

Controlled Document – Refer to Te Pūkenga - NMIT website or intranet for latest version

# NMIT STUDENT SURVEYS PROCEDURE

Section	Quality		
Approval Date	04.12.2017	Approved by	Academic Committee
Next Review	28.06.2024	Responsibility	Interim Operations Lead
Last Reviewed	28.06.2023	Key Evaluation Question	1-6

## PURPOSE

To provide ākonga with regular opportunities to provide formal, confidential feedback to Te Pūkenga - NMIT on the quality of service, programmes of study and the teaching that they receive throughout their learner journey with Te Pūkenga - NMIT.

To provide Te Pūkenga - NMIT the opportunity to respond to the ākonga voice and achieve timely and continual improvement of service.

## SCOPE

This procedure applies to:

- All ākonga enrolled on programmes and courses delivered by Te Pūkenga - NMIT and by Te Pūkenga - NMIT training partners
- All graduates who have received a recognised award/qualification through Te Pūkenga – NMIT.

Several mechanisms exist to elicit the ākonga voice (informal feedback to Te Pūkenga - NMIT kaimahi, Student Representatives and SANITI functions, Curriculum team Focus Groups, etc.) This procedure discusses the formal student surveys.

## PRINCIPLES

Te Pūkenga - NMIT values ākonga feedback as part of its ongoing self-assessment practice.

Where significant concerns are identified, the Curriculum Area or Business Support Team will plan and implement corrective actions to address these concerns (Refer [Student Survey Process Guidelines](#)).

Outputs will be communicated to ākonga. This encourages a “You said – We did” culture.

Response rates of all survey deliveries will be continuously monitored, aiming for a rate of no less than 80% of a programme/ course’s enrolments.

Survey questions will be reviewed periodically to ensure Te Pūkenga - NMIT is gathering relevant and timely data.

Te Pūkenga - NMIT values and respects the ākonga voice and is open to all feedback, be it constructive criticism or appreciation. Every ākonga’s voice has equal weight, and is equally valid, be they enrolled on a short-course or a three-year degree programme.

## TE PŪKENGĀ - NMIT DEFINITIONS

Definitions of specialist terms relevant to this Procedure.

<b>Learner Journey surveys (The)</b>	Refers to all the available formal surveys deliverable by Te Pūkenga - NMIT (see <a href="#">Appendix One</a> for more detail).
<b>Learner Voice Plan (The)</b>	<p>The Learner Voice Plan, agreed annually before 20 March by the Curriculum Area Manager includes details of the type, timing and parties responsible for the formal ākonga surveys within each Curriculum Area.</p> <p>Progress and outcomes against the overall Learner Voice Plans will be monitored at Performance Panels for each Curriculum Area.</p>
<b>Survey delivery</b>	The process of engaging the planned cohort of ākonga in the specific survey. Including providing the ākonga with the correct link and password.
<b>Survey Reports</b>	<p>Raw data collected from surveys is updated weekly and made available via Power BI. It is recommended that summaries from this data is reported and shared at regular intervals throughout the academic year (see <a href="#">Appendix Two</a>)</p> <p>Permission levels vary for access to the Tutor / Course Survey commentary to protect confidentiality for kaimahi.</p>

## RESPONSIBILITIES

<b>Academic Administrators</b>	<p>Monitor Learner Voice Plans</p> <p>Prepare, distribute, and supervise face-to-face survey delivery</p> <p>Report results back to Curriculum Area Managers and the Student Feedback Administrator.</p>
<b>Business Support Team Leaders/Managers</b>	<p>Ensure all relevant kaimahi and stakeholders are aware of ākonga feedback received concerning their Areas.</p> <p>Agree and devise an action plan to address any issues from the feedback - including any need to conduct more specific follow-up surveys. (Refer <a href="#">Student Survey Process Guidelines</a>)</p> <p>Record and monitor these actions and corresponding outputs, outcomes and impacts as part of the Area's self-assessment activity.</p>

<b>Curriculum Area Manager (CAM)</b>	<p>Ensure ākonga feedback is included in self-assessment practices.</p> <p>Manage situations where ākonga feedback indicates significant issues.</p> <p>Submit an annual Learner Voice Plan for the Curriculum Area in collaboration with the Programme Support Coordinator.</p> <p>Record and monitor Learner Voice Plans as part of the Curriculum Area's self-assessment activity.</p> <p>Report on the Curriculum Area's overall satisfaction ratings, response rates and themes at Performance Panels.</p> <p>Ensure ākonga feedback summaries are communicated to ākonga, along with any actions taken, to help close the loop on this process.</p>
<b>Kaiako (tutors)</b>	<p>Support the CAMS, PSCs and Academic Administrators timetabling surveys, identifying the most suitable dates, times and venues.</p> <p>Tutors are not permitted to be present during face to face delivery or involved in the administration of results. Only non-teaching staff can be present as Survey Supervisors.</p>
<b>Programme Lead Specialists/ Kaiako</b>	<p>Encourage and discuss the importance of engagement with ākonga surveys with ākonga.</p> <p>Use feedback from survey reports to improve teaching and learning in programmes and courses.</p>
<b>Programme Support Coordinator (PSC)</b>	<p>Support the CAM to create an annual Learner Voice Plan for their Curriculum Area by identifying the most suitable dates, times and venues for ākonga and the kaiako.</p> <p>Connect with Academic Administrators re. scheduling of surveys and ensure they are prepared for survey delivery.</p> <p>Monitor incoming survey results against Learner Voice Plans</p>
<b>Quality Enhancement Manager (QEM)</b>	<p>Monitor the administration of ākonga surveys and response rates; review and encourage actions in response to feedback themes.</p> <p>Review the ākonga survey questions / templates, as part of a Working Group, as needed.</p>
<b>Student Feedback Administrator</b>	<p>Maintain administration of institute-wide delivery of ākonga surveys, and provide appropriate access to survey reports for kaimahi.</p> <p>Provide support to CAMs and Programme Area Administrators/Programme Support Coordinators in designing and producing annual Learner Voice Plans; ensuring that best practice methods are used.</p> <p>Promote engagement in ākonga surveys, including communications around actions taken in response to the feedback gathered (i.e. 'closing the loop').</p> <p>Maintain ākonga and kaimahi confidentiality in all aspects of the ākonga survey process.</p>

<b>Survey Supervisor</b>	<p>Introduce, explain and provide support to ākonga during the survey delivery. The Survey Supervisor may be any neutral (non-teaching) kaimahi member, for example a Programme Area Administrator or Programme Support Coordinator.</p> <p>Provide extra assistance to ākonga where needed.</p> <p>Ensure confidentiality is upheld and that ākonga understand their part in the process.</p> <p><b>NB. To ensure impartiality in responses kaiako are prohibited from being in the room where a survey is being delivered in class.</b></p>
--------------------------	---

## THE LEARNER VOICE PLAN

To prepare for the delivery of formal ākonga surveys, the Curriculum Area Manager (or delegate), in consultation with the Programme Support Coordinator, will create a Learner Voice Plan no later than **20 March** each year.

Learner Voice Plans will identify the following:

- A mix of **Survey Types** covering the learner journey across multiple programmes for the year
- For Course-Tutor Surveys: **A selection** of courses **to cover all kaiako** within the Curriculum Area for the year
- **Dates** for all survey deliveries
- Survey **delivery methods** (for each survey type) e.g. email/text message/computer lab/paper-based
- **Name of Survey Supervisor** or kaimahi member responsible for survey delivery
- **Take note of any support requirements** for a ākonga to access the surveys and arrange to meet those requirements, e.g. via Learner Services

When scheduling the surveys for the year, consideration should be given to the following:

- Examinations
- Choosing dates when the majority of ākonga will be present
- Off-campus excursions
- Work placements, clinical placements etc.
- Heavy workloads or assignment deadlines that may cause additional stress to ākonga
- The timing of other surveys – where possible avoid ākonga being surveyed multiple times in a short period of time
- Availability of computer labs for completing surveys online
- Common courses to multiple programmes – ensure that there is provision for these ākonga to be surveyed under their correct Programme of Study.

## SECURITY AND INDEPENDENCE

Ākonga anonymity is vital for the ability to receive honest and constructive feedback. Anonymity is preserved throughout the survey process.

Formal ākonga surveys are best delivered face-to-face, as a class, in a computer lab in order to maximise the best response rate. It is imperative that no kaiako directly involved with teaching ākonga is involved in the administration of these surveys.

Raw data collected will not be available outside the Academic and Quality Team unless permission is granted by the Quality Enhancement Manager.

---

## SUPPORTED SURVEY COMPLETION

Te Pūkenga - NMIT is committed to ensuring that all ākonga have the opportunity to participate in the formal survey feedback process.

- For individual ākonga who have been identified as requiring additional support prior or during an arranged survey delivery, a member of Learner Support Services may be called upon.
- The same level of support that the ākonga would normally require will be provided to access the curriculum, including explaining the meaning of words or terms used within the ākonga surveys.
- Where a kaimahi member inputs responses into the survey on behalf of a ākonga (reader/writer), this must be done with the ākonga present.

---

## PARTICIPATION AND ENGAGEMENT

To maximise response rates and ensure all ākonga have the opportunity to provide authentic feedback it is critical that ākonga understand the value of participating. The following forums are encouraged:

- Discussion within Curriculum Area teams on upcoming surveys, recent survey results and actions that have resulted from feedback in previous surveys.
- “Current Ākonga” Facebook Page
- Discussion at Ākonga Representative Meetings on upcoming surveys, recent survey feedback and resulting actions.
- Class kaiako reporting back to ākonga on any actions/action plans discussed in response to ākonga feedback
- Signage on ākonga notice boards, digital media and monitors that conveys appreciation and value of the ākonga’ time and feedback, evidencing Te Pūkenga - NMIT commitment to “You said, We did”.

---

## STUDENT SURVEY PROCESS GUIDELINES – SUMMARY REPORTS

Designed to complement this procedure, the Student Survey Process Guidelines document provides operational level details including a guide to creating a simple summary report.

Completed Learner Voice Plans and qualification level Summary Reports can serve as robust evidence in the programme team’s Self-Assessment Report. Refer [Student Survey Process Guidelines](#).

---

## REFERENCES

---

### INTERNAL

[Course and Tutor Survey Guidelines](#)  
[Formal Complaints Resolution Procedure](#)  
[Learner Voice Plan \(The\) \[Template\]](#)  
[Learner Voice Policy](#)  
[Student Representative Policy](#)  
[Student Survey Process Guidelines](#)  
[Te Pūkenga Learner Voice and Partnering Policy](#)

---

### APPENDICES

APPENDIX ONE: [The Learner Journey Surveys](#)

APPENDIX TWO: [At-a-glance Timeline for Surveys](#)

## APPENDIX ONE: THE LEARNER JOURNEY SURVEYS

A suite of targeted formal surveys designed to capture ākonga feedback from the start of their programme to six months post-graduation.

The oversight of the survey scheduling in Learner Voice Plans and administration of feedback from all formal NMIT Student Surveys is managed by Academic and Quality to ensure the independence and standardisation of the process.

---

### COURSE / TUTOR SURVEYS

**Who?** Ākonga part way through or nearing course completion.

**When?** Throughout the academic year and timetabled to cover the area's kaiako, new kaiako, new curriculum, and specific courses requested by the Curriculum Area Manager.

**Insights:** Course delivery and design, accessibility and quality of online and physical resources, engagement, aspects of the kaiako teaching / facilitation of the course/s.

---

### TE PŪKENGĀ LEARNER SURVEY

**Who?** All currently enrolled ākonga.

**When?** Twice a year May/June and October/November

**Insights:** Ākonga overall satisfaction, Net Promoter Score (recommend to other potential ākonga), overall ākonga wellbeing (specific Pastoral Code of Practice outcomes and processes for ākonga safety and wellbeing).

---

### GRADUATE DESTINATIONS

**Who?** Graduates 6 months after their qualification award date.

**When?** April to July + campaign distribution (semester 1), August, September + campaign distribution (semester 2).

**Insights:** Overall preparedness for employment/further study, confidence against attainment of Graduate Profile, employment outcomes, skills applied from qualification, future study, overall satisfaction, consent to contact employers, and consent to contact individual graduates for future communications.

---

### TRADES ACADEMY COURSE EVALUATION

**Delivery:** April-May and September-October. Designed to measure the satisfaction levels of Trades Academy ākonga regarding their learning experience and the course in general.

---

### STAR COURSE EVALUATION

**Delivery:** Final day of STAR Course. Designed to measure the satisfaction levels of STAR course ākonga regarding their learning experience and the course in general.

---

### ACE (ADULT COMMUNITY EDUCATION) COURSE EVALUATION

**Delivery:** Final day of ACE Course. Designed to measure the satisfaction levels of ACE course ākonga regarding their learning experience and the course in general.

---

### MICRO-CREDENTIAL EVALUATION

**Who?** Ākonga nearing completion of the micro-credential.

**When?** Throughout the academic year.

**Insights:** Course delivery and design, accessibility and quality of online and physical resources, engagement, aspects of the kaiako teaching / facilitation of the course/s.

## APPENDIX TWO: TIMELINES FOR SURVEYS

