CURRICULUM DELIVERY: POLICY AND PROCEDURES

PUNE DISTRICT EDUCATION ASSOCIATION'S
WAGHIRE COLLEGE OF ARTS, COMMERCE AND SCIENCE

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INTRODUCTION

Curriculum typically refers to the knowledge and skills students are expected to learn in an environment through interactions, experiences, planned and unplanned activities, events. It is concerned with both content and process. Content refers to what are students expected to learn. Process refers to an arrangement of instructional material provided to the students. The process includes the units and lessons that teachers teach; the assignments and projects given to students; books, reading materials, audio-visual materials provided in a course; and the different assessment methods used to evaluate student learning. This must be set in such a way that learners gain knowledge and understanding, develop skills, and alter attitudes. Curriculum delivery is a strategy by which a curriculum enables students to achieve their learning goals. The processes involved in curriculum delivery are teaching, learning support, advice, guidance, interaction, mentorship, participative and collaborative learning. Along with this cultivation of reasoning skills, robust feedback, assessment and counselling are also varied processes involved in curriculum delivery.

Content

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Curriculum delivery is a strategy by which a curriculum enables students to achieve their learning goals. The processes involved in curriculum delivery are teaching, learning support, advice, guidance, interaction, mentorship, participative and collaborative learning. Along with this cultivation of reasoning skills, robust feedback, assessment and counselling are also varied processes involved in curriculum delivery. Curriculum used in Waghire College of Arts, Commerce and Science, Saswad is designed by Savitribai Phule Pune University, Pune. Teachers from the college are actively involved in curriculum design through members of Boards of Studies, members of syllabus committees, and participation of syllabus revision workshops. The college has designed its policy and procedure to implement University curriculum for student learning.

1. Policy Statement

Waghire College of Arts, Commerce and Science, Saswad has a coherent, sequenced policy for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The policy has been developed on the basis of evidence-based teaching practices and to which assessment and reporting procedures are aligned.

The college has commitment to

1. The learner centric approach in curriculum delivery from teaching, learning and assessment (TLA). It provides support, guidance to progression to work and/or Higher Education
2. Providing TLA support which extends equality of opportunity to all.
3. Assure empowerment to the learners appropriately so they meet curriculum expectations and fulfil their individual potential. This is done through clear, unambiguous and unbiased advice and guidance by faculty via assessing the skills, knowledge, aspirations and potential of each individual.
4. Personalization of TLA which is based upon learners' qualities such as skills, knowledge and prior experiences and provide an instruction, coaching and support which ensures they progress effectively towards their personal goals.
5. Provide different learning method that suit learners' abilities.
6. Ensure that learners are provided with a programme of study which best fulfils their current, and future needs.
7. Effective assessment of learners' initial abilities and planning appropriate strategies accordingly for advanced learners and slow learners.
8. Assessment to judge learners' progress through frequent use of a variety of valid, reliable, sufficient, fair assessment methods generating formative, and summative methods.
9. Formulation of mechanism for constructive feedback on assessment which will enable teachers to see whether learning outcomes achieved or not.
10. Based on feedback provide effective guidance to needy learners that enables them to improve knowledge, competence, and the professional skills necessary to support independent learning.
11. Keep accurate and sufficient assessment records. This helps in planning of delivery and reporting of progress to learners as well as other stakeholders.

2. Graduate Attributes

Our graduates have the knowledge, skills and attitudes as we collaborate closely with industry and other stakeholders. Hence students therefore they succeed in their profession and are able to become leaders in their field.

1. Academic Excellence

- In-depth and extensive knowledge, understanding and skills in their chosen discipline and understanding of the interconnectedness of different disciplines.
- Attempt to contribute in the creation of new knowledge and understanding through research and inquiry.
- Ability to apply knowledge to the real-world problems.
- Capacity to participate in collaborative learning and to deal with unfamiliar problems
- Employ up-to-date and relevant knowledge and skills
- Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems
- Work collaboratively as part of a team, negotiate, and resolve conflict;
- Display initiative and drive, and use their organization skills to plan and manage their workload
- Take pride in their professional and personal integrity

2. Communication

- An ability to communicate effectively for different purposes and in different situations.
- An ability to participate in constructive discussions and debates.
- An ability to use appropriate style, methods and resources in communication.

3. Personality and Leadership

- An awareness of personal strengths and weaknesses
- A capacity for self-reflection, self-discovery and personal development
- An awareness of self-discipline in everyday aspects of life and work.
- Confidence in taking risks and challenges
- An ability to initiate and implement constructive change in their communities, including professions and workplaces.
- An ability to engage in meaningful public discourse, with a profound awareness of community needs

4. Global Citizenship

We support students to gain the knowledge and confidence to be global citizens.

- An understanding of social and civic responsibilities and readiness to accept them
- An awareness and appreciation of social and cultural diversity and secularism
- An awareness and appreciation of human rights, equity and ethics.

Thus the graduates from our institute can:

- Think globally about issues in their profession;
- Adopt a balanced approach across professional and international boundaries
- Understand issues in their profession from the perspective of other cultures;
- Communicate effectively in diverse cultural and social settings;
- Make creative use of technology in their learning and professional lives;
- Imbibe moral and ethical behavior in their professional and personal lives.

3. Learning Objectives

The college has stated learning objectives as follows.

As graduates of Waghire College of Arts, Commerce and Science, Saswad, students will be able to:

1. *Demonstrate the ability to prepare and communicate effectively using listening, speaking, reading, and writing skills.*

2. *Demonstrate the ability to lead and work with others effectively.*
3. *Use computer and new technologies effectively to gather, process, and communicate information.*
4. *Acquire and demonstrate analytical and problem solving skills using critical and creative thinking and scientific reasoning within various disciplines.*
5. *Demonstrate knowledge of diverse cultures, including global and historical perspectives.*
6. *Recognize ethical issues in organizations and its application to issues in society.*

4. Curriculum Delivery Strategies

Curriculum is the formal mechanism through which intended educational means are achieved. Waghire College of Arts, Commerce and Science, Saswadimplements the curriculum designed by Savitribai Phule Pune University, Pune. The curriculum delivery strategy used by college is shown in Fig. 1. Implementation is an interaction between those who have created the programme and those who are incharge of its delivery. The coordination and involvement of different individuals is essential for the successful implementation of the curriculum programme. The college has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching, learning and assessment procedures which has a clear reference for monitoring learning across the year levels. Among the key players identified are: teachers, students, Vice Principals, Principal, etc. To facilitate the implementation process, following measures are taken.
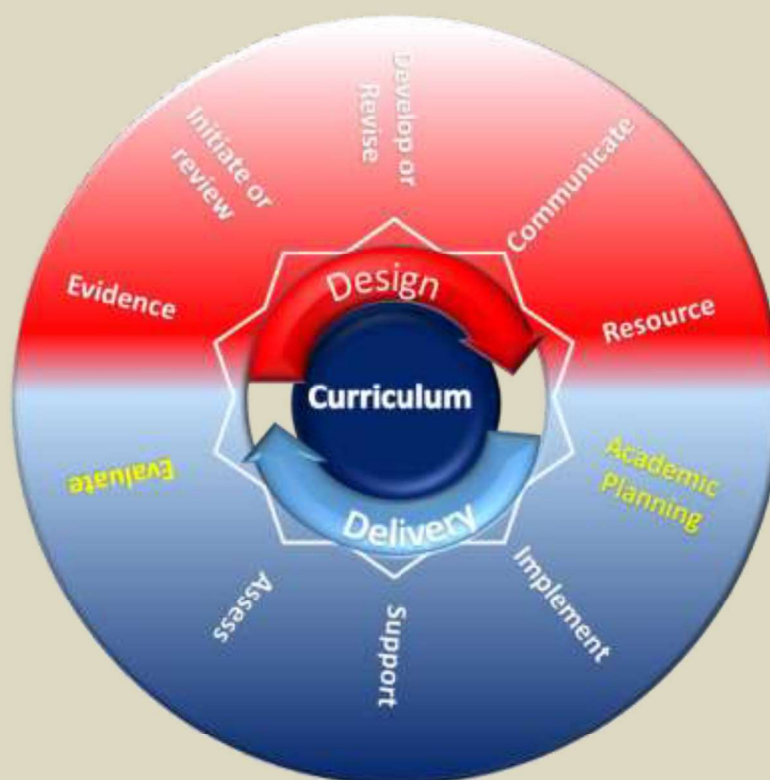

Fig.1 Curriculum Cycle

4.1 Academic Planning

(a) Faculty Meetings

In faculty meetings entire teaching staff comes together and discusses. This provides a precious opportunity for enhancing instructional capacity of the students. The Principal organizes faculty meetings at the commencement of every semester. The Principal is the facilitator of the activities. He or she leads the meeting and promotes the participation of

all teachers through discussions. In the meeting detailed discussions are held regarding the academic calendar, the changes in the curricula if any, workload distribution as well as the measures to be taken for the effective implementation of the curricula. Sometimes, critical decisions require input from the entire staff of the college. Head of the departments and faculty members are free to express their view. Fruitful suggestions given by them are incorporated in the planning. Distribution of committees among staff members is facilitated in the first meeting of first semester. Through these meetings the college gets a vivid idea about the changes in the curricula and accordingly the Principal gives instructions to the Librarian for the expansion of the library in relation with the curricula.

At the end of each semester, the faculty meeting is arranged in which there is a detailed discussion of execution of teaching learning activities.

(b) Departmental Meetings

Heads of the Departments organize faculty meetings at department level. In these meetings distribution of workload and its effective implementation are discussed. Workload distribution is submitted to the principal as well as timetable committee. Regular discussions are held between Head and staff of the department. In these discussions strategies are decided to attain program specific outcomes and course outcomes.

(c)Time Table

The timetable is a necessary instrument for the efficient working of a college. It reflects the entire educational programme of the college. Time table provides the framework within which the work of the college proceeds. It is the tool through which the purpose of the college is to function. Proper time table helps in following:

1. Time table helps to plan everything in advance. It ensures smooth and orderly working of curricular activities. Teachers and students know in advance their roles as well as the time they are to devote to each activity. The timetable places proper persons at their proper places, at the given time and in the proper manner.
2. The timetable guides students and teachers what is to be done at a particular time which prevents wastage of time and energy. This enables both learner and the teacher to pay attention on one thing at a time. It ensures that the activity and energy of an individual is directed in a particular direction. It helps student and teacher to prevent confusion, duplication, overlapping and unnecessary repetition of the work.
3. The timetable helps to distribute workload to each teacher according to guidelines. With the help of the timetable, the Principal can keep track of the working of each teacher.
4. The timetable helps college to adjust curricular activities according to needs of students. This helps students to plan their study as well as their activities. This is very essential for the all-round development of the students.
5. The time table ensures equitable distribution of time to different subjects and activities.
6. The timetable directly aids discipline in the college to a great extent.

Thus a good timetable not only facilitates work, but also adds efficacy in various spheres. In order to setup good timetable college has time table committee. The committee objective is "Smooth and efficient management of academic programme through the year"

Working of timetable committee:
1) To prepare the Academic Calendar and get it approved from the Principal.
2) Collect the information of classes, courses and the number of lectures allotted for each course.
3) Collect Individual faculty's teaching load in the department from head of the department.
4) Lab-wise subject allotment.
5) To prepare the following timetables at the beginning of each semester.
   (a) Consolidated timetable for the whole college

      (b)   Faculty wise time table (Commerce, Arts, Science etc,)

      (c)   Class timetable

      (d)   Individual Teacher's timetable

6)   Assign classrooms and tutorial rooms according to requirement of each department.

7)   Ensure optimal use of infrastructure required for curriculum delivery.

8)   Using class timetables, prepare the timetables of individual faculty and labs.

9)   Make the class timetables available on the notice board for students' reference.

10) With regard to the individual faculty and lab timetables, provide signed copy to HOD, Principal and the concerned faculty member/ lab in charge.

11) Ensure that the functioning of the college is going according to time table.

The timetables are prepared by time table committee.

(d) Induction Program

Every year Principal of the college address students who are new entrants in their first year of study. Principal's address is arranged faculty wise to new students. In this address Principal gives information of vision and mission of the college, curriculum delivery policies and processes, facilities available in the college. He also motivates students to participate in co-curricular and extracurricular activities which are arranged in the college every year. In the same meeting the Registrar gives information of different scholarships available to the students and how to take benefit of these scholarships.

4.2 Role of Teacher

Teachers are central figures who translate curriculum into specific learning experiences.

The Code of Professional Conduct and the Declaration of Rights and Responsibilities for Teachers identify them as major promoters for the educational welfare of students. The teacher introduces many aspects of variance into the instructional system. The level of intelligence, content knowledge, communication competence, and experience are important aspects of teacher. All these elements influence the teacher's choices of verbal and non-verbal communication behaviours in instruction.

The college has well defined code of professional conduct for teachers. Any two teachers may not communicate exactly the same way. According to McCroskey *et.al.* (2004), teacher communication behaviour introduces considerable variance into the instructional process. What teachers say and what they do nonverbally constitute a continuous stream of messages which impact meanings which simulated in students' minds. Typically, individual teachers tend to have consistent communication behaviour patterns which are observable by students. Sometimes students have perceptions of teacher even before they take a given class with that teacher. The perception may be based on information received from other sources. However, students will begin to develop perceptions of the teachers as soon as they begin to be exposed to him or her. These perceptions may be weak and stereotypical at first, but they become stronger as exposure continues. These perceptions will be generally primarily on the basis of the teacher's verbal and non-verbal behaviours.

College Advices teachers on …

- Improving teaching skills
- Making lectures interactive and student centric
- Using technology in instructional transactions
- Promoting group work among the students
- Arranging co-curricular activities
- Improving assessment methods
- Making students aware of importance of feedback

4.3 Initiatives by the institution

Though the curriculum is designed and revised by the University, the college strives for the effective curriculum delivery by taking specific measures. The college has taken the following initiatves:

Initiatives Taken up by the College:

- The college promotes the faculty to upgrade themselves by sending them to complete the Orientation and Refresher Courses.
- The college encourages the faculty to attend Syllabus Revision Workshops in order to upgrade them with the changed syllabi.
- The college organizes Syllabus Revision Workshops in different subjects in order to update the faculty with the new curricula.
- In addition to the regular subject classes, the college also organizes special lectures by inviting experts from various fields to share their knowledge with the students. The college also organizes special lectures under the Quality Improvement Programme of the University for its students. Through these lectures the students get an additional input on the syllabi.
- Different departments organize study tours and field visits which enable students to relate the theoretical knowledge with its practical application.
- Furthermore, for effective curriculum delivery, the college has got the provision of special/ remedial teaching for slow learners.
- The faculty members are encouraged to use ICT for effective teaching.
- Students' feedback is obtained and the necessary steps are taken to improve teaching performance of the teachers to benefit the learners.
- Project work and assignments are taken to promote self-learning.

Contributions Made by the College:

- The college provides the following resources for the effective delivery and transaction on the curricula:
    1. Library with sufficient number of books and periodicals
    2. Computers in all departments with Internet facility and requisite software
    3. Micro Computer Based Lab Tools (MBL Tools)
    4. Smart boards, projectors and LCD- TV
    5. Virtual Classrooms
    6. Classroom materials such as chemicals, charts, models, specimens, instruments, slides, etc
- Workshop on ICT Training in which the faculty was provided training in developing ICT teaching materials.
- The college provides grants to teachers for attending workshops, seminars, conferences and symposiums.

Thus, the initiatives taken by the college play a major role in the effective curriculum delivery.

5. Teaching Approaches

Teaching learning approaches are based on following:

- Student learning
- Teaching
- Teacher's thinking and acting
- Instructional media and methods
- Assessment
- Evaluation

The classroom is a dynamic environment, bringing together students from different socio-economic and educational backgrounds. These students have various abilities and personalities. For effective learning by student the implementation of creative and

innovative teaching strategies are necessary to meet students' individual needs. Teacher has to plan such strategies. There is a range of effective teaching strategies teacher can use to inspire students classroom environment. We follow the instructional approach shown in Fig. 2.
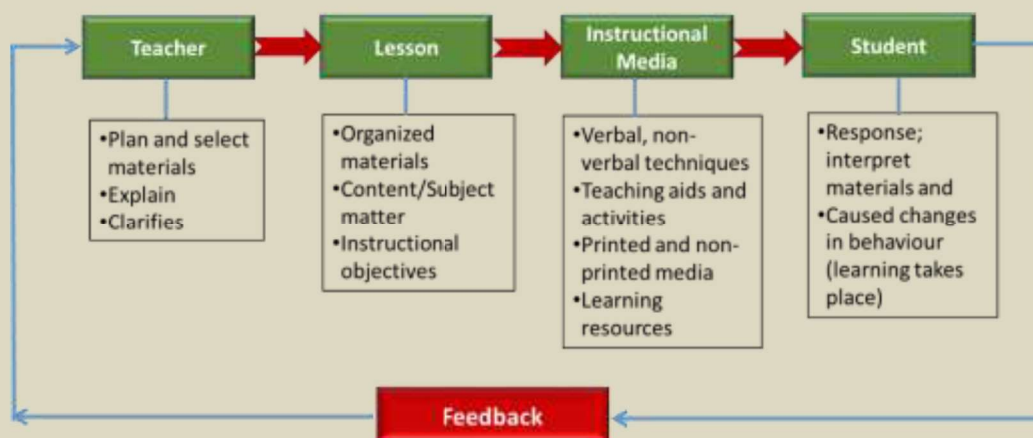

Fig. 2: Teaching-learning communication process

In additional to traditional classroom teaching following are some strategies used by the teachers:

5.1 Lecture methods

A traditional lecture is aimed at transmission of course content whereby the focus is on the delivery of the material by the lecturer. Students are passive learners in this case. However, teachers are advised to make these lectures effective by discussion with students while lecturing making them engaged in the classroom. For this purpose teachers are advised to improve their verbal and non-verbal skills. This will change students' perception of teacher and make traditional lectures interesting.

5.2 Participative learning

Participatory learning is the approach which enable and empower learner to share, anlyse and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect. This includes range of activities enabling learner to play an active and influential part in decisions that affect their learning. The college arranges following activities for participatory learning:

- Management week, soft skill development programme, geography week, shardaostav, RDX (Rule De Excellence), Vyapar mela are the activities arranged every year. The activities arranged in these events are based on their curriculum. Students participate in activities and make their contributions;
- Science exhibitions are arranged for the students in which students present their experiments;
- Seminars are arranged for the students;
- Guest lectures from eminent personalities on different topics of curriculum are arranged;
- Students are motivated to prepare PowerPoint presentations on different topics of courses.

5.3 Cooperative learning

Cooperative learning is the approach which aims to organize classroom activities into academic and social learning experience (Robyn, 2016). **This** is a **teaching method** where students of mixed levels of ability are arranged into groups. Activities are provided to these groups and rewarded according to the group's success, rather than the success of an individual member.

Following are cooperative learning experiences practiced in the college:
- Classroom activity that makes students dependent on each other to succeed;
- Assignments that involve group problem-solving and decision making;
- Laboratory or experiment assignments as group activities;
- Peer review work for editing and evaluating each other's assignments.

5.4 Inquiry-based instruction

Inquiry-based learning is a form of active learning in which questions, problems or scenarios are provided to learners rather than simply presenting established facts or portraying a smooth path to knowledge. This provides opportunities for students to build on their experiences, apply their skills, and express their knowledge and ideas - these are habits of lifelong learners.

Following are the inquiry-based learning activities are practiced in the college:
- Case studies that will motivate students to inquire and learn
- Group projects
- Research projects
- Field work, especially for science lessons
- Unique exercises for students to search for its answers

5.5 Experiential Learning and Field Work

Experiential learning is the process of learning through experience, whereby students "learn by doing" and by reflecting on the experience. Experiential learning focuses on the learning process for the individual (Kolb, 1984). According to Kolb, learner will get genuine from an experience when he or she has four abilities:
- The student is willingly and actively involved in the experience;
- The student must be able to reflect on the experience;
- The student must possess and use analytical skills to conceptualize the experience; and
- The student must possess decision making and problem-solving skills in order to use new ideas gained from the experience.

Experiential learning is supported in different departments and learning environments. Following are some activities carried out in the college for experiential learning:
- Activities such as workshops, museum and botanical places tours;
- Visits to surrounding areas to engage in community services, visit to scientific institutions.
- Activities such as trekking field trips, project etc.
- botanical, and museum collections for collection of raw data, development of skills in identification of species
- industrial visits and visits to scientific places and exhibitions
- visits to water purification plants
- visits to banks, libraries

5.6 Technology in the classroom and laboratories

In this modern age use of technology in the classroom and laboratories make learning student centric.
- Computer and internet facility for downloading of learning materials
- LCD projectors for presentations, display of images and videos to visualize academic concepts
- Teaching learning softwares like Clarity for English, LabView, MATLAB are made available to the students
- Computer data loggers such as Labquest, ScienceCube, Fourier LAbmate, Einstein Tablet and different types of sensors used in science laboratories for better understanding of the science concepts.
- Communication through email with students are used to send them online feedbacks, distribution of class notes, presentations etc.

- E-resources such as Inflibnet, Delnet are made available to the teachers as well as students.
- Online test through google drive and whatsapp groups are used by teachers to communicate with students.

Different strategies are used by different teachers depending on his skills and abilities.

6. Support Services

6.1 Support to the teachers

Procedural Support:

- Teachers are guided through faculty meetings. The issues regarding the distribution of workload, organization of programmes, workshops, students' activities are discussed for the effective delivery of the curricula. Taking into account the results of the previous exams and academic status of the newly enrolled students teaching strategies to be adopted are seriously discussed. Organization of guest lectures, remedial teaching and counseling are the measures taken up.
- The college purchases new text books, reference books and equipment according to the requirements of syllabus.
- Time table ccommittee of the college prepares an annual time table with adequate number of lectures and practicals for each course/programme.
- Teaching diaries are provided to the teachers to prepare teaching plans and to document their academic, research and extension activities.
- The college provides seminar halls, computers, internet facility to the teachers.

Practical Support:

- The college also encourages teachers to participate in the orientation/ refresher courses/ workshops/ seminars organized by the affiliating University to update the knowledge and to improve the teaching practices.
- The college encourages the faculty to attend the Syllabus Revision Workshops for keeping them informed with the new revised syllabus.
- Chemicals, charts, models, specimens, instruments, slides and class work materials are made available to the teachers for effective implementation of the curricula.
- Internet facility is provided to every department and in the central library for the teachers.
- The college promotes the use of ICT facilities, *viz* smart boards, LCD projectors, etc.
- The college has purchased Computer Interface Experiments in Science Faculty to enhance the teaching methodology.
- The college regularly upgrades laboratory and library facilities.
- The college has taken the membership of reputed libraries like British Council Library, Pune and Jaykar Library, University of Pune. The teachers can issue books from these libraries.
- The college has also provided an e-library facility to the teachers by taking the membership of DELNET and INFLIBNET for every teacher.

6.2 Support to the Students:

The college has formed communication channels among all the stakeholders to ensure that the stated objectives of the curriculum are achieved in the course of implementation. The college takes the following measures:

(a) Academic support

1. To develop the communicative skills/technical skills/laboratory skills/field skills of students and thereby develop their proficiency in the respective subjects, the college organizes seminars, essay competitions, field visits and study tours etc. which are duly monitored by Heads of the Departments.
2. To develop competence among the students for self-learning, the students are encouraged to perform extra practicals, projects etc.

3. The students are encouraged by the faculty to read the various types of texts on their own and discuss them among peers. Students' seminars are organized in which students are encouraged to present research papers on varied topics related to the curricula. Postgraduate departments have allotted separate time slots in their time tables for library work.
4. Class tests, tutorials, students' seminars are conducted in order to identify the students' difficulties, problem areas and then the faculty tries to solve the students' problems by revising the topics.
5. Remedial teaching is arranged for slow learners.
6. ICT teaching-learning tools are made available to the teachers and students.
7. Library facility, book bank scheme, reading room are made available for the students.

(b) Mentorship

The college has a mentor system. To monitor the overall performance of the students each faculty member has been assigned the mentorship of some students. The mentor records the profile of all the assigned students with regards to their academic performance and participation in club activities and any other initiative. Students can contact their mentor for any academic or non-academic support. The actual role of the faculty or staff mentor is one of nurturing and providing support for a student during the difficult transition period.

A group of students is allotted to each teacher. List of students with their mobile numbers, email id are made available to mentor. The mentor contacts his/her mentee and identifies their interests of learning, their difficulties etc. Mentor also keeps track of students' attendance in the classroom by taking information from other teachers about class attendance. Defaulter students are called by mentor and their difficulties are identified and solutions suggested.

Thus, the college strives to ensure that the stated objectives of the Curricula are accomplished in the course of its implementation.

7. Assessment and Evaluation Strategy

7.1 Assessment

Assessment of student learning at its best enables teachers to identify learners strengths and weaknesses. It also helps to determine the kinds of information students need to correct their learning deficiencies and misconceptions. We strongly believe that assessment is much more than grades. It enables us to get data for improvement of teaching methods and guiding students to be actively involved in their own learning (Anne Fox and Hackerman, 2003).

A well-structured curriculum is provided by Savitribai Phule Pune University. This curriculum enables the college to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. Student assessment and evaluation are an integral part of curriculum development and delivery. It should not be something external or added on at the end of a learning sequence simply to satisfy administrative or reporting needs. Waghire College of Arts, Commerce and Science, Saswad designed strategy to assess students throughout the learning process in addition to the assessment through semester or year-end examinations conducted by University. The internal assessment is an integral part of effective learning which helps to provide feedback to the students on their progress.

(a) Purposes of Assessments:

A variety of assessment strategies are used to
- facilitate the teaching/learning process
- identify areas of a student's learning strengths and weaknesses
- make decisions about a student's progress and specific learning outcomes have or have not achieved
- help teacher plan and/or revise educational activities for the students;
- identify interventions needed by the college administration;

(b) Process in Assessment:

The action plan for the effective implementation of the curricula is deployed by the teachers in the following way. Internal assessment is done through internal tests, assignments, tutorials, term end examinations, interviews or observation of students engaged in activities. Regular internal assessment tests, orals are conducted by the teachers. These tests are screened and analysed. Detailed report is prepared and on the basis of this evaluation internal marks are assigned to the students. The assessment results reflect the student's strengths and weaknesses. These assessment methods help teacher to measure the student's specific skills and abilities. On the basis of the analysis a remedial teaching programme is conducted for the students. The motto behind the organization of the remedial programme is to help students to understand the problem area of the subject if any. The students are given home assignments on the varied topics from the syllabi. Students' seminars are arranged to judge their verbal abilities. Internal assessment is set according to course outcomes and programme outcomes.

7.2 Evaluation:

In the final step, it is important for the teacher to evaluate the actual effectiveness of instruction. Evaluation is feedback from the instructor to the student about the student's learning. It uses methods and measures to judge student learning and understanding of the material for purposes of grading and reporting. To get the total picture, teacher must evaluate the entire instructional process. The evaluative process may take place in a variety of formal and informal ways including group discussions, exit interviews, distribution and collection of assessment instruments, and semester end examinations. Gathering the data regarding instructional effectiveness will provide a basis for subsequent basis for subsequent revision to the curriculum itself. It closes the loop from planning to execution and back to planning again as shown in Fig. 1.

8. Feedback from Stakeholders

Feedback from Faculty, Students, Alumni, Employers and Academic Peers is important to judge effectiveness of curriculum. The college will collect feedback from all these stakeholders. The feedback on respective courses and programs will be anlyzed by the concerned departments. The detailed reports will be made and wherever necessary conveyed to Board of Studies members in workshops conducted for revision of curriculum. The outcome of parents-teacher meetings as well as the report from the administration will also be taken into consideration while forwarding suggestions to the BOS.

The policy ensures the following:

- ✓ stakeholders have the opportunity to provide feedback, including: current students, current staff, alumni, industry partners, academic peers, community groups and other interest groups;
- ✓ feedback can be provided by individuals on their initiative or in response to requests by the College;
- ✓ feedback processes will be systematic, rigorous and respectful of the rights of students, staff and other stakeholders;
- ✓ feedback responses will be considered and, where appropriate, enacted in a timely manner;
- ✓ protection of privacy and reputation of all stakeholders involved.
- ✓ mechanisms for providing feedback vary according to the needs of the College and
  stakeholder groups.
- ✓ feedback shared with staff responsively and in sufficient detail that will allow staff sufficient information to reflect fully on their capacity to promote the principal of excellent teaching;

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