

Collecting Feedback for Quality Indicators Policy and Procedure

1. Purpose

The purpose of this policy is to establish a structured, controlled and evidence-based framework for the systematic collection, analysis, reporting and utilisation of feedback and Quality Indicator data at Princeton International College (PIC).

This policy supports PIC's governance, quality assurance and continuous improvement framework and ensures that feedback from students, employers and stakeholders is actively used to:

- monitor the effectiveness of training, assessment and student support services
- identify risks, non-compliances and systemic issues
- inform operational decision-making and governance oversight
- support continuous improvement of training, assessment and operational practices
- improve learner outcomes and student experience
- demonstrate compliance with regulatory and Quality Indicator reporting requirements

This policy forms part of PIC's Quality Management System (QMS) and operates in conjunction with the Continuous Improvement and Quality Assurance Policy and other governance and compliance processes.

2. Scope

This policy applies to all operations of Princeton International College and includes feedback collected from:

- current and prospective students
- graduates and exiting students
- trainers and assessors
- administrative and support staff
- employers and industry representatives
- education agents and partners
- third-party service providers
- other relevant stakeholders involved in training, assessment, student support or operational activities

This policy applies to all PIC staff, contractors and stakeholders involved in training, assessment, administration, student support, compliance, governance and quality assurance activities.

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This policy applies to both domestic and international student operations, including CRICOS-registered courses delivered by Princeton International College.

3. Policy Statement

Princeton International College is committed to maintaining a systematic and evidence-based approach to feedback collection and analysis as a core component of its governance and quality assurance framework.

PIC ensures that:

- feedback is collected at defined stages across the student lifecycle
- feedback processes are structured, consistent and appropriately documented
- feedback is analysed to identify trends, risks and improvement opportunities
- feedback outcomes are reviewed by management and escalated where required
- systemic issues and risks identified through feedback are formally recorded in the Continuous Improvement Register
- improvements are implemented, monitored and verified for effectiveness
- stakeholders are informed of improvements arising from feedback

Feedback is not treated as a standalone activity but as an integrated control within PIC's Quality Management and governance processes.

4. Regulatory Alignment

This policy supports compliance with:

- Standards for Registered Training Organisations (RTOs) 2025
- Data Provision Requirements 2020
- ESOS Act 2000
- National Code of Practice 2018
- ELICOS Standards 2018 (where applicable)

5. Definitions

Feedback

Information collected from stakeholders regarding the quality, effectiveness and experience of training, assessment and services.

Quality Indicators

Mandatory data required by the VET regulator, including:

- Learner Engagement
- Employer Satisfaction
- Competency Completion

Systemic Issue

An issue that occurs repeatedly or impacts multiple students, courses or processes.

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6. Types of Feedback Collected

PIC collects feedback through multiple formal and informal mechanisms, including:

6.1 Student Feedback

- Orientation feedback
- Mid-course feedback
- Course completion feedback

6.2 Employer Feedback

- Annual Employer Satisfaction Survey

6.3 Trainer and Staff Feedback

- Trainer meetings
- Staff feedback sessions
- Internal reviews

6.4 Industry Feedback

- Industry consultation meetings
- Employer engagement

6.5 Student Experience Feedback

- Complaints and appeals
- Welfare and support interactions
- Engagement and attendance issues

6.6 Operational Feedback

- Validation outcomes
- Internal audit findings
- PRISMS and administrative data trends
- Agent performance feedback

7. Feedback Collection Process

7.1 Student Feedback Collection

Princeton International College (PIC) collects student feedback at defined stages throughout the student lifecycle to ensure systematic monitoring of training delivery, assessment practices, learner support services and overall student experience.

PIC uses a combination of formal and informal feedback collection methods to encourage participation and obtain meaningful feedback from students across different stages of their studies.

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Student feedback may be collected through:

- online survey platforms such as SurveyMonkey
- orientation feedback surveys
- classroom-based surveys and feedback activities
- mid-course student experience surveys
- course completion and exit surveys
- informal feedback discussions with staff
- student support and welfare interactions
- feedback collected during certificate issuance or completion processes
- Any formal or informal complaints

Collection Points and Controls

Stage	Method	Responsibility	Evidence
Orientation	Orientation Feedback Survey	Student Support Officer / Trainer	Completed surveys, survey reports
During Course	Classroom feedback activities, student surveys, support discussions and complaints or concerns raised by students	Trainer / Student Support Officer	Survey responses, collected forms, student support notes, complaint records
Mid-Course (where applicable)	Progress / Experience Survey	Training Manager	Survey reports, feedback summaries
Completion	Course Exit Survey and feedback collected during certificate issuance	Student Support Officer	Completed exit surveys, survey records
Ongoing	Informal feedback, support interactions, welfare discussions, complaints and appeals feedback	Student Support Officer	Case notes, student records, complaints and appeals records

Control Requirements

- All feedback tools must be approved, version-controlled and applied consistently across cohorts where applicable.
- Trainers are encouraged to facilitate survey completion during scheduled class sessions where practical to maximise participation rates.
- Administration Staff monitor response rates and maintain feedback records within authorised institutional systems.
- A minimum participation benchmark of 60% per cohort is targeted where practical.
- Low participation rates are treated as a quality risk and may result in additional follow-up or

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engagement strategies being implemented.

- Feedback data must be retained as evidence in accordance with the Records Management Policy and Procedure.

Accessibility and Inclusivity (LLND and Other Needs)

PIC ensures feedback mechanisms are accessible and inclusive for all learners.

Where required, PIC implements reasonable adjustments, including:

- assisted survey completion
- simplified or adapted survey formats
- verbal or interview-based feedback collection
- translated support where applicable

This ensures participation by learners with:

- language, literacy, numeracy and digital literacy (LLND) needs
- disability or accessibility requirements
- cultural or linguistic barriers
- other individual support needs

PIC utilises nationally recognised survey instruments where applicable, including the Australian Council for Educational Research (ACER) Learner Questionnaire, to support the collection of learner engagement data. These tools are used to ensure consistency, reliability and alignment with national Quality Indicator reporting requirements. [ACER – Learner Questionnaire.pdf](#)

All alternative feedback methods and reasonable adjustments implemented during the feedback process must be documented and retained as evidence.

7.2 Employer Feedback Collection

Princeton International College (PIC) systematically collects employer feedback to evaluate the relevance, quality and industry alignment of its training and assessment services, as well as the workplace readiness of its graduates.

Employer feedback is collected on at least an annual basis using the nationally recognised Employer Satisfaction Survey or an equivalent approved instrument. The survey is distributed to all active employers, industry partners and relevant stakeholders who have engaged with PIC learners or graduates during the reporting period.

Feedback may be collected through multiple methods to ensure accessibility and completeness, including:

- online survey platforms

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- direct email distribution
- structured interviews or consultation discussions

CEO is responsible for the coordination, distribution, analysis and reporting of employer feedback. The Administration Officer supports this process by maintaining distribution records, tracking response rates and ensuring all feedback data is appropriately recorded and stored.

All employer feedback must be retained as auditable evidence, including:

- completed employer surveys
- records of survey distribution
- consultation notes and interview summaries (where applicable)

PIC may utilise the nationally recognised Australian Council for Educational Research (ACER) Employer Questionnaire to collect employer satisfaction data. This ensures alignment with national Quality Indicator requirements and supports consistent and reliable data collection across industry stakeholders. [AQTF EmployerQuestionnaireEQ_004.pdf](#)

7.3 Quality Indicator Data Collection

Princeton International College (PIC) collects and reports Quality Indicator data annually in accordance with the Data Provision Requirements and applicable regulatory obligations.

The Quality Indicators collected include:

- Learner Engagement
- Employer Satisfaction
- Competency Completion

All data must be derived from validated and reliable sources, including the Student Management System (Wisenet), survey results, academic records and other authorised institutional records.

Prior to submission, the CEO must ensure that all Quality Indicator data is reviewed for completeness, accuracy and consistency. Any inconsistencies, anomalies or missing information identified during this process must be investigated and resolved before submission.

Quality Indicator data is submitted to ASQA annually by 30 June in accordance with regulatory requirements.

The CEO maintains overall responsibility for the preparation, review, approval and

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submission of Quality Indicator data and reports to ASQA.

The Administration Officer may assist in collating supporting data, participation records and survey reports where required.

PIC retains the following evidence to demonstrate compliance:

- submitted Quality Indicator reports
- supporting data extracts and reports
- confirmation of submission
- survey participation records
- supporting analysis reports and summaries where applicable

7.4 Participation Requirements

PIC implements structured strategies to maximise participation in feedback processes and ensure that collected data is representative and reliable.

These strategies include:

- conducting surveys during scheduled class sessions
- issuing reminders to students and employers
- facilitating trainer-led survey completion
- following up with cohorts where response rates are low
- ensuring feedback tools are accessible and inclusive for all learners

Response rates are monitored for each cohort and feedback activity. A minimum participation benchmark of 60% is targeted. Where participation rates fall below acceptable levels, this is treated as a medium-level risk and may trigger corrective actions such as reissuing surveys or implementing additional engagement strategies.

8. Analysis of Feedback

PIC applies a structured and evidence-based approach to the analysis of feedback to ensure that outcomes are meaningful, reliable and actionable.

All feedback data is collated by the Student Support Officer and formally reviewed and analysed by the CEO.

The Training Manager and ELICOS Coordinator may assist in the analysis and review of matters specifically relating to training delivery, assessment practices, learner outcomes and training operations where applicable.

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The analysis process includes:

- identification of trends across courses, cohorts and delivery periods
- identification of recurring or systemic issues
- identification of anomalies or outliers
- identification of risks to learner outcomes, student experience or compliance

Following analysis, a formal Feedback Analysis Report is prepared. This report must include:

- a summary of key findings
- identified risks categorised by severity (low, medium, high)
- identification of systemic issues
- recommended corrective and preventive actions

PIC uses feedback outcomes to evaluate the effectiveness of its training, assessment and student support systems, ensuring that learners are achieving intended competency outcomes.

All analysis outputs and supporting data are retained as evidence for audit purposes.

9. Reporting and Governance Oversight

Feedback outcomes are formally reported and reviewed through PIC's governance framework to ensure appropriate oversight and decision-making.

Feedback reports are presented at: Quality Governance Monthly Management Review Meeting

These meetings are attended by:

- CEO
- Training Manager
- ELICOS Course Coordinator
- Student Support Officer
- Marketing Officer
- Administration Staff
- Trainers and Assessor
- Any other relevant operational staff

Governance controls require that meeting minutes clearly document:

- feedback findings and trends
- decisions made
- actions assigned, including responsible persons and timeframes

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Any high-risk issues identified through feedback must be escalated immediately to the CEO for review and direction.

The CEO retains final authority for all decisions arising from feedback and ensures that appropriate actions are approved and implemented.

10. Use of Feedback

PIC uses feedback as a critical input into its Quality Management System to support continuous improvement and risk management.

Feedback outcomes are used to improve:

- training delivery methods and sequencing
- assessment tools and practices
- learner support services
- facilities and learning resources
- administrative and compliance processes
- staff capability and professional development
- course design and industry alignment

Feedback also functions as a risk identification mechanism, enabling PIC to detect emerging issues, potential non-compliance and risks to learner outcomes.

No feedback outcome is considered actioned unless:

- a decision has been formally recorded
- an action has been implemented
- evidence of implementation has been retained

11. Escalation and Continuous Improvement

Princeton International College (PIC) applies a structured and evidence-based continuous improvement process to ensure that feedback outcomes, Quality Indicator data, stakeholder input and identified risks are effectively reviewed, monitored and addressed.

Continuous improvement forms part of PIC's governance, quality assurance and risk management framework and is implemented to support compliance, learner outcomes, student experience and ongoing operational effectiveness.

PIC ensures that issues identified through feedback, surveys, Quality Indicator reporting, complaints, appeals, validation activities, internal reviews and operational monitoring are systematically assessed to determine whether corrective action, preventive action or further investigation is required.

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Escalation may be triggered by:

- repeated negative feedback trends
- low student or employer satisfaction outcomes
- recurring complaints or appeals
- low participation rates in feedback activities
- systemic issues affecting multiple students, courses or operational areas
- identified risks to learner outcomes or student wellbeing
- concerns relating to training delivery, assessment or compliance obligations
- anomalies identified through Quality Indicator analysis or operational monitoring
- internal audit findings or governance review outcomes

Where issues or risks are identified, Princeton International College will:

- assess the severity and impact of the issue
- identify contributing factors and root causes where applicable
- determine appropriate corrective or preventive actions
- allocate responsibilities to relevant staff members
- establish implementation timeframes and priority levels
- monitor progress and completion of actions
- review the effectiveness of implemented actions

All identified issues, risks and improvement opportunities are recorded within the Continuous Improvement Register.

Continuous Improvement records may include:

- description of the issue or improvement opportunity
- source of feedback or identified risk
- corrective or preventive actions required
- responsible person
- implementation timeframe
- status updates and progress monitoring
- evidence of implementation
- effectiveness review outcomes

High-risk issues or matters with potential compliance impact must be escalated to the CEO immediately for review and direction.

Feedback outcomes and continuous improvement activities are reviewed during governance and management meetings to ensure appropriate oversight and monitoring.

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The CEO maintains overall responsibility for ensuring that:

- continuous improvement processes are implemented effectively
- identified risks and issues are appropriately managed
- actions are monitored through to completion
- evidence of implementation is retained
- improvements are reviewed for effectiveness

No issue or improvement action is considered closed unless:

- the required action has been implemented
- supporting evidence has been retained
- the effectiveness of the action has been reviewed and confirmed

PIC ensures that improvements arising from feedback and continuous improvement activities are communicated to relevant staff and, where appropriate, reflected in updated procedures, training practices, student support arrangements and student-facing information.

12. Communication of Outcomes

PIC ensures that feedback outcomes and improvement actions are effectively communicated to relevant stakeholders.

Internally, communication is undertaken through:

- staff meetings
- internal emails and notices
- updated procedures and documents

Externally, where appropriate:

- students are informed of improvements made as a result of feedback
- changes are reflected in student-facing materials

Evidence of communication is retained, including meeting minutes, communication records and updated documents.

13. Record Retention

PIC maintains comprehensive and secure records to demonstrate the effective implementation of feedback, Quality Indicator and continuous improvement processes.

Records may include:

- completed surveys
- feedback analysis reports

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- Quality Indicator data and reports
- Continuous Improvement Register entries
- meeting minutes and governance records
- consultation notes
- communication records
- complaint and appeal feedback records
- evidence of corrective and preventive actions implemented

Records are maintained within Wisenet and authorised cloud-based institutional systems with access restricted to authorised personnel based on staff roles and responsibilities.

All records are retained in accordance with the Records Management Policy and Procedure and applicable regulatory requirements and must be readily retrievable for audit and review purposes.

14. Roles and Responsibilities

Princeton International College ensures that responsibilities relating to feedback collection, Quality Indicator reporting, analysis, governance oversight and continuous improvement are clearly defined and implemented across all operational areas.

Position	Responsibilities
Chief Executive Officer (CEO)	• Maintains overall accountability for governance, compliance, quality assurance and continuous improvement outcomes. • Reviews feedback analysis reports, Quality Indicator outcomes and identified risks. • Approves major corrective and preventive actions and ensures appropriate governance oversight is maintained. • Oversees regulatory reporting obligations and monitors implementation of continuous improvement activities.
Training Manager	• Supports the review and analysis of feedback relating to training delivery, assessment practices, learner outcomes and training operations. • Assists in identifying risks, trends and improvement opportunities relating to training and assessment activities. • Escalates significant training-related issues to the CEO where required. • Supports implementation and monitoring of improvement actions relating to training operations.
ELICOS Coordinator	• Monitors and reviews feedback relating to ELICOS delivery, learner engagement, student support and student experience for ELICOS students. • Assists in identifying risks, trends and improvement

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Position	Responsibilities
	opportunities relating to ELICOS operations. • Supports implementation of improvement actions relating to ELICOS delivery and student support services.
Student Support Officer	• Coordinates the collection of student feedback through surveys, support interactions, welfare discussions and student engagement activities. • Assists students to participate in feedback activities where required. • Identifies student support concerns and escalates issues where appropriate. • Maintains relevant feedback and student support records within authorised institutional systems. • Supports implementation of student support-related improvements where applicable.
Administration Officer	• Supports survey distribution, record management and storage of feedback and Quality Indicator data. • Assists with participation monitoring, reporting activities and maintenance of institutional records. • Maintains records within Wisenet and authorised institutional systems.
Trainers and Assessors	• Facilitate feedback collection during training and assessment activities where practical. • Encourage student participation in feedback activities. • Identify learner concerns, operational issues and improvement opportunities within their scope of delivery. • Implement approved improvements and updated practices where required.
All Staff	• Participate in feedback and continuous improvement processes. • Report identified risks, issues and improvement opportunities. • Implement updated procedures, controls and improvement actions relevant to their role responsibilities.

15. Related Documents

- Continuous Improvement and Quality Assurance Policy and Procedure
- Quality Management and Governance Policy & Procedure
- Records Management Policy and Procedure
- Complaints Handling Policy and Procedure
- Appeals Handling Policy and Procedure
- Student Support and Wellbeing Policy and Procedure
- Monitoring International Student VET Course Progress Policy and Procedure
- Student Engagement and Non-Attendance Policy and Procedure
- Marketing and Advertising Policy and Procedure

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- Quality Governance Monthly Management Review Minutes