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THE LEARNER VOICE POLICY

Section	Quality		
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INTRODUCTION

The “Learner Voice” refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students at NMIT.

NMIT values feedback from learners as part of its self-assessment practice to continually improve services and to ensure learners’ needs are proactively being addressed.

PURPOSE

To ensure learners are at the heart of all decision-making and play a major role in identifying solutions across NMIT.

To provide an overarching articulation of how NMIT and SANITI elicit and respond to learner feedback.

By responding to this feedback, NMIT is able to:

- engage and respond i to reflect the needs of learners;
- plan and structure learning environments for the benefit and needs of learners;
- provide learners with continued support to assist them achieve their goals;
- provide learners with an appropriate range of responses to their wellbeing needs; and to reduce any barriers to learning.

In order to achieve these outputs, learner feedback will be used to inform decisions to bring about continuous improvement, for overall organisational improvement and targeted Curriculum and course-specific strategies. Where significant concerns are identified, the Curriculum or Business Support Team will plan and execute corrective actions to address these concerns and communicate back to the students the actions which have been implemented.

SCOPE

All learners including those:

Studying with NMIT or a training partner (face-to-face; online; in the workplace etc.), and who have graduated from NMIT, will be provided the opportunity to formally and informally provide feedback on NMIT services, resources and teaching.

PRINCIPLES

This policy has been designed to facilitate a climate in which:

- Learners are encouraged and enabled to influence their learning and the environment in which it takes place.
- NMIT team members actively listen to what learners say, recognise the learner's role as an 'expert' on their own learning, and respond with actions to the learner's suggestions.
- Learners are supported to be actively involved in solution-focused activity groups. (e.g. Student Representative meetings).
- Learners provide feedback on their experiences and can confirm that their feedback is valued.
- Responding to The Learner Voice is embedded in Curriculum Area activity and at institutional level in order to provide assurance to the learner that their voice is heard.
- All teams ensure that the Learner Voice is a key feature of self-assessment activity.
- SANITI's Executive Team routinely provides feedback to Council on the Learner Voice.
- All teams routinely share and celebrate examples that illustrate their responsiveness to the Learner Voice.
- All teams will regularly provide feedback to learners on the actions taken in response to feedback captured during the Learner Voice activities.

METHODS OF CAPTURING AND RESPONDING TO THE LEARNER VOICE

NMIT has designed and identified numerous processes and procedures to enable the capturing of the Learner Voice.

The following processes are currently in place at NMIT. Where procedures are complex, stand-alone Procedures (indicated by *) are available:

- **Digital Screens** – 'You said, We did' and celebrations. Visible digital screens at campus entrances, these screens provide a communication channel to 'close the loop' after learners have provided feedback.
- **Focus Groups** – one meeting per semester with Student Representatives from across the Curriculum Area, attended by Curriculum Manager or Coordinator and facilitated by SANITI.
- **'Have your Say'** – A branded invitation to students to feedback to the institute online (via the website) or on paper slips posted into letter boxes. One letter box is permanently sited in the Library Learning Centre, the other mobilised to target areas whose learners might not visit the LLC regularly. Comments are tracked centrally on DeskPro.
- **Learning Conversations/ILPs*** – all learners engage in 1:1 learning conversations (minimum of three per year), providing an evaluation of the learner's progress and a forum to exchange feedback.
- **Learning Walks** – Participation by tutors (individually or in pairs) to observe learning spaces in action around the campus to identify good practice. Provides 'walkers' the opportunity to reflect on their own practice.
- **Self-Assessment*** – The learner voice is a key component of self-assessment activity. All business support and curriculum areas are to ensure the learner voice is captured, analysed and responded to.
- **Student Rep* meetings** – the Student President meets with Student Reps once a term and captures learners' feedback, and follows up with key staff members case-by-case. Meetings are minuted and the minutes are supplied to the relevant Curriculum staff.
- **Student Surveys*** – formal surveys delivered at regular intervals throughout the student's learner journey at NMIT
- **Talking Walls** – blogs/whiteboards/notice boards/glass windows, within Area of Learning or digitally to capture learner voice and celebrate responsive action. Suggested model: pose question, position

question in suitable area, leave open for two weeks, collect and collate feedback, respond with actions/intended actions/outcomes on Talking Wall within two weeks.

The above list is not exhaustive and teams may use additional strategies to capture and respond to the Learner Voice. Other examples may include: online tools, summaries compiled by the Complaints Coordinator, and SANITI feedback.

*indicates the availability of an accompanying Procedure document on the QMS

TARGETS

This policy will be fully implemented when the following targets have been achieved for each programme:

- **Focus Groups** – one meeting per semester with Student Representatives from across the Curriculum Area, attended by Curriculum Manager or Coordinator and facilitated by SANITI
- **Learning Conversations / Individual Learning Plans (ILPs)** – all learners engage in a minimum of three 1:1 conversations per year
- **Student Representative meetings** - all programmes have a minimum of one Student Representative ('Student Rep')
- **Student Surveys** - an 80% response rate is achieved for each of the four primary Student Satisfaction Surveys (First Impressions, Course Evaluation, Tutor Evaluation and Learner Experience)

(Response rates are calculated by the total number of learners who completed a survey, divided by the number of learners eligible to take the survey)

- **Student Surveys** - 90% learners indicate they are satisfied with their learning experience through the Learner Experience survey
- **Student Surveys – Course/Tutor evaluations** - Where feasible, all fulltime, permanent tutors will have Course/Tutor Evaluations conducted at least once per year, particularly during their first year of teaching.

THE LEARNER VOICE PLAN

By 20 March each year, Curriculum Managers/ Coordinators will develop a **Learner Voice Plan**, for each programme delivery. These plans are created based on the unique features and requirements of individual programmes and take into account course start and end dates, so that feedback loops may be completed.

Ideally, a combination of several of the methods listed in this policy for capturing the Learner Voice are used to complete Learner Voice Plans (to avoid "over surveying" learners). As a minimum, the following methods are required to ensure consistency in approach across all NMIT programmes:

- Course Evaluations
- Tutor Evaluations
- Learning Conversations/ILPs
- Student Representative Meetings

The staff member responsible for developing the Learner Voice Plan will consult with the Student Survey Administrator for the formal surveys. The SANITI President can be consulted for the **Focus Groups**, if needed.

Progress and outcomes of **The Learner Voice Plans** will be monitored at Performance Panels for each Curriculum Area.

RESPONSIBILITIES

Business Support Teams	<ul style="list-style-type: none"> • Support learners in Focus Groups that relate to their service area. • Use appropriate strategies to capture and respond to Learner Voice. • Ensure that the Learner Voice is a key feature of self-assessment.
Coordinators	<ul style="list-style-type: none"> • Ensure that programmes have at least one Student Representative. • Support a culture that is responsive to Learner Voice, including attending Focus Groups. • Ensure the Learner Voice is a key feature of self-assessment activity. • Develop a Learner Voice Plan annually by 20 March in collaboration with the Student Survey Administrator • Support the monitoring of NMIT’s responsiveness to feedback.
Curriculum Manager	<ul style="list-style-type: none"> • Ensure activities to capture the Learner Voice are planned and implemented across their department via Learner Voice Plans • Attend any Focus Groups ensuring that actions addressing any arising issues are implemented. • Ensure that listening to the Learner Voice is a key feature of self-assessment activity.
Head of Learner Services	<ul style="list-style-type: none"> • Evaluate impact of this Learner Voice Policy and review annually. • Ensure Learner Voice outputs are effectively responded to.
Learners	<ul style="list-style-type: none"> • Embrace every opportunity to provide feedback and influence positive change across NMIT. • Are provided the opportunity and are encouraged to participate in multiple feedback forums (including formal student surveys) to provide NMIT with feedback throughout their learner journey.
Student Learning Advisor	<p>Dedicated team member whose role is to conduct the Individual Learning Plan conversations with learners (available in some programme areas such as Applied Business).</p>
Student President	<ul style="list-style-type: none"> • Facilitate recruitment, training and meetings of Student Reps • Facilitate Focus Groups • Communicate feedback to relevant NMIT team members and Executive Director- Customer Experience and Excellence. Provide feedback to Council on the Learner Voice.
Student Representatives	<ul style="list-style-type: none"> • Engage in Focus Groups. Encourage learners to provide NMIT with constructive feedback via multiple feedback channels.

Student Survey Administrator	<ul style="list-style-type: none"> • Promote delivery of formal student surveys institute-wide. • Ensure Annual Learner Voice Plans are established and maintained (in collaboration with Curriculum Managers and Coordinators). • Advise and consult Curriculum Areas regarding the administration requirements of formal student surveys • Monitoring and reporting of survey results
Tutors	<ul style="list-style-type: none"> • Seek, listen to and respond to feedback from learners around their learning preferences and experiences. • Facilitate regular Learning Conversations to listen to and respond to learner feedback, to support pathway decisions, actions and outcomes. Refer to the Assessment Policy for assessment feedback responsibilities.

REFERENCES

INTERNAL

[Assessment Policy](#)

[Formal Complaints Resolution Procedure](#)

[Learner Voice Plan \(The\) \[template\]](#)

[Learning Conversations Procedure](#) (including *Individual Learning Plan Template*)

[NMIT Academic Statute – Section 3 Academic Regulations](#)

[Self-Assessment Policy](#)

[Self-Assessment Procedure](#)

[Student Representative Policy](#)

[Student Surveys Procedure](#)

[Survey Feedback Summary \[template\]](#)