

Stakeholder Feedback Policy and Procedure

Approving body	Governing Board
Date approved	17 August 2026
Date of effect	Commencement of operation
Next scheduled review	Two years from policy commencement
Policy owner	Chief Executive Officer (CEO)
Policy contact	Chief Executive Officer (CEO)
Related Documents	Quality Assurance Framework

Purpose

1. Zenith Innovation Institute (**Zenith / the Institute**) regards stakeholder feedback as an important aspect of quality assurance activities and the continuous improvement of the Institute's operations. Stakeholder feedback can lead to further improvements to the quality of courses and their delivery and improve the student experience at the Institute.
2. This Policy explains the Institute's approach to gathering and addressing stakeholder feedback.

Scope

3. This policy applies to:
 - (a) all staff and students, including graduates; and
 - (b) members of the Institute's governing bodies.

Policy

Principles

4. The Institute's approach to seeking and using stakeholder feedback will be guided by the following principles:
 - (a) student feedback on educational experience at the Institute will be collected at the end of each semester and on graduation;
 - (b) academic staff feedback on teaching and learning activities (e.g. curriculum content and structure, assessment tasks), campus resources and facilities will be collected;
 - (c) teaching staff will be provided anonymised student feedback to guide improvement and professional development opportunities; and
 - (d) stakeholder feedback will be analysed and used to inform decisions, actions and future planning activities at the Institute.

Procedure

Student and staff feedback

5. At the end of each semester, students will be invited to complete an online survey to measure satisfaction with and to seek feedback on:
 - (a) the content and assessment methods of the subjects they have completed;
 - (b) the quality of teaching (knowledge, engagement with student and support given); and
 - (c) the adequacy of facilities and services, including library resources, academic skills support, personal support and other support services.
6. At the end of each year, academic staff will be invited to complete an online survey, seeking feedback on:
 - (a) professional development received including opportunities for contribution to scholarship;
 - (b) course delivery and content including assessment methods of the subjects delivered to students; and
 - (c) the adequacy of facilities and services, including library resources as a member of staff and for students.
7. At completion of courses, graduates will be invited to complete an online survey to measure satisfaction with and information on:
 - (a) the course they completed;
 - (b) the quality of teaching staff (knowledge, engagement with student and support given);
 - (c) campus facilities and services; and
 - (d) how well the course has equipped graduates for relevant employment.
8. Non-academic staff will be encouraged to provide ongoing feedback in the form of informal conversations, emails, regular meetings, training sessions, annual performance reviews.
9. In addition to the online surveys, feedback may be collected through other avenues including emails, in-class commentary, personal conversations, student and staff membership on the Institute's governing bodies, student grievances, statistical data including course results and attendance, subject and course reviews, graduate outcomes, professional development attendance and evaluation, external and internal audits and reports.

Reporting and responding to feedback

10. Feedback from all sources will be reported in a form that preserves the respondents' anonymity.
11. Feedback on academic matters will be submitted to the Academic Board for and feedback regarding other matters will be reported to the Governing Board.
12. Following review by the relevant governing body, aggregated results from student surveys will be published for internal audiences and external benchmarking partner(s) to promote good practice.
13. Academic teaching staff and students will be informed of changes to courses, subjects and teaching that have resulted from feedback.
14. Feedback from students, academic staff and graduates will be used to improve course quality and teaching.
15. Feedback from teaching staff will inform course and subject reviews, development of facilities and resources as well as planning for professional development and scholarship. These changes will be reported to teaching staff.

16. Feedback received from external stakeholders will be shared with all staff and/or students through internal reports, meetings (staff, committees, students), forums, electronic notices and newsletters.

Accountabilities

17. The Course Coordinator is responsible for:
 - (a) coordinating, analysing and reporting student feedback; and
 - (b) implementing any recommendations arising from student feedback that have been approved by the Academic Board.
18. The Academic Dean, or Academic Dean's chosen delegate, is responsible for:
 - (a) coordinating, analysing and reporting feedback from staff (academic and non-academic) and external stakeholders; and
 - (b) implementing any recommendations arising from the feedback that have been approved by the Governing Board.

Monitoring

Self-Assurance and Continuous Improvement

19. This Policy and Procedure is reviewed annually to ensure ongoing alignment with applicable legislative and regulatory requirements.
20. **Systematic Evaluation Approach:** The Institute adopts a systematic approach to collecting and evaluating stakeholder feedback, consistent with HESF quality assurance requirements. Feedback data is:
 - (a) Collected at defined intervals from all key stakeholder groups, including students, staff, graduates, employers, and third-party providers;
 - (b) Analysed by the Chief Executive Officer and Academic Dean against institutional benchmarks and prior-period data to identify trends, emerging risks, and improvement opportunities;
 - (c) Reported to the Academic Board and Governing Board at least annually, with specific recommendations for action; and
 - (d) Used to inform updates to the Learning and Teaching Plan, Student Support Framework, and other relevant policies and procedures.
21. **Tuition Protection Scheme (TPS) Feedback:** As part of the Institute's obligations under Part 5A of the Education Services for Overseas Students Act 2000 (Cth), the Institute collects feedback from international students on their experience of tuition fee arrangements and the adequacy of information provided about the TPS. TPS-related feedback is reviewed annually and any concerns are escalated to the Governing Board.
22. **Closing the Loop:** Following each major feedback cycle, the Chief Executive Officer will prepare a summary of key findings and actions taken, which is published on the Institute's website and distributed to relevant stakeholder groups within 60 days of the feedback cycle closing.
23. **Self-Assurance:** The Academic Board formally reviews stakeholder feedback outcomes and their impact on academic quality at least annually. The Governing Board receives a consolidated report on feedback trends and institutional responses as part of its annual HESF compliance review.

Definitions

24. For the purposes of this Policy and Procedure, the following terms are defined as follows:

Term	Definition
Education experience	Includes, but is not limited to, admissions process, orientation, curriculum content and structure, assessment tasks, feedback on assessment tasks, student support, facilities, learning resources (physical and electronic), academic staff
Governing Body	Means the Governing Board or its subcommittees, and the Academic Board or its subcommittees
Stakeholder	Includes prospective and current students, graduates, staff (academic and non-academic), governing bodies and benchmarking partners

Version history

Version	Changes	Approval Body	Approval Date
1.0	Original version	Governing Board	23 May 2024
1.1	Initial version under new Policy Framework. Added systematic evaluation approach per HESF 6.3.1(b)/6.3.2(e), TPS feedback obligations under ESOS Act Part 5A, closing-the-loop requirements, and annual Governing Board self-assurance review.	Governing Board	
1.2	Removed HESF header row. Removed HESF/TEQSA citations from body. Moved self-assurance content before Definitions under Monitoring section.	Governing Board	
1.3	Further integration of self-assurance content into document flow. Renamed section heading.	Governing Board	17 August 2026