

QAA - IBU Institutional Enhancement Action Plan

Aug 2026

Response to the Quality Assurance Agency (QAA) International Quality Accreditation (IQA) Review

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1. Introduction

International Business University (IBU) welcomes the outcome of the Quality Assurance Agency's (QAA) International Quality Accreditation (IQA) review conducted in June 2026. The review concluded that the University meets all ten European Standards and Guidelines for Quality Assurance.

This Institutional Enhancement Action Plan has been developed in response to the findings of the QAA review and reflects IBU's commitment to continuous quality enhancement, evidence-informed decision-making and the ongoing development of an institutional culture of quality.

The Plan outlines the actions the University will undertake to sustain and further strengthen the areas of recognised good practice, while implementing enhancements in response to each recommendation made by the review team. Collectively, these actions will further strengthen the University's alignment with the European Standards and Guidelines for Quality Assurance (herein referred as the 'ESG Standards') and support the continued development of high-quality learning opportunities and institutional effectiveness.

IBU recognises that quality assurance is an ongoing process of reflection, evaluation, and enhancement. Accordingly, the actions contained within this Plan have been designed not simply to respond to individual review findings, but to strengthen institutional systems, governance arrangements, and quality assurance processes in a sustainable manner that promotes continuous improvement across all areas of the University.

This Action Plan has been developed in consultation with student representatives, reflecting the University's commitment to partnership with students in the enhancement of the learning experience. Implementation will be overseen through the University's established governance framework, with progress monitored by Academic Council and the appropriate institutional committees. In accordance with QAA requirements, this Action Plan will be reviewed annually, updated to reflect progress against each enhancement action, approved by the President and Vice-Chancellor, and remain published on the University's website alongside a link to the QAA International Quality Accreditation report.

2. Institutional Enhancement Actions

The QAA review team identified four areas of institutional good practice that demonstrate particular strengths in IBU's quality assurance and enhancement framework, alongside five recommendations to support the University's ongoing

enhancement journey. The University welcomes both the recognition of its strengths and the recommendations for further development, viewing them as opportunities to reinforce its culture of continuous improvement. The enhancement actions outlined below describe how IBU will sustain and further embed these recognized strengths within institutional practice from section 2.1 to 2.4, while implementing targeted enhancements in response to the review team's recommendations through section 2.5 to 2.9, ensuring that its quality assurance framework continues to evolve in response to the needs of students, employers and wider society.

2.1 ESG Standard 1.4 – IBU Signal

QAA Good Practice

QAA recognised *"the implementation of IBU Signal, in particular the way in which external stakeholder feedback has been drawn upon to design a report card indicating the applied cognitive skills that students gain through their studies, which provides a comprehensive skills record for students and employers"* as an example of good practice.

Enhancement Action

International Business University is committed to further strengthening the IBU Signal framework as a distinctive feature of its graduate outcomes and employability strategy. Building upon QAA's recognition, the University will continue refining the cognitive skills framework through ongoing consultation with employers, industry partners, alumni and academic staff to ensure that the skills measured remain aligned with evolving workforce expectations.

During the 2026-2027 academic year, IBU will further integrate IBU Signal into the wider student lifecycle by strengthening its use within career development activities, employer engagement initiatives and graduate employability communications. The University will also explore opportunities to utilise longitudinal graduate and employer feedback to inform the continued evolution of the framework and ensure that Signal remains responsive to emerging labour market needs.

Oversight of this enhancement will be provided through the Academic Council, supported by the Career Accelerator team, the Quality Assurance Office and relevant industry advisory bodies.

This enhancement will be reviewed as part of the University's annual quality assurance and programme monitoring processes.

Success indicators

- Annual review of the IBU Signal competency framework.
- Ongoing industry consultation informing future refinements.
- Increased integration of the IBU Signal within graduate employability and career development activities.
- Evidence of employer and graduate engagement informing continuous enhancement.

2.2 ESG Standard 1.2 – Industry Partnerships

QAA Finding

QAA recognised *"Highly engaged and collaborative partnerships with industry stakeholders, whose contributions are embedded across governance, curriculum design and assessment, which significantly enhances the relevance of programmes and supports graduate employability and career readiness"* as an example of good practice.

Institutional Response

International Business University welcomes QAA's recognition of its collaborative approach to industry engagement and acknowledges the significant contribution that industry partners make to the quality, relevance and continuous enhancement of its academic provision. The University remains committed to ensuring that employer perspectives continue to inform programme design, curriculum development, assessment, work-integrated learning and graduate employability initiatives.

Enhancement Actions

Building upon this recognised strength, IBU shall continue to strengthen its engagement with industry through the ongoing development of its Industry Advisory Council and Program Advisory Committees, ensuring that stakeholder expertise remains embedded throughout the programme lifecycle. IBU shall further expand opportunities for employers to contribute to curriculum review, applied learning activities, guest lectures, capstone projects, internships, research collaboration, and emerging programme development, while strengthening mechanisms to capture and evaluate stakeholder feedback as part of its continuous quality enhancement processes.

IBU continues to explore new strategic partnerships that support innovation, emerging technologies, and evolving workforce needs, ensuring that programmes remain

relevant, contemporary, and responsive to changing industry expectations and societal priorities.

Governance and Oversight

Implementation will be overseen by Academic Council, supported by the Program Advisory Committees, Industry Advisory Council, Academic Leadership and the Quality Assurance Office.

Implementation Timeline

Ongoing, with formal review through the University's annual programme monitoring and quality assurance processes.

Success Indicators

- Continued active engagement of industry representatives across governance and programme development activities.
- Growth in employer participation within experiential learning, capstone and career development initiatives.
- Annual review of stakeholder engagement outcomes as part of institutional quality assurance reporting including evidence of industry contributions informing curriculum enhancement, assessment, and programme review.

2.3 ESG Standard 1.7 – Information Management

QAA Finding

QAA recognised *"The wide range of data and information collected, analysed and used to inform operational practice and decision making"* as an example of good practice.

Institutional Response

International Business University welcomes QAA's recognition of its evidence-informed approach to institutional decision-making and remains committed to further strengthening the effective use of data to support quality assurance, strategic planning and continuous institutional enhancement. The University recognises that robust information management is fundamental to maintaining a transparent and evidence-based quality assurance system.

Enhancement Actions

IBU will continue to strengthen its institutional information management capabilities through the ongoing refinement of data collection, analysis and reporting processes that support academic, operational and strategic decision-making. The University continues to enhance institutional dashboards, key performance indicators metrics, quality assurance reporting, and performance monitoring mechanisms to provide timely, meaningful and actionable information for academic leaders, governance bodies, and operational units within IBU.

Building upon existing strengths, the University shall continue to develop integrated approaches to institutional analytics that support programme monitoring, student success, resource planning, risk management, and strategic planning, while ensuring that data governance, privacy and information security continue to align with institutional policies and regulatory requirements.

Governance and Oversight

Implementation will be overseen by the wider Senior Leadership Team and Academic Council, supported particularly by the Information Technology Services, Quality Assurance Office and all relevant institutional data owners.

Implementation Timeline

Ongoing, with annual review through the University's quality assurance and institutional effectiveness processes.

Success Indicators

- Continued enhancement of institutional performance dashboards and quality assurance reporting.
- Annual review of institutional performance indicators supporting continuous improvement including evidence of data-informed decision-making across academic and operational planning.
- Continued compliance with institutional data governance and information security policies.

2.4 ESG Standard 1.9 – Industry Engagement in Programme Monitoring and Enhancement

QAA Finding

QAA recognised *"Highly effective engagement with industry stakeholders to positively inform programme monitoring and enhancement processes"* as an example of good practice.

Institutional Response

International Business University welcomes QAA's recognition of the important role that industry stakeholders play in the ongoing monitoring and enhancement of its academic programmes. The University is committed to ensuring that external stakeholder engagement continues to strengthen programme quality, academic relevance and graduate preparedness through systematic collaboration and evidence-informed enhancement.

Enhancement Actions

The University will continue to embed industry engagement throughout its programme monitoring and enhancement processes by maintaining structured consultation with employers, professional practitioners and external advisors during annual programme monitoring, curriculum review, and periodic programme review activities. Particular emphasis will continue to be placed on identifying emerging industry trends, future workforce requirements and evolving professional competencies to ensure that programmes remain current, relevant and responsive to changing societal and economic needs.

IBU will further strengthen the systematic capture and consideration of external stakeholder feedback within programme review documentation and institutional quality assurance processes, ensuring that enhancement decisions continue to be informed by a broad range of internal and external evidence.

Governance and Oversight

Implementation will be overseen by Academic Council through the Program Advisory Committees and the Quality Assurance Office, with contributions from industry advisory council representatives and other leadership as needed.

Implementation Timeline

Ongoing, with formal consideration through annual programme monitoring and periodic programme review processes.

Success Indicators

- Continued participation of industry representatives in programme monitoring and review activities.
- Programme monitoring reports demonstrating consideration of industry trends and workforce needs.
- Annual evaluation of stakeholder engagement as part of the University's continuous quality enhancement framework including evidence of stakeholder feedback informing programme enhancement decisions.

2.5 ESG Standard 1.1 – Public Availability of the Institutional Quality Assurance Policy

QAA Recommendation

QAA recommended that *"the Institutional Quality Assurance Policy (IQAP) is made more widely available by placing it alongside other policies on the IBU website."*

Institutional Response

International Business University welcomes this recommendation as an opportunity to further strengthen the transparency and accessibility of its quality assurance framework. While the review recognised that the Institutional Quality Assurance Policy is well established, widely understood by internal stakeholders and effectively embedded within institutional practice, the University acknowledges the value of making the Policy more readily accessible to prospective students, current students and external stakeholders through its public website.

Enhancement Actions

The University has published the Institutional Quality Assurance Policy within the institutional policy repository on the IBU website alongside other governance and academic policies on <https://ibu.ca/ibu-policies/>

To support ongoing transparency, the publication and maintenance of the IQAP will be incorporated into the University's document management and policy review procedures, ensuring that future revisions remain published following approval through the University's governance framework.

Governance and Oversight

Implementation will be led jointly by the Academic Quality Assurance Office and the Marketing and Communications team under the oversight of the Executive Dean and Vice President Academic.

Implementation Timeline

August 2026

Success Indicators

- Institutional Quality Assurance Policy published within the institutional policy repository on the IBU webpage for policies.
- Policy publication incorporated into institutional document management procedures.
- Annual policy review confirms that publicly available documentation remains current and accessible.

2.6 ESG Standard 1.3 – Inclusive Assessment Practices

QAA Recommendation

QAA recommended that IBU "establish a more robust and structured approach to supporting staff specifically in the development of inclusive assessment practices, to ensure consistency across programmes and continue promoting an appropriate balance between theoretical and practical forms of assessment."

Current Position

IBU has established a strong foundation for inclusive and effective assessment practice through its Teaching and Learning Framework, Faculty Readiness and Development Program, Faculty Handbook, quality assurance processes and programme monitoring activities. These arrangements promote authentic assessment, learner engagement,

accessibility, experiential learning and continuous improvement, while ensuring assessment is aligned with programme learning outcomes and institutional quality expectations.

Across the University, programmes already utilize a broad range of assessment methods, including examinations, case analyses, applied projects, simulations, presentations, capstone experiences, practica and reflective learning activities. Academic accommodations, course audits, programme approval processes and annual monitoring further support equitable and consistent assessment practices.

While these arrangements provide a strong institutional foundation, the University recognizes the opportunity to strengthen consistency through a dedicated institutional framework, enhanced faculty development, common assessment guidance and more systematic monitoring of inclusive assessment practices across all programmes.

Enhancement Actions

IBU will develop and implement an Institutional Inclusive Assessment Framework that establishes common expectations for accessible, equitable, transparent and authentic assessment practices across all programmes and delivery modalities. The Framework will incorporate recognized principles of Universal Design for Learning, constructive alignment, assessment transparency, academic integrity and equitable opportunities for students to demonstrate achievement of learning outcomes.

To support implementation, the University will develop an Inclusive Assessment Toolkit comprising institutional guidance, templates, assessment design resources, rubric guidance and examples of effective practice. A comprehensive review of assessment practices will be undertaken across all academic programmes to identify areas of strength, opportunities for enhancement and examples of good practice that can be shared institution-wide.

Inclusive assessment principles will be embedded within faculty onboarding, professional development and ongoing quality assurance processes. The University will further strengthen assessment design through dedicated faculty development activities, peer learning, assessment calibration exercises and enhancements to course audit, programme review and curriculum approval processes. Pilot initiatives will be evaluated before successful practices are embedded across the institution through annual quality assurance and programme monitoring processes.

Governance and Oversight

Implementation will be led by the Executive Dean and Vice-President Academic, supported by the Academic Director and the Associate Director, Academic Operations and Quality Assurance. Academic Council will provide institutional oversight, with implementation supported by Program Chairs, Course Leaders, Stream Leaders, faculty members and relevant professional services.

Implementation Timeline

Implementation will commence in Sep 2026, with institutional approval of the Inclusive Assessment Framework targeted for Mar 2027 and full implementation across the University by Sep 2027.

Success Indicators

Success will be demonstrated through:

- Implementation of the Institutional Inclusive Assessment Framework.
- Development and institutional adoption of the Inclusive Assessment Toolkit.
- Integration of inclusive assessment principles within faculty development, course audits, programme review and quality assurance processes.
- Participation of academic leaders and faculty in inclusive assessment professional development.
- Annual quality assurance reporting demonstrating continuous enhancement of institutional assessment practices.

2.7 ESG Standard 1.5 – Individual Professional Development Planning

QAA Recommendation

QAA recommended that IBU *"establish a clear formal mechanism to identify the individual training and development needs of faculty and staff and use the outcomes to develop and periodically monitor targeted individual professional development plans to ensure continuous improvement and alignment with institutional priorities."*

Current Position for Faculty

IBU has established a strong culture of faculty development through its Teaching and Learning Framework, Faculty Readiness and Development Program, Faculty Mentorship Policy, annual faculty evaluation processes and institutional quality assurance framework. Faculty members regularly participate in professional development activities relating to teaching excellence, educational technology, academic integrity, applied learning, scholarly activity and student success. While these arrangements provide a strong foundation, the University recognizes the opportunity to formalize the identification, planning and monitoring of individual professional development needs to further strengthen alignment with institutional priorities and continuous improvement.

Enhancement Actions for Faculty

IBU will develop and implement a Faculty Professional Development Planning Framework that establishes a consistent institution-wide process for identifying individual development needs, setting professional development objectives and monitoring progress. Annual development planning will be integrated with faculty evaluation, quality assurance activities and institutional strategic priorities.

Professional development will continue to be supported through workshops, mentoring, peer learning, scholarly development, technology-enhanced learning and leadership initiatives. Annual monitoring of individual and institutional development outcomes will inform future professional development priorities and support continuous enhancement across the University.

Governance and Oversight for Faculty

Implementation will be led by the Executive Dean and Vice-President Academic, supported by the Academic Director, the Associate Director, Academic Operations and Quality Assurance, and Program Chairs. Academic Council will oversee implementation through the University's quality assurance framework.

Current Position for Staff

IBU supports the professional development of its professional and administrative staff through performance management processes, role-specific training, institutional learning initiatives and development opportunities aligned with operational and strategic priorities. Staff participate in training and development activities relating to their

respective functions, institutional systems, regulatory and compliance requirements, technology, leadership and continuous improvement.

While these arrangements provide a foundation for staff development, the University recognizes the opportunity to formalize the identification, planning and monitoring of individual professional development needs across all professional and administrative staff. This will enable development needs identified through performance discussions and other institutional processes to be consistently translated into documented development plans and will provide greater institutional visibility of collective development priorities.

Enhancement Actions for Staff

IBU will develop and implement a Staff Professional Development Planning Framework that establishes a consistent institution-wide process for identifying individual training and development needs, setting professional development objectives and periodically monitoring progress.

A standardized Training Needs Analysis and Professional Development Plan process will be integrated with the University's performance management and appraisal arrangements. Individual development needs will be identified through staff and manager discussions, translated into appropriate development activities and reviewed periodically to assess progress and emerging requirements.

Aggregated development needs will inform the University's institutional staff development priorities and coordinated professional development activities, including internal training, external development opportunities, e-learning, leadership development and other role-specific initiatives. Monitoring arrangements will also be established to track completion of development plans, participation in development activities, and alignment between staff development needs and institutional priorities.

Governance and Oversight for Staff

Implementation will be led by the Director of Human Resources, supported by relevant HR personnel and departmental managers. Managers will be responsible for identifying and reviewing development needs with individual staff members, while Human Resources will coordinate the institutional framework, monitor implementation, and report on staff development priorities and outcomes.

Implementation and outcomes will be monitored through the University's established management and quality assurance arrangements, with aggregate findings used to inform institutional workforce development and continuous improvement.

Implementation Timeline

Implementation will commence in Sep 2026, with full implementation of the Framework and annual professional development planning process by September 2027.

Success Indicators

- Completion of individual Professional Development Plans for faculty, professional and administrative staff.
- Integration of professional development planning within evaluation and quality assurance processes.
- Integration of training needs assessment and professional development planning within the staff performance management and appraisal process.
- Increased participation in structured professional development activities linked to identified individual and institutional needs.
- Institutional reporting demonstrating how aggregated staff development needs inform professional development priorities and activities.
- Periodic review and monitoring progress against individual Professional Development Plans.
- Annual reporting demonstrating alignment between individual development priorities, institutional objectives, and continuous improvement outcomes.

2.8 ESG Standard 1.6 – Resource Planning for Learning Resources and Student Support

QAA Recommendation

QAA recommended that IBU *"establish a formalized and transparent process for the allocation of budget to learning resources and student support to continuously ensure resource planning is applied consistently and informed by student need, service demand and institutional priorities."*

Current Position

IBU has established annual financial planning processes through which resources are allocated across academic and operational functions, including learning resources and student support. Financial requirements are identified by relevant functional areas and considered through the University's financial planning and approval processes, with additional resource requirements addressed as institutional and operational needs arise. Learning resources and student support are funded through these established arrangements, with consideration given to enrolment, operational requirements priorities and institutional objectives.

While these processes provide a foundation for ensuring appropriate resources are available to support students, the University recognizes the opportunity to further formalize and document the criteria and evidence used specifically for allocating resources to learning resources and student support. This will strengthen consistency, transparency, and the institutional audit trail demonstrating how student needs, service demand and strategic priorities inform allocation decisions.

Enhancement Actions

IBU will formalize its approach to financial planning and allocation for learning resources and student support through a documented framework that establishes consistent criteria, KPIs, evidence requirements, responsibilities, and approval arrangements.

The enhanced process will require relevant functional teams to demonstrate resource requirements using appropriate evidence of student need and service demand, including enrolment and demographic trends, utilization of learning resources and student services, student feedback, service performance information and anticipated institutional requirements.

Standard documentation will be introduced to record budget requests, supporting evidence, allocation decisions and the rationale for those decisions, providing a clear and auditable link between identified need and resource allocation.

Monitoring of expenditure, resource utilization and service demand will subsequently inform future planning cycles, establishing a continuous feedback loop through which changing student needs and institutional priorities are reflected in resource planning.

Governance and Oversight

Implementation will be led by the Director of Finance, in consultation with the relevant academic and professional leads responsible for learning resources and student support.

Relevant functional teams will be responsible for identifying and evidencing resource requirements within their respective areas. Finance will coordinate the institutional planning process, ensure consistent application of the approved criteria, and maintain appropriate documentation supporting allocation decisions.

Budget allocations will continue to be approved through the University's established financial governance arrangements, with periodic monitoring used to assess whether resources remain appropriate to student need, service demand and institutional priorities.

Implementation Timeline

Implementation will commence in September 2026 with a review of the existing budget planning and approval process, including the mechanisms currently used to identify resource requirements for learning resources and student support.

During 2026–27, the University will formalize allocation criteria, identify relevant student-need and service-demand data, introduce standardized documentation, and incorporate these requirements into the annual financial planning process.

The enhanced process will be applied during the 2027–28 financial planning cycle, with implementation reviewed and refined following the initial cycle. The newly formalized approach will be fully embedded by September 2027.

Success Indicators

- Implementation of a documented financial planning and allocation framework for learning resources and student support.
- Adoption and consistent application of defined criteria for resource allocation.
- Evidence that resource requests and allocation decisions are informed by student needs, service demand and institutional priorities.
- Integration of relevant enrolment, utilization, student feedback, and service-demand data into resource planning.

- Consistent documentation of resource requests, supporting evidence, allocation decisions and decision rationale.
- Application of the formalized process to all learning resources and student support financial planning from the 2027–28 planning cycle.
- Monitoring of expenditure, utilization and service demand to inform subsequent resource planning and allocation decisions.
- Institutional reporting demonstrating alignment between resource allocation, student needs, service demand, and strategic priorities.

2.9 ESG Standard 1.9 – Closing the Feedback Loop

QAA Recommendation

QAA recommended that IBU *"strengthen feedback management processes by establishing a systematic mechanism for closing the feedback loop and communicating resulting actions taken and improvements to stakeholders, particularly students."*

Current Position

IBU has established comprehensive arrangements for the ongoing monitoring and periodic review of its academic programmes and student experience. Student feedback is collected through institutional surveys, course evaluations, student representation structures, programme monitoring, student services interactions, and other formal and informal engagement mechanisms.

Feedback is considered through established academic, quality assurance and operational processes and informs programme enhancement, teaching and learning, student services and institutional decision-making. Academic Council and relevant committees provide oversight of academic quality and continuous improvement, with students and other stakeholders contributing to institutional review and enhancement processes.

While these arrangements provide an effective foundation for responding to student feedback, the University recognizes the opportunity to strengthen how resulting actions and improvements are systematically communicated back to students. Existing approaches to closing the feedback loop vary across academic and professional areas,

and evidence of feedback, resulting action and subsequent communication is not currently maintained through a single institution-wide mechanism.

Enhancement Actions

IBU will develop and implement a Student Feedback Management Framework establishing a consistent institution-wide approach for capturing, reviewing, responding to and communicating the outcomes of student feedback.

The Framework will map formal feedback mechanisms across the student lifecycle, establish clear ownership and escalation arrangements, and introduce a centralized process for recording significant feedback themes, agreed actions, responsible owners, implementation status and outcomes.

A standardized “You advised, we implemented it as continuous improvement” approach will be introduced to systematically communicate actions and improvements arising from student feedback through appropriate channels, including student communications, the student portal, survey outcome reports and student representation structures.

Relevant policies, procedures and committee arrangements will be reviewed to embed responsibility for closing the feedback loop within existing governance and quality assurance processes. Periodic monitoring and reporting will assess implementation and provide evidence that student feedback is informing institutional decision-making and continuous improvement.

Governance and Oversight

Implementation will be jointly led by the Executive Dean and Vice-President Academic and the Registrar and Director of Student Services, supported by Academic Operations, Quality Assurance, Student Services and relevant academic and professional areas.

Academic Council will provide oversight of the academic and quality assurance dimensions of implementation, with relevant institutional committees reviewing feedback themes, resulting actions and evidence of continuous improvement within their respective areas of responsibility.

The Registrar and Director of Student Services will coordinate the student-facing feedback and communication arrangements, while Quality Assurance will support

institutional monitoring and maintenance of evidence demonstrating that feedback loops are effectively closed.

Implementation Timeline

Implementation will commence in September 2026 with a review and mapping of existing student feedback mechanisms, communication practices, and governance arrangements across the student lifecycle.

The Student Feedback Management Framework, centralized tracking mechanism, and communication approach will be developed and introduced during 2026–27. Following consultation and initial implementation, the process will be reviewed and refined, with full institution-wide implementation by September 2027.

Success Indicators

- Implementation of an institution-wide Student Feedback Management Framework.
- Mapping and incorporating formal student feedback mechanisms across the student lifecycle.
- Establishment of a centralized mechanism for recording significant feedback themes, actions, ownership, implementation status and outcomes.
- Consistent assignment and monitoring of actions arising from significant student feedback.
- Semester-based communication of feedback outcomes and resulting improvements through a standardized approach.
- Integration of feedback monitoring and closing-the-loop requirements within relevant governance, quality assurance, and student engagement processes.
- Periodic reporting to Academic Council and other relevant institutional committees on significant feedback themes, actions and outcomes.
- Evidence demonstrating that student feedback has resulted in identifiable academic, service, or student-experience improvements.
- Improved student awareness of how the University considers and responds to their feedback.
- Consistent institutional evidence demonstrating that feedback informs decision-making and continuous improvement.