



Student Representation, Participation, and Feedback Policy and Procedures

Purpose

This Policy outlines the overarching strategy that the Central Institute of Technology and Innovation (the Institute) has put in place to encourage student representation and participation in the Institute. The key purpose of student representation at the Institute is to provide students with an opportunity to voice their views, suggestions, and concerns through a proper and efficient process. Feedback and monitoring strategies are used to ensure student wellbeing and safety

Scope

This Policy applies to all Institute students. This policy also applies to staff and members of the Institute's Boards and Committees when dealing with matters relating to student representation, participation, and feedback.

Related Documents

This policy should be read in conjunction with the following Institute documents:

- Governance Charter
- Information and Privacy Policy and Procedures
- Unit Outline Policy and Procedures
- Student Code of Conduct
- Anti-discrimination Policy and Procedures

All documents referenced in this policy can be accessed via the CITI website.



Definitions

For the purpose of this Policy, the following definitions apply:

Term	Definition
Staff Member	Any person who is an employee of the Institute. This includes full-time, part-time, sessional, and casual staff.
Student	Any person enrolled as a student at the Institute. This includes enrolment in all modes of study and at all locations.
Student Members	Student Members means elected members who bring a student perspective to the Board or Committee that they are a member of rather than as delegates representing sectional interests. Student members have equal voting rights to other Board or Committee members.
Academic Board (AB)	The Academic Board is the principal academic body of the Central Institute of Technology and Innovation that is responsible for approving academic proposals and for providing advice on academic policy, academic strategy, and academic standards.
Unit of Study	A unit of study is an academic module which forms part of a course of study. A unit of study has a credit point value that contributes towards a course.

Policy Principles

The guiding principles for this Policy involve:

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1. Meaningful processes for consultation between the Institute, student representatives, and student members
2. Equality in representation in regards to category of study, mode of study, course of study and student background.
3. Establishing support structures for student representatives and student members.
4. An overarching commitment to promoting a culture of equality, respect, civility, and transparency.

Policy Statement

The Institute is committed to student representation and participation through:

1. Providing opportunities for students to have input into the direction and coordination of campus activities and events.
2. Establishing a strong community of alumni.
3. Establishing mechanisms for student representation and Student Representative Bodies.
4. Engaging students in matters affecting their interests at both the campus and Institute-wide level.
5. Establishing effective means of communication between students and staff
6. Ensuring that processes are in place that encourage and promote equity and fairness to all students for representation, participation, and feedback regardless of the category of student, mode of study, or study location.
7. Ensuring that students have access to student representation in the Academic Board.

Procedures

The representation, participation, and feedback structures are operationalised as follows:



1. Student Representative Group

- 1.1 Nominations will be called annually from the student body for the election of a minimum of four and maximum of six students on a 12-month rotational basis for this group.
- 1.2 This group meets once per trimester, and its role is to represent the student body in matters affecting students.
- 1.3 The agenda is set by the Representative Group Chair, and a report on the outcomes of each meeting is provided to the Academic Head.
- 1.4 Provisions are made for an academic staff member to be part of the group to provide support, mentoring, and policy advice. Terms of Reference for the Student Representative Group are at Appendix 1.

2. Academic Board

- 2.1 A student representative will be invited on a 12-month rotational basis to be a member of the Academic Board.
- 2.2 The Academic Board is responsible for assuring academic standards and quality, and, in fulfilling this function, ensures academic freedom, academic integrity and high standards in learning and teaching, assessment and scholarship.
- 2.3 The operational details are set out in the Academic Board Terms of Reference set out in the Governance Charter.

3. Work Health and Safety Committee

- 3.1 A student representative will be invited on 12-month rotational basis to be a member of the Work Health and Safety Committee.
- 3.2 This committee is responsible for developing and carrying out measures to improve the safety of students, staff and visitors to the Institute.
- 3.3 The operational details are set out in the Work Health and Safety Committee Terms of Reference set out in the Governance Charter.



4. Student Feedback and Survey Framework

- 4.1 The Institute ensures that students are clearly informed about the purpose, collection, use, and outcomes of student feedback and survey data.
- 4.2 Feedback is actively sought through a range of formal mechanisms, including surveys, evaluations, focus groups, and other consultative processes, to support continuous improvement in the quality of the student experience.
- 4.3 The Institute is committed to transparency in demonstrating how student feedback is analysed, considered, and used to inform decision-making, enhance teaching and learning, improve support services, and strengthen institutional policies and practices. Where appropriate, outcomes and actions arising from student feedback are communicated back to students in a timely manner.
- 4.4 All student feedback and survey data is collected, stored, and managed in accordance with relevant privacy, data protection, and ethical requirements. Participation in surveys and feedback activities is voluntary, and responses are treated confidentially and respectfully.

5. Academic Surveys

The suite of student academic surveys comprises:

- 5.1 **Student Evaluation Teaching and Unit (SETU):** At the conclusion of every taught unit, a SETU survey is administered to students. The survey elicits feedback on the quality of the unit and the teaching. The results are reported to Learning and Teaching Committee and the Academic Board. A sample of the unit survey instruments SETU is available in Appendix 2.
- 5.2 **Exit surveys:** The Institute makes reasonable attempts to contact any student who exits without graduating in order to elicit the reasons they have left. This is mandatory for international students. The results are reported to Learning and Teaching Committee and the Academic Board. A sample exit survey is set out in Appendix 3.



- 5.3 **Student forums:** The Academic Head organises an annual student forum for the student cohort. The aim of the Student Forum is for students to raise and discuss matters that impact upon both their learning and teaching experience and the campus experience whilst they are enrolled students at the Institute. The results are reported to the Learning and Teaching Committee.
- 5.4 **Quality Indicators for Learning and Teaching (QILT) Survey:** Institute encourages students to participate in these surveys about coursework, the student experience, and graduate outcomes. The results are reported to Learning and Teaching Committee and the Academic Board.
- 5.5 **Ad Hoc surveys:** On occasion, under the guidance of the Academic Board, the Institute may administer an additional, fit-for purpose, survey in order to undertake an inquiry into a learning and teaching matter. The results are reported to Learning and Teaching Committee and the Academic Board.

6. Non-Academic Surveys

The suite of non-academic surveys comprises:

- 6.1 **Commencing Student Survey:** Administered mid-point of each trimester to commencing students in that trimester, the survey is designed to canvass how new students are settling into the Institute and their satisfaction with a range of support and administrative services and facilities. The results are reported to Learning and Teaching Committee and the Academic Board. A copy of the Commencing Student Survey is at Appendix 4.
- 6.2 **First-Year Experience Survey:** This is an annual survey. The Survey is designed to capture overall student sentiment towards the Institute, its courses, and its student support services based on the first-year experience. The results are reported to Learning and Teaching Committee and the Academic Board. A copy of the First Year Experience Survey (FYE) is at Appendix 5.
- 6.3 **Wellbeing Survey:** This is an annual survey. This Survey is designed to capture the overall student sentiment to the wellbeing and student support. The results are reported to the Work Health and Safety Committee. A copy of the Student Wellbeing Survey (FYE) is at Appendix 6.



6.4 **Additional Feedback Channels:** Students are able to provide feedback to the Institute via Student Services. This feedback can be in the form of an in-person meeting with a Student Services officer, a phone call to Student Services, an email to Student Services, or the completion of an online form on the Learning Management System. These feedback mechanisms provide the opportunity for an on-going conversation between students and the Institute about their student experience.

7. Use of Feedback

7.1 Student feedback is an important part of the Institute's continuous improvement course. It provides the opportunity to ensure Institute systems and processes remain relevant and meet student needs and expectations in a dynamic environment. The student body is kept informed about the way student feedback will be used through:

- 7.1.1 Informing students in the Unit Outline about feedback from previous student cohort in the units and outlining how the data has been acted on.
- 7.1.2 Informing students via the Learning Management System about the outcome of Commencing Student Survey and outlining how the data will be acted on.
- 7.1.3 Informing students via the Learning Management System about the outcome of all regular surveys and outlining how the data will be acted on.
- 7.1.4 Informing students, periodically, via the Learning Management System and via social media channels about the feedback from social media and other feedback channels and outlining how that data will be acted on.

7.2 Academic staff and the relevant Boards and Committees are given the opportunity to review feedback and survey data. Where relevant, individual, departmental, and Institution-wide strategies may be put in place to address the data and to promote continuous improvement within the Institute.

Related Legislation

This policy should be read in conjunction with the following related documents:



- [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- [Education Services for Overseas Students Act 2000](#)
- [Australian Qualifications Framework](#)

Change and Version Control

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Appendix 1: Student Representative Group

Purpose and Terms of Reference

Nominations will be called annually from the student body for the election for a minimum of four and maximum of six students on a 12-month rotational basis for this group. The Student Representative Group meets quarterly, and its role is to represent the student body in matters affecting students. The agenda is set by the Chair, and a report on the outcomes of each meeting is provided to the Academic Head. The Chair is responsible for the administration associated with the Group and the submission of reports to the Academic Head. Provision is made for the Group to invite relevant staff to present at Group meetings, and for the Institute to refer matters to the Student Representative Group for consideration through the Academic Head.

The Terms of Reference for the Student Representative Group are:

1. Provide feedback and advice to Institute Leadership Team on matters raised by and of relevance to the student body.
2. Consider matters referred to the Student Representative Group by Institute Leadership Team and provide advice to the Institute Leadership Team on these matters.
3. Consider and provide advice on reports from the Institute Leadership Team on feedback from student surveys and management action.
4. Consider and provide advice on the quality and effectiveness of Institute student support systems as set out in relevant Policy.
5. Provide feedback to the Institute Leadership Team on student communications, including effectiveness of real-time social media communications/feedback platforms.
6. Consider and provide advice to Institute management on matters for consideration by the Health and Safety Committee.

Membership

Election is via self or peer nomination. Academic staff, who are currently teaching, may be involved in the election of students and may nominate students. Members of the Institute Leadership Team may not be involved in the nomination of students. The Institute Leadership Team will review the nominations and will elect the members. Membership of the Student Representative Committee is an unpaid role. Membership is for a period of 12 months; students can self-nominate to re-elect to the Group. The maximum term a student can remain in the



group is three years. One member will be nominated by the Group to act as Chair. The Chair must be elected annually.

1. A minimum of three students, currently enrolled full time, and who have completed a minimum of eight 100-level units.
2. A minimum of one first year student, currently enrolled full time.
3. A minimum of two female students, currently enrolled full time.
4. A minimum of two international students, currently enrolled full time.
5. A minimum of one and a maximum of two academic staff members who are to act as mentors and support for students in the Group.



Appendix 2: Student Evaluation of Teaching and Unit Survey Sample Instrument

Question 1. Overall, I was satisfied with the quality of this unit and the teaching

Answer

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree

Total

Question 2. The learning outcomes and the expected standards of this unit were clear to me.

Answer

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree

Total

Question 3. In this unit, I developed knowledge and skills in the defined area of study that contributed to my overall knowledge of the discipline.

Answer

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree

Total

Question 4. The teaching staff engaged me actively in learning in this unit.

Answer

- 1 Strongly agree



- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree

Total

Question 5. I participated actively in class (e.g., in individual or team online or face-to-face activities)

Answer

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree

Total

Question 6. The teaching staff provided clear and timely information about learning (e.g., resources, activities, assessment, and expected outcomes)

Answer

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree

Total

Question 7. The assessments had a clear purpose which contributed to my learning.

Answer

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree

Total



Question 8. The teaching staff gave me helpful feedback in class and on assessments which supported my learning.

Answer

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree

Total

Question 9. The learning resources (e.g., library, study guides, handouts, text, and web resources) were adequate for my study in this unit.

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree

Total

Question 10. The teaching staff used a range of activities to help me to learn.

- 1 Strongly agree
- 2 Agree
- 4 Neither agree nor disagree
- 6 Disagree
- 7 Strongly disagree

Total

Question 11. The teaching staff of this unit motivated me to do my best work.

- 1 Strongly agree
- 2 Agree
- 4 Neither agree nor disagree
- 6 Disagree
- 7 Strongly disagree

Total

Question 12. The teaching staff were helpful and approachable.



- 1 Strongly agree
- 2 Agree
- 4 Neither agree nor disagree
- 6 Disagree
- 7 Strongly disagree
- Total

Question 13. The teaching staff demonstrated concern for student learning.

- 1 Strongly agree
- 2 Agree
- 4 Neither agree nor disagree
- 6 Disagree
- 7 Strongly disagree
- Total

Question 14. What were the three best aspects of this unit?

Question 15. What are three things that you have done in other units that you would like to see in this unit?

Question 16. On the basis of your ratings, do you have any other comments and/or recommendations to improve this unit?



Appendix 3: Exit Survey Sample Instrument

As part of our commitment to the students at our Institute, we want to know the reasons why students have chosen not to continue studying at Institute. We will use the information to improve our academic and administrative support services for students.

Question

ES1. Course of study (Select appropriate box)

Bachelor of Information Technology (Cybersecurity specialisation)

Bachelor of Information Technology (Data Science specialisation)

ES2. Year of study? (Select appropriate box)

First Year

Second Year

Third Year

ES3. What are your main reasons for leaving? (Select up to three boxes)

Course is not what I expected

Life changes (travel, work, etc.)

Financial difficulties

Time taken to travel to the Institute

Family commitments

Change of institution

Quality of teaching at the Institute

Too expensive

ES4. Are there any reasons for leaving not listed in question 3?

ES5. Do you have any final comments regarding your experience at Institute?



Appendix 4: Commencing Student Survey Sample Instrument

Based on Grebennikov L & Shah, M (2012) Commencing student experience: new insights and implications for action, European Journal of Higher Education, 2:2-3, 267-289, DOI: 10.1080/21568235.2012.683663

General

Which degree course are you studying?

Answer

1 Bachelor of X

2 Master of Y

4 other

Total

Question 1

To which student cohort do you belong?

Answer

1 International Student

2 Local student (high Institute graduate)

3 Local student (previous tertiary studies)

4 Prefer not to answer

Question 2

How useful was the information given to you before you enrolled in the Institute (e.g., through the Institute website, through open days, or through your agent)?

Answer

1 Very useful

2 Moderately useful

3 Not useful at all

Question 3

How useful was the information provided during the Orientation Program?

Answer

1 Very useful

2 Moderately useful

3 Not useful at all



4 Did not attend Orientation

Question 4

How good was the quality of communication during the enrolment process?

Answer

- 1 Very good
- 2 Moderately good
- 3 Neither good nor bad
- 4 Moderately bad
- 5 Very bad

Question 5

Did you find that the 3 days a week on campus timetable is convenient for balancing your studies with your other life commitments?

Answer

- 1 Yes, 3days on campus works well for me
- 2 No, I want to be on campus 2 days a week
- 3 No, I want to be on campus 4 days a week
- 4. No, I want to be on campus 5 days a week
- 5 It doesn't matter how many days a week I am on campus

Question 6

How easy was it to access and navigate the online student portal (e.g., was it easy to log-on and navigate to the payment system, My CITI, and Library)?

Answer

- 1 Very easy
- 2 Moderately easy
- 3 Neither easy nor difficult
- 4 I have not accessed the student portal
- 5 Moderately difficult
- 6 Very difficult

Question 7

How easy or difficult has it been to obtain the learning resources that you need from My CITI?

Answer



- 1 Very easy
- 2 Moderately easy
- 3 Neither easy nor difficult
- 4 I have not accessed Moodle
- 5 Moderately difficult
- 6 Very difficult

Question 8

How easy or difficult is it to use the Institute's online Library?

Answer

- 1 Very easy
- 2 Moderately easy
- 3 Neither easy nor difficult
- 4 Moderately difficult
- 5 Very difficult
- 6 I have not accessed the online Library

Question 9

How useful are the lectures and tutorials each week in helping you to learn about your unit topics?

Answer

- 1 Very useful
- 2 Moderately useful
- 3 Not very useful

Question 10

Overall, how well are you settling into your studies?

Answer

- 1 Extremely well
- 2 Moderately well
- 3 Not well at all

Question 11

Are your current units encouraging you to imagine your future career?

Answer

- 1 Yes, I can see how my units are relevant to my future career



- 2 No, I cannot see how my units are relevant to my future career
- 3 Sometimes, I can see the relevance of the units to my future career

Question 12

Are you aware of the support available to enable you to meet your responsibilities in relation to submitting assessments and meeting your study requirements?

Answer

- 1 Yes, I am aware
- 2 No, I am not aware
- 3 I have no idea what you mean

Question 13

Which of the following free workshops would you be interested in attending at the Institute?
(You can select more than one answer)

Answer

- 1 English language classes
- 2 Maths skills workshops
- 3 Not interested in participating in workshops
- 4 I am too busy with work and study to join in workshops
- 5 Well-being and anxiety workshops
- 6 Exam preparation workshops
- 7 Research and referencing workshops

Question 14

Are you interested in joining in social activities arranged by the Institute (e.g., lunchtime social sports, weekend or afternoon tours, or nights out)?

Answer

- 1 Yes, I am interested
- 2 No, I am not interested
- 3 Maybe, it depends on the activity

Question 15

How easy has it been for you to get to know your fellow students as potential study partners or friends in your first few weeks of study?

Answer

- 1 Very easy



- 2 Moderately easy
- 3 Very difficult

Question 16

How would you rate the Institute in responding to your needs during your first few weeks of studying with us?

Answer

- 1 Very responsive
- 2 Somewhat responsive
- 3 Unresponsive
- 4 Not applicable

Question 17

Overall, how satisfied or dissatisfied are you with your experience at the Institute over the past few weeks?

Answer

- 1 Very satisfied
- 2 Satisfied
- 4 Neutral
- 6 Dissatisfied
- 7 Very dissatisfied

Question 18

What are the three best things about your first few weeks of studying with us at the Institute?

Question 19

What can the Institute do to help you settle into your studies, make friends, and enjoy your time with us?

Question 20

How likely are you to recommend the Institute to friends or colleagues?



Appendix 5: First Year Experience Survey Sample Instrument

Based on. Questionnaire prepared by M Yorke and B Longden© The Higher Education Academy

1. At the time you applied for a place at the Institute, which country or region were you living in?

2. Are you the first person in your immediate family to attend a Higher Education Institution? Yes No

3. Have you attended any course in higher education before enrolling on this one?
Yes No

4. Roughly how close is your accommodation to the Institute? Within 1 km 1-5 km away 5-10 km away More than 10 km away

5. How much did you know about Institute before you enrolled? Nothing Very little A moderate amount A lot

6. How much did you know about your course of study before you enrolled? Nothing Very little A moderate amount A lot

7. Please indicate the extent to which you agree or disagree with each of the following statements. If a statement doesn't apply to your particular circumstances, simply ignore it and move on to the next. The term 'course' is used for the totality of your first-year studies.

8. I am happy with the units of study that I undertook this year

9. Staff made it clear from the start what they expected from students

10. The orientation program helped me to feel that I belonged at the Institute

11. I am happy with the support that I have received from student support services



12. The campus facilities are great
13. The classrooms and equipment are great
14. I have made at least one close friend at Institute
15. I enjoy the social side of studying at Institute
16. I am not particularly interested in the extracurricular activities or facilities provided at the Institute
17. Travelling to the Institute takes up more time than I think is reasonable
18. I find it hard to keep up with the volume of work in this course
19. I am not able to attend some formally timetabled sessions because of other demands on my time (e.g., work)
20. I have to give time to looking after others (e.g., parents, children, or partner)
21. At least two members of the academic staff know me by name
22. The Institute staff with whom I come into contact are friendly
23. I am confident that my course will lead to an appropriate graduate level job
24. I have learnt a lot this year, and I have enjoyed my studies at Institute
25. On how many days per week during term-time do you typically come to Institute to study? 1 2 3 4 5 or more
26. On how many days per week do you typically undertake private study for your course? 1 2 3 4 5 or more



27. Have you considered withdrawing from your course whilst you have been at Institute? Yes No
28. If 'yes', have you thought about switching straightaway to another course at this or another institution? Yes No
29. On average, approximately how many hours do you spend per week during term time on part-time employment? None 1-6 hours 7-12 hours 13-18 hours More than 18 hours
30. What are the three best things about your first-year experience at Institute?
31. What has been your worst first-year experience at Institute?
32. If you could make one significant change to your course or the Institute what would it be?



Appendix 6: Student Wellbeing Survey Sample Instrument

To effectively monitor and ensure student wellbeing and safety, CITI will gather meaningful feedback from students. Here are some questions that the institute might consider asking their students to understand their experiences better and identify areas needing attention. By asking these questions through surveys, CITI can gather crucial insights into the effectiveness of current strategies and identify gaps in its approach to student wellbeing and safety. This feedback is essential for fostering a supportive, inclusive, and safe educational environment.

Overall Experience:

1. How would you rate your overall satisfaction with your experience at our institute?
2. What aspects of the campus environment do you feel could be improved?

Safety:

3. Do you feel safe on campus? Please elaborate on any concerns you have.
4. Are there any areas on campus where you feel unsafe? What measures could improve these areas?
5. How aware are you of the campus safety resources and emergency procedures?

Support Services:

6. How accessible and helpful do you find the student support services (counselling, health services, academic advising)?
7. Have you ever accessed mental health resources at our institute? If so, how would you rate your experience?
8. What additional support services do you think CITI should offer?

Inclusion and Community:

9. Do you feel included and respected by peers and faculty irrespective of your background or identity?



10. Can you share any experiences of discrimination or harassment you have encountered? How were these handled by the institute?
11. What initiatives or courses could CITI implement to enhance cultural competence and inclusion on campus?

Academic Experience:

12. How well do the teaching styles and course materials meet your learning needs?
13. Are there sufficient academic resources (libraries, labs, tutoring) to support your studies?
14. How effectively does the institute communicate about academic expectations and changes?

Feedback and Communication:

15. How effective is the institute in seeking and responding to student feedback?
16. How can the college improve in communicating important information to you?

Physical and Mental Wellbeing:

17. How would you assess the balance between academic pressures and your personal life?
18. What wellness courses or activities do you participate in, and how beneficial have they been for you?
19. What can CITI do to better support your physical and mental health?

Emergency Preparedness:

20. How informed do you feel about what to do in case of an emergency on campus?
21. Have you participated in any safety drills? Was the experience helpful?