


| Document Title/Reference | Learner Feedback & Participation: Policy & Procedures |
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| Purpose | <p>A) To facilitate systematic learner feedback on programmes and support services to continuously improve and enhance the quality of teaching and the learning experience.</p> <p>B) To facilitate learner contribution to relevant decision-making, management and review bodies.</p> |
| Scope | Learner feedback and participation activities: surveys, learner participation on relevant LMETB boards and committees. |
| Contents | <ol style="list-style-type: none"> 1. Policy Statement 2. Learner Evaluation Questionnaire <ol style="list-style-type: none"> 2.1 Annual Learner Evaluation 3. Learner Participation on Boards/committees <ol style="list-style-type: none"> 3.1 Boards of Management 3.2 LMETB Board |
| Contextual Guidelines | QQI Core Guidelines Nos. 3.3 and 7.1 (a) and (d), which include the requirement “to ensure that learner perspectives about the sufficiency and quality of learning resources and learner supports are listened to” QQI 7.1 (a) |
| Related Policy | <p><i>Module/Programme Review Policy</i></p> <p><i>Module/Programme Design and Approval Policy</i></p> |
| Audience & Communication | <p>Applicable to Learners & Staff</p> <p>LMETB will be open and transparent and will communicate its policy and procedures on feedback and participation both formally on its website and informally through interactions with the learning community members.</p> |

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| <p>Policy Owner & Implementation</p> | <p>The policy owner is the CE of LMETB. The policy is approved by QAGMC.</p> <p>The CE of LMETB is responsible for ensuring that the policy is implemented. Acting on this policy at a local level is the responsibility of all members of the community: learners, administrative staff, teaching staff, programme co-ordinators, AEO, FET Programme/Centre Managers, Principals and FET Director</p> |
| <p>Key Implementation Actions</p> | <p>Nominate staff & learner representatives to relevant LMETB Boards/committees</p> <p>Collect feedback formally and informally from interaction with learners.</p> <p>Survey learners annually about their programme of study.</p> <p>Feed survey results in to module and programme review activities.</p> |
| <p>Monitoring, Review & Continuous Improvement</p> | <p>Information gathered annually from learners and staff, through surveys feeds into the module/programme review activities. Such feedback must be expressly referenced when module and programme coordinators are undertaking the review procedure.</p> <p>Learner feedback identifying new courses for LMETB to consider passes on to the module/programme design process.</p> <p>Enhancements to this policy area will focus on improving communication and one-on-one interaction between learner and LMETB, and on improving the quality of feedback, analysis and actions arising.</p> <p>Continuous monitoring of, and adjustments to, the procedures for evaluation and analysis will be carried out on an annual basis based on the experience of surveying learners and securing their participation.</p> |
| <p>Revision History, Commencement Date & Date of Next Review</p> | <p>June 2019 Version 1</p> <p>Commencement Date: September 2019</p> <p>Revision Date: 25/04/2024</p> <p>Date of next review: 25/04/2026</p> |

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Policy Statement

LMETB recognises learners as an integral part of the academic learning community. Learners' contribution to the delivery and support of programmes is an essential element in the creation of good practice and an essential part of LMETB's drive to continuously improve and enhance the quality of teaching and the learning experience.

In general, LMETB considers the purpose of learner feedback and participation is to:

- (a) Provide insight into how LMETB programmes work from a Learner perspective
- (b) Provide feedback in relation to course design, content and methodology
- (c) Provide the FET services of LMETB with relevant feedback to enable effective resource planning
- (d) Inform quality assurance, policy development and best practice in teaching and learning
- (e) Enable learners to participate in their education experience and LMETB Governance

LMETB views learners as partners in the learning experience. Learners are encouraged to support the various mechanisms i.e. – surveys, evaluations, focus groups – whereby LMETB secures their feedback on course content, course methodology and learner support services.

LMETB believes that dealing with every learner, and their feedback, in a consistent, transparent and professional manner is central to best practice and to the attainment of LMETB's continuous improvement objectives.

Learner Evaluation Questionnaire

Annual Learner Evaluation

2.1.1 At least once every year, learners should be invited to complete a questionnaire evaluating their overall satisfaction; this may include aspects of the following but is not limited to; teaching and learning methodologies; module content, relevance and workload; quality of learning materials; assessment & feedback; academic support, learning resources and other relevant areas.

2.1.2 To facilitate the completion of questionnaires and to expedite the compilation and analysis of data, questionnaires can be:

- i. Paper-based
- ii. Online

- iii. Audio/visual
- iv. Focus groups
- v. anonymous
- vi. brief
- vii. user friendly

2.1.3 The FET Programme Co-ordinator/Centre Manager will review the feedback.

2.1.4 Feedback should be used as part of the module review process. See *Module/Programme Review: Policy & Procedures*.

2.1.5 The FET Programme Co-ordinator/Centre Manager should act appropriately on negative feedback.

2.1.6 The FET Programme Co-ordinator/Centre Manager should endeavour to implement any remedial action required and, on the Module or Programme Review Form, keep a record of measures taken to resolve learner or academic issues.

2.1.7 It is recommended that the format of the questionnaires is reviewed regularly.

2.1.9 The CE is responsible for ensuring that LMETB's procedures are followed.

Learner Participation on Boards

LMETB will nominate Learner representatives to relevant LMETB committees/boards.