



Stakeholders' opinions about the work of Ako Aotearoa in the tertiary sector

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1.0 Executive summary

This report presents the results of an online survey completed between 19 June and 10 July 2017, with the stakeholders listed on the Ako Aotearoa contact database. The survey was completed to measure stakeholders' perceptions about Ako Aotearoa in general, their opinions about its current programmes and services, and the opportunities that they believe present themselves to the organisation to further its work in the tertiary sector.

Ako Aotearoa, the National Centre for Tertiary Teaching Excellence, is a national body funded by the Tertiary Education Commission and through cost recovery activities and services. Its mission is to enhance the effectiveness of tertiary teaching and learning practices, to assist educators and organisations to enable the best possible educational outcomes for all learners. Ako Aotearoa's strategy is framed in the context of the Government's Tertiary Education Strategy 2014-2019 and the Māori education strategy: Ka Hikitia – Accelerating Success 2013-2017.

The *Stakeholder Experience Survey* was completed with a representative sample of approximately n=704 Ako Aotearoa contacts between 19 June and 10 July 2017. The sample was provided by Ako Aotearoa, and interviewing was conducted online by email.

The results that are presented and discussed in this report have been **weighted** by the tertiary sector in order to ensure they are representative of Ako Aotearoa's database. Please note, we cannot guarantee that this is representative of the tertiary sector as a whole.

Key findings

Net Promoter Score

Through this survey, Ako Aotearoa has recorded a Net Promoter Score (NPS) of 14. Net Promoter Scores are used in both the private and public sectors as a measure of the strength of the relationship a stakeholder or a customer has with the company/organisation in question.

Respondents were asked to consider their overall knowledge and experience of Ako Aotearoa in order to state to what extent they were prepared to **recommend** the organisation 'to a colleague who is involved in tertiary education'.

They were asked to use a standard 11-point scale to provide their answer to this question (0='extremely unlikely' and 10='extremely likely'). Those who score a 9 or 10 are deemed to be 'Promoters', while those who scored 0 to 6 are deemed 'Detractors'. Those who scored 7 or 8 are considered 'Passives'. NPS is then calculated by subtracting the 'Promoters' (39%) from the 'Detractors' (25%), which results in the NPS of 14.

While there is some variation in 'promoter' results by position role (36% for Governor/Senior managers, 40% for Practitioners and 44% for Professional service and support staff), the difference in scores is not statistically significant.



However, statistically significant variations do exist in terms of the Regional hubs, with respondents from the Southern Hub more likely to be Promoters (47%) compared with those in the Northern Hub (33%).

Looking at the tertiary sectors, there are no significant differences in terms of the percentage of Promoters across the different sectors; however, University (29%) and PTE (33%) respondents are more likely to be Detractors than ITP respondents (21%).

We regard Ako Aotearoa's NPS as a positive result. As a basis of comparison, most NPS for other organisations range between -20 and +20.



Net Trust Score

Ako Aotearoa receives a Net Trust Score (NTS) of 9. Net Trust Scores are also used in both the private and public sectors as a measure of the strength of the relationship a stakeholder or a customer has with the company/organisation in question.

Similar to NPS, respondents were asked to consider the different programmes and services offered by Ako Aotearoa in order to state to what extent they had **trust and confidence** in the organisation 'in providing programmes and services which result in the best educational outcomes for learners'. They were asked to use a standard 11-point scale to provide their answer to this question (0='no trust and confidence at all' and 10='full trust and confidence').

Respondents who scored a 9 or 10 are deemed to have 'High Trust', while those who scored 0 to 6 are deemed to be 'Low Trust'. Those who scored 7 or 8 are considered 'Mid-Trust'. NTS is then calculated by subtracting those with 'High Trust' (36%) from those with 'Low Trust' (27%); which results in the NTS of 9.

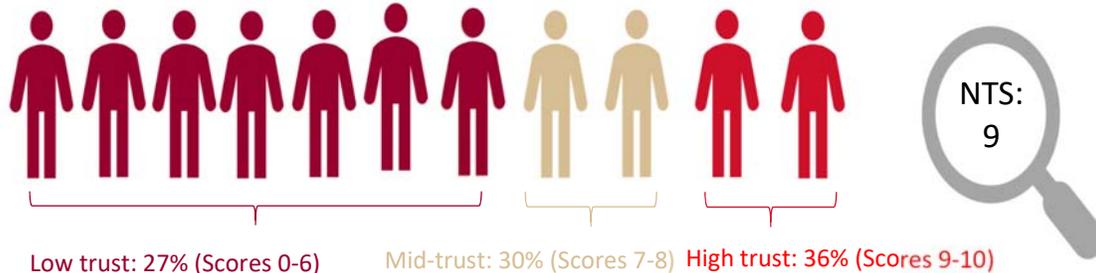
There are no statistically significant variations in these scores by position role.

Statistically significant variations do exist in terms of the Regional hubs, with respondents from the Southern Hub more likely to have High Trust (42%) compared with those in the Northern Hub (32%).

Looking at the tertiary sectors, there are no significant differences in the percentage of respondents with High Trust across the different sectors; however, PTE (34%) are more likely to have Low Trust than ITP respondents (21%).



We also regard Ako Aotearoa's NTS as a positive result. As a basis of comparison, most NTS for other organisations range between -20 and +20.



Ako Aotearoa's perceived effectiveness in the tertiary sector

Respondents were asked to agree or disagree with a series of statements relating to Ako Aotearoa's effectiveness. While most respondents agreed with the statements, the level of agreement was not high¹. The most positive ratings (Figure 1 overleaf) were for the following statements:

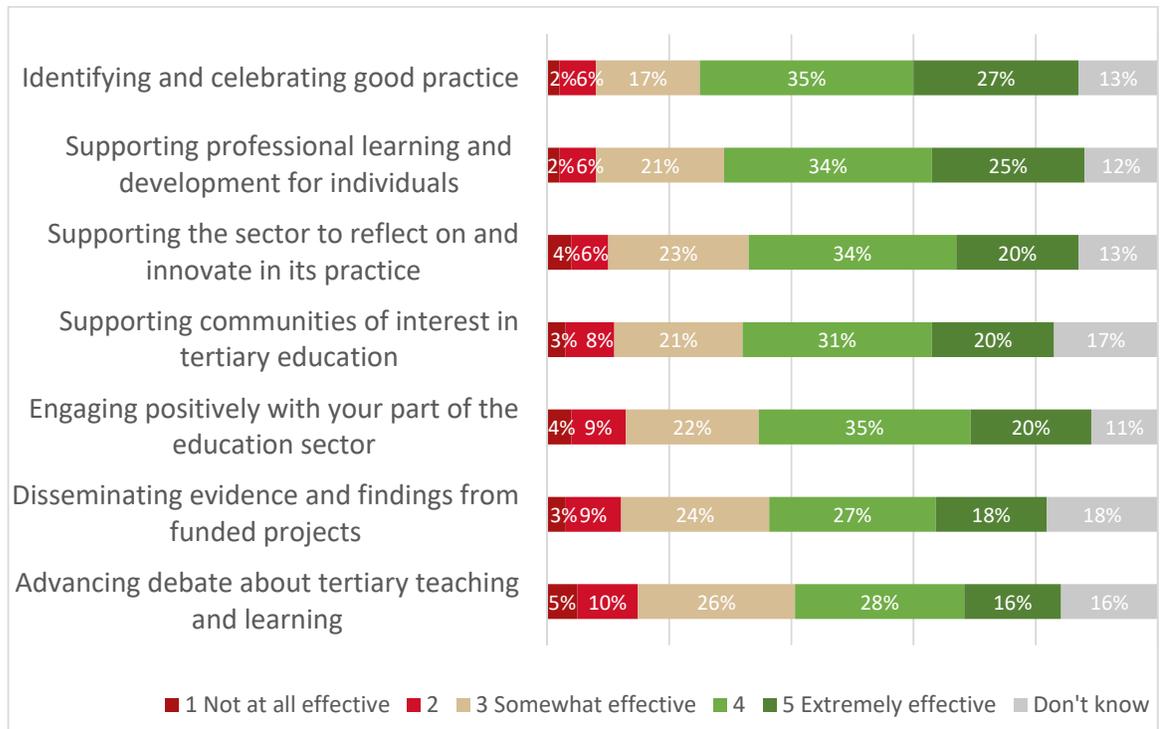
- ◆ *'Identifying and celebrating good practice'* (62% agreed).
- ◆ *'Supporting professional learning and development'* (59% agreed).
- ◆ *'Engaging positively with your part of the education sector'* (55% agreed).

While the agreement ratings are not high, it is important to note that the disagreement levels are very low. In other words, most other respondents (who did not agree with the statements) neither agreed nor disagreed and as such, could be said to be 'sitting on the fence'. This is a better result than one where the disagreement levels are very high, in that with the right programmes and services, it should theoretically be easier for these stakeholders to adopt positive opinions about Ako Aotearoa.

¹ Based on results from other agencies and organisations we survey, a score below 75% is deemed to be relatively low.



Figure 1: Perceived effectiveness of Ako Aotearoa





Awareness, participation in and opinions about Ako Aotearoa's programmes and services

Respondents were questioned about four specific programmes and services; namely, Professional Learning and Development workshops and events, co-funded projects, Tertiary Teaching Excellence Awards, and strategic forums and events. Table 1 below summarises the results.

Table 1: Summary of results for Ako Aotearoa's programmes and services

	Awareness	Informed	Participation	Recommendation
Unweighted base =	536	^*	^**	^***
	%	%	%	%
Professional Learning & Development workshops and events	92	73	77	68
Co-funded projects	55	48	36	59
Tertiary Teaching Excellence Awards	65	54	24	54
Strategic forums and events	43	52	42	53
Other	6	NM	NM	NM
None of the above	5	NM	NM	NM
Total	**	**	**	**

The base numbers shown are unweighted counts.

Total may not sum to more than 100% because rows are mutually exclusive.

The base numbers vary, depending on the % who are aware of the programme or service.

* % shown are based on the % who are aware. 'Informed' scores shown are those who selected 4-5 on the 5-point informed scale.

** % shown are based on the % who are aware.

*** % shown are based on the % who are aware/ 'Recommendation' scores shown are those who selected 7-10 on the 11-point recommendation scale.

Almost all respondents stated they were **aware** of Ako Aotearoa's Professional Learning and Development workshops and events (92%), but at the other extreme, less than one-half were aware of Ako Aotearoa's strategic forums and events (43%). Awareness of co-funded projects and Tertiary Teaching Excellence Awards was between these two extremes (55% and 65% respectively). These results suggest a need to work on raising awareness of these programmes and services.

Furthermore, when respondents who stated they were aware of the various programmes and services were asked how **informed** they were about them, note that with the exception of Professional Learning and Development workshops and events at 73%, no more than about one-half stated they were informed. Raising awareness of these programmes and services will also enhance stakeholders' knowledge of these programmes and services.

Once again, with the exception of Professional Learning and Development workshops and events at 77%, relatively few stakeholders who were aware of the specific programmes stated they had **participated in** Ako Aotearoa's Tertiary Teaching Awards (24%), its strategic forums and events (42%), or had accessed co-funded projects (36%).



Reflecting the results for awareness, the extent to which stakeholders were informed and had participated in the programmes and services, relatively few were prepared to **recommend** them with the exception of Ako Aotearoa's Professional Learning and Development workshops and events (68%).

Raising awareness of Ako Aotearoa's programmes and services

One way of raising stakeholders' awareness of its programmes and services is via Ako Aotearoa's newsletter, given that this was identified by respondents as their most preferred way of keeping informed about the organisation's programmes and services (63%). As this is also identified most frequently as the way stakeholders currently keep informed, it will be important to review the newsletter and optimise it as necessary.

In comparison, Ako Aotearoa's social media channels were identified as the least utilised methods (4%), with Practitioners (6%) marginally more likely to use this channel than Professional service and support staff (0%).

In comparison, while many currently use Ako Aotearoa's website (45%), relatively few identified this channel of communication as the 'best way' (12%). It is our understanding that Ako Aotearoa is in the process of building a new website for launch in October 2017, aiming to improve its relevance, usability and engagement levels. It is our feeling that this should help to boost the website as a channel or method of staying informed.

Optimising Ako Aotearoa's programmes and services

Another way of raising awareness and increasing participation is to ensure the programme and services offered in the future meet the needs of stakeholders. In this regard, please note the following results.

Professional Learning and Development workshops and events



70%* have participated in Ako Aotearoa's Professional Learning and Development workshop and events

**based on total sample.*

As shown in Table 1, 77% of those aware of Ako Aotearoa's professional learning and development workshop and events stated they had participated in them. When this is expressed in terms of the total sample of respondents, this participation rate is 70%.

Participation in Ako Aotearoa's Professional Learning and Development workshops and events was relatively high across all position roles, and particularly high amongst Practitioners (81% of those aware) and Professional Services & Support Staff (83% of those aware).



All groups most frequently stated they had attended workshops and events on 'teaching practices and strategies' (66%), followed by 'learner engagement' (40%). At the other extreme, very few stated they had attended workshops and events on 'mentoring' and 'online learning' and 'research skills' for example.

'Budget constraints' (31%) and 'limited resources' (24%) were frequently given for not attending Ako Aotearoa's Professional Learning and Development workshops and events, but note that 'content was not relevant' and 'I access internal organisation PLD opportunities' was also given as a main reason by 28% and 27% of respondents respectively.

Interest in a possible range of new programmes and services was relatively high, with this being especially the case in relation to those relating to 'new topics such as alternative credentialing, investigating new teaching and learning spaces and learner-driven personalised learning' (57%).

Overall, 68% of respondents claimed they would recommend Ako Aotearoa's professional learning and development workshop and events. This is the highest recommendation score across the four programmes and services that respondents were questioned about in the survey.

Co-funded projects



20%* claim to have participated in Ako Aotearoa's co-funded projects

**based on total sample.*

As shown in Table 1, 36% of those aware of Ako Aotearoa's co-funded projects stated they had participated in them. When this is expressed in terms of the total sample of respondents, this participation rate is 20%.

Respondents who had participated in co-funded projects most frequently stated they had done so in terms of the 'Regional Hub Project Fund' (55%). This compares with 35% for the 'National Project Fund'.

The main reasons given for non-participation include 'a lack of resources' (21%) and 'a lack of relevance' (21%).

Overall, 59% of respondents claimed they would recommend Ako Aotearoa's co-funded projects.



Tertiary Teaching Excellence Awards



16%* claim to have participated in Ako Aotearoa's
Tertiary Teaching Excellence Awards

**based on total sample.*

As shown in Table 1, 24% of those aware of Ako Aotearoa's Tertiary Teaching Excellence Awards stated they had participated in them. When this is expressed in terms of the total sample of respondents, this participation rate is 16%.

One-half of respondents of those aware of the Tertiary Teaching Excellence Awards stated they were 'valued in their organisation/workplace' (50%). Perceived value varied by position role, with 60% of Professional services and support staff stating the Awards were valued compared, for example, with 41% of Governors/Senior Managers.

There was also some Regional hub-based variation, with 59% of Southern respondents stating the Awards are valued, compared with 43% of Central respondents for example.

There was also some sector variation, with 68% of University respondents stating the Awards are valued, compared with 51% of ITP respondents and 34% of PTE respondents.

The main reasons given for a poor value rating relate to the 'relevance of the awards to my role' (29%), a 'lack of resourcing' (20%) and 'lack of organisational support' (17%).

Overall, 54% of respondents claimed they would recommend Ako Aotearoa's Tertiary Teaching Excellence Awards (TTEA).



Strategic Forums and Events



18%* claim to have participated in Ako Aotearoa's **strategic forums and events**

**based on total sample.*

As shown in Table 1, 42% of those aware of Ako Aotearoa's strategic forums and events stated they had participated in them. When this is expressed in terms of the total sample of respondents, this participation rate is 18%.

Most frequently, respondents stated they had attended a 'New Zealand Vocational Education and Training Research Forum' (55%).

The main reason most frequently given for non-attendance was 'resourcing' (19%).

Overall, 53% of respondents claimed they would recommend Ako Aotearoa's strategic forums and events. However, this is the lowest recommendation score across the four services tested.



Conclusion

While the results of this research are generally positive, and Ako Aotearoa has both a positive Net Promoter Score and Net Trust Score, the results also suggest they have the potential to be much better.

You do a great job, and I frequently recommend you to my staff and colleagues. In activities in which I've been involved, your support has been outstanding.

Key targets should be to engage more positively with the tertiary sector (currently 55% of stakeholders believe Ako Aotearoa does this well) and to improve its ranking in terms of how it is seen to be supporting professional learning and development (currently 59% of stakeholders believe Ako Aotearoa does this well). The open-ended suggestions that respondents made at the end of the survey reinforce these recommendations.

Look at how you engage with academics to let them know what you are doing. Communication strategy to help disseminate the good work that you do and the range of events that you organise.

This specific suggestion made by one stakeholder would suggest that a strategy requiring more than a number of tactical changes to Ako Aotearoa's website and other forms of communication such as the online newsletter.

While a different mix or a wider range of programmes and services might be beneficial given some feedback about the relevance of content (e.g. to provide for specific sub-sectors of the tertiary sector), the survey results suggest that when stakeholders do attend or participate in current programmes and services they are generally satisfied.

That is, with the exception of Ako Aotearoa's Professional Learning & Development workshops and events, the fact that participation is relatively low in other programmes and services is also a reflection of the fact that some stakeholders have limited resources.

To realise its mission to assist educators and organisations to enable the best possible outcomes for learners across the entire tertiary sector, the following matters will be important for Ako Aotearoa to address through its activities. Firstly, a perception that Ako Aotearoa's programmes and services are relatively expensive, when its strategic forums, events and professional learning and development (PLD) are provided on a cost recovery basis, or in some instances are provided free. Secondly, the indirect costs associated with participating in PLD (e.g. the cost of travel and accommodation) and thirdly, the relatively low value that some parts of the sector place on PLD, partly reflected in insufficient PLD allowances.

This would all suggest that the organisation would benefit from a strategic and operational overview.



2.0 Introduction

Ako Aotearoa provides programmes and services for tertiary educators and organisations to enable the best possible educational outcomes for learners. These include the Professional Learning and Development Programme and the Tertiary Teaching Excellence Awards, as well as strategic forums and events, and project funding.

2.1 Objective

In order to enhance the effectiveness of its work in the tertiary sector, Ako Aotearoa decided to conduct a survey of various stakeholder groups in order to:

1. Identify their perceptions of the organisation in general.
2. Receive their feedback about its current programmes and services.
3. Identify opportunities to further its work in the tertiary sector.

This report presents the results of this survey.

2.2 Method

The survey questionnaire (a copy of which is included in this report as an appendix) was designed in collaboration with Ako Aotearoa and scripted to be administered as an online survey. While the survey was being designed, Ako Aotearoa completed an exercise to clean its contact database.

The final database that was provided listed approximately 10,000 stakeholders' email addresses and as this is a significant number, the decision was made to randomly sample half of the email addresses for the survey. The survey was launched on 19 June 2017 by emailing a survey invitation which contained a direct link to the survey questionnaire. A copy of the invitation email is also included in the appendix. Two reminder emails were scheduled during the two weeks following the emailing of the survey invitation.

Compared to other online surveys, the response to the initial invitation email and reminder emails was relatively poor; in part because of the currency of the contact database.² Another factor could have been the fact that the survey was launched during the sector holidays. Therefore, the decision was made to email the remaining email addresses.

² For example, 13% of the random sample of 5,188 addresses (or n=674) bounced back.



2.2.1 Accuracy

By the final close-off date for the survey (Monday 10 July), responses were received from a total sample of n=704 stakeholders. Assuming this response is representative of Ako Aotearoa's stakeholders, results based on this total sample of respondents are subject to a maximum margin of error of plus or minus 3.7% (at the 95% confidence level).

This means that if the survey found that 50% of all respondents had trust and confidence in Ako Aotearoa, we could be 95% sure of getting the same result had we interviewed all stakeholders, give or take 3.7%.

2.2.2 Weighting

The results of the survey have been weighted by tertiary sector, based on the proportions found in the original contact database.

Assuming this database is representative of Ako Aotearoa's stakeholders in terms of sector, weighting was considered necessary in order to ensure the survey results were also representative on this basis.



2.3 Profile of survey respondents

A range of demographic questions (viz. sector, position role, total years in tertiary education, age, gender, ethnicity and region) were asked in the survey questionnaire and these have been used to profile respondents (Table 2). A comparison, is made between the unweighted and weighted profiles.

Table 2: Demographic profiles of survey respondents

	Unweighted %	Weighted %
Base =	704	704
Tertiary Sector		
University	34	32
Institute of Technology and Polytechnic (ITPs)	40	34
Private Tertiary Establishments (PTEs)	20	23
Adult and Community Education (ACE)	6	9
Wānanga	2	3
Industry Training Organisations (ITOs)	5	8
Other tertiary education organisations (TEOs) or associations	4	7
Total	100	100
Position Role		
Governor	2	3
Senior Manager	20	22
Practitioner (educator, tutor, assessor, learning advisor)	60	56
Professional services and support staff	13	14
Other	5	6
Total	100	100
Geographic Location		
Northern	39	38
Central	31	33
Southern	26	24
Other	4	6
Don't know	0	0
Total	100	100
Years involved in tertiary sector		
Less than 1 year	1	1
2-5 year	12	13
6-10 years	17	17
More than 11 years	69	68
Total	100	100
Gender		
Male	36	35
Female	62	62
Would rather not say	3	2
Total	100	100

Continued...



Table 2: Demographic profiles of survey respondents (continued)

	Unweighted %	Weighted %
Base =	704	704
Ethnicity		
New Zealand European (or Pākehā)	70	70
New Zealand Māori	13	13
Pacific	6	6
Asian	5	5
Middle East/Latin American/African	3	3
Other ethnic group	9	9
Would rather not say	3	2



2.4 Constraints and limitations

No information is available from Ako Aotearoa to assess the actual representativeness of the achieved sample of n=704 respondents. While we have weighted it to be representative of Ako Aotearoa's stakeholders in terms of tertiary sector, we are unable to confirm this can be generalisable past Ako Aotearoa's stakeholder group.

The size of the sample also imposes a constraint on the extent to which the survey results can be examined, with confidence, by particular sub-groups of stakeholders. While the size of the sub-samples of the stakeholder groups shown in Table 3 are reasonable, note the relatively large maximum margins of error. This means that in most cases, the results for these sub-samples are indicative rather than conclusive. As is good practice, we will not report on any sub-samples lower than n=30.

Table 3: Sub-sample size and margin of error

	Unweighted Base 704	Margin of Error* %
Tertiary Sector		
University	238	6.4%
Institute of Technology and Polytechnic (ITPs)	280	5.9%
Private Tertiary Establishments (PTEs)	138	8.3%
Adult and Community Education (ACE)	44	NA
Wānanga	13	NA
Industry Training Organisations (ITOs)	38	NA
Other tertiary education organisations (TEOs) or associations	31	NA
Position Role		
Governor/Senior manager	154	7.9%
Practitioner	421	4.8%
Professional services & support staff	95	10.1%
Other	34	NA
Geographic Location		
Northern	273	5.9%
Central	215	6.7%
Southern	186	7.2%
Other	29	NA
Don't know	1	NA

* At the 95% confidence level.



2.5 Organisation of this report

The survey results are presented in the following sections of this report:

- ◆ Section 3 – Trust and Confidence in Ako Aotearoa.
- ◆ Section 4 – Awareness, Use of and Opinions about Ako Aotearoa’s Programmes and Services.
- ◆ Section 5 – Stakeholders’ Suggestions to Enhance Ako Aotearoa’s Programmes and Services.

In each section, the results are presented for sub-samples or groups of stakeholders based on respondents’ position roles, Ako Aotearoa’s Regional hubs and tertiary sector.

2.6 Considering the survey results

A number of survey questions asked respondents to agree or disagree with various statements about Ako Aotearoa. Based on the results to similar questions for other organisations we survey, we regard a positive score being 75% or more.

Results for NPS and NTS have been provided for Ako Aotearoa. Based on the results for other organisations we survey, most scores usually range between -20 and +20. Any score above 0 is deemed a positive score.



3.0 Likelihood to recommend and trust and confidence in Ako Aotearoa

In this section of the report we present respondents' overall perceptions of Ako Aotearoa.

The results to two key questions have been used (viz. recommendation, and trust and confidence) as summaries of respondents' overall perceptions of Ako Aotearoa. Further, they have been used to calculate a Net Promoter Score (NPS) and a Net Trust Score (NTS) for Ako Aotearoa respectively. NPS and NTS are used in both the private and public sectors as a measure of 'customer loyalty'.

3.1 Net Promoter Score



Ako Aotearoa receives an **NPS** score of **14**

Respondents were asked to consider their overall knowledge and experience of Ako Aotearoa in order to state to what extent they were prepared to **recommend** the organisation 'to a colleague who is involved in tertiary education'. They were asked to use a standard 11-point scale to provide their answer to this question (0='extremely unlikely' and 10='extremely likely').

Using the results to this question, we have calculated a Net Promoter Score (NPS) for Ako Aotearoa. The NPS was originally developed for companies operating in the private sector as a measure of 'customer loyalty', but it has now also been adopted by government agencies as a measure of the strength of the relationship they have with their stakeholders and customers. Respondents are classified into three groups as follows based on their response to the recommendation question:

1. 'Promoters' are respondents who, based on a rating of 9-10 on the 11-point scale, are likely to recommend the company/organisation.
2. 'Passives' are respondents who rate their likelihood of recommending the company/organisation with a rating of 7-8.
3. 'Detractors' are respondents who, based on a rating of 0-6 on the 11-point scale, are unlikely to recommend the company/organisation.

The NPS is calculated by subtracting the percentage of 'Detractors' from the percentage of Promoters. Ideally, the result should be a positive figure, indicating that there are more Promoters than Detractors. Ako Aotearoa's NPS is 14, based 39% respondents being Promoters and 25% being Detractors (Table 4 overleaf). As a basis of comparison, most NPS for other similar organisations range between -20 and +20.



Table 4: Net Promoter Score by position role

	Base =	Total	Governor/Seni or manager	Practitioner	Professional services & support staff	Other
		704	154	421	95	34
		%	%	%	%	%
Extremely unlikely 0		2	2	3	1	0
1		2	2	2	0	2
2		1	3	1	1	0
3		2	2	3	1	2
4		1	1	1	0	0
Neutral 5		9	9	9	9	8
6		8	10	7	8	11
7		14	14	13	18	11
8		16	13	18	15	21
9		12	8	14	15	12
Extremely likely 10		27	28	26	29	24
Don't know		5	6	5	3	8
Would rather not say		1	1	0	0	0
Total		100	100	100	100	100

Total may not sum to 100% due to rounding.

While there is some variation in the 'promoter' results by position role (36% for Governor/Senior managers, 40% for Practitioners and 44% for Professional service and support staff), the difference in scores is not statistically significant.

Statistically significant variations do exist in terms of the Regional hubs, with respondents from the Southern Hubs more likely to be promoters (47%) compared with those in the Northern Hub (33%).

Looking at the tertiary sectors, there are no significant differences in 'promoters' across the different sectors; however, University (29%) and PTE (33%) respondents are more likely to be Detractors than ITP respondents (21%).



3.2 Net Trust Score



Ako Aotearoa receives an **NTS** score of **9**

Respondents were also asked to consider the different programmes and services offered by Ako Aotearoa in order to state to what extent they had **trust and confidence** in the organisation 'in providing programmes and services which result in the best educational outcomes for learners'. They were asked to use a standard 11-point scale to provide their answer to this question (0='no trust and confidence at all' and 10='full trust and confidence').

Using the results to this question, we have calculated a Net Trust Score (NTS) for Ako Aotearoa. Like the NPS, the NTS was also originally developed for companies operating in the private sector as measure of 'customer loyalty' and recently, it has also been adopted by government agencies, but it has now also been adopted by government agencies as a measure of the strength of the relationship they have with their stakeholders and customers.

Respondents are classified into three groups on the same basis as the NPS:

1. 'High Trust' are respondents who, based on a rating of 9-10 on the 11-point scale, stated they had a high level of trust and confidence in the company/organisation.
2. 'Mid-Trust' are respondents who rate their trust and confidence in the company/organisation with a rating of 7-8.
3. 'Low Trust' are respondents who, based on a rating of 0-6 on the 11-point scale, stated they had no level of trust and confidence in the company/organisation.

The NTS is calculated by subtracting the percentage of respondents with 'High Trust' from the percentage of respondents with 'Low Trust'. Ako Aotearoa's NTS is 9, based 36% respondents being High Trust and 27% being Low Trust (Table 5 overleaf). A positive NTS is any positive number greater than 0.



Table 5: Net Trust Score by position role

	Base =	Total	Governor/Senior manager	Practitioner	Professional services & support staff	Other
		704	154	421	95	34
		%	%	%	%	%
No trust and confidence at all 0		2	1	3	1	2
1		1	1	1	0	0
2		2	4	1	0	0
3		2	2	2	1	2
4		2	2	1	3	0
Neutral 5		9	9	9	7	13
6		9	11	8	8	6
7		15	13	13	28	16
8		15	15	17	11	10
9		15	14	14	17	24
Full trust and confidence 10		21	20	22	20	15
Don't know		7	6	7	4	11
Would rather not say		1	1	1	0	0
Total		100	100	100	100	100

Total may not sum to 100% due to rounding.

There are no statistically significant variations in these results by position role.

However, statistically significant variations do exist in terms of the Regional hubs, with those respondents from the Southern Hub more likely to have High Trust (42%) compared with those in the Northern Hub (32%).

Looking at the tertiary sectors, there are no significant differences in terms of the percentage having High Trust across the different sectors; however, University (29%) and PTE (33%) respondents are more likely to have Low Trust than ITP respondents (21%).



3.3 Opinions about Ako Aotearoa's perceived effectiveness

Respondents were presented with a battery of statements in order to measure Ako Aotearoa's perceived effectiveness. The statements were as follows:

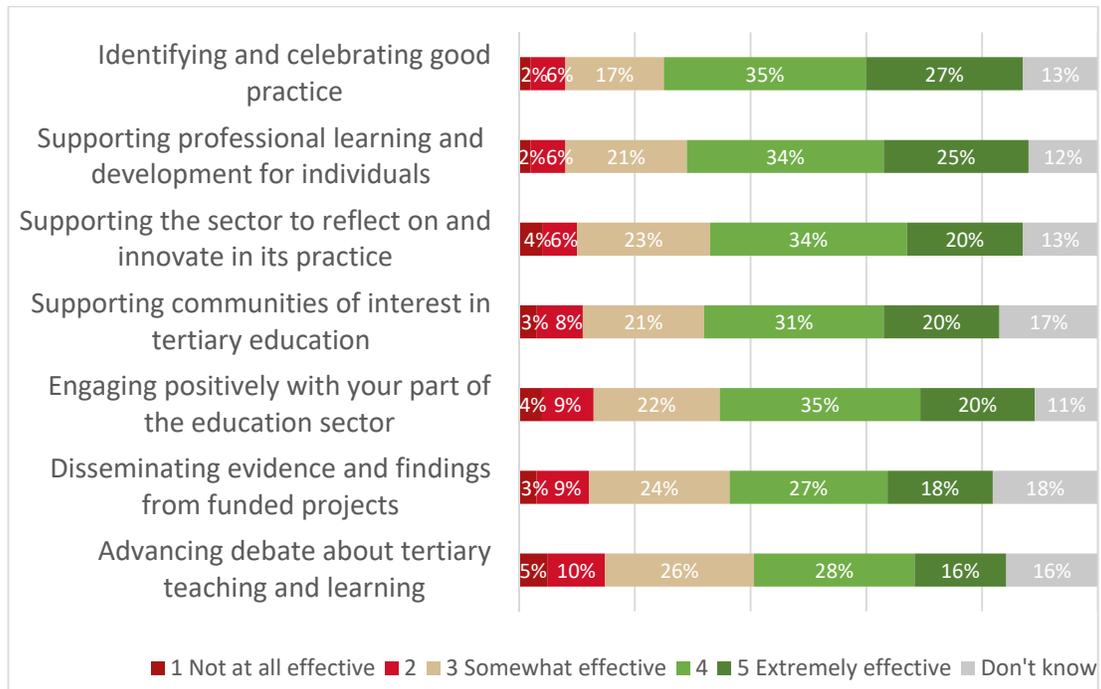
"How effective do you think Ako Aotearoa is at..."

- ◆ *"... advancing debate about tertiary teaching and learning."*
- ◆ *"... supporting professional learning and development."*
- ◆ *"... identifying and celebrating good practice."*
- ◆ *"... supporting the sector to reflect on and innovate in its practices."*
- ◆ *"... supporting communities of interest in tertiary education."*
- ◆ *"... disseminating evidence and findings from funded projects."*
- ◆ *"... engaging positively with your part of the education sector."*

Using a standard 5-point scale, respondents were asked to state how much they agreed or disagreed with each statement. Figure 2 overleaf presents the results to this question, based on all respondents.



Figure 2: Ako Aotearoa's perceived effectiveness



It is important to note that the percentage of respondents disagreeing with each statement (i.e. scoring 1 or 2) is low, and that a bigger percentage are neither agreeing or disagreeing (i.e. scoring 3). The latter are effectively 'sitting on the fence' which, in our opinion, is a much better position for Ako Aotearoa to be in than if they are disagreeing with the statements, in that with the right programmes and services, it should theoretically be easier for these stakeholders to adopt positive opinions about the organisation.

However, reasonably significant percentages of respondents gave a 'don't know' response; again, reflecting a need for awareness-building activity.

Examination of the agreement scores (i.e. scoring 4 or 5) shows that the areas in which Ako Aotearoa performed most positively (i.e. is considered to be most effective) were as follows:

- ◆ "... identifying and celebrating good practice" (62%).
- ◆ "... supporting professional learning and development for individuals" (59%).
- ◆ "... engaging positively with your part of the education sector" (55%).



However, as a whole, these effectiveness ratings are relatively low, as a result of the percentages of respondents neither agreeing nor disagreeing, or giving a 'don't know' response.³

There are no statistically significant variations across the respondent groups in terms of "*identifying and celebrating good practice*".

In terms of "*supporting professional learning and development for individuals*", respondents in the Central hub were more likely to deem Ako Aotearoa effective than those in the Northern hub (65% and 55% respectively).

In terms of "*engaging positively with your part of the education sector*", Professional services and support staff were more likely to deem Ako Aotearoa effective than Governor/senior managers (64% and 47% respectively).

Areas in which Ako Aotearoa performed less positively were as follows:

- ◆ "... *advancing debate about tertiary teaching and learning*" (44%).
- ◆ "... *disseminating evidence and findings from funded projects*" (45%).
- ◆ "... *supporting communities of interest in tertiary education*" (51%).

These statements also have the largest percentage of respondents sitting in the 'don't know' category, rather than having a more negative opinion about Ako Aotearoa's effectiveness.

There are no statistically significant variations across the respondent groups in terms of these statements.

³ Based on results from other agencies and organisations we survey, a score of 75% or more is deemed high.



4.0 Awareness, Use of and Opinions about Ako Aotearoa Programmes and Services

In this section of the report we present the results to questions which measured the awareness, use of and opinions about four specific programmes and services offered by Ako Aotearoa; namely, Professional Learning and Development workshops and events, project funding, Tertiary Excellence Awards, and strategic forums and events.

In order to ensure respondents fully understood these programmes and services, links were provided in the survey questionnaire to the following descriptions:

- ◆ Professional Learning and Development workshop and events – Ako Aotearoa’s professional learning and development (PLD) programme supports tertiary teachers and their organisations to improve learner success through workshops and other events.
- ◆ Project funding – Ako Aotearoa has committed over \$10 million to support projects across the entire tertiary sector that focus on improving teaching and learning.
- ◆ Tertiary Teaching Excellence Awards – the annual Tertiary Teaching Excellence Awards (TTEAs) aim to recognise and encourage excellence in tertiary education, at a national level.
- ◆ Strategic forums and events – Ako Aotearoa’s strategic forums, such as conferences, wānanga and other events, are run in close partnership with sector and international experts (e.g. Te Ara Whakamana, New Zealand Vocational Education and Training Research Forum, Tuia Te Ako and Wānanga/Fono).

4.1 Awareness of programmes and services

Table 6 overleaf outlines the results to a question which measured the extent to which respondents were aware of the programmes and services listed above. This shows that highest awareness exists for the Professional Learning and Development workshop and events at 92%, followed by the Tertiary Teaching Excellence Awards (TTEA) at 65%. Lower awareness is evident for Project co-funding at 55%, with the lowest awareness for the strategic forums and events at 43%.

Respondents were also given the opportunity to identify other programmes and services they were aware of and in this regard, a number referred to the Ako Academy.



Table 6: Awareness of Ako Aotearoa's programme and services

	Base =	Total 704 %
Professional Learning and Development workshop and events		92
Project Funding		55
Tertiary Teaching Excellence Awards (TTEA)		65
Strategic forums and events		43
Other		6
None of the above		5

Total may not sum to 100% due to rounding.

Respondents who were aware of each of these programmes and services were asked to indicate to what extent they felt informed about them.

Concentrating on those scoring 4 or 5 (i.e. those who felt informed), Table 7 shows that Professional Learning and Development workshop and events scored the most positively at 73%. This means that three quarters of those who were aware of the Professional Learning and Development workshop and events felt informed about this programme.

In comparison, just over one-half (54%) of those who were aware of the Tertiary Teaching Excellence Awards felt informed about them. Similarly, 52% of those who were aware of the strategic forums and events felt informed about them, and 48% of those aware of the Project co-funding felt informed.

Table 7: Knowledge of Ako Aotearoa's programme and services

	n	Not at all informed		Somewhat informed		Extremely informed	Don't know/Not applicable
		1 %	2 %	3 %	4 %	5 %	
Professional learning and development workshops and events	652*	1	4	22	38	35	1
Project funding	397*	4	12	35	27	21	1
Tertiary Teaching Excellence Awards (TTEA)	464*	3	11	31	26	28	1
'Strategic forums and events	296*	4	11	33	30	22	0

Total may not sum to 100% due to rounding.

*Sub-sample based on those respondents who were aware of each programme or service.



Respondents who stated they felt at least somewhat informed (scored between 3-5) were subsequently asked to identify how they currently informed themselves about Ako Aotearoa’s programmes and services. Table 8 shows that the top-ranking method of keeping informed about Ako Aotearoa’s programmes and services was the online newsletter at 73%, followed by a visit to the website at 45% and word-of-mouth at 35%.

The least reported channels included the Ako Aotearoa social media page at 4%. Practitioners were somewhat more likely than respondents in other position roles to use the social media pages at 6%.

In the questionnaire, respondents were given an “other (please specify)” option to provide any other methods of staying informed about Ako Aotearoa’s programmes and services. Seven percent reported here that they receive emails sent from Ako Aotearoa. It is important to note that there was some confusion as to whether these were a reference to the online newsletter.

I receive emails from AKO (this may be the online newsletter referred to?)

Table 8: Current methods used to keep informed of Ako Aotearoa’s programme and services

Base =	Total 643* %
I visit their website	45
I subscribe to their online newsletter	73
I follow Ako Aotearoa on Twitter and/or Facebook	4
I keep in touch through direct communication with Ako Aotearoa staff	18
I find out through Ako Aotearoa Academy members	10
I find out through colleagues and word of mouth	35
Emails sent by Ako Aotearoa	7
Other	4
Don't know	1

Total may exceed 100% because of multiple responses.

*Sub-sample based on those respondents who are informed about any of Ako Aotearoa’s programmes and services

To confirm that these ways were the most preferred methods of communication for Ako Aotearoa to use in the future, all respondents were then asked to identify what they regarded as ‘the best way’. Table 9 overleaf shows that, again, the online newsletter was identified as being the most preferred way of keeping informed (63%). Professional services and support staff (71%) were more likely to prefer to use the online newsletter when compared with Practitioners (61%).

In comparison, while many stated they currently use Ako Aotearoa’s website to keep informed (45%), relatively few identified this method as the ‘best way’ (12%). It is our understanding that Ako Aotearoa is in the process of building a new website for launch in October 2017, aiming to improve its relevance, usability and engagement levels. It is our feeling that this should help to boost the website as a channel or method of staying informed.



Table 9: Preferred methods of keeping informed of Ako Aotearoa's programme and services, compared with current methods

	Base =	Total preferred 704 %	Total current methods 643* %
By visiting their website		12	45
Through their online newsletter		63	73
Through Ako Aotearoa's twitter and/or Facebook page		1	4
Through direct communication with Ako Aotearoa staff		7	18
Through Ako Aotearoa Academy members		2	10
Through colleagues and word of mouth		6	35
Through emails sent by Ako Aotearoa		5	7
Other		2	4
Don't know		3	1
Total		100	**

Total may exceed 100% because of rounding.

*Sub-sample based on those respondents who are informed about any of Ako Aotearoa's programmes and services



4.2 Participation in Ako Aotearoa’s Professional Learning and Development workshop and events



70%* have participated in Ako Aotearoa’s Professional Learning and Development workshop and events

**based on the total sample.*

As shown in Table 1, 77% of those aware of Ako Aotearoa’s professional learning and development workshop and events stated they had participated in them. When this is expressed in terms of the total sample of respondents, this participation rate is 70%.

Respondents who were aware of Ako Aotearoa’s Professional Learning and Development workshops and events were asked if they had ever participated in these workshops and events. Seventy seven percent of respondents (n=495) who were aware stated that they had participated, which is the highest participation rate across all four programmes and services respondents were questioned about in the survey (Table 10).

Table 10: Participation levels in the Professional Learning and Development workshop and events

	Base =	Total 652* %
Yes		77
No		20
Don't know		4
Total		100

Total may not sum to 100% due to rounding.

*Sub-sample based on those respondents who indicated they were aware of Ako Aotearoa’s professional Learning and Development workshops or events.

Table 11 overleaf profiles participants in terms of their position role. This shows that participation was highest amongst Professional services and support staff (83%) and Practitioners (81%). In comparison, Governor/senior managers (68%) were significantly less likely to have participated in this programme.

This was also the case for those working in the University sector (66%), compared with those in ITPs (85%) and PTEs (77%).

There are no statistically significant variations between the Regional hubs.



Table 11: Participation levels in the professional learning and development workshop and events by role

	Total	Governor/Seni or manager	Practitioner	Professional services & support staff	Other
Base =	652*	144	389	89	30
	%	%	%	%	%
Yes	77	68	81	83	54
No	20	29	16	12	37
Don't know	4	3	3	5	8
Total	100	100	100	100	100

Total may not sum to 100% due to rounding.

*Sub-sample based on those respondents who indicated they were aware of Ako Aotearoa's professional learning and development workshops or events.

Respondents who stated they **had** participated in Ako Aotearoa's Professional Learning and Development workshops and events were asked which topics had been covered in these workshops and events.

Table 12 shows that 'teaching practices and strategies' was the most frequently stated topic covered in these workshop and events. This is significantly higher among Practitioners (70%) compared with Professional services and support staff (53%). There are no statistically significant variations across the Regional hubs or tertiary sector.

'Learner engagement' was cited second most frequently at 40%, followed by 'supporting Māori learners' (32%). Those in the university sector were less likely to have covered topics on 'supporting Māori learners' than those in ITPs and PTEs.

Respondents were the least likely to have reported attending workshops and events on topics relating to 'mentoring' (9%), 'online learning' (10%) and 'research skills' (10%).



Table 12: Topics covered in Professional Learning and Development workshop and events

Base =	Total	Governor/Seni or manager	Practitioner	Professional services & support staff	Other
	507*	100	315	74	18**
	%	%	%	%	%
Teaching practices and strategies	66	66	70	53	72
Assessment	30	28	29	37	39
Learner engagement	40	38	40	42	42
Supporting Māori learners	32	28	33	36	24
Supporting Pasifika learners	23	23	23	21	28
Online learning	10	11	10	7	13
Maori and/or Pasifika Literacy and numeracy	13	20	12	8	9
Vocational education	13	17	11	14	19
Mentoring	9	10	7	12	13
Research skills	10	9	9	13	29
Other	12	15	10	14	4
Don't know/Can't remember	1	1	2	1	0

Total may exceed 100% because of multiple responses.

*Sub-sample based on those respondents who indicated they had participated in Ako Aotearoa's professional learning and development workshops or events.

Respondents who stated they had **not** participated in Ako Aotearoa's Professional Learning and Development workshops and events were asked to explain why this was the case by considering a list of possible reasons.

Figure 3 overleaf shows that 'budget constraints' was the top reported reason for not attending these workshops and events (31%), followed by 'the content of the workshops was not relevant to me' (28%), and 'I access internal organisation PLD opportunities' (27%).

These barriers show that there is an appetite for such workshops and events rather than a lack of interest ('I would prefer not to participate in these workshops and events' at 9%). It is important that Ako Aotearoa addresses these barriers by, if possible, making the PLD workshops and events accessible and attractive to all.



Figure 3: Barriers to participation in Professional Learning and Development workshop and events



Total may exceed 100% because of multiple responses.

*Sub-sample based on those respondents who indicated they had not participated in Ako Aotearoa's Professional Learning and Development workshops or events, but were aware.

Respondents were also provided with an opportunity to offer additional feedback as to why they had not participated in this programme. These verbatim reinforce the barriers listed above.

Your workshops are all in Auckland, Wellington or Christchurch, so we have to factor travel and accommodation in, which makes them not quite doable. Some of them you come out to the regions for a small group, but again, taking on the forming of this and then meeting the cost of the workshop is too peripheral to fit on our busy work schedule.

Time poverty! I am very, very time poor and really need a very high value proposition to book out a day or two from work - Ill ultimately make up the time in evenings - which I really don't want to do.

These workshops are now very expensive. We have no budget for professional development. Our university runs a very comprehensive selection of courses and they are free.

I generally find that general development opportunities don't work for me. I prefer to do activities that are closer aligned with my field of engineering. Many of the courses seem to be irrelevant to the high motivated and intelligent students that we have in engineering.



All respondents who were aware of Ako Aotearoa's Professional Learning and Development workshops and events, and regardless of whether they had or had not participated in these workshops and events, were asked if they would recommend them to a 'colleague who is involved in tertiary education'.

Table 13 shows these recommendation scores and also the scores for those who had participated in them and those who had not.

Overall, 35% of those who were aware of the PLD workshop and events are 'promoters' (i.e. scored 9 or 10 on the likelihood to recommend scale). It is also positive to see that those who had participated in the workshops were significantly more likely to recommend them than those who had not participated in them (42% and 13% respectively).

Table 13: Likelihood to recommend the Professional Learning and Development workshop and events

	Base =	Total 652* %	Have participated 508 %	Have not participated 120 %
Extremely unlikely 0		1	1	3
1		1	1	2
2		1	0	3
3		1	1	2
4		2	1	3
Neutral 5		13	10	20
6		6	6	5
7		14	13	13
8		19	22	10
9		11	12	7
Extremely likely 10		24	30	6
Don't know		6	1	25
Would rather not say		1	0	2
Total		100	100	100

Total may not sum to 100% due to rounding.

*Sub-sample based on those respondents who indicated they were aware of Ako Aotearoa's Professional Learning and Development workshops and events.

Finally, all respondents were asked to indicate how interested they would be in attending a range of different professional learning and development programmes.

Table 14 overleaf shows that interest is highest for workshop and events 'on new topics such as alternative credentialing, investigating new teaching and learning spaces and learner-driven personalized learning' at 57%. Those who had participated in previous workshops and events were significantly more likely to be interested in attending workshops on these new topics (63%).

Interestingly, lowest interest exists for a move towards 'online only and at a lower cost' (35%).

Having face to face delivery provides the greatest opportunity for the workshop to be tailored to the people who attend, and offers the fullest networking opportunities between participants, unless by online you mean full conferencing capabilities.



Table 14: Topics of interest for upcoming the Professional Learning and Development workshop and events

	Total %	Have participated %	Have not participated %
Base =	652*	508	120
Delivered online only and at a lower cost	36**	36	31
Delivered through a blended model with face to face delivery and at a higher cost than online only	40**	46	22
Linked to tertiary teaching qualifications and/or accreditation frameworks	46**	50	33
On new topics such as alternative credentialing, investigating new teaching and learning spaces and learner-driven personalized learning	57**	63	40

Total may not sum to 100% due to rounding.

*Sub-sample based on those respondents who indicated they were aware of Ako Aotearoa's Professional Learning and Development workshops and events.

**Scores shown based on those who claimed they would be interested in attending (i.e. scored 4 or 5).



4.3 Participation in Ako Aotearoa’s co-funded projects



20%* claim to have participated in Ako Aotearoa’s co-funded projects

**based on total sample.*

As shown in Table 1, 36% of those aware of Ako Aotearoa’s co-funded projects stated they had participated in them. When this is expressed in terms of the total sample of respondents, this participation rate is 20%.

Respondents who were aware of Ako Aotearoa’s co-funded projects were asked if they had ever participated in them. Thirty-six percent of these respondents (n=140) stated that they had (Table 15). Relatively low awareness and knowledge of such projects at 55% is mirrored in low participation. There were no statistically significant variations across the respondent groups.

Table 15: Participation levels in the co-funded projects

	Base =	Total 397* %
Yes		36
No		57
Don't know		7
Total		100

Total may not sum to 100% due to rounding.

*Sub-sample based on those respondents who indicated they were aware of Ako Aotearoa’s co-funded projects.

**Caution: low base number of respondents - results are indicative only.

Respondents who stated they **had** participated in Ako Aotearoa’s co-funded projects were asked to identify which fund(s) they participated in. Table 16 overleaf shows that the Regional Hub Project Fund was identified as most frequently at 55%, followed by the National Project Fund at 35% and then the National Project Fund – Partnership at 20%.

Respondents in the Southern hub were more likely than those in the Northern and Central hubs to have taken part in the Regional Hub Project Fund (74%, 40% and 53% respectively).

Similarly, Governor/Senior managers (31%) were more likely than Practitioners (12%) to have taken part in the National Project Fund.



Table 16: Participation levels in specific co-funded projects

	Base =	Total 140* %
Regional Hub Project Fund		55
Hei Toko Project Fund		1
National Project Fund		35
National Project Fund - Partnership		20
Other (please specify)		5
Don't know		4

Total may exceed 100% because of multiple responses.

*Sub-sample based on those respondents who have participated in Ako Aotearoa's co-funded projects.

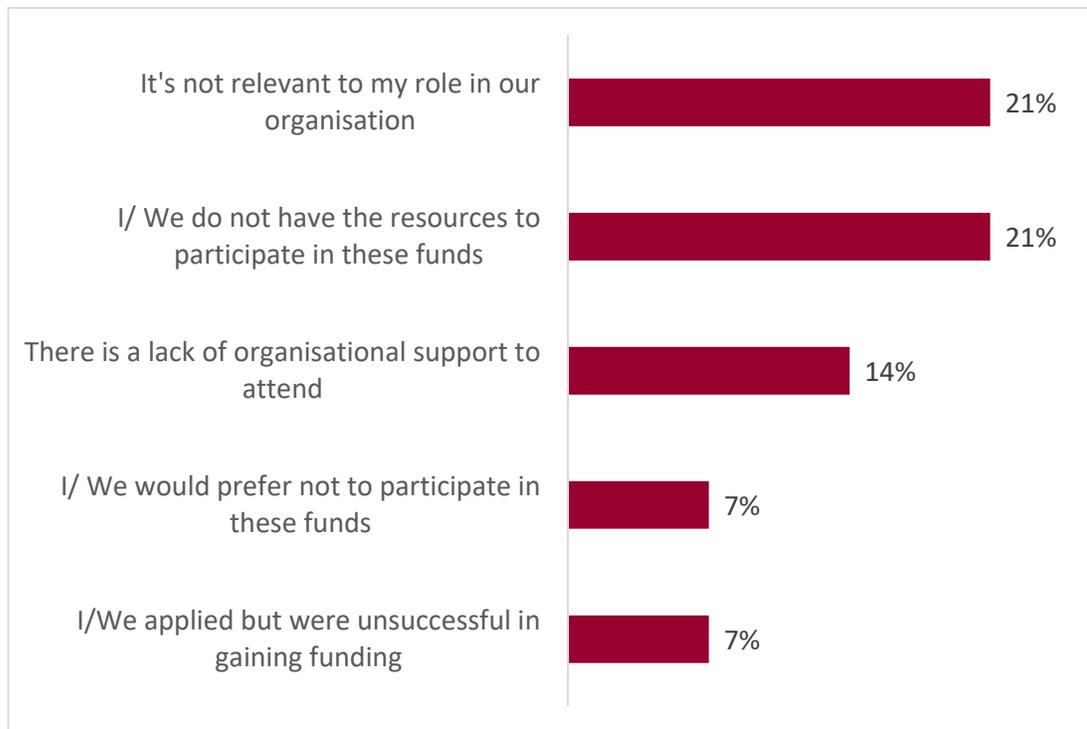
**Caution: low base number of respondents - results are indicative only.

Respondents who stated they had **not** participated in Ako Aotearoa's co-funded projects were asked to explain why this was the case by considering a list of possible reasons.

Figure 4 shows that the most frequently mentioned reason for not participating in co-funded projects is that 'it's not relevant to my role in our organisation' at 21% and 'we do not have the resources to participate in these funds' at 21%. Similar to the PLD workshop and events, a barrier to participation is not necessarily because of a preference not to participate (7%).



Figure 4: Barriers to participation in co-funded projects



Total may exceed 100% because of multiple responses.

*Sub-sample based on those respondents who indicated they had not participated in Ako Aotearoa's co-funded projects, but were aware.

Respondents were also provided an opportunity to offer additional feedback as to why they have not participated in co-funded projects. These verbatim reinforce the barriers listed above.

Will consider in future, just been too busy with other non-teaching related research projects to consider this option at present.

We began the application process but found it time consuming and for a small organisation we did not have the resources to complete all the requirements.

There needs to be more networking and real person communication about the funding and how to apply, with a strategic vision from within our team first so that we can reach out and connect.

Great funding, I've seen the results both in writing and through presentations and spoken to staff involved, brilliant results, no other organisation in NZ could do this.



All respondents who were aware of Ako Aotearoa’s co-funded projects, and regardless of whether they had or had not participated in such projects, were asked if they would recommend them to a ‘colleague who is involved in tertiary education’.

Table 17 shows these recommendation scores and also the scores for those who had participated in them and those who had not.

Overall, 35% of those who are aware of the co-funded projects are ‘promoters’ (i.e. scored 9 or 10 on the likelihood to recommend scale). It is also positive to see that those who had participated in the workshops were significantly more likely to recommend them than those who had not participated in them (60% and 22% respectively).

Table 17: Likelihood to recommend co-funded projects

	Base =	Total 397*	Participated 140	Not participated 230
		%	%	%
Extremely unlikely 0		1	0	2
1		2	1	2
2		2	2	3
3		2	1	3
4		2	2	1
Neutral 5		12	8	14
6		7	3	10
7		9	7	11
8		15	15	15
9		8	9	7
Extremely likely 10		27	51	15
Don't know		12	1	17
Would rather not say		0	0	1
Total		100	100	100

Total may not sum to 100% due to rounding.

*Sub-sample based on those respondents who indicated they were aware of Ako Aotearoa’s co-funded projects.



4.4 Participation in Ako Aotearoa’s Tertiary Teaching Excellence Awards (TTEA)



16%* claim to have participated in Ako Aotearoa’s Tertiary Teaching Excellence Awards

**based on total sample.*

As shown in Table 1, 24% of those aware of Ako Aotearoa’s Tertiary Teaching Awards stated they had participated in them. When this is expressed in terms of the total sample of respondents, this participation rate is 16%.

Respondents who were aware of Ako Aotearoa’s Tertiary Teaching Excellence Awards (TTEA) were first asked if they felt that the Tertiary Teaching Excellence Awards were valued in their organisation/ workplace.

Fifty percent of these respondents stated that they felt they were valued (i.e. scored 4 or 5) (Table 18). Respondents in the university sector were more likely to consider the awards were valued (68%) compared with those in ITPs (51%) and PTEs (34%).

Similarly, respondents in the Southern hub (59%) were more likely to consider the awards were valued compared with those in the Central hub (43%). Professional services and support staff (60%) were also more likely than Governor/Senior managers (41%) to view the TTEA as being valued in their organisation or workplace.

Table 18: Value of TTEA in organisations/ workplaces

	Base =	Total 464* %
Not at all valued 1		7
2		10
Somewhat valued 3		22
4		19
Highly valued 5		31
Don't know		12
Total		100

Total may not sum to 100% due to rounding.

*Sub-sample based on those respondents who indicated they were aware of the Tertiary Teaching Excellence Awards.

Respondents who were aware of Ako Aotearoa’s Tertiary Teaching Excellence Awards (TTEA) were asked if they had ever participated in these awards. Twenty-four percent of respondents (n=109) stated that they had participated (Table 19 overleaf). This is the lowest participation rate among all four programmes and services that respondents were questioned about in the survey. This is surprising given the relatively high awareness level of 65%.



Practitioners were significantly more likely to state they had participated in the awards compared with Professional and support staff (29% and 16% respectively).

Similarly, those in the University sector (35%) were also significantly more likely to state they had participated compared with those in ITPs (20%) and PTEs (23%).

There are no statistically significant variations variation between the Regional hubs.

Table 19: Participation levels of TTEA

	Base =	Total 464* %
Yes		24
No		74
Don't know		2
Total		100

Respondents who stated they had **not** participated in Ako Aotearoa's Tertiary Teaching Excellence Awards (TTEA) were asked to explain why this was the case by considering a list of possible reasons.

Figure 5 overleaf shows that the most frequently-mentioned barrier to participation was 'it's not relevant to my role in our organisation' at 29%. The verbatim below highlights this barrier.

You need to have taught for 6 years I think for this and our organisation does not have people who have worked that long yet in a PTE as many come from private language schools.

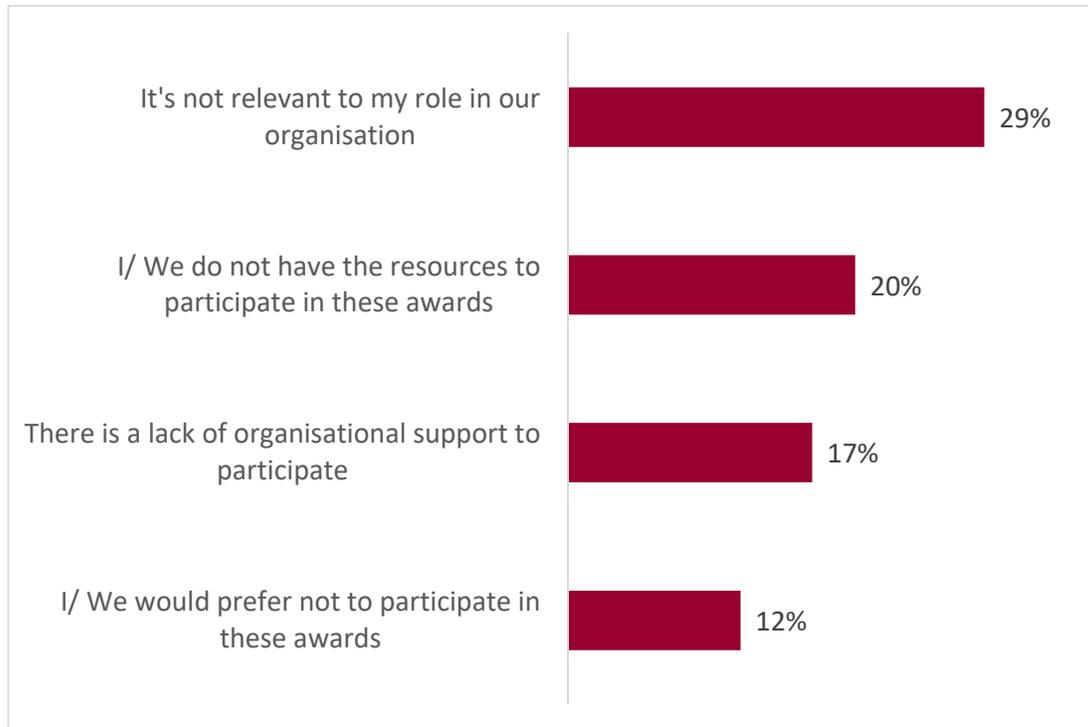
We work in the foundation level of adult education - feel the awards are more geared towards teachers/tutors in higher education institutes.

'I/ We do not have the resources to participate in these awards' was the next most frequently cited barrier at 20%.

These awards are so time consuming. People in the PTE sector don't have resources or time. There are excellent teachers, who do not do curriculum development, research etc. The current structure is not suitable for the PTE sector.



Figure 5: Barriers to participation in TTEA



Total may exceed 100% because of multiple responses.

*Sub-sample based on those respondents who indicated they had not participated in TTEA, but were aware.

All respondents who were aware of Ako Aotearoa's Tertiary Teaching Excellence Awards, and regardless of whether they had or had not participated in these awards, were asked if they would recommend them to a 'colleague who is involved in tertiary education'.

Table 20 overleaf shows these recommendation scores and also the scores for those who had participated in them and those who had not.

Overall, 33% of those who are aware of the awards are 'promoters' (i.e. scored 9 or 10 on the likelihood to recommend scale). It is positive to see that those who had participated in the awards were significantly more likely to recommend them than those who had not participated in them (64% and 22% respectively).



Table 20: Likelihood to recommend Tertiary Teaching Excellence Awards

	Base =	Total 464* %	Participated 117 %	Not participated 338 %
Extremely unlikely 0		4	6	3
1		1	0	2
2		2	2	2
3		3	0	4
4		2	1	2
Neutral 5		20	9	23
6		6	2	7
7		10	10	10
8		11	5	13
9		7	7	7
Extremely likely 10		26	57	15
Don't know		8	0	10
Would rather not say		0	0	1
Total		100	100	100

Total may not sum to 100% due to rounding.

*Sub-sample based on those respondents who indicated they were aware of the Tertiary Teaching Excellence Awards.



4.5 Participation in Ako Aotearoa’s strategic forums and events



18%* claim to have participated in Ako Aotearoa’s **strategic forums and events**

**based on total sample.*

As shown in Table 1, 42% of those aware of Ako Aotearoa’s strategic forums and events stated they had participated in them. When this is expressed in terms of the total sample of respondents, this participation rate is 18%.

Respondents who were aware of Ako Aotearoa’s strategic forums and events were asked if they had ever participated in these. Forty-two percent of respondents (n=129) stated that they had (Table 21). While the awareness Ako’s strategic forums and events is the lowest of all four programmes and services that respondents were questioned about in the survey, almost one-half of those who were aware of them had participated.

There are no statistically significant variations by the respondent groups.

Table 21: Participation levels for strategic forums and events

	Base =	Total 296* %
Yes		42
No		49
Don't know		8
Total		100

Total may not sum to 100% due to rounding.

*Sub-sample based on those respondents who indicated they were aware of Ako Aotearoa’s strategic forums and events (e.g. conferences, wānanga).

Respondents who stated they **had** attended Ako Aotearoa’s strategic forums or events were asked to identify which of them they had attended.

Table 22 overleaf shows that the New Zealand Vocational Education and Training Research Forum recorded the highest attendance at 55%, followed by Wānanga/Fono at 23%. The lowest attendance level was recorded for Te Ara Whakamana at 10%.



Table 22: Attendance levels at specific strategic forums and events

Base =	Total 117* %
Te Ara Whakamana New Zealand Vocational Education and Training Research Forum	10
Tuia Te Ako	55
Wānanga/Fono	16
Other	23
Don't know	26
	5

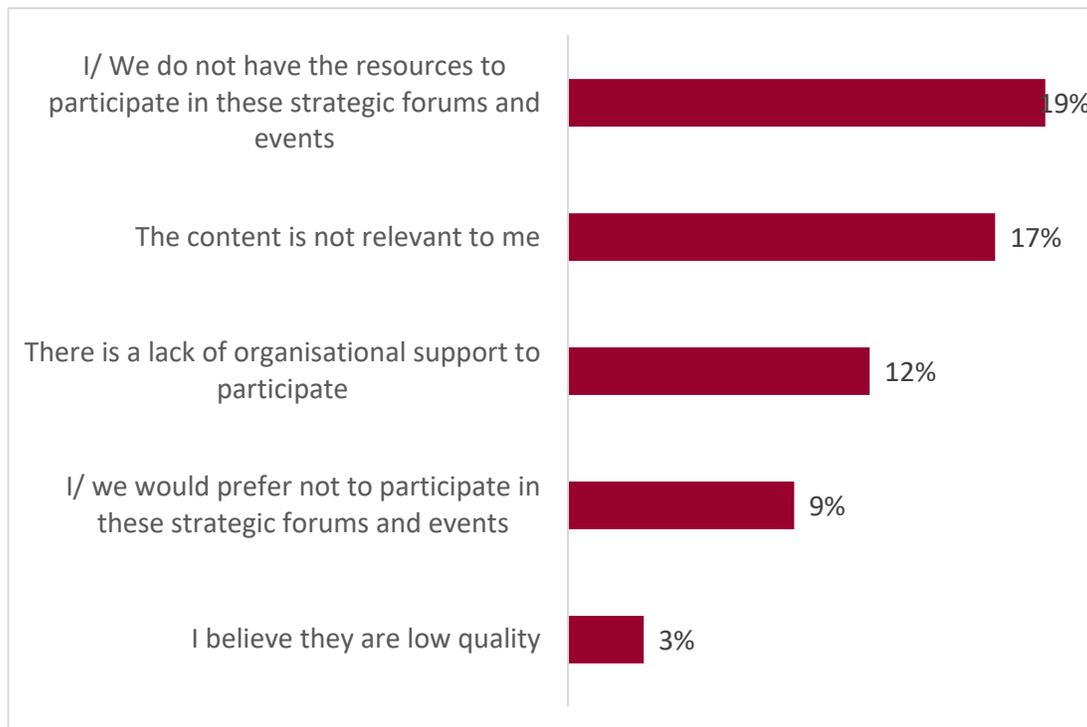
Total may exceed 100% because of multiple responses.

*Sub-sample based on those respondents who indicated they had participated in the Ako Aotearoa's strategic forums and events (e.g. conferences, wānanga).

Respondents who stated they had **not** participated in Ako Aotearoa's strategic forums and events were asked to explain why this was the case by considering a list of possible reasons.

Figure 6 shows that 'we do not have the resources to participate' was the barrier most frequently cited at 19%. This is followed by 'the content is not relevant to me' at 17%. It is positive to see that the quality of the strategic forums and events was not necessarily seen as a main barrier (3%).

Figure 6: Barriers to participation in TTEA



Total may exceed 100% because of multiple responses.

*Sub-sample based on those respondents who indicated they had not participated in TTEA, but were aware.



Respondents were also provided an opportunity to offer additional feedback as to why they had not participated in these strategic forums and events. These verbatim reinforce the barriers listed above.

We are expected to attend and present at academic conferences, and conference funding is very limited. Additional funding for other events is hard to come by, and we cannot generally get funding unless we are presenting.

Too busy; teaching, marking and research.

I certainly would attend if the content was relevant to my current projects.

All respondents who were aware of Ako Aotearoa’s strategic forums and events, and regardless of whether they had or had not participated in them, were asked if they would recommend them to a ‘colleague who is involved in tertiary education’.

Table 23 shows these recommendation scores and also the scores for those who had participated in them and those who had not.

Overall, 31% of those who are aware of the awards are ‘promoters’ (i.e. scored 9 or 10 on the likelihood to recommend scale). It is positive to see that those who had participated in the projects were significantly more likely to recommend them than those who had not participated in them (54% and 13% respectively).

Table 23: Likelihood to recommend Ako Aotearoa’s strategic forums and events

	Base =	Total 296* %	Participated 117 %	Not participated 151 %
Extremely unlikely 0		1	0	2
1		2	0	3
2		1	1	1
3		2	1	2
4		0	0	1
Neutral 5		20	6	30
6		4	3	4
7		11	15	8
8		11	18	6
9		9	13	6
Extremely likely 10		22	41	7
Don't know		18	1	30
Would rather not say		0	0	1
Total		100	100	100

The base numbers shown are unweighted counts.

Total may not sum to 100% due to rounding.

*Sub-sample based on those respondents who indicated they were aware of Ako Aotearoa’s strategic forums and events.



5.0 Stakeholders' Suggestions to Enhance Ako Aotearoa's Programmes and Services

In this section of the report we present stakeholder's suggestions about the types of programmes and services to Ako Aotearoa should offer, and how it could provide these to people involved in the tertiary sector.

An analysis of the suggestions provided are as follows:

1. As is reflected in the NPS and NTS, stakeholders made many positive comments about Ako Aotearoa and the work of the organisation.

You do a great job, and I frequently recommend you to my staff and colleagues. In activities in which I've been involved, your support has been outstanding.

From my experience, Ako does an amazing job - very supportive and enabling. You always feel like they are there to support you.

2. As seen in the awareness and effectiveness results also, there is a substantial cohort that simply don't know enough about the organisation to make a valid comment. Raising the profile of the organisation and its programmes and services through direct communication activity and/or encouraging brand advocates to promote the organisation may help to overcome this. Another suggestion provided recommends teaming up with certain tertiary sectors (i.e. ITPs, universities) so that communication resources can be shared.

To be more 'out there' in terms of connections and relationships with universities. This may well be the case, but we are not well informed. The Ako community seems quite small - most of my colleagues know little about it and its work. My university often arranges workshops, etc on similar topics to Ako Aotearoa, but they are not well attended. Further to this are the project possibilities. These are not to the fore in our university either. Perhaps these would be enhanced if there was an explicit Ako/Uni relationship?

Look at how you engage with academics to let them know what you are doing. Communication strategy to help disseminate the good work that you do and the range of events that you organise.

Far more networking events (to get the sector talking) [are needed]. Involve the Academy more in disseminating good practice. Awareness of Ako's services need far more work, i.e. posters in every staff-room - or an "Ako champion" in every organisation. Instead of a \$20,000 cheque for TTEA award winners, a \$10k cheque, and the other \$10k able to be earned by providing teaching seminars around NZ @ \$150 an hour.



3. While it is realised that it is difficult to cater for the entire country, some find that events can be regionally biased even though there are rural high priority areas.

Prioritise the areas of NZ that need the expertise despite the numbers not stacking up, i.e. Gisborne often does not have enough attendees to warrant its own sessions, as we have low numbers of tertiary educators, but we have high needs in the students in the region.

- a. Focusing on just urban hubs can reflect 'an elitist culture'. A suggestion to overcome this is to encourage larger providers in these areas to share their resources.

Think outside of Auckland, Wellington and Christchurch please. Many great workshops we would attend are not offered in our centre and the cost of taking staff to Wellington is prohibitive to us attending. Inhouse options are very expensive for smaller providers. Whilst I understand the economic realities for you, it is creating an elitist culture around Professional Development - if you are a large provider you have more options. Maybe Ako could encourage the larger providers they work with in the provinces to extend an invitation to smaller providers to join them and access any AKO in house training they organise?

- b. Providing more autonomy with 'low level' staff and localising events in certain areas may also help users in rural areas.

When someone new offers help to support in the Ako Academy with a local event, then they should be welcomed and assisted. This is the way we all may learn and grow in that support role - too often people forget it was a new ball game for them years ago! Working on someone's shoulder is a proven method of sharing information, vital collaboration and a positive way of moving forward in an ever-changing global environment of education.

Ako Aotearoa does a very good job of managing its funds and disseminating the outcomes of the projects it supports. Perhaps more 'lower level' support for regional, collaborative communities of practice would raise the profile of Ako Aotearoa and enable more collaboration and communication between likeminded individuals and organisations.

4. While the benefits of face-to-face programmes are understood, this is not always feasible from a location, cost and timing point of you. To overcome these barriers, appetite does exist for a move towards online.

I like the online options as I am rarely available when they come up. If they were highly engaging I would be very interested. However, I love the face-to-face programmes I have attended, so face-to-face during holidays or weekends would be my first preference.

I would be very interested in online only (or perhaps webinar) professional development sessions, both as an attendee, but also as a potential presenter upon completion of research in Ako-funded projects. These online opportunities would off-set the costs of money and



time in attending a day or half-day session, and that is appealing given the current tertiary climate of available funds for professional development.

5. Issues with the website were mentioned spontaneously in terms of navigation, usability and accessibility. The launch of Ako Aotearoa's new website will help to address this and also benefit the online delivery of workshops and programmes.

The website needs to be easier to navigate. I get lost every time I go there...

It is very annoying to find an interesting article or project on the Ako site, only to discover the link no longer works. This is happening more and more frequently than it used to. It seems important to make sure the links are live or take them down if they can't be made to work.

6. Although it may be difficult to satisfy all cohorts to the tertiary sector, some felt Ako Aotearoa fails to be inclusive of all roles/institutes/educational areas, etc. Specific mentions existed in terms of the case with ESOL, ESL or EFL and a preference towards supporting larger institutes. It is important that Ako Aotearoa recognises those sectors who feel more can be done in their area and address these concerns as best they can.

Workshops targeting ESOL specifically.

Until there is some parity for tutors in the ESL/EFL sector, the programmes and services are out of reach.

Facilitating ongoing communities of practice, workshops are great, but it is the continuing peer contact that is most beneficial for tutors. Large institutions are able to fund this themselves often, but PTEs are often too tied to running the business to really put sufficient time into their teaching staff in an ongoing and meaningful way. If the standard of foundation tutoring is to improve, it will need leadership from perhaps Ako Aotearoa to make progress. Proficient Foundation tutors are like gold dust and we need more of them in the sector.

7. Ako Aotearoa is recognised for the emphasis it places not only on research, but on the importance of teaching practices, something that is often seen by some as secondary especially in the university sector.

Please keep doing it! AKO Aotearoa provides an essential hub for research and practice around tertiary teaching at a national level. It's very important that teaching maintains a high profile in tertiary contexts, where other demands are made (research, professional body membership) and where the range of tertiary educational experiences are represented.

I don't think I have suggestions, but the organisation has been HUGELY helpful for me and in developing my teaching. I am sad that my university doesn't value quality teaching as much as quality research. I think universities should be partners for Ako Aotearoa.



- a. Some see Ako Aotearoa as acting in more of an advocacy role, in order to lobby universities on the importance of better teaching practices as a cultural shift is needed. Promoting this, is seen as a challenge and not necessarily because university staff are not interested in valuing teaching.

Ako does well within the limits of its resources and we definitely need something like it as universities at least, tend to struggle to value teaching.

In the university sector, especially in science colleges, it's always going to be a challenge. Academics have limited time, and PBRF and global rankings mean that research activities are always going to trump teaching...especially since advanced teaching methods need more time, effort and support than traditional ones (e.g. lectures/labs). For high research activity, the rewards are great. It's not that academics aren't interested in improving their teaching or exploring new ways, it's just they are not incentivised to do so. If the students aren't complaining and pass rates are acceptable...academics will leave it at that and spend time on research. I don't see this culture changing any time soon...in fact it's getting worse.

8. While many valued the workshop, conferences and events offered by Ako Aotearoa, definite barriers to participation are highlighted especially in terms of cost, location, relevance and time pressure.

Keep the cost down. Keep the topics relevant and up-to-date. Promote action research and disseminate findings through newsletter prior to workshops.

Some of your topics seem extremely relevant and interesting on the face of it, but I was completely put off by the one I went to because (a) I thought the cost was excessive, (b) it took a lot of time (a day workshop), and (c) it was almost useless in terms of what it advertised/what I needed - I didn't find it practical.

Offering courses online will reduce costs, make them remotely accessible, completed at a time that suits and also gives Ako Aotearoa the opportunity to offer more options on a host of different topics.

9. While many appreciated the co-funding projects, there was mentions that the application process was arduous, so much so that respondents were put off applying. Ako Aotearoa must work to streamline the process and make it more attractive for potential applicants.

... Also, the bureaucracy involved with receiving a small amount of money from Ako Aotearoa to help fund my project has put me off applying for any other funding.



- a. Better standards are also required as to who is accepted for this funding – more rigour is required.

Better scrutiny of projects being funded is needed. I am aware of a funded project which should not have received funding. Although fine, people are involved in the project, there were significant flaws in the project, with results that are misleading/misinforming. The research standard in that project was extremely low and that should have been picked up on at some point. It is not that the topic was unimportant, it was how the research was conducted that was of such a low standard. The person presenting the session I went to on their funding seemed to have limited knowledge of issues around the breadth and depth of good research.

10. The Tertiary Teaching Excellence Awards were well received by some.

I have very much valued Ako Aotearoa's approach to Tertiary Teaching Excellence. Our team has been very well supported with our project grant and we have come away from various fora (e.g. Tuia Te Ako) with lots of ideas, energy and networks. As Māori, we have also appreciated the way in which Ako follows through with its commitment to supporting tertiary excellence for Māori and it provides a very positive model for strategy and frameworks that reflect Treaty, and Māori outcomes. Well done and please continue!!

- a. Others, would like to receive feedback on why they were unsuccessful.

Regarding the TTEA, it feels a bit disappointing when people apply, but receive no feedback on where they could improve. The winner portfolios I believe should be published so people can see what they did/didn't write so this would help for subsequent years. So much work goes in and you really get nothing back.

11. It is also important that Ako Aotearoa continues to focus on ethnic diversity and continues to tailor it's programmes and services accordingly.

I worry that a lot of funding goes into endless pilot and pet projects that may or may not enhance the learning experience for some learners, but not effect systemic change and work to solve some of New Zealand's stickier problems, like the gap in achievement between Māori and Pasifika and non-Māori and Pasifika.

I work as a wānanga that 'lives' being Māori which means the programmes on offer by Ako Aotearoa includes Pakeha values and beliefs that aren't working for us as Māori or not applicable to who we are as being Māori.

Find better facilitators for the Pacific workshops who have been in teaching at the tertiary level, who themselves are Pacific.



6.0 Appendices

Ako Aotearoa – Our work with you
PUT AKO LOGO IN FROM EMAIL NOTIFICATION
Online Survey of **Ako Aotearoa Stakeholders**

Research New Zealand P/N 4941

UPDATED 09 June 2017

WELCOME TO THE AKO AOTEAROA'S SURVEY

Thank you for agreeing to provide your feedback on Ako Aotearoa. This survey will take about 10 minutes to complete. Most questions can be completed by simply ticking the box that best represents the answer that you wish to give. In some places, you will be invited to provide your comments and suggestions.

Confidentiality – Your answers are confidential. Research New Zealand will group them with those of other people that respond to the survey and Ako Aotearoa will only receive the survey results in a grouped form.

ANY QUESTIONS?

If you have any technical difficulties completing the survey, please contact Emanuel Kalafatelis at Research New Zealand on 0800 500 168 or by email akoatearoa@researchnz.com

Section 1: About you

Q1 First of all, in which tertiary sector are you **currently** involved?

Please select all that apply

- 1 ... University
- 2 ... Institute of Technology and Polytechnic (ITPs)
- 3 ... Private Tertiary Establishments (PTEs)
- 4 ... Adult and Community Education (ACE)
- 5 ... Wānanga
- 6 ... Industry Training Organisations (ITOs)
- 96 Other tertiary education organisations (TEOs) or associations (please specify)
- 97 Not currently involvd in any tertiary sector but was in the past
[CLOSE]_____

Q2 And which **one** of the following best describes your **current** role?

Please select one option

- 1 Governor
- 2 Senior Manager
- 3 Practitioner (educator, tutor, assessor, learning advisor)
- 4 Professional services and support staff
- 96 Other *Please specify:* _____

NEW PAGE

Q3 Which region of the country do you **mainly** work in?

Please select one option

- 1 Northland
- 2 Auckland -Auckland City including Hauraki Gulf Islands
- 3 Auckland – West Auckland
- 4 Auckland – South Auckland/ Manukau
- 5.... Auckland – North Auckland
- 6 Waikato
- 7 Bay of Plenty
- 8 Gisborne region
- 9 Hawke's Bay
- 10 .. Taranaki
- 11 .. Manawatu-Wanganui
- 12 .. Wellington-Wairarapa
- 13 .. Tasman
- 14 .. Nelson region
- 15 .. Marlborough
- 16 .. West Coast
- 17 .. Canterbury
- 18 .. Otago
- 19 .. Southland
- 96 .. Other, please specify _____
- 98 .. Don't know

Q4 For how many years have you been involved in tertiary education in any role?

Please select one option

- 1 ... Less than 1 year
- 2 ... 2-5 year
- 3 ... 6-10 years
- 4 ... More than 11 years
- 98 . Don't know

NEW PAGE

Q5 Are you...?

Please select one option

- 1 Male
- 2 Female
- 99 .. Would rather not say

Q6 And which ethnic group do you belong to?

Please select all that apply

- 1 New Zealand European (or Pākehā)
- 2 New Zealand Māori
- 3 Pacific
- 4 Asian
- 5 Middle East/Latin American/African
- 96 .. Other ethnic group, please specify _____
- 99 .. Would rather not say

Section 2: Engaging with Ako Aotearoa

NEW PAGE

Q7 Which of the following programmes and services offered by Ako Aotearoa are you aware of?
For more information on each of the programmes and services, please hover over the question marks provided

Please select all that apply

- 1 ... Professional Learning and Development workshop and events [LINK]
- 2 ... Project Funding [LINK]
- 3 ... Tertiary Teaching Excellence Awards (TTEA) [LINK]
- 4 ... Strategic forums and events [LINK]
- 96 Other *Please specify:* _____
- 97 None of these

Professional Learning and Development workshop and events [LINK]= Ako Aotearoa's professional learning and development (PLD) programme supports tertiary teachers and their organisations to improve learner success through workshops and other events

Project Funding [LINK]= Ako Aotearoa has committed over \$10 million to support projects across the entire tertiary sector that focus on improving teaching and learning

Tertiary Teaching Excellence Awards [LINK]= The annual Tertiary Teaching Excellence Awards (TTEAs) aim to recognise and encourage excellence in tertiary education at a national level.

Strategic forums and events [LINK]= Ako Aotearoa's strategic forums, such as conferences, wānanga and other events, are run in close partnership with sector and international experts (e.g. Te Ara Whakamana, New Zealand Vocational Education and Training Research Forum, Tuia Te Ako and Wānanga/Fono).

NEW PAGE

Q8 *Ask of those aware at Q7* How well informed would you say you are of **each** of the following programmes and services offered by Ako Aotearoa?

Please provide your answer using the 1-5 scale that is across the top of the table below, where 1 is *not at all informed* and 5 is *extremely informed*

	Not at all informed		Somewhat informed informed		Extremely		Don't know/Not applicable
	1	2	3	4	5		
Professional learning and development workshops and events [LINK]	1	2	3	4	5		98
Project funding [LINK]	1	2	3	4	5		98
Tertiary Teaching Excellence Awards (TTEA) [LINK]	1	2	3	4	5		98
Strategic forums and events [LINK]	1	2	3	4	5		98

NEW PAGE

Q9 Ask if Q8=3,4,5 How do you stay informed about Ako Aotearoa's programmes and services?

Please select all that apply

- 1 ... I visit their website
- 2 ... I subscribe to their online newsletter
- 3 ... I follow Ako Aotearoa on Twitter and/or Facebook
- 4 ... I keep in touch through direct communication with Ako Aotearoa staff
- 5 ... I find out through Ako Aotearoa Academy members
- 6 ... I find out through colleagues and word of mouth
- 96 . Other, please specify _____
- 98 . Don't know

NEW PAGE

Q10 Ask ALL Which **one** of the following is the best way to keep you informed about Ako Aotearoa's programmes and services?

Please select one option

- 1 ... By visiting their website
- 2 ... Through their online newsletter
- 3 ... Through Ako Aotearoa's twitter and/ or Facebook page
- 4 ... Through direct communication with Ako Aotearoa staff
- 5 ... Through Ako Aotearoa Academy members
- 6 ... Through colleagues and word of mouth
- 96 . Other, please specify _____
- 98 . Don't know

Section 3: Professional Learning and Development Programme

Q11 *Ask if Q7=1* Have you ever participated in any of Ako Aotearoa's professional learning and development workshops or events?

Please select one option

- 1 ... Yes
- 2 ... No
- 98...Don't know

Q12 *Ask if Q11=1* Which of the following topics did they cover?

Please select all that apply

- 1 ... Teaching practices and strategies
- 2 ... Assessment
- 3 ... Learner engagement
- 4 ... Supporting Māori learners
- 5 ... Supporting Pasifika learners
- 6 ... Online learning
- 7 ... Māori and/or Pasifika Literacy and numeracy
- 8 ... Vocational education
- 9 ... Mentoring
- 10 . Research skills
- 96 . Other, please specify _____
- 98...Don't know/ Can't remember

NEW PAGE

Q13 *Ask if Q7=1* Based on your knowledge and/or experience of Ako Aotearoa's professional learning and development programme, how likely would you be to **recommend** this programme to a colleague who is involved in tertiary education?

Please rate your answer on a scale of 0 to 10, where 0 is 'extremely unlikely' and 10 is 'extremely likely'

- 0. Extremely unlikely
- 1 ...
- 2 ...
- 3 ...
- 4 ...
- 5 ... Neutral
- 6 ...
- 7 ...
- 8 ...
- 9 ...
- 10 . Extremely likely
- 98...Don't know
- 99. Would rather not say

NEW PAGE

Q14 Ask if Q11=2 and Q7=1 You mentioned that you have **not** participated in Ako Aotearoa's professional learning and development workshops or events. Please rate **each** of the following as a reason.

Please provide your answer using the 1-5 scale that is across the top of the table below, where 1 is *not at all a reason* and 5 is *the main reason*

	Not at All a reason reason	Somewhat of a reason			The main	Don't know/Not applicable
	1	2	3	4	5	98
I/ We would prefer not to participate in these workshops and events	1	2	3	4	5	98
I/ We do not have the resources to participate in these workshops and events	1	2	3	4	5	98
There is a lack of organisational support to attend	1	2	3	4	5	98
Due to budget constraints	1	2	3	4	5	98
Not enough professional learning and development release time	1	2	3	4	5	98
The content of the workshops was not relevant to me	1	2	3	4	5	98
I access internal organisation professional learning and development opportunities	1	2	3	4	5	98
I prefer other professional learning and development services can we put a please specify here?	1	2	3	4	5	98

Q15 Have we missed any other reason? Please write it here.

Please write your answer here

1 ... Comment
98...Don't know

NEW PAGE

Q16 Ask all Thinking about the future, how interested would you be in attending each of the following professional learning and development programmes if they were....?

Please provide your answer using the 1-5 scale that is across the top of the table below, where 1 is *not at all interested* and 5 is *extremely interested*.

	Not at all interested Somewhat interested Extremely interested					Don't know/Not applicable
	1	2	3	4	5	
Delivered online only and at a lower cost						98
Delivered through a blended model with face to face delivery and at a higher cost than online only						98
Linked to tertiary teaching qualifications and/or accreditation frameworks						98
On new topics such as alternative credentialing, investigating new teaching and learning spaces and learner-driven personalized learning.						98

Q17 Have we missed anything? Are there other types of workshops and events and modes of delivery that you would be interested in experiencing?

Please write your answer here

2 ... Comment
98...Don't know

NEW PAGE

Section 4: Project Funding

Q18 Ask if Q7=2 Have you participated in any of Ako Aotearoa's co-funded projects?

Please select one option

- 1 ... Yes
- 2 ... No
- 98...Don't know

Q19 Ask if Q18=1 Please identify which fund(s) you have participated in?

Please select all that apply

- 1 ... Regional Hub Project Fund
- 2 ... Hei Toko Project Fund
- 3 ... National Project Fund
- 4 ... National Project Fund - Partnership
- 96...Other, please specify _____
- 98...Don't know

NEW PAGE

Q20 Ask if Q7Q11=2 Based on your knowledge and/or experience of Ako Aotearoa's project funding, how likely would you be to **recommend** these [funding sources](#) to a colleague who is involved in tertiary education?

Please rate your answer on a scale of 0 to 10, where 0 means 'extremely unlikely' and 10 means 'extremely likely'

- 0. Extremely unlikely
- 1 ...
- 2 ...
- 3 ...
- 4 ...
- 5 ... Neutral
- 6 ...
- 7 ...
- 8 ...
- 9 ...
- 10 . Extremely likely
- 98...Don't know
- 99. Would rather not say

NEW PAGE

Q21 Ask if Q18=2 and Q7=2 You mentioned that you have **not** participated in Ako Aotearoa's project funding. Please rate **each** of the following as a reason.

Please provide your answer using the 1-5 scale that is across the top of the table below, where 1 is *not at all a reason* and 5 is *the main reason*

	Scale					Don't know/Not applicable
	Not at all a reason	Somewhat of a reason			The main reason	
I/ We do not wish to participate in these funds	1	2	3	4	5	98
I/ We do not have the resources to participate in these funds	1	2	3	4	5	98
It is not relevant to my role in our organisation	1	2	3	4	5	98
There is a lack of organisational support to participate	1	2	3	4	5	98
I/We applied but were unsuccessful in gaining funding	1	2	3	4	5	98

Q22 Have we missed any other reason? Please write it here.

Please write your answer here

3... Comment
98...Don't know

NEW PAGE

Section 5: Tertiary Teaching Excellence Awards

Q23 *Ask if Q7=3* In your opinion, how valued are the Tertiary Teaching Excellence Awards in your organisation/ workplace? Please rate this on a scale of 1 to 5, where 1 is not at all valued and 5 is highly valued

Please select one option

- 1 ... Not at all valued
- 2 ...
- 3 ... Somewhat valued
- 4 ...
- 5 ... Highly valued
- 98...Don't know

Q24 *Ask if Q7=3* Have you participated in Ako Aotearoa's Tertiary Teaching Excellence Awards (TTEA)?

Please select one option

- 1 ... Yes
- 2 ... No
- 98...Don't know

NEW PAGE

Q25 Ask if Q7=3 Based on your knowledge and/or experience of Ako Aotearoa's Tertiary Teaching Excellence Awards, how likely would you be to **recommend** these awards to a colleague who is involved in tertiary education?

Please rate your answer on a scale of 0 to 10, where 0 means 'extremely unlikely' and 10 means 'extremely likely'

- 0. Extremely unlikely
- 1 ...
- 2 ...
- 3 ...
- 4 ...
- 5 ... Neutral
- 6 ...
- 7 ...
- 8 ...
- 9 ...
- 10 . Extremely likely
- 98...Don't know
- 99. Would rather not say

Q26 Ask if Q24=2 and Q7=3 You mentioned that you have **not** participated in Ako Aotearoa's Tertiary Teaching Excellence Awards, Please rate **each** of the following as a reason.

Please provide your answer using the 1-5 scale that is across the top of the table below, where 1 is *not at all a reason* and 5 is *the main reason*

	Not at all a reason	Somewhat of a reason			The main reason	Don't know/Not applicable
	1	2	3	4	5	
I/ We do not wish to participate in these awards	1	2	3	4	5	98
I/ We do not have the resources to participate in these awards	1	2	3	4	5	98
It is not relevant to my role and/or organisation	1	2	3	4	5	98
There is a lack of organisational support to participate	1	2	3	4	5	98

Q27 Have we missed any other reason? Please write it here.

Please write your answer here

4 ... Comment
98...Don't know

NEW PAGE

Section 6: Strategic Forums and Events

Q28 *Ask if Q7=4* Have you participated in any of Ako Aotearoa's strategic forums and events such as conferences, wānanga and other events?

Please select one option

- 1 ... Yes
- 2 ... No
- 98...Don't know

Q29 *Ask if Q28=1* Which of the following have you ever attended?

Please select all that apply

- 1 ... Te Ara Whakamana
- 2 ... New Zealand Vocational Education and Training Research Forum
- 3 ... Tuia Te Ako
- 4 ... Wānanga/Fono
- 96...Other, please specify_____
- 98...Don't know

NEW PAGE

Q30 Ask if Q7Q11=4 Based on your knowledge and/or experience of Ako Aotearoa's strategic forums and events, how likely would you be to **recommend** these strategic forums and events to a colleague who is involved in tertiary education?

Please rate your answer on a scale of 0 to 10, where 0 means 'extremely unlikely' and 10 means 'extremely likely'

- 0. Extremely unlikely
- 1 ...
- 2 ...
- 3 ...
- 4 ...
- 5 ... Neutral
- 6 ...
- 7 ...
- 8 ...
- 9 ...
- 10 . Extremely likely
- 98...Don't know
- 99. Would rather not say

NEW PAGE

Q31 Ask if Q28=2 and Q7=4 You mentioned that you have **not** participated in Ako Aotearoa's strategic forums and events. Please rate **each** of the following as a reason.

Please provide your answer using the 1-5 scale that is across the top of the table below, where 1 is *not at all a reason* and 5 is *the main reason*

	Not at all a reason	Somewhat of a reason			The main reason	Don't know/Not applicable
	1	2	3	4	5	
I would prefer not to participate in these strategic forums and events	1	2	3	4	5	98
I do not have the resources to participate in these strategic forums and events	1	2	3	4	5	98
The content is not relevant to me	1	2	3	4	5	98
I believe they are low quality	1	2	3	4	5	98
There is a lack of organisational support to attend	1	2	3	4	5	98

Q32 Have we missed any other reason? Please write it here.

Please write your answer here

5 ... Comment
98...Don't know

Section 7: Ako Aotearoa Round-up

Q33 **Ask all** How effective do you think Ako Aotearoa is at each of the following?
Please provide your answer using the following 1-5 scale, where 1 is *not at all effective* and 5 is *extremely effective*

RANDOMISE	Not at all effective Somewhat effective Extremely effective					Don't know/Not applicable
	1	2	3	4	5	
Advancing debate about tertiary teaching and learning	1	2	3	4	5	98
Supporting professional learning and development for individuals	1	2	3	4	5	98
Identifying and celebrating good practice	1	2	3	4	5	98
Supporting the sector to reflect on and innovate in its practices	1	2	3	4	5	98
Supporting communities of interest in tertiary education	1	2	3	4	5	98
Disseminating evidence and findings from funded projects	1	2	3	4	5	98
Engaging positively with your part of the education sector	1	2	3	4	5	98

NEW PAGE

Q34 Based on your overall knowledge and experience of Ako Aotearoa, how likely would you be to **recommend** Ako Aotearoa as an organisation to a colleague who is involved in tertiary education?

Please rate your answer on a scale of 0 to 10, where 0 means 'extremely unlikely' and 10 means 'extremely likely'

- 0. Extremely unlikely
- 1 ...
- 2 ...
- 3 ...
- 4 ...
- 5 ... Neutral
- 6 ...
- 7 ...
- 8 ...
- 9 ...
- 10 . Extremely likely
- 98...Don't know
- 99. Would rather not say

Q35 And still thinking about the different programmes and services offered by Ako Aotearoa for tertiary educators and organisations, how much **trust and confidence** would you say you have in Ako Aotearoa in terms of providing programmes and services which result in the best educational outcomes for learners?

Please rate your answer on a scale of 0 to 10, where 0 means 'no trust and confidence at all' and 10 means 'full trust and confidence'

- 0. No trust and confidence at all
- 1 ...
- 2 ...
- 3 ...
- 4 ...
- 5 ... Neutral
- 6 ...
- 7 ...
- 8 ...
- 9 ...
- 10 . Full trust and confidence
- 98...Don't know
- 99. Would rather not say

NEW PAGE

Q36 Finally, do you have other suggestions you'd like to make for Ako Aotearoa about the programmes and services it could offer, or how it provides these to people involved in tertiary education?

1 ... Comment

98...No thanks

NEW PAGE

Thank you for taking the time to complete this survey. Kia Ora.

SUBMIT

Subject: Your feedback about Ako Aotearoa's role in the New Zealand tertiary education sector



Dear [FIRST NAME] [LAST NAME],

This year, Ako Aotearoa celebrates 10 years as New Zealand's National Centre for Tertiary Teaching Excellence. Over this time, Ako Aotearoa has engaged and worked with tertiary educators and organisations to enable the best possible educational outcomes for all learners.

It is important to us at Ako Aotearoa that we receive feedback on your engagement and activities with us, so that we can continue to improve over the next 10 years. Therefore, we'd like to invite you to provide your feedback by participating in a survey Research New Zealand (www.researchnz.com) is conducting on our behalf. The closing date of this survey is Friday June 30th.

<Click here to begin the survey>

If you have any questions or you would like any additional information, please do not hesitate to contact us at info@akoatearoa.ac.nz or 04-801 0808. If you have any technical difficulties regarding the survey, please contact Emanuel Kalafatelis at Research New Zealand (akoatearoa@researchnz.com) or 0800 500 168.

Yours sincerely

A handwritten signature in grey ink that reads "Stanley Frielick". The signature is written in a cursive, flowing style.

Stanley Frielick
Director
www.akoatearoa.ac.nz

First email reminder from Research New Zealand to Ako Aotearoa Stakeholders



Subject: Your feedback about Ako Aotearoa's role in the New Zealand tertiary education sector

Dear [FIRST NAME] [LAST NAME],

This is a friendly reminder about providing your feedback on Ako Aotearoa.

We would like to take this opportunity to assure you that your response to the survey is confidential. Ako Aotearoa will not have access to any personal information, and any comments made in the survey will be "anonymised" to remove any details which might potentially identify respondents.

Your participation is greatly appreciated. Please use the link below to go to the short 10 minute online survey. The closing date for providing your feedback is **Friday, 7 July**.

<Click here to begin the survey>

If you have any technical difficulties regarding the survey, please contact Emanuel Kalafatelis at Research New Zealand (akoatearoa@researchnz.com) or 0800 500 168 (quoting the RNZ Ref no. at the bottom of this email). If you would like to speak to someone directly at Ako Aotearoa please contact Helen Lomax at info@akoatearoa.ac.nz or 04-801 0808.

Yours sincerely

A handwritten signature in black ink, appearing to read "E. Kalafatelis".

Emanuel Kalafatelis
Research New Zealand

If you wish to opt out of this survey please [click here](#).
RNZ Ref: <IDNO>