

EVALUATION OF SUBJECT, COURSE AND TEACHING PROCEDURE

Governing policy

[Evaluation of Subject, Course and Teaching Policy](#)

Purpose

This procedure sets out how the evaluation of coursework Courses, Subjects and Teaching practice of academic staff is conducted.

Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the [glossary](#).

Course in this policy and procedure is defined as an award Course or program, i.e. postgraduate Course or research Course.

Procedure

1. Evaluation of Subject and Teaching - MBA

- 1.1. The feedback on Subjects and Teaching is collected via a single instrument, the Student Evaluation of Subjects and Teaching (SEST). To ensure that feedback is received and evaluated with sufficient time to inform the engagement of Online Learning Facilitators in subsequent terms, the SEST is open to students between the Thursday of Week 6 and the Monday of Week 8 of each term. The individual teaching feedback is provided to the Subject Coordinator responsible for the delivery of the applicable Subject instance. The Subject Coordinator provides the feedback individually to the staff teaching the Subject. The feedback is also provided to the Director of Academic Operations and the Associate Dean, Teaching and Learning and reported periodically to the relevant academic committees and the Academic Board to support institutional quality assurance and enhancement of teaching and learning.
- 1.2. The SEST survey comprises a standard set of thirteen questions. The first four relate to the Subject quality with two additional free text options. The next four relate to the teaching quality with two additional free text options. The final question is a Net Promoter Score (NPS) question.
- 1.3. An administrative staff member collates student feedback after Week 8 of each term.
- 1.4. As a guide, a minimum response rate of 10% (or 10 students in smaller cohorts) is desirable where possible.

- 1.5. AIB recognises that achieving this response rate may not always be possible in all cohorts or across each survey period. Where such cases occur, results will still be considered alongside other sources of student feedback and contextual information.
- 1.6. AIB may implement strategies to encourage student participation in order to improve response rates.
- 1.7. The feedback results are provided in an aggregated format to the Director of Academic Operations and the Associate Dean, Teaching and Learning and any nominees as well as to the relevant staff member. Student details are de-identified.
- 1.8. Where survey results indicate potential concerns regarding Subject quality (for example low satisfaction ratings, significant decline compared with previous offerings, or consistent negative qualitative feedback), the Associate Dean, Teaching and Learning or nominee will discuss the student feedback results with the relevant Subject Coordinator and the Director of Online Learning
- 1.9. In the event of negative feedback on teaching, the Associate Dean, Teaching and Learning will review the feedback and take appropriate action. Where necessary, the Associate Dean, Teaching and Learning or nominee will discuss the student feedback results with the individual academic staff member and take remedial action. This may involve discussion with an Online Learning Facilitator and giving the facilitator another opportunity to facilitate or, where the facilitator does not demonstrate potential to address the issues raised, the facilitator will be replaced. Where appropriate, the Academic Dean or nominee may recommend mentoring, professional development or peer observation of teaching to support improvement in teaching practice.
- 1.10. Summaries of student feedback on Subjects and any actions arising from that feedback are made available to students via AIB student communication to support transparency and continuous improvement.
- 1.11. The SEST survey is attached as [Appendix A](#).

2. Evaluation of Subject – Research Coursework

- 2.1. The feedback on research coursework Subjects is collected using the Research Candidate Subject Survey. This de-identified survey is designed to provide feedback on the research coursework for teaching, engagement, and quality assessment. The survey is open to Candidates in weeks 6 and 8 of each term.
- 2.2. The collated feedback is provided to the Associate Dean Research, for discussion with the Subject Coordinator, Research Discipline Lead and relevant Educational Designer for subject content improvement.
- 2.3. Summaries of candidate feedback on Subjects and any actions arising from that feedback are made available to Candidates via AIB student communication to support transparency and continuous improvement.
- 2.4. The Research Candidate Subject Survey is attached as [Appendix B](#).

3. Evaluation of Course

- 3.1. The feedback on Course is collected via a single instrument, the Student Evaluation of Course (SEC).
- 3.2. The SEC survey is provided to students when they have completed an AIB award Course and the survey is open for 7 days.
- 3.3. The SEC survey comprises a standard set of eleven questions. The first four relate to the section 'About You'. The final seven relate to the section 'About Your Study Experience', including two free text questions, an overall satisfaction question and a Net Promoter Score (NPS) question.
- 3.4. An administrative staff member collates student feedback every two months.
- 3.5. The feedback results are provided in aggregated format to the academic governing committees and boards.
- 3.6. The SEC survey is attached as [Appendix C](#).

4. Quality Indicators of Learning and Teaching (QILT)

- 4.1. AIB participates in the following national QILT surveys:
 - (a) [Student Experience Survey](#) (one survey round a year)
 - (b) [Graduate Outcomes Survey](#) (three survey rounds a year)
 - (c) [Graduate Outcomes Survey – Longitudinal](#) (one survey round a year)
 - (d) [Employment Satisfaction Survey](#) (one survey round a year).
- 4.2. All QILT surveys are administered by a third party, the Social Research Centre.
- 4.3. AIB liaises directly with the Social Research Centre to ensure the student data used in the survey (if applicable) is current.
- 4.4. AIB will normally advise the students about participation in the survey through the appropriate communication means.
- 4.5. The survey outcomes are provided in aggregated format to the academic governing committees and boards.
- 4.6. The outcomes of QILT surveys are reviewed by relevant academic committees and are used to benchmark AIB performance against the Australian higher education sector.

Related forms:

Research Candidate Subject Survey
SEST
SEC

Responsibility:

Academic Dean

Current Status	Version 3
Approved By:	Academic Board
Effective From:	3 June 2026
Date of Approval:	3 June 2026
Previous version:	28 November 2023
	24 May 2023
	12 May 2020
	29 January 2020
	11 December 2019
	25 October 2017 <i>Evaluation of Teaching Policy</i>
	30 August 2015
	1 July 2011
	9 December 2008
Date of Next Review:	3 June 2029

APPENDIX A – MBA SEST Survey

Subject	Response
1. The Subject was designed in a way that helped me to learn. 2. The assessment requirements for the Subject were clear. 3. The Subject has developed my work-related knowledge and skills. 4. Overall, the Subject was coordinated effectively by the Subject Coordinator. 5. Please identify what you consider to be the strengths of the Subject. 6. Please identify how you consider the Subject could be improved.	Scale of 1 to 5 with 1 “Strongly Disagree” to 5 “Strongly Agree” Free text Free text
Online Learning Facilitator	Response
1. The quality of the Teaching by the Online Learning Facilitator (OLF) I have experienced in this Subject was high. 2. The Webinars were engaging and assisted my learning of this subject. 3. My OLF explained subject related concepts well. 4. My OLF provided helpful feedback on my questions (class forum, Moodle messages webinar). 5. My OLF provided constructive feedback on my assessments. 6. Please identify what you consider to be the strengths of the teaching in the Subject. 7. Please identify how you consider the teaching in the Subject could be improved.	Scale of 1 to 5 with 1 “Strongly Disagree” to 5 “Strongly Agree” N/A “Not Applicable”. Free text Free text
Overall Study Experience	Response
Based on your recent study experience in this subject, how likely is it that you would recommend AIB to a friend or a colleague?	Scale of 0 to 10 with 0=Not at all likely 10=Extremely likely

APPENDIX B – Research Candidate Subject Survey

This survey is designed to provide feedback on the research coursework for teaching, engagement and quality assessment.

Questions	Response
1. The Subject was designed in a way that helped me to learn. 2. The Subject helped me extend my research knowledge and skills. 3. The assessment requirements were clear. 4. The webinars assisted my learning of this subject. 5. I was provided opportunities to engage with other learners in this subject. 6. Overall, the Subject was coordinated and delivered effectively.	Scale of 1 to 5 with: 1 “Strongly Disagree” to 5 “Strongly Agree”
7. Please identify what you consider to be the strength/s of the Subject.	Free text
8. Please identify how you consider the Subject could be improved.	Free text

APPENDIX C - SEC Survey

About You	Response
1. Which statement best fits your current working circumstances?	Multiple choice question
2. You mentioned that you are currently not working full time. Could you please advise which of the statements below apply to you?	Multiple choice question
3. Are you currently a full time or part time student at a TAFE, University or other education institution?	Multiple choice question
4. If you would you be happy to contribute a testimonial to be used for marketing purposes, please send an email to: alumni@aib.edu.au .	n/a
About Your Study Experience	Response
5. Which program (or part thereof) have you completed with AIB?	Multiple choice question
6. Please rate the following statements: a. The study skill resources available throughout my program were helpful. b. The quality of academic staff at AIB was high. c. AIB student support staff provide prompt and efficient service. d. The online library contributed to my learning. e. AIB policies and procedures were easy to understand. f. The student learning portal was easy to navigate. g. The administrative information I needed was easy to find. h. The program structure and sequencing were easy to understand. i. The knowledge gained during the program was applicable at my workplace. j. The program enhanced my career.	Scale of 1 to 5 with 1 "Strongly Disagree" to 5 "Strongly Agree"
7. Please rate the following support services: a. AIB Academic Skills Advisors b. AIB Library Staff c. Student Central d. AIB Mentors e. Converge International: i. Converge Crisis Support ii. Converge Counselling iii. Converge Career Support iv. Converge Health and Wellbeing v. Converge First Nations Support vi. I sourced my own personal support	Scale of 1 to 5 with 1 "Very dissatisfied" 5 "Very satisfied" Did Not Utilise Was Not Aware
8. Please identify what you consider to be the strengths of the AIB program.	Free text
9. Please identify how you consider the AIB program could be improved.	Free text
10. Overall, I was satisfied with the quality of the program.	Scale of 1 to 5 with 1 "Very dissatisfied"

11.Would you recommend your study experience at AIB to your friends?	5 "Very satisfied" Scale of 0 to 10 with 0=Not at all likely 10=Extremely likely
--	---