

Evaluation of Learning and Teaching Policy

Approved by	Academic Board
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Responsible Officer(s) and Committee(s)	Director of Academic Coursework Coursework Committee
Related documents	<i>Academic Quality Assurance Statement</i> <i>Course Unit Booklet Policy</i>
Higher Education Standards (2021)	3. Teaching and Learning (3.1.1-4, 3.2.1-4 and 3.3.1) 5. Institutional Quality Assurance (5.1.2; 5.1.3; 5.3.1-4 and 5.4.2) 6. Governance and Accountability (6.3.1-6.3.3) 7. Information for Prospective and Current Students (7.2)
National Code (2018)	Standard 1: Marketing Information and Practices

1. Purpose

Student Feedback plays an increasingly significant role in both quality improvement and quality assurance in Australian Higher Education. The Higher Education Standards 2021, requires that student feedback forms a significant part of the evaluation of learning and teaching:

1.1 Monitoring, Review and Improvement

1.1.1 All **students** have opportunities to provide **feedback** on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.

1.1.3 All teachers and supervisors have opportunities to **review feedback** on their teaching and research supervision and are supported in enhancing these activities.

1.1.3 The results of regular interim monitoring, comprehensive reviews, external referencing and **student feedback** are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission

criteria and approaches to course design, teaching, supervision, learning and academic support.

Fundamental to the achievement of its Mission, the Sydney College of Divinity values excellence of scholarship, which underpins all of its educational programs. The achievement and maintenance of quality learning and teaching is an integral component of this philosophy. The commitment to maintaining high academic standards must be sustained by quality learning and teaching.

To ensure the provision of a quality educational experience for the students, teaching staff must be committed, well-prepared, expert in their Discipline, and willing to review, reflect upon and improve the programs and course units they teach.

This policy on the Evaluation of Learning and Teaching provides a framework for undertaking the evaluation of the quality of course units offered each semester and the quality of the teaching in the delivery of these units.

1.2 The evaluation process seeks to:

- 1.2.1 comply with the Higher Education Standards;
- 1.2.2 enhance understanding about learning and teaching through collecting information from a range of sources, in a systematic way;
- 1.2.3 provide teaching staff with information about their teaching performance that will inform their own planning and professional development and lead to continuous improvement in course materials, learning activities, and teaching performance;
- 1.2.4 enable the College to demonstrate effective quality assurance processes in relation to learning and teaching;
- 1.2.5 maintain a uniformly high standard of learning and teaching across Member Institutions of the University College.

The pedagogy underlying these functions is that the evaluation of learning and teaching is a developmental and formative process to be used in the development of teaching practices and improvement of learning and teaching environments.

2. Summary

This policy encompasses sources of data for evaluation, student feedback, teacher self-reflection and analysis and the responsibilities of students, staff, and SCD committees.

3. Scope

All students
All teaching staff
SCD Director of Academic Coursework
Principals
Academic Deans
Coursework Committee
Academic Board
SCD Committees

4. Policy

Evaluation Sources

Evaluation data comes from a number of sources, including Student Learning Outcomes, Student Feedback and Evaluation, Teacher Self Reflection and Analysis and Peer Review of Teaching. Whilst the remainder of this Policy elaborates the Student Feedback and Evaluation Source, strong encouragement is given for teaching staff to also utilise data from other sources.

Student Feedback

Student feedback on quality of course units and quality of teaching is sought through surveys administered to all enrolled students at the conclusion of the teaching of all course units (including course units taught by distance education). SCD Student Feedback will also be sought for the purposes of comparison with student experience in other tertiary institutions, e.g. through the suite of Quality in Learning and Teaching surveys (QILT).

Confidentiality

The delivery, analysis, and feedback of the student feedback surveys will be conducted in a manner that ensures that results of individual evaluations remain confidential.

Teacher Self-reflection and Analysis

Teaching staff are encouraged to think beyond student ratings in terms of their own professional development. They should supplement the survey findings by developing and refining their own teaching philosophy, maintaining a Teaching Portfolio, utilising processes of self-reflection and analysis, and being responsive to the student feedback.

Teachers should also engage in peer review of teaching as a further means by which analysis and improvements occur. This involves classroom performance via observation (face-to-face or video), and teacher-student interaction analysis (both in-class and on-line).

Responsibility

Under the direction of the Coursework Committee, the Director of Academic Coursework oversees this policy and its accompanying procedures by liaising with Member Institutions over the delivery, analysis, and feedback of the student feedback surveys.

Principals of Member Institutions are responsible for ensuring that teaching staff are informed of the student feedback on the quality of the unit and on the quality of teaching, and for ensuring that changes made as a result of student feedback are appropriately communicated to the student body. They are also responsible, at the institutional level, for evaluating the feedback and for taking appropriate action to ensure continuous improvement in the quality of units and the quality of teaching within their institution.

The Academic Dean of each Member Institution has oversight of the student feedback cycle which takes place each semester, as well as the reporting to Coursework Committee. Students are responsible for completing the feedback surveys to the best of their ability and on time. The Academic Dean reports student feedback in summary form to the Coursework Committee, through the Director of Academic Coursework. Teaching staff, in conjunction with their supervisors, are responsible for evaluating the feedback and for taking appropriate self-reflection and analysis and other actions to ensure continuous improvement in the quality of units and the quality of teaching. Changes made to Course Units as a result of student feedback are to be recorded on future versions of Course Unit Booklets and reported as part of the CUB verification process.

The Coursework Committee is responsible, at the consortium level, for evaluating the feedback and for taking appropriate action to ensure continuous improvement in the quality of

units and the quality of teaching across the consortium. Coursework Committee reports on student feedback to Academic Board.

5. Related Procedures and Forms

Procedure	
Appendix #1	Evaluation of Learning and Teaching Procedure
Templates/Forms	
Appendix #2	Student Feedback Survey Questionnaire
Appendix #3	Aggregated Analysis of Student Feedback Survey Report Template

Evaluation of Learning and Teaching Procedures

1. Purpose

These procedures on the Evaluation of Learning and Teaching describe the manner in which the evaluation of the quality of course units offered each semester and the quality of the teaching in the delivery of these units should be administered.

2. Scope

This procedure applies to all coursework units offered for credit towards any of the University College awards.

3. Definitions

The Policy Document Glossary applies to this policy.

4. Statements and Objectives

- 4.1 Between at least the last day of class of each teaching period and the last assessment submission date, the teacher-in-charge or other authorised officer of each unit will distribute copies of the student feedback survey to all students in the class.
- 4.2 Completed surveys may be returned to the teacher-in-charge or to another authorised officer within the Member Institution. Three (3) responses or fewer from a unit will not generate a report. If two or more units are joined together these can form a report of three (3) or more responses (e.g. different AQF levels in a class, or Research Essays).
- 4.3 The survey is to be administered by Member Institutions by electronic or paper means, on condition that the Member Institution takes responsibility to keep results secure.
- 4.4 The University College will take responsibility for the security of the aggregated results when received.
- 4.5 Each Member Institution will appoint an officer to compile the data from the surveys.
- 4.6 The officer will provide:
 - a. An aggregated report based on units with responses.
 - b. This aggregated report will be for the Member Institution as a whole.
- 4.7 This report will be in the format of the following sample report for the University College in Appendix 2.
- 4.8 The University College may request any specific unit survey results for secondary purposes such as course review and discipline moderation.



Student Feedback Survey Questionnaire

Unit Code and Title:
Teacher(s):

These questions ask about the quality of the unit

Scale: 1=Strongly Disagree; 2=Disagree 3=Neutral; 4=Agree; 5=Strongly Agree (circle one)

1. The learning materials provided for this unit helped me to engage in learning.	1	2	3	4	5
2. The content, assessment, and activities in this unit provided the information and the right level of challenge to help me learn and apply my learning.	1	2	3	4	5
3. There were clear guidelines for all assessment tasks in this unit which were also consistent with the Course Unit Booklet outcomes, objectives and content.	1	2	3	4	5
4. This unit helped me understand, clarify, and express my own values, beliefs, personal communication and faith.	1	2	3	4	5
5. This unit has helped me develop my academic skills, critical thinking, analysis, and problem solving.	1	2	3	4	5

These questions ask about the quality of teaching

Scale: 1=Strongly Disagree; 2=Disagree 3=Neutral; 4=Agree; 5=Strongly Agree (circle one)

6. The unit teaching used effective methods and consultation was available.	1	2	3	4	5
7. The teaching demonstrated thorough knowledge of the subject area.	1	2	3	4	5
8. I received timely and constructive feedback on all my assessment tasks.	1	2	3	4	5
9. I was encouraged to participate and collaborate, and my questions were answered.	1	2	3	4	5
10. The unit teaching demonstrated academic curiosity, and I was free to discuss contrary views.	1	2	3	4	5

In your view, what were the major strengths of this unit?

In your view, what aspects of this unit could be improved?

Overall, how satisfied are you with this unit?



Appendix 3

Aggregated Analysis of Student Feedback Survey Report Template

Member Institution:

Number of students surveyed:

Number of respondents who returned the survey:

Response rate: %

1. The combined results as a whole indicate that the two most positive responses were to the following questions:

[xx students = Strongly Agree]

2. The combined results as a whole indicate that improvements are possible in regard to the following two questions:

xx students = Strongly Disagree]

3. The following qualitative themes emerged in the analysis of the open comments:

e.g. "More feedback, participation, interaction, sharing from students"

"More variety beyond chalk and talk and including group work"

"The unit was very practical, good engagement with ministry issues"

Question Number	1	2	3	4	5	6	7	8	9	10
Number of students who responded with 4 or 5										
Number of students who responded with 1 or 2										

Teacher Self-reflection and Analysis and Peer Review

Teaching staff are encouraged to maintain a teaching portfolio and to engage in peer review. A teaching portfolio demonstrates teachers' commitment, major accomplishments, strengths and personal reflections in teaching. The National Tertiary Education Union has produced a useful guide: Preparing and Presenting a Teaching Portfolio – Philosophy, Practice and Performance.

http://issuu.com/n-teu/docs/teaching_portfolio

Although there is no set format, a teaching portfolio will normally include:

- a) A statement that outlines teaching philosophy, practice, performance and reflections.
- b) A compilation of relevant material that supports the statement in (a).

Student evaluations of their teaching, as well as the teacher's reflections on and response to that feedback should form a significant part of this portfolio. The Academic Dean should arrange for teachers to reflect on student feedback in the context of peer review, and to formulate appropriate actions in response. The Academic Dean will then report on these faculty reflections and actions to Coursework Committee.