STUDENTS & STUDENT SUPPORT
Subsidiary Policy & Procedure:

Student Voice

Document Control			
Policy Manager:	Quality and Academic Unit Director	**Date First Approved:**	September 2018
Policy Owner:	Dean	**Authorised by:**	Academic Approvals Committee
Category:	Academic	**Date Last Revised:**	November 2019
Sub Category:	Students	**Next Review Date:**	Transition to Te Pūkenga
Relates to Tertiary Education Indicator:		3. Student Engagement	

Te Pūkenga is currently creating their national policy framework. As per the grandparenting policy any gaps in policy while the framework is being formalised will be addressed by the existing policy at this business division (Te Pūkenga ki Waikato). Unless a policy or procedure is identified as a risk to ākonga, kaimahi and Te Pūkenga, all existing Te Pūkenga ki Waikato policy will remain current until they are replaced or reformed under Te Pūkenga's policy framework. Where risk is identified the policy and or procedure will be reviewed by the appropriate business division policy manager.

1. Purpose & Scope

We will ensure the Student Voice truly lies at the heart of the Wintec Student Experience. To achieve this, we make accessible a collection of tools and opportunities to students to provide Wintec with their 'Student Voice'. We aim to provide a range of tools and opportunities that are accessible, inclusive and empower students to speak. We encourage student engagement with these tools and aim to inform them how their voices are influencing change and improvement at Wintec. This policy applies to students.

2. Policy Statement

Wintec aims to provide students with varying levels, tools and opportunities to share their Student Voice with Wintec. Wintec uses five levels of engagement to share their voice. The five levels are to ensure the right people hear students at the right time. The five levels are:

2.1. Quick Resolution

- Can range from the everyday conversations students have with staff to get advice, seek clarity, and address concerns through to feedback and / or issues raised via Student Forum or Student Voice 24/7.
- Quick resolution can be resolved immediately or within a short time frame.

2.2. Unpack

- Core to the student engagement experience – these are the more complex conversations between students and appropriate staff working through the details of an issue to enable the student to find their own solution.
- Usually a conversation to enable questions and clarification to understand the actual issue and co-determine options for the student to select the appropriate solution.
- Unpack can be resolved within a short time frame.
- Staff need to self-assess to determine if they are the right person to help the student unpack.

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2.3. Investigate

- A formal complaint where the student details their dissatisfaction with an incident or issue and expects a formal investigation and response.
- Students might be encouraged to 'unpack' with staff if it is appropriate.
- Academic Appeals are not formal complaints. Refer to the Academic Regulations.

2.4. Appeal

If students are not satisfied with the outcome of their formal complaint they can appeal the decision.

Submissions will be checked and directed through the appropriate appeal level.

2.5. Remedies outside of Wintec

- If students are not satisfied with the outcome of the internal Wintec processes, then they are able to submit a complaint to the New Zealand Qualifications Authority (NZQA). Alternatively, they submit a complaint to the Ombudsman.
- Please refer to the NZQA website or the Ombudsman website for the process to follow.
- International students who are not satisfied with the outcome of the internal Wintec processes may also submit a complaint to iStudent. Please refer to the iStudent website.
- Students and staff must act with honesty and integrity within all Student Voice tools and opportunities:

2.6. Wintec students will:

- Be open to and use the tools and opportunities to provide feedback and opinions.
- Familiarise themselves with the different processes related to each tool within the Student Voice and use each tool appropriately.
- Encourage other students to engage with Student Voice and direct them there when appropriate.
- Understand that the Student Voice tools are there to support you to share your stories, not a tool to bully, harass or discriminate against, members of the Wintec community.
- Be constructive with feedback and not be inflammatory or derogatory with language or intent.
- Understand that destructive behaviour will be a breach of this code of conduct.

2.7. Wintec staff will:

- Be open to and use the tools and feedback provided through the Student Voice.
- Familiarise ourselves with these tools and opportunities and engage with students about them.
- Encourage students to engage with Student Voice and direct them there when appropriate.

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- Understand that the Student Voice tools are there to support students share their stories, and while some feedback may be confronting, all feedback should be considered and addressed as appropriate.
- Engage with student feedback provided through Student Voice and, where appropriate:
  - Provide real-time feedback to students,
  - Tell students how we are dealing with the feedback.
- Listen to students who come to us with concerns and issues and, where possible, attempt to resolve issues and concerns before they escalate to a formal complaint.
- Tell students how their voices have informed change and improvement to programmes, processes and services.

2.8. Wintec will

- Provide tools and opportunities for students to provide feedback and opinions.
- Provide staff with capability development related to dealing with student feedback.
- Identify trends and themes across Student Voice tools and opportunities and make recommendations for interventions or improvements and/or publish success stories for Wintec to celebrate.

3. Key Roles & Expectations

This policy is owned by the Dean and managed by the Quality and Academic Director. Tools and opportunities have their own core staff as detailed below. Wintec students and staff are responsible for the successful implementation of this policy.

The following roles have key responsibilities in relation to Student Voice:

Student Voice

All Students

- Understand the five levels of student engagement
- Familiarise yourself with the tools and opportunities of Student Voice
- Use the tools and opportunities of Student Voice with honesty and integrity
- Abide by the code of conduct within this policy
- Talk to staff – we are here to help
- If you are not comfortable talking directly to staff involved consider the following:
  - The Student Association at Wintec (SAWIT)
  - Student Advisors
  - Te Kete Konae / Pasifika
  - Student Learning Advisors
  - Counselling
  - Student Voice 24/7.

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Student Voice

All Staff	• Understand the five levels of student engagement • Familiarise yourself with the tools and opportunities of Student Voice • Use the tools and opportunities of Student Voice with honest and integrity • Be open to student feedback, listen and attempt to help.
Student Voice Administrator	• Provide an analysis of Student Voice to the Quality and Academic Director.
Quality and Academic Unit Director	• Report any trends, themes or insights to appropriate committees and executive members to inform strategy and planning.

The following roles have key responsibilities in relation to Student Voice 24/7:

Student Voice 24/7

Students	• Use the Student Voice 24/7, available via Moodle, to post the feedback
	• Understand:
	  ○ While Student Voice 24/7 is accessed through your Moodle portal, all posts are published anonymously
	  ○ All posts are moderated
	  ○ There is a one working day turnaround between posting and response
	  ○ Posts will be published to allow other students to view the feedback and response
	  ○ Inappropriate or offensive content and/or language, names, or details that may identify a specific person will be removed from posts before publishing
	  ○ The Terms of Use.

Student Voice Administrator	• Manage the day to day operation of the Student Voice 24/7 system • Liaise with appropriate subject matter experts [staff] to form a considered response to the student • Respond to the student within one working day – and, where appropriate follow up with the student with updated information • Collate staff responses and build a repository of responses • Provide a monthly report of Student Voice 24/7 interactions to the Quality and Academic Director • Provide quarterly analysis of Student Voice 24/7 data to the Quality and Academic Director
Student Voice 24/7 Liaisons	• Student Voice 24/7 liaisons are established in high profile units (e.g. Faculty, Facilities, IT) to enable the quick and informed response expected within Student Voice 24/7. Student Voice Liaisons will:

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- Work with the Student Voice Administrator to form a considered response to the student within one working day
- Where a solution cannot be found within one working day staff must construct a timeline and plan detailing how a solution will be found
  - Staff will follow up with the Student Voice Administrator with the outcome of the plan within 2 – 3 working days
  - Student Voice Administrator will escalate to Quality and Academic Director any cases where the plan is not received within 2 – 3 working days
  - Director will escalate to the appropriate Executive member any cases where the plan is not received within 5 working days.

The following roles have key responsibilities in relation to Evaluation Kit:

Evaluation Kit

Students

- Engage with the formal surveys conducted through Evaluation Kit via their Moodle log-on or email
- Students will understand:
  - Evaluation Kit survey is a formal opportunity to provide feedback on the module, teaching, programme and Wintec
  - Surveys are conducted three times per module delivery[1]
  - The frequency and scheduling of the surveys is in line with student feedback on when students wanted to hear from Wintec and ask them questions
  - If tutor specific questions are asked, when you select your tutor[2], only that selected tutor will be able to see satisfaction ratings you give them
  - All other feedback included in the free text fields for the open questions can be seen by all teaching staff assigned to the Moodle page
  - While Evaluation Kit is accessed through your Moodle log-on, all entries are anonymous once submitted and teaching staff and Faculty will not connect any feedback to the student, unless the student chooses to type in their personal details
  - Feedback is not moderated – what students enter is what goes to the teaching staff. Students need to keep this in mind when responding and try to engage with the issues involved, not name and debate the person involved
  - Inappropriate or offensive content and/or language and/or feedback is not acceptable and extreme and/or repetitive submissions can be:
    - Removed by the System Facilitator

[1] Module delivery means per semester or per year dependant on the length of the module. Programmes with multiple unit standard based modules will be surveyed three times for the programme.

[2] All tutors assigned to the module will display in the menu – select the tutors appropriate to your delivery of the module.

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        - Processed under Student and Academic Misconduct regulations
    - Feedback that can be construed as bullying, harassment or discrimination is also not acceptable and can be processed under Student and Academic Misconduct regulations
    - In these instances, the Survey Facilitator has the ability to interrogate the system and connect entries back to the student in order to:
        - Discuss the inappropriate behaviour with the student
        - Warn the student
        - Process the student under Student and Academic Misconduct regulations.

Teaching Staff

- Allow students class time to complete the survey
- Engage with, review and reflect on student feedback provided through Evaluation Kit
- Understand the survey results hierarchy:
    - Teaching staff are assigned to modules and will be able to view feedback for those modules
    - Team Managers and Centre Directors are assigned teaching staff in their area and will have access to survey results for their direct reports
    - The Dean has access to run Faculty-wide reports
    - The Survey Facilitator has system wide access
- Evaluation Kit works on the principle that teaching staff will own their feedback and determine:
    - Feedback that requires immediate resolution
    - Feedback that requires escalation to programme / team leader
    - Feedback that informs and influences practice (but does not require immediate resolution)
- Where feedback requires immediate resolution teaching staff must determine if the solution is something they can implement as part of their practice, or whether it is part of a formal process, e.g. Changes to Programmes and Modules (Change Request) process
- Communicate and demonstrate to students how student feedback informs and influences practice
- Reflect on any changes that have been made and what impact, if any, has occurred and use this reflection within the programme self-assessment and My Plan cycles
- Understand this is a point in time opinion and should be triangulated with your own assessment of your professional practice and your programme / team managers assessment of your professional practice

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	• Understand that opinions on colleagues made within the free text fields should be kept confidential and staff should always be treated collegially and respectfully • While feedback can be confronting it should not make staff feel bullied, harassed or discriminated against. Teaching staff should escalate examples of this behaviour to their Programme / Team Manager through the Evaluation Kit system • The Programme / Team Manager can make a recommendation to the Survey Facilitator to remove entries that make the staff member feel bullied, harassed or discriminated against • Make use of the capability development opportunities available related to dealing with confronting feedback and / or Employee Assistance Programme (EAP) tools.

Programme / Team Leaders	• Monitor teaching staff engagement with student feedback provided through Evaluation Kit and ensure expectations are being met
	• Work with teaching staff on feedback that has been escalated or requires immediate resolution as appropriate
	• Will work through feedback reports and look for trends, themes, recurring issues and areas that require improvement and implement the appropriate change process. This could include (but is not limited to):
	  ○ Changes to Programmes and Modules process
	  ○ MyPlan process – e.g. professional development
	• Report to Programme Committee:
	  ○ The analysis reports provided and discuss as appropriate
	  ○ A summary of outcomes and impacts of changes made from student feedback
	• Report to Centre Director any risks, trends or themes that require Centre-wide consideration and action
	• Incorporate student feedback outcomes into programme self-assessment cycle and recommend actions as appropriate.

Centre Directors	• Review Centre-wide reports to inform self-assessment processes
	• Work with Centre staff on feedback that requires Centre-wide attention and implement changes as appropriate
	• Report to Strategic Programme Oversight Committee:
	  ○ The analysis reports provided and discuss as appropriate
	  ○ Trends and themes across the Centre to determine if Centre-wide improvements should be made.

Dean	• Review Faculty-wide reports to inform strategy and annual planning.
Survey Facilitator	• Manage and conduct the Evaluation Kit surveys within the planned timeframe

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	• Monitor and spot check each survey run to ensure processes are being met • Provide organisational analysis to the Dean and Quality and Academic Director on cross organisational themes, trends and recurring issues and impact analysis of student feedback outcomes on organisational effectiveness
Quality and Academic Unit Director	• Maintain oversight of the Evaluation Kit process and ensure Wintec expectations are met.

The following roles have key responsibilities in relation to Student Voice Polls:

Student Voice Polls

Students	• Use Student Voice Polls to provide their opinion on trending questions that may inform improvements at Wintec • Post via Student Voice 24/7 any recommendations for Student Voice Poll questions.
Student Voice Administrator	• Publish outcomes of poll within two working days of the close of the poll • Notify the related unit of the outcomes of the poll and ask for feedback on outcome to communicate back to students.
Key Managers	• Provide the Student Voice Administrator with feedback on the outcomes of the Student Voice Poll ○ This includes how the poll results will be integrated into future work plans, improvements or change.

The following roles have key responsibilities in relation to Student Forum:

Student Forums and Student Representatives

Students	• Engage in the process to elect your Student Representative • Inform your Student Representative of any concerns, issues, feedback to enable your Student Representative to take class feedback to the Student Forums • Understand the boundaries of the Student Representative.
Student Representatives	• Participate in training and access the training resources for the Student Representative role • Consult with students and help put their views forward at Student Forums • Help create solutions alongside staff to student concerns

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	• Feed forward to your classmate and let them know what was raised and the outcomes of the Student Forum.
Teaching Staff	• Support Student Representatives and Student Forums • Allow Student Representatives class time to consult with students and feed forward as appropriate.
Student Advisors	• Provide training to Student Representatives • Support Student Forums and help facilitate student-centred solutions to issues raised.
Centre Administrators	• Provide administrative support to the Centre Director • Manage Student Representative contact list • Connect Student Advisors and Student Representatives • Engage in review process to ensure Student Representative system remains fit for purpose.
Centre Directors	• Facilitate Student Forum meetings and help facilitate student-centred solutions to issues raised • Report to Programme Committees Student Forum outcomes, trends and themes as appropriate • Engage in the sharing of best practice, e.g. through peer review, community of practice.

The following roles have key responsibilities in relation to Formal Complaints and Appeals:

Formal Complaints and Appeals

Please refer to the Te Pūkenga national Ākonga Concerns and Complaints policy
Please refer to the Te Pūkenga national Ākonga appeals policy

Business Division Process

Students	• Complete and submit the formal complaint form and provide supporting evidence as required • Participate in interviews if the investigation requires it • If dissatisfied with the outcome of a formal complaint complete and submit an appeal within the timeframe specified in the formal complaint outcome letter • If dissatisfied with the outcome of an appeal complete and submit an appeal to quality@tepukenga.ac.nz within the timeframe specified in the appeal outcome letter.
Complaints Officer	• Manage the formal complaint workflow as per the Te Pūkenga policy • Ensure Wintec|Te Pūkenga expectations are met.

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Tier 3 Managers

- Arrange for an acknowledgement of the formal complaint to be sent to the student within five working days of receipt. The acknowledgement letter should include:
  - The process of the investigation including timeframes
  - Who will be conducting the investigation
  - Who determines the outcome
- Manage the investigation
- Arrange for an outcome letter to be sent to the student within the specified timeframes
- Ensure the Complaints Officer isis updated
- Track any actions that may occur as a consequence of the outcome.

Appeals Panel

- Arrange for an acknowledgement of the appeal to be sent to the student within five working days of receipt. The acknowledgement letter should include:
  - The process of the appeal including timeframes
  - Who will be conducting the appeal
  - Who determines the outcome
- Manage the appeal
- Arrange for an outcome letter to be sent to the student within the specified timeframes
- Ensure the Appeals database is updated
- Delegate to the appropriate Tier 3 Manager the tracking of any actions that may occur as a consequence of the outcome.

4. Measuring Success

The measurements of success for Student Voice at Wintec are based on the principle that it is student choice to engage with Wintec and Wintec's role to provide access to engage:

- Student Voice tools and opportunities are accessible:
  - Initial coverage is 90% of the student population
  - Student cohorts that are not covered are identified and plans put in place to include in coverage by end of 2019.
- There is visible evidence that Student Voice outcomes are used in Wintec's self-assessment cycle:
  - Student Voice analysis reports are drafted annually reflecting current and long-term trends and themes
  - Programme Committee minutes provide evidence of discussion and outcomes of Student Voice
  - Strategic Oversight Programme Committee minutes provide evidence of discussion and planned improvements based on Student Voice analysis reports

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    - Programme Health Checks site evidence of engagement with Student Voice.
- There is visible evidence of the impact of Student Voice:
    - The percentage of informal feedback is higher than formal complaints
    - Changes made as a direct consequence of student feedback are explicitly linked to Student Voice and tracked for impact analysis.

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5. Procedures

5.1. Quick Resolution and Unpack

a) Understand these are the regular conversations between students and staff and these steps are here to help avoid escalation.

b) Student approaches staff member.

c) Staff member listens to the student.

d) Staff member pauses and does a quick reflection:

   I. Is this issue part of my everyday work?

   II. Does it sound like there has been unfair treatment or a process not followed?

   III. Is this actually a formal complaint? Can I contain this to prevent escalation to a formal complaint?

   IV. Do I have the capacity and capability to help this student? Am I the right person?

e) Staff member then decides to:

   I. Treat as BAU as it is a normal part of your role.

   II. Unpack the issue with the student.

   III. Refer on.

f) If the staff member decides to unpack then:

   I. Seek to understand without judgement:

      i. Ask 'what else' (or similar questions) at least 5 times.

   II. Ask the student what they want to happen.

   III. Explore the options and help the student to decide.

   IV. Agree who will do what, when and how?

g) Follow through / follow up.

h) Always use a common-sense approach.

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5.2. Student Voice 24/7

a) Student submits a post to Student Voice 24/7.

b) The Student Voice Administrator monitors Student Voice 24/7 for new posts.

c) The Student Voice Administrator checks the repository for the appropriate response:

   I. If no response exists, the Student Voice Administrator works with the relevant liaison to formulate a response.

d) The Student Voice Administrator moderates posts and amends to meet the Terms of Use.

e) The Student Voice Administrator publishes moderated posts and responses within one working day.

f) Students cannot comment on posts but can 'like' or 'dislike' responses.

g) The Student Voice Administrator may update posts with follow-up information if appropriate.

h) The Student Voice Administrator publishes monthly updates to inform students on trends, themes, usage and outcomes of the Student Voice 24/7 for that month.

5.3. Evaluation Kit

a) Three surveys are scheduled each module delivery and the schedules are published on Moodle, Student Voice 24/7 and appropriate social media sites.

b) A standard schedule will be:

Wk. 1	Wk. 2	Wk. 3	Wk. 4	Wk. 5	Wk. 6	Wk. 7	Wk. 8	Wk. 9	Wk. 10	Wk. 11	Wk. 12	Wk. 13	Wk. 14	Wk. 15	Wk. 16	Wk. 17
		Survey					Survey						Survey			

c) Before the first day of class Faculty staff check their Moodle pages and reassign the roles of inactive or non-teaching staff to "non-editing". Note that any staff on that Moodle page will become part of the survey.

d) The Survey Facilitator downloads classes, 'editing role' teaching staff and students from Moodle or Arion to Evaluation Kit each semester.

e) The Survey Facilitator will apply logic rules to determine the main class to assign the programme and organisational level questions to and then create the survey instance.

f) The Survey Facilitator opens each survey as scheduled for at least two weeks duration.

g) Students and tutors receive the following notifications:

Students

- Initial email when survey opens
  - Will list all modules that are being surveyed
- Reminder email one week before survey closes

Staff

- Initial email when survey opens
  - Will list all classes you have the Moodle role 'editing'
- Reminder email one week before survey closes
  - Will provide response rate to date
- Final email when survey closes with request to review feedback

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h) The Survey Facilitator closes the survey as per the schedule.

i) Teaching staff manage responses to feedback including:

   I. Feedback that requires immediate resolution.

   II. Feedback that requires escalation to programme / team leader.

   III. Feedback that informs and influences practice (but does not require immediate or any resolution).

j) Teaching staff work with Programme / Team Leaders on escalated feedback responses.

k) Staff will inform students how their feedback has influenced and informed practice or changes.

l) Tutors utilise evaluation results for identifying strengths and forward planning through lesson planning, MyPlan discussions and goal setting.

m) The Survey Facilitator provides appropriate level reporting to Centre, Faculty and Wintec management.

5.4. Student Forums

a) The Centre should determine how many forums should exist based on their provision and student cohort.

b) Each forum should hold a minimum of two meetings each semester.

c) The Centre Director or designated Team Manager chairs the forum with Centre administrative staff to take the minutes and follow-up on action points.

d) Student representatives from each year/programme and/or stream are invited to attend. Alternatively, student cohorts may contribute representation.

e) A representative from the Student Experience team and, if required, an ITS team member are invited to attend so they can answer queries or share information relating to facilities, student learning etc.

f) Dates for student forums are set at the beginning of each year, and published through student noticeboards, Moodle and social media networks.

g) A meeting agenda is finalised and distributed to student representatives by email one week prior to each meeting. Items for the agenda should include:

   I. Present and apologies.

   II. Minutes/feedback on actions from last meeting.

   III. Student reports or feedback discussion.

   IV. Faculty themes provided by Dean's office.

h) Minutes are taken for each meeting and include a list of actions and persons responsible:

   I. Minutes are emailed to all student representatives and those in attendance as soon as possible but no later than five working days after the meeting.

   II. Centre Directors may use the feedback to liaise individually with specific staff members to rectify any issues that have been brought up by the student representatives.

   III. The minutes are not to be distributed with all staff.

i) Timely responses to action points are fed back to students via email within two weeks of the meeting.

j) A summary of the meeting notes are reported to the Programme Committee.

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k) The Dean provides at the end of the year a letter of appreciation and recognition of the student representative and provide a summary of student forum action plans.

5.5. Student Complaints

Please refer to the Te Pūkenga national Ākonga Concerns and Complaints policy

Please refer to the Te Pūkenga national Ākonga appeals policy

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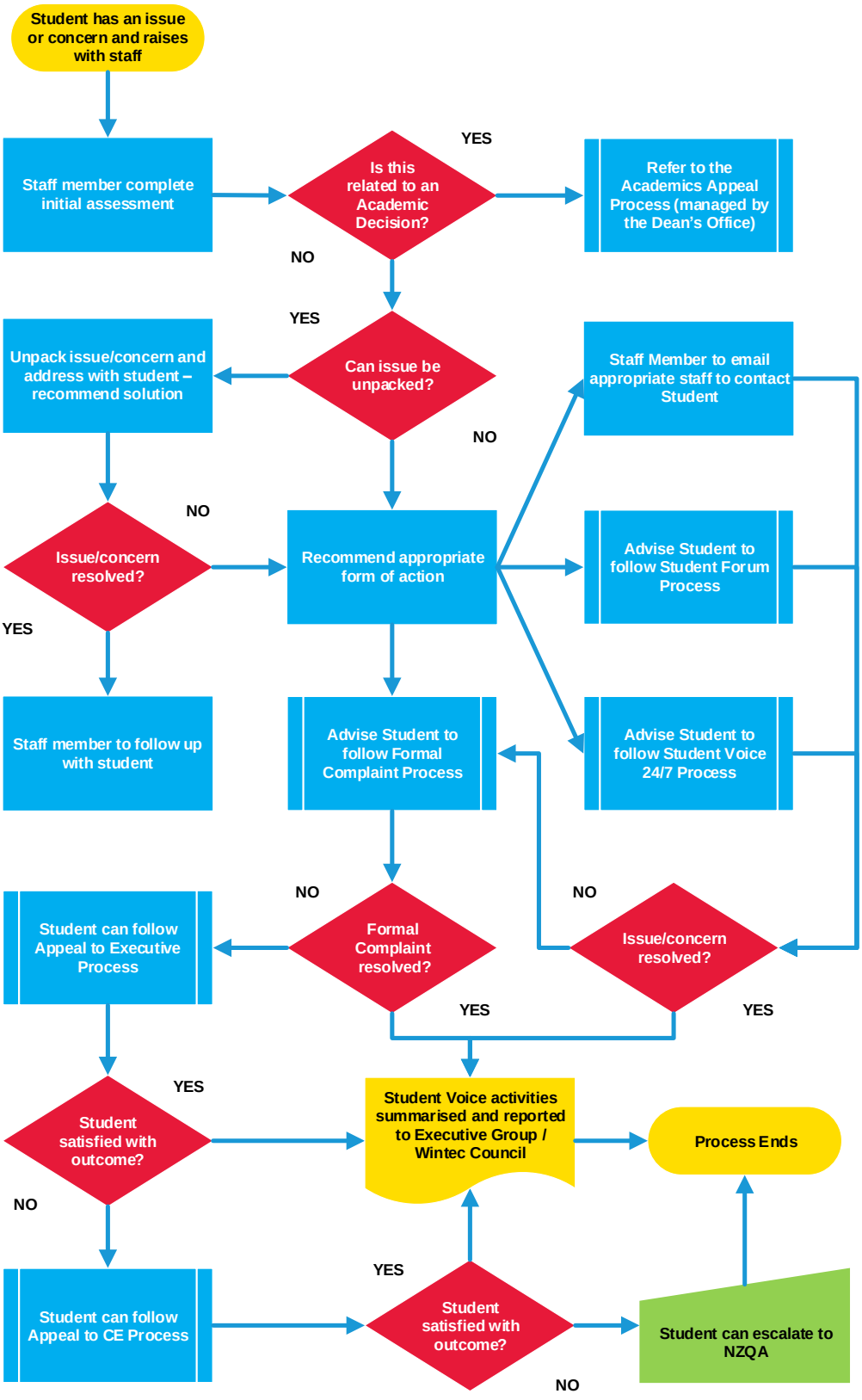
6. Processes

6.1. Student Voice



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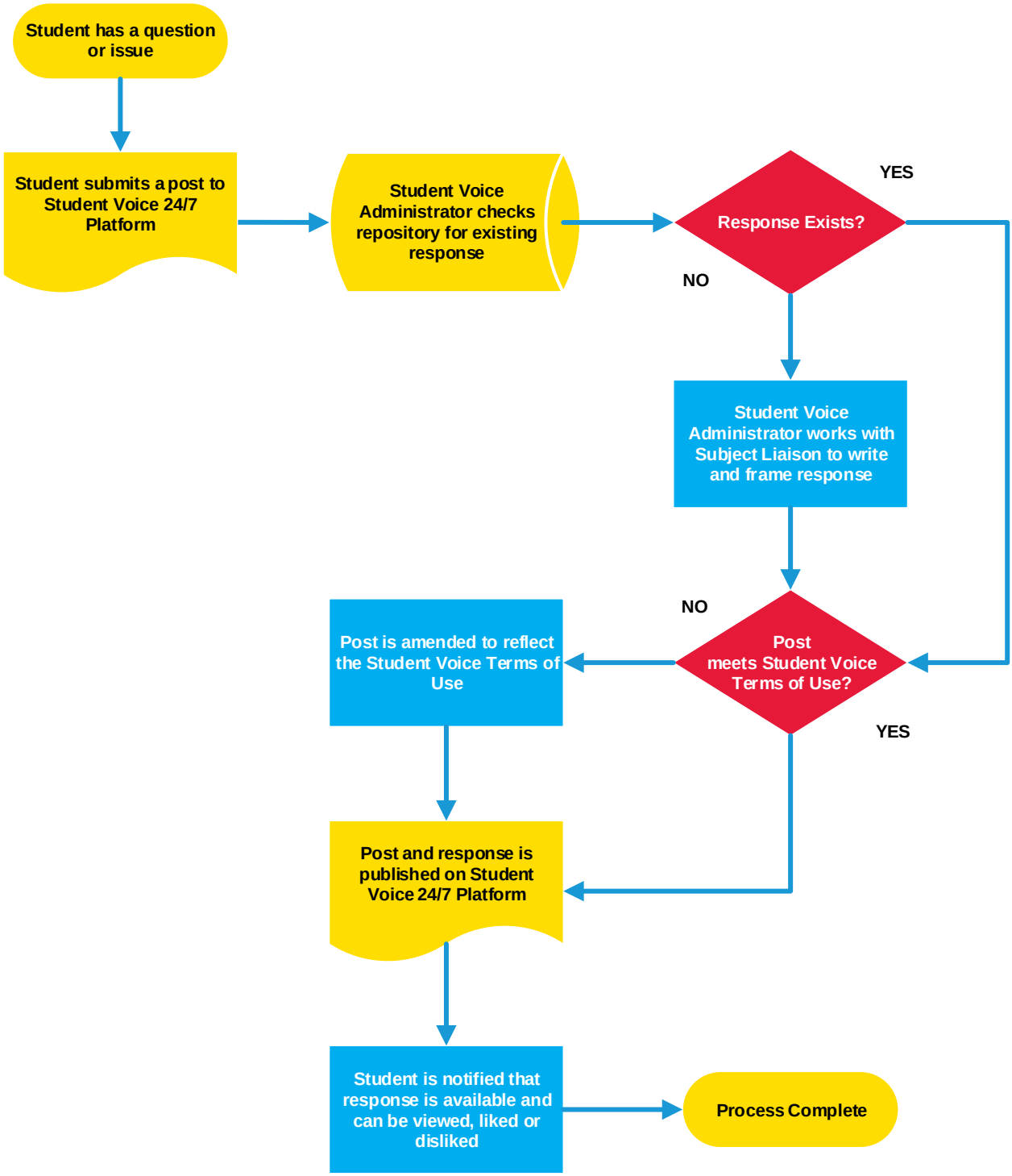
6.2. Student Voice 24/7



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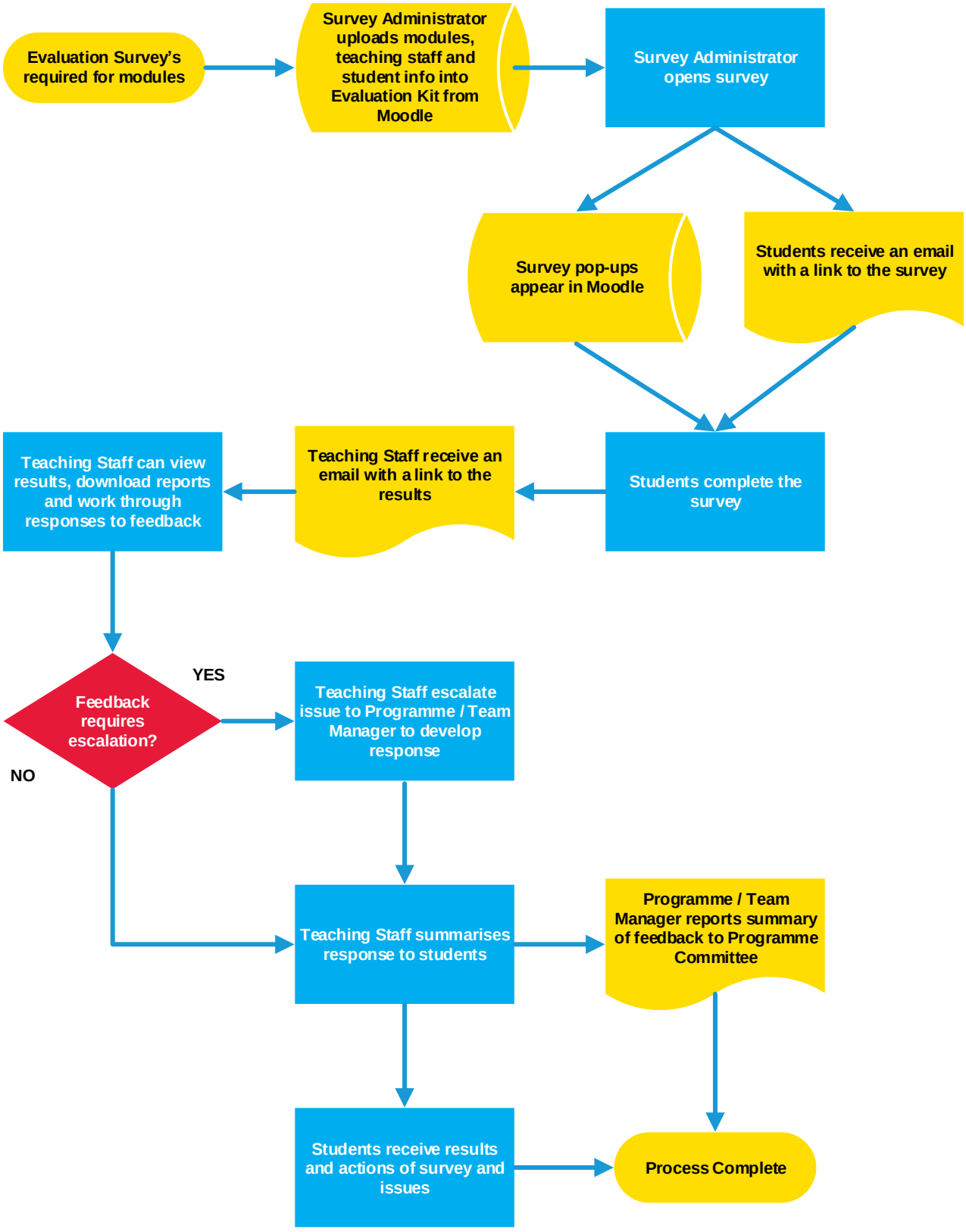
6.3. Evaluation Kit



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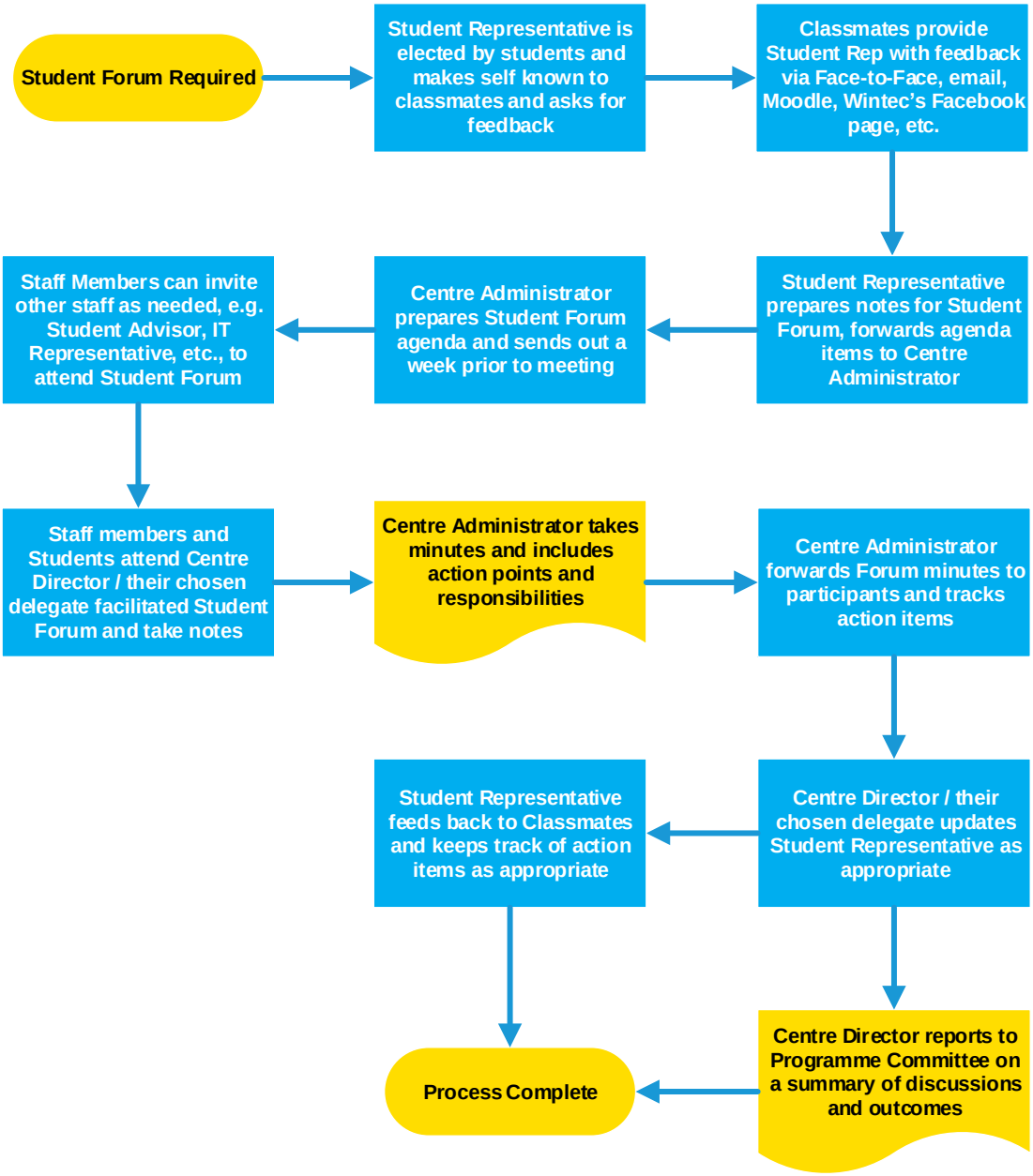
6.4. Student Forum



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6.5. Formal Complaint

Please refer to the Te Pūkenga national Ākonga Concerns and Complaints policy

6.6. Appeals

Please refer to the Te Pūkenga national Ākonga appeals policy

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7. Related Legislation, Regulations, Policies, Guidelines, and Forms

Legislation/Regulations	Policies	Guidelines/Forms
Education Act 1989 Consumer Guarantees Act 1993 Human Rights Act 1993 Code of Practice for the Pastoral Care of International Students	Anti-bullying & Harassment policy Wintec's 2019 Academic Regulations Programme Regulations Ākonga Concerns and Complaints policy Ākonga Appeals policy	Formal Complaint Form Ākonga Appeals Form
Copies of New Zealand Legislation can be found on the New Zealand Legislation Website. You can view Wintec's Policies and Procedures on the Policy Web. This is not an exhaustive list of policies, procedures and legislation.		

8. Key Definitions & Glossary

Academic Appeals
Academic Appeals are related to issues students have with Academic Decisions. Academic Appeals are NOT managed through this policy – please refer to the Academic Regulations for information related to Academic Appeals and Academic Decisions.

Appeal
Refer Levels of Engagement below

Delegated Authority
The person who has been assigned a task, e.g. to investigate a claim, by the Dean, Director, or manager on their behalf

Levels of Engagements

Quick Resolution

- Can range from the everyday conversations' students have with staff to get advice, seek clarity, and address concerns through to feedback and / or issues raised via Student Forum or Student Voice 24/7.
- Quick resolution can be resolved immediately or within a short time frame.

Unpack

- Core to the student engagement experience – these are the more complex conversations between students and appropriate staff working through the details of an issue to enable the student to find their own solution.
- Usually a conversation to enable questions and clarification to understand the actual issue and co-determine options for the student to select the appropriate solution.

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	• Unpack can be resolved within a short time frame. • Staff need to self-assess to determine if they are the right person to help the student unpack.
Investigate	• A formal complaint where the student details their dissatisfaction with an incident or issue and expects a formal investigation and response. • Students might be encouraged to 'unpack' with staff if it is appropriate. • Academic Appeals are not formal complaints. Refer to the Academic Regulations
Appeal	• If students are not satisfied with the outcome of a formal complaint they can appeal the decision. • Any submissions that are not based on a formal complaint will be deescalated.
Final Appeal to CE	• If students are not satisfied with the outcome of an appeal they can submit a final appeal to the CE. • Any submission that have not been through the formal complaint or appeal process will be deescalated to the appropriate level.

Manager	Head of School, Centre Director, Support Service or Business Unit Manager.
New Zealand Qualifications Authority (NZQA)	NZQA quality assures secondary and tertiary qualifications and education providers, evaluates overseas qualifications and administers the New Zealand Qualifications Framework (NZQF) and Directory of Assessment Standards.
Support Person	Person/s (internal or external to Wintec) chosen by the student to provide support or advice. May accompany the student to any interviews on agreement with all parties involved.
Student Voice	The collection of tools and opportunities accessible by students to provide Wintec with their voice.
Student Voice 24/7	Online tool accessible via Moodle. Students can post anonymous feedback. Wintec will respond within one working day.
Evaluation Kit	Formal feedback system – online surveys accessed via Moodle.

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Student Forums	Collection meetings for Student Representatives to meet and share insights
Formal Complaints	Student submit complaint following the Te Pūkenga Ākonga Concerns and Complaints policy

9. Records Management

In with the Public Records Act 2005, Wintec is required to provide an Information and Records Management programme to ensure that authentic, reliable and usable records are created, captured and managed to a standard of best practice, and to meet business and legislative requirements. All records relevant to a specific policy need to be listed in every policy in the following format:

Record	Minimum retention period	Disposal Action	GDA Reference #
This policy document	10 years after date of last action	Retain as a public archive	5.1.1
Notes on Student Voice feedback and responses (Note: this does not cover those records resulting from a disciplinary hearing)	7 years after date of last action	Destroy	5.1.8
Student Complaint Form	7 years after date of last action	Destroy	5.1.8
Appeal to Executive Form	7 years after date of last action	Destroy	5.1.8
Student complaint, issue or appeal letter (minor)	7 years after date of last action or when no longer legally required to be retained	Retain as a public archive	5.1.5
Student complaint, issue or appeal letter (significant)	10 years after event resolved and all legal and administrative requirements completed	Retain as a public archive	5.1.4

10. Version History

Version	Date Approved	Details
1	September 2018	First Published. Replaces the Student Concerns, Complaints and Appeals policy, and the Survey's Policy.
2	November 2019	Combined *Appeal to Executive* and *Appeal to Chief Executive* to avoid confusing students. Both processes still exist but Wintec will manage correct avenue for complaints made. Minor changes to ensure compliance with *The Education (Pastoral Care of International Students) Code of Practice* and other minor changes. Removed Poll flowchart as no longer required.

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