve the course and submit the query at our office. This is a very simple approach, but it can be an effective way to collect feedback for both teachers and students. Students do not necessarily need to submit written feedback but can readily avail of assistance on a personal level at the Administration Office. Exploratory questions at the beginning of lectures also help create an opinion regarding the students' views.

Other forms of student participation include:

- i. Preparation and submission of a specific student-written report to the review team
- ii. Interview during the evaluation process by the review team
- iii. Participation as speakers and/or delegates of other course members
- iv. Consultation exercises.

Any such information serves as a guide so that improvements can be made to the course designs and the quality of service in general, for the future. This is gathered from both formal and informal meetings between persons involved. Groups of

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students, student representatives, or individual students may make submissions, which henceforth provide for important information for the audit/review team that is making the judgements about the institution's quality assurance. Samples of work of students are also reviewed for the purpose of quality assurance.

This data-driven exchange of ideas leads to data-driven choices. The Future Focus team regularly discusses their data in order to ensure that decisions incorporate an all-inclusive form and that they are based on data-decisions the group collectively makes. It is important that students' views are taken into consideration so that we take informed decisions.

Questions which this form of analysis seeks to answer include the following:

- i. Do we have any students who are not attaining proficiency?
- ii. Which students are most at risk?
- iii. What information do we have about them to structure teaching accordingly?
- iv. What classroom interventions have we tried? What interventions do we plan to try next?
- v. Do we need to consider course restructuring?
- vi. When we compare performance by subgroups (racial group, gender, students with disabilities), do we see any groups not performing as well as the whole group, and what are we going to do about that?