

## Learner Feedback Policy and Procedure (ED-Pol-083)

<b>Document Title</b>	Learner Feedback Policy and Procedure
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<b>Department</b>	Education Development
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<b>Approving Body</b>	Academic Board
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<b>Related Documents</b>	DP-Pol-090 – Data Protection Policy ED-Pol-082 – Learner Supports Policy ED-F-043 – Module Evaluation Form ED-F-044 – Programme Evaluation Form ED-T-203– Programme Report Template

## 1. Purpose

The purpose of this policy is to outline the principles upon which learner feedback shall be processed.

## 2. Scope

This policy applies to all learners on Education Programmes offered by RCPI.

## 3. Principles

These principles refer to learner feedback received by RCPI.

## 4. Learner Feedback Principles

- 4.1 Learners are provided with the opportunity to provide feedback anonymously.
- 4.2 Learners are provided with the opportunity to provide feedback informally.
- 4.3 The means of gathering learner feedback can vary and feedback measures will endeavour to be clear and relevant.
- 4.4 All formal learner feedback will be recorded in line with [Data Protection Policy \(DP-Pol-090\)](#).
- 4.5 All feedback provided directly to RCPI staff or faculty in writing, will be acknowledged, considered, and responded to.
- 4.6 Learner feedback will be used to enhance the quality of the learning experience and the standards achieved by learners.
- 4.7 Learner feedback gathered through the end of module or programme evaluation forms will be analysed independently and verified using a second data source where possible eg. group exam performance, attendance logs, or feedback from other learners or other programmes. This analysis will be made available to the relevant Programme Lead/Board and Education Specialist (as relevant) within a timeframe which enables appropriate action to be taken.
- 4.8 Learner feedback and any resultant action will be incorporated into ongoing review processes and will inform programme developments.
- 4.9 Evidence of the actions taken based on a learner's feedback is made explicit to the learner as soon as possible.
- 4.10 Feedback is sought on the quality and adequacy of the supports provided to learners through the [Module Evaluation Form \(ED-F-043\)](#) and the [Programme Evaluation Form \(ED-F-044\)](#) and the effectiveness of learner supports is reviewed as outlined in [Programme Self-evaluation Policy \(ED-Pol-099\)](#).

- 4.11 Learning resources and supports are updated and further developed as required to reflect new and innovative approaches to teaching and learning learner needs identified through feedback.
- 4.12 Feedback is sought whenever a new support or learning resource has been introduced to ensure the need has been addressed.

## 5. Learner Feedback Procedure

- 5.1 Learner feedback received via the end of module or programme evaluation forms is processed by the Education Administrator and compiled into the Programme Report.
- 5.2 The Programme Report is shared with the relevant Programme Lead, Education Specialist and Education Development Manager.
- 5.3 The Programme Lead will bring and discuss the Programme Report at the next meeting of the Programme Board.
- 5.4 Any action taken based on a learner's feedback will be communicated to the learner (where available) within 10 working days of the relevant Programme Board by the Education Administrator.
- 5.5 The Learner Representative on the Programme Board will provide feedback to the wider learner group on feedback discussed, in general, at the recent Programme Board.
- 5.6 Learner feedback provided anonymously via the VLE will be received and incorporated into the Programme Report by the Education Administrator.
- 5.7 Learner feedback provided in writing to any RCPI staff or Faculty – such as; Programme Lead, Teaching Faculty, Programme Coordinator or Student Support Officer, will be:
- acknowledged within 2 working days of receipt
  - considered by any relevant parties
  - responded to by the relevant party within 10 working days of receipt of the feedback.

## 6. References

ENQA (2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Brussels, Belgium

[https://enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

Quality Qualifications Ireland (2015) The Code of Practice for Provision of Education and Training to International Learners

<https://www.qqi.ie/Downloads/Code%20of%20Practice.pdf>

Quality Qualifications Ireland (2016) Core Statutory Quality Assurance Guidelines –

<https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>