

NMIT LEARNER VOICE POLICY

MOKAMOKA WHAKAAETANGA | APPROVAL DETAILS

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|----------------------|------------|------------------------|------------------------------------|
| Section | Learner | | |
| Approval Date | 24.02.2026 | Sponsor (Owner) | Director Māori and Learner Success |
| Next Review | 01.01.2027 | Approved by | SLT |

NGĀ WHAKATIKATIKA | AMENDMENT HISTORY

| Version | Effective Date | Created/ Reviewed by | Reason for review / comment |
|---------|----------------|----------------------|-----------------------------|
| 1 | 01.01.2026 | Transition Lead | New |

Mō wai me te whānuitanga | Audience and scope

This policy applies to:

- All employees of NMIT, including contracted staff and secondees providing services for NMIT; and those on fixed term contracts (may be collectively referred to as kaimahi in this policy); and
- All ākonga and graduates of NMIT engaged in campus-based learning at any location; and online or remote learning via any mode; and work based learning. This includes managed apprentices and other non-standard enrolments and encompasses all references to learners, ākonga or students.

Note that agreed processes for capturing learner voice may be varied to reflect contracted arrangements for secondary-tertiary pathway learners, including Trades Academy.

Te Pūtaki | Purpose

This policy provides guidance and expectations for capturing and responding to the learner voice.

Ngā Mātāpono | Principles

Our Values

NMIT values guide our behaviour as an organisation and establish a foundation for how we all work as part of the NMIT community.

Ākonga and kaimahi alike have an individual and collective responsibility to behave in ways that uphold our values and maintain integrity and quality in everything we do.

Students at the Centre of what we do

NMIT is committed to being learner centred with a strong focus on equity of access, learning experience and outcomes.

NMIT supports the wellbeing, safety and learning experience of learners enrolled at NMIT, ensuring that we listen, understand, and respond to learner voice in ways that uphold their mana and autonomy.

Ākonga can see where and how their voice informs and contributes to reflection, review and decision-making which may affect their learning and the learning environment

Diversity, Equity and Access

NMIT commits to providing practices and forums which are welcoming, accessible and barrier free, ensuring that ākonga have opportunities to be heard in ways that are appropriate to their needs.

We work with key partners and stakeholders to ensure our learner voice practices are appropriate and effective for online learners, work-based learners (eg. apprentices), learners engaged in secondary tertiary pathway activities, and other learners who engage with NMIT in different ways, eg. marae-based ākonga, kura pō learners.

Transparency

Practices for listening and responding to learner feedback reflect NMIT's commitment to openness, communication and accountability. All ākonga have access to information, support and guidance about how and when they can be heard and responded to.

Confidentiality and privacy

Ākonga can have confidence that their voice is captured in safe ways, is valued, and reaches the people it should.

Information is shared only with those who need to know, being mindful of the rights of parties within the process and their entitlement to confidentiality and privacy.

Continuous improvement

NMIT views learner voice processes as valuable forums for reflecting on and improving our practice. Working with learners and their communities, we commit to embedding action-focused quality improvement into the process.

NMIT work to break down barriers for ākonga, enable early intervention, and bring a solutions focus to our learner voice practice.

Kaupapa Here | Policy Statements

NMIT hears feedback from learners through a range of accessible forums, planned activities, informal mechanisms and various mediums.

- Surveys seek feedback from ākonga about their experiences at the outset of study, throughout the learner journey and after completion of study.
- Learners are supported to have their say at any time via a range of formal or formal channels.
- Learner voice is sought from within programme areas, learner success teams, central teams and through external monitoring activities.
- All NMIT teams plan, schedule and share their range of Learner Voice activities at the start of each year; they consider and respond to feedback, and use feedback to inform change and continual improvement.
- NMIT supports and encourages ākonga membership of various forums that enable them to contribute to aspects of NMIT operations and decision-making that impact on ākonga.
- NMIT values and supports its relationship with learners, and as such contract an independent student association that contributes to enabling ākonga to have a voice as Programme Representatives, Student Executive or Student President and through representation on advisory boards.

Ngā Haepapa | Responsibilities

| Role | Responsibilities |
|------------------------------|---|
| All managers | Responsible for embedding a culture and practices within their area that ensure the learner voice is valued, heard and responded to. Manage records in accordance with the Public Records Act. |
| Senior Leadership Team (SLT) | Manage the contract and relationship with NMIT's independent student association |

Ngā Hononga ki Tuhinga kē | Links to other documents

NGĀ KAUPAPA-HERE E HANGAI ANA | RELATED POLICIES

NMIT Pastoral Care Policy

NMIT Information and Records Management Policy

NGĀ TUKANGA ME NGĀ HĀTEPE | RELATED PROCESSES, PROCEDURES

NMIT Learner Voice Procedure

TURE WHAI TAKE | RELEVANT LEGISLATION

[Education and Training Act 2020](#) ss 319 and 324 -326

[Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)