



FAIRVIEW[™]
EDUCATION

Student Voice Policy

Student Voice

Fairview Education will ensure the Student Voice lies at the heart of the Student Experience. To achieve this, we make accessible a collection of tools and opportunities to students to provide Fairview Education with their 'Student Voice'. We aim to provide a range of tools and opportunities that are accessible, inclusive and empower students to speak. We encourage student engagement with these tools and aim to inform them how their voices are influencing change and improvement at Fairview Education.

Students will:

Be open to and use the tools and opportunities to provide feedback and opinions.

Familiarise themselves with the different processes related to each tool within the Student Voice and use each tool appropriately.

Encourage other students to engage with Student Voice and direct them there when appropriate.

Understand that the Student Voice tools are there to support you to share your stories, not a tool to bully, harass or discriminate against, members of the Fairview Education community.

Be constructive with feedback and not be inflammatory or derogatory with language or intent.

Understand that destructive behaviour will be a breach of this code of conduct.

Staff will:

Be open to and use the tools and feedback provided through the Student Voice.

Familiarise ourselves with these tools and opportunities and engage with students about them.

Encourage students to engage with Student Voice and direct them there when appropriate.

Understand that the Student Voice tools are there to support students share their stories, and while some feedback may be confronting, all feedback should be considered and addressed as appropriate.

Engage with student feedback provided through Student Voice and, where appropriate

- Provide real-time feedback to students,
- Tell students how we are dealing with the feedback.

Listen to students who come to us with concerns and issues and, where possible, attempt to resolve issues and concerns before they escalate to a formal complaint.

Tell students how their voices have informed change and improvement to programmes, processes, and services.

Fairview Education will:

Provide tools and opportunities for students to provide feedback and opinions.

Provide staff with capability development related to dealing with student feedback.

Identify trends and themes across Student Voice tools and opportunities and make recommendations for interventions or improvements and/or publish success stories for Fairview Education to celebrate.

Evaluation tools

Students

Engage with the formal surveys conducted through in class evaluation forms.

Evaluation surveys are a formal opportunity to provide feedback on the module, teaching, programme.

Surveys are conducted three times per course delivery.

Feedback is not moderated – what students enter is what goes to the teaching and management staff. Students need to keep this in mind when responding and try to engage with the issues involved, not name and debate the person involved.

Inappropriate or offensive content and/or language and/or feedback is not acceptable and extreme and/or repetitive submissions can be removed. Processed under Student and Academic Misconduct policy.

Feedback that can be construed as bullying, harassment or discrimination is also not acceptable and can be processed under Student and Academic Misconduct policy.

In these instances, the Assistant Training/General Manager will discuss the inappropriate behaviour with the student.

- Warn the student.
- Process the student under Student and Academic Misconduct policy.

Academic Staff

Allow students class time to complete the survey.

Engage with, review and reflect on student feedback provided through Evaluation tools.

Understand the survey results hierarchy:

- Teaching staff will be able to view feedback from the students.
- Training Managers and General Manager will have access to survey results.

Evaluation tools works on the principle that teaching staff will own their feedback and determine:

- Feedback that requires immediate resolution
- Feedback that requires escalation to Assistant Training Manager/Student coordinator
- Feedback that informs and influences practice (but does not require immediate resolution)

Where feedback requires immediate resolution teaching staff must determine if the solution is something they can implement as part of their practice, or whether it is part of a formal process, e.g. Changes to Programmes and Modules (Change Request) process.

Communicate and demonstrate to students how student feedback informs and influences practice.

- Reflect on any changes that have been made and what impact, if any, has occurred and use this reflection within the programme self-assessment and My Plan cycles
- Understand this is a point in time opinion and should be triangulated with your own assessment of your professional practice and your Assistant Training Manager/General Manager assessment of your professional practice.

While feedback can be confronting it should not make staff feel bullied, harassed or discriminated against. Teaching staff should escalate examples of this behaviour to their Training Manager.

The Assistant Training Manager can make a recommendation to the General Manager to remove entries that make the staff member feel bullied, harassed or discriminated against.

Make use of the capability development opportunities available related to dealing with confronting feedback.

Assistant Training Manager

Monitor teaching staff engagement with student feedback provided through Evaluation tool and ensure expectations are being met.

Work with teaching staff on feedback that has been escalated or requires immediate resolution as appropriate.

Will work through feedback reports and look for trends, themes, recurring issues and areas that require improvement and implement the appropriate change process. This could include, but is not limited to;

- Changes to Programmes and Unit Standard process.
- Report to the Academic meeting the analysis reports provided and discuss as appropriate.
- A summary of outcomes and impacts of changes made from student feedback.

General Manager

Review institute-wide reports to inform self-assessment processes.

Work with staff on feedback that requires institution-wide attention and implement changes as appropriate.

Review institute-wide reports to inform strategy and annual planning.