



Ako Aotearoa Project Funding

Procedures and Guidelines 2018

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1. Introduction

This document is intended for use by applicants for Ako Aotearoa project funding and funded project teams. The document sets out requirements and good practice related to the management of our project funding.

1.1. Vision for our funding

Ako Aotearoa's project funds aim to generate evidence that supports tertiary organisations to explore and evaluate new approaches to improve practice and factors that influence tertiary teaching and learning. Our expectation is that each individual project will accomplish a change in these elements leading towards beneficial impact for learners. Ako Aotearoa expects that this change towards impact can be identified and measured in some way.

1.2. Overview

Ako Aotearoa has three project funds in operation:

- **Regional Hub Project Fund (RHPF)** – to support regionally-based projects
- **Hei Toko Project Fund (HTPF)** – to support implementation and evaluation of impact as a result of our *Ako Aotearoa Hei Toko: Enabling Māori Learner Success* professional development workshop¹
- **National Project Fund (NPF)** – to support large-scale national-level projects.

The funds share the same overarching objective: enhanced educational outcomes for learners.

1.2.1. Principle of partnership

Ako Aotearoa is committed to working in partnership with all funded project teams. We want to be more than a funder; from the initial project idea, we endeavour to work alongside project teams to maximise the impact of the work. We see our project partner role as providing support for teams on a case-by-case basis, and actively assisting in the promotion and dissemination of their work.

We consider it important to meet all funded project teams in person so that they know whom they will be working alongside over the course of the project. An Ako Aotearoa fund manager will visit each newly funded team towards the beginning of their project. This meeting provides an avenue to informally discuss how we can best work alongside teams.

1.2.2. Co-funding

All project funds operate on our co-funding model and organisations must contribute financially to their project (internal cost contribution and/or in dollars). To preserve the principle of a balanced partnership, we would not normally expect an organisation's contribution to be more than twice Ako Aotearoa's contribution. For example, if a project team is requesting \$10,000 in funding, we would expect the partner organisation's contribution to be \$10,000–\$20,000.

¹ The *Hei Toko: Enabling Māori Learner Success* workshop is designed to introduce tertiary educators to the design and evaluation of teaching strategies and practices that lead to enhanced outcomes for Māori learners. Read [more](#).

1.2.3. Organisational commitment to act on project findings

We expect organisations to demonstrate a clear commitment to engage in the project, act on the outcomes of the work, and proactively disseminate the findings with other organisations.

1.2.4. Ako Aotearoa's Impact Evaluation Framework (IEF)

Funded project teams will be involved in our [Impact Evaluation Framework](#) (IEF). This is a mechanism to help Ako Aotearoa and project teams to understand to what extent project work (and our funding) has resulted in change that benefits learners. The illustration in Appendix 1 provides some ideas about the pathway of knowledge towards impact.

Specifically our IEF explores project impact and outcomes related to four dimensions:

- *Reach (generation and dissemination of project outputs)*
- Impact on *practitioners*
- Impact on *learners*
- Impact on the *project teams* themselves.

Following completion of the project, Ako Aotearoa staff will visit the project team leader at six, 12, and 24 month intervals to conduct a series of evaluative conversations about the project's ongoing impact. The evaluative conversations explore themes related to each of the IEF dimensions.

2. Project funding

2.1. What we fund

Ako Aotearoa funds projects that are user-inspired, with potential to create change for impact, consistent with Ako Aotearoa's strategic goals. That is, we will only fund translational projects that have the potential to improve practice or influence how teaching is delivered. Please review our Knowledge Base Outcomes Framework to determine how your project will align with our goals. Please also see Appendix 1 that describes how knowledge is transferred along the pathway for impact.

Ako Aotearoa will not fund projects that:

- Support business-as-usual (BAU) quality enhancement activities within or across tertiary organisations, as we are looking to support work that is innovative in approach and can demonstrate a step change at organizational level and beyond to influence learner outcomes
- Do not involve clear organisational involvement and contribution.

Applicants should advise Ako Aotearoa if they have also applied for funding from other sources, including other Ako Aotearoa funds. Ako Aotearoa is happy to partner with other funding bodies if there is clear value added by Ako Aotearoa's funding.

2.2. Selection criteria and indicators

Projects will be assessed against the selection criteria (see Table 1). The indicators underneath each criterion provide more detail of what we expect. However, not all

indicators would apply to all proposals. Neither is a single proposal expected to meet all indicators.

Teams could also develop some indicators to meet the criteria that apply to their proposals, with justification.

For help with designing and planning your project, please see the characteristics of a good project (Appendix 1).

Table 1 – Description of Selection Criteria

<p>Criterion: Impact value</p> <p>Indicators High collaboration High implementation capability Ability to attain positive outcomes for learners Cross-institutional/cross-sector perspectives Potential for developing international reputation and credibility Active engagement of practitioners Ability to develop/establish communities of practice Ability to influence policy Evidence of the ability to generate sustained professional development opportunities</p>	<p>Criterion: Immediate change value</p> <p>Indicators Ability to influence change within Institute/ across several Institutes/sectors Ability to generate debate Evidence of potential to monitor/demonstrate change for the benefit of learners: <i>e.g.</i>, course completion rates Ability to improve teaching quality Multi-disciplinary/cross-disciplinary approach Wide dissemination possibilities</p>
<p>Criterion: Quality of knowledge developed</p> <p>Indicators New knowledge, concept, or innovation Specific gap identified and addressed Built on Ako Aotearoa’s previous work and/or existing research/knowledge Evidence of using action research Student engagement/partnerships evident Multi-disciplinary approach encouraged Quality of project design: outcome focused design, sound methodology for collection and analysis of data and information</p>	<p>Criterion: Quality of team</p> <p>Indicators Collaborative team with clear roles and expectations being agreed Diverse perspectives brought by team members Investigator capability (or sourcing these capabilities) Reliability Previous performance in similar projects or other undertakings, especially external contracts Capability to deliver quality outcomes</p>

2.3. How funds can be used

Ako Aotearoa funding can be used for all actual and reasonable costs associated with a project. Each co-funded project budget must detail all financial requirements for

the project (Ako Aotearoa's and the organisation's). Budgets must be approved by each participating organisation, prior to submitting an application. Costs will be considered and negotiated on a case-by-case basis but may include:

- Staffing
- Equipment and materials – only costs that impact directly on the project and cannot be reasonably obtained from the organisation will be considered
- Travel to carry out the project or disseminate project outputs
- Dissemination activities – for all NPF projects a minimum of 5% of the total budget must be ring-fenced for targeted dissemination activities
- Operational costs directly related to the project
- Overheads – Ako Aotearoa funds up to 20% (of Ako Aotearoa's contribution to the project) to cover the organisational overhead cost.

2.4. Regional Hub Project Fund (RHPF) and Hei Toko Project Fund (HTPF)

Our three regional hubs (Northern, Central, and Southern) manage the RHPF and HTPF schemes, the latter in close collaboration with our Deputy Director Māori. These projects are normally 8-14 months in duration.

2.4.1. RHPF scheme

The RHPF scheme supports exploratory projects that seek to enhance the outcomes of learners in tertiary education. This scheme focuses on projects that provide:

- Examples of good practice
- Identify critical success factors
- Develop an evidence-base
- Make action-oriented suggestions for enhancing the effectiveness of tertiary teaching and learning practices.

RHPF projects have a total value of \$20,000–\$30,000 that is, a normal maximum of \$10k contributed by Ako Aotearoa that is at least matched (internal cost contribution and/or in dollars) by the organisation.

Prospective applicants are strongly encouraged to discuss their ideas with their regional hub at an early stage of their thinking. Regional Managers will assist in the development of applications as required.

2.4.2. HTPF scheme

The HTPF scheme supports projects that implement and evaluate change as a result of our Ako Aotearoa *Hei Toko – Enabling Māori Learner Success* professional development workshop², and is only open to applicants who have completed this workshop. This scheme focuses on projects that support individuals and organisations to evaluate their teaching and learning strategies to enhance outcomes for Māori learners in tertiary education.

² Ibid 1

HTPF projects have a normal value of \$20,000, that is, a maximum of \$10k contributed by Ako Aotearoa that is at least matched (internal cost contribution and/or in dollars) by the organisation.

Like the RHPF, this fund it is managed by our Regional Managers but in close collaboration with our Deputy Director Māori. Prospective applicants are strongly encouraged to discuss their idea with their relevant Regional Manager or the Deputy Director Māori. These staff members will assist in the development of applications as required.

2.4.3. Application process

The RHPF and the HTPF scheme have a one-stage process of application, comprising an application submitted to the appropriate regional hub. Signed electronic project applications should be submitted using the RHPF or HTPF Full Proposal Application Form. Applications are open throughout the year.

2.4.4. Selection process

The Regional Hub Manager will check all RHPF and HTPF applications to ensure eligibility. Applications will be considered against the selection criteria and the balance of Ako Aotearoa's portfolio of completed and in progress projects. Where applications do not meet the eligibility and/or selection criteria the Regional Hub Manager will advise the project leader, who may be encouraged to amend and resubmit their proposal.

The Regional Hub Managers will submit applications for independent evaluation and approval by:

- A Regional Hub Projects Selection Panel, which is comprised of three or more members drawn from the relevant Hub Advisory Groups; or
- The national Hei Toko Selection Panel, which is comprised of two or more members from the regional advisory groups and/or the Ako Aotearoa Academy of Tertiary Teaching Excellence. The Deputy Director Māori acts as the third member of the panel as the non-voting Chair.

From time to time, the Hub Advisory Groups (RHPF related) and/or the Deputy Director Māori (HTPF related) may decide to invite individuals to participate on the selection panel where particular expertise is required. No selection panel member can participate in the approval of an application where they have a material conflict of interest.

Applicants may be contacted and asked to provide additional information, to discuss the proposal, or resubmit a revised application. The Regional Manager will advise applicants whether or not their project application has been accepted for funding.

2.5 National Project Fund (NPF)

The NPF seeks to address systemic issues in tertiary education and supports strategic initiatives to improve tertiary teaching and learning across the whole tertiary education sector in New Zealand. The NPF includes Contestable (open round and/or requests for proposals), Partnership, and Commissioned funding streams. Applications

will be considered against the selection criteria and the balance of Ako Aotearoa's portfolio of completed and in progress projects.

2.5.1. Contestable funding – 2018

Ako Aotearoa will release the 2018 NPF funding offer in mid-June 2018. The details of our project funding offer will be made available on our website.

As a guide, projects will be 2-3 years in duration. Contracts will be negotiated in 2018 and projects are expected to start substantively from 1 January 2019.

2.5.2. Application process

Application must be submitted to the Ako Aotearoa Project Funds Manager. Ako Aotearoa reserves the right to request further information from applicants either in writing and/or as a presentation to a selection panel.

As part of our commitment to support applicants to develop their application, we offer a formal review service. Applicants may submit their draft applications for Ako Aotearoa staff feedback, and we promise to provide that feedback within five working days. Review service opening and closing dates, application forms, and the key dates for submitting proposals will be published on [our website](#).

2.5.3. Selection panel

Proposals will be selected by an independent selection panel. NPF selection panel members have expertise and experience in strategic research and initiatives, and an understanding of the tertiary sector's diversity and priorities.

Selection panels will have six to nine members. Two members of the panel will be endorsed by our Māori Caucus, and two members will be endorsed by our Pacific Peoples' Caucus. The Director of Ako Aotearoa acts as each panel's non-voting Chair. All members are approved by the Ako Aotearoa Board. Panellists will be listed on [our website](#).

2.5.3.1. Panellists' conflicts of interest

NPF Panellists must declare any real or potential conflicts of interest to Ako Aotearoa.

Panellists who declare a direct conflict of interest concerning a project proposal will not participate in the decision-making process for that application.

NPF Panellists are restricted from submitting applications as a Project Leader to the funding round on which they participate.

Further guidance on conflicts of interest are provided to the panellists.

2.5.4. Selection process

Ako Aotearoa staff will consider each application based on the selection criteria (see RFP 2018) and share their views with the selection panel. Ako Aotearoa will not however have a voting role on the selection panel.

The independent selection panel will consider applications. Each panel reserves the right to invite short-listed applicants to submit a revised proposal that responds to

their feedback and/or to attend a selection panel meeting to discuss the proposal in more detail. Ako Aotearoa will organise travel arrangements for shortlisted teams.

2.5.5. Partnership funding

Through the NPF fund, Ako Aotearoa will support selected projects in partnership with other funders or tertiary education organisations as opportunities arise. These are projects of significant and/or strategic purpose, and Ako Aotearoa is closely involved in the development of the design of the project. Partnering organisations must be co-funded, that is, organisations must contribute at least a dollar-to-dollar match (internal cost contribution and/or in dollars) of Ako Aotearoa's contribution.

Potential partners are encouraged to contact our national office with a project idea as early as possible. From time to time, the national office may approach other funders or organisations to develop strategic partnerships.

2.5.6. Commissioned funding

Where Ako Aotearoa considers it important to address specific sectors, disciplines or approaches to projects, we will, from time to time, commission project work through the NPF. In all cases, the overarching objective is to fund use-inspired projects that have the potential to drive change in tertiary teaching and learning for the benefit of learners. Large scale commissioned projects (over \$50,000) will be allocated through a RFP process. The full details of each RFP will be available on our website.

2.6. Multiple submissions

Project Leaders can at any given time be a Project Leader on a maximum of one NPF, one HTPF, and one RHPF funded project. Project Leaders can however be a Team Member on more than one project at any given time.

2.7. Ethical considerations

The organisation must ensure that potential ethical issues relating to the project are identified and addressed and appropriate ethical approval is obtained where necessary.

2.8. Feedback to applicants

In the event of a project application being declined, general feedback will be provided to unsuccessful applicants with a view to assist them in making future applications.

2.9. Appeal process

Funding decisions can be contested by an appeal only on the grounds of process. To appeal, an individual/group must write to the Director of Ako Aotearoa within two months of a funding decision stating their appeal and the reason for their appeal. The relevant Ako Aotearoa staff member will correspond with the individual/group regarding their appeal.

3. Funding agreements

For all successfully approved projects, a funding agreement will be negotiated between the Project Contact Leader's host organisation and Ako Aotearoa or, as our

host organisation, Massey University on behalf of Ako Aotearoa where funding is greater than \$50,000.

The funding agreement's Schedule A will identify:

- The agreed funding contributions (Ako Aotearoa's and the organisation's)
- A schedule of project milestone activities and deliverables typically aligned to an Ako Aotearoa payment
- The expected project outputs.

Payment of funds will be made on approval of agreed milestone activities.

Any variation to an agreement must be arranged in accordance with the provisions of the agreement. Variations must be in writing and signed on behalf of each party to the agreement.

It is recommended that academic Institutes work with their research offices in establishing the funding agreements, where relevant.

3.1. Roles within project teams

Every member of a project team needs to have an identified role within the project.

The Project Leader leads the project and is accountable for the project team achieving their aims and objectives, and reporting the agreed project milestones. There may be more than one Project Leader on any given project however one Project Leader must be the designated Project Contact Leader.

Less experienced project teams are required to nominate a mentor to support them in their work, or collaborate with experienced personnel.

All other people in the project team are defined as Project Members. These can include co-researchers, research assistants, data collectors, analysts, advisors on specific aspects of the project or from partner organisations, and any other person actively engaged in the project.

3.2. Reporting project progress

All funded project teams will be required to report on project progress through milestone reporting as negotiated in the funding agreement's Schedule A. We expect that unless we have agreed on a change, Project Contact Leaders submit their milestone reports to us on time.

Each project has a milestone report template that is provided to the Project Contact Leader by the Project Funds Manager or the appropriate Regional Hub Manager. The milestone report template requires the Project Contact Leader to report on:

- The activities agreed in Schedule A of the funding agreement
- The organisation's contribution (internal cost contribution and/or in dollar)
- The project's expenditure against the agreed budget of the project
- The change towards impact achieved related to the dimensions of our impact process

- Project highlights and issues *e.g.*, connection with another project or group, changes to the team's membership, a conference presentation etc. If there are significant issues or highlights that occur in between milestone reports we encourage you to let us know about these so that we can either help promote achievements or provide additional support.

4. Promotion and dissemination

We encourage all project teams to disseminate and promote their work to as wide an audience as possible throughout the full course of the project lifecycle: at approval, during the project, upon completion, and beyond. Please see Appendix 4 for suitable output types.

Dissemination and promotion should target:

- Firstly, the tertiary education sector (including practitioners, iwi-Māori, and policy/ organisational decision-makers as appropriate) through outputs such as summaries, toolkits, workshops, interviews with general media, or presentations to key stakeholder groups
- Secondly, relevant research communities where appropriate through outputs such as journal papers or conference presentations.

Although applicants submit a dissemination plan as part of their application, detailed approaches to dissemination and promotion will most likely develop during the course of the project. We anticipate regular conversations with project teams on the development of dissemination and implementation plans as the project proceeds.

4.1. Creative Commons

Ako Aotearoa intends for all funded project outputs to be widely available. To achieve this, unless otherwise agreed, key project outputs will be published under [Creative Commons 4.0 New Zealand Attribution Non-commercial Share Alike Licence \(BY-NC-SA\)](#). This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation.

Ako Aotearoa will take reasonable steps to ensure that the project team's right to publish in exclusive contexts, such as peer-reviewed journals, will not be prejudiced by our dissemination requirements. However, sharing work with practitioners in the sector has primacy over publication in these contexts.

4.2. Ownership

Unless otherwise agreed, Ako Aotearoa asserts a 50% share of ownership rights to any intellectual property (IP) developed during the course of a project, the other 50% being held by the organisation(s) funding the work. Ownership rights to existing IP brought into a project will remain with the existing holders of that IP.

4.3. Acknowledging Ako Aotearoa

It is a condition of funding that Ako Aotearoa is acknowledged in all dissemination work, and we ask teams to inform us of any dissemination activities relating to their project.

In written documents (*e.g.*, reports, summary reports, guides) we would expect both the Ako Aotearoa logo and the funding scheme logo (NPF, RHPF, or Hei Toko) to be used on the front page. We would also expect the words “Supported through the Ako Aotearoa National Project Fund/Regional Hub Project Fund” to be included in the document as well as a description of the Creative Commons licence. The box below offers an example of funding and licensing acknowledgements appropriate for a publication’s inside cover.

This project was funded through the Ako Aotearoa National Project Fund 2015. More information is available at <insert the URL for the project web space>

Published by Ako Aotearoa National Centre for Tertiary Teaching Excellence, PO Box 756, Wellington 6140

ISBN 978-1-927202-35-7 (print)

ISBN 978-1-927202-37-1 (online)

June 2018



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In presentations, journal publications, and the like we expect a clear statement to the effect that the work or findings presented was funded by or based on work funded by the relevant Ako Aotearoa fund.

Ako Aotearoa reserves the right to withhold funding if these conditions are not met.

4.4. Project colloquia

Ako Aotearoa holds projects-in-progress colloquia for NPF and RHPF funded projects each year. The colloquia are invitation only events for Ako Aotearoa project teams. A limited number of sector stakeholders may also be invited.

We encourage all teams to attend and present so that they can:

- Meet other people working on tertiary education projects
- Find early synergies with other teams
- Develop their capability in sharing the findings or their work.

From time to time, Ako Aotearoa may also request presentations to external groups on the progress of the projects.

4.5. Project outputs

Ako Aotearoa’s scope covers the whole range of tertiary learners and tertiary educational providers. The audience and users of our outputs are therefore diverse. Ako Aotearoa encourages teams to develop outputs that are not only academically valuable, but also useful for implementation and increasing reach to maximise impact

on the sector. The development of user guidelines, tools, online resources, and other innovative outputs are encouraged. Appendix 4 provides a list of acceptable outputs.

As you frame your output's key dissemination messages, consider:

- What are the main, new findings that are beneficial for others?
- How do you ensure that practitioners will want to engage with your output(s)?
- You may create something that has a very specific target audience too, so it may be more about maximising the uptake of the resource/s by your target group (may not be just practitioners).
- Is the output well-organised and succinct so users can quickly determine what the issue was, what was learnt, and what the implications are?
- Is the language accessible?

4.5.1. Style of writing reports

We encourage teams to prepare their project outputs with sharing and application/future implementation in mind. Here are some points to consider:

- **Be aware of your audience**
Since different outputs will focus on different audiences, it is important that target audiences are kept in mind. Different language, length, presentation, and foci will be given to different audiences *e.g.*, practitioners, policy makers, researchers.
- **Avoid jargon – use plain language**
Individuals interested in your good practice may be from a different part of the sector or from a different discipline to you. We ask that your publication be in plain English to maximise accessibility.
- **Focus on the implications**
Keep in mind that people may want to incorporate the findings of your work into their own practice, systems, or policies. This might come in the form of a series of recommendations or a section on implications.
- **Focus on the evidence of learner benefit**
Show how your project provides answers to the question, “How do we know this is working for learners?”

In determining the outputs for projects, it may be helpful to think about your project in terms of two broad categories. Is your project geared to create *change* and/or does your project create *tools and or resources*? Of course, projects can be a combination. Most change projects should be producing material which can be re-used, so thought should be given about how you will share this.

4.5.2. Arranging content for reports

We recommend that main reports should be preceded by a summary document containing the executive summary, main findings, a link to the main report and recommendations (approximately 8 pages in general).

The main report should be concise, and we recommend the following format:

- Introduction (setting the context and describing the background, review of literature, and aims of the study)
- Methods (how the study was approached, planned, designed, analysed)
- Results (main findings)
- Conclusions and recommendations (please include the next steps and aspirational goals for advancing your research, potential partners/ collaborations, and other plans, where applicable).

4.5.3. Projects for impact

Projects that lead towards impact are change projects that are primarily applied in focus. However they are likely to also generate new knowledge.

Key dissemination messages:

- What was the intervention?
- What was the intervention trying to achieve?
- Was the intervention successful? And how does the project team know /was it evaluated?

Evidence of impact:

- Number of learners affected
- Feedback
- Evidence of enhanced learning
- Evidence of enhanced complications
- Plans for further work
- How will the project result in sustainable change?
- What did the project team learn that could be applied elsewhere?

Key issues/questions:

- How do you ensure that practitioners will want to read the report?
- How do you know the work will result in any impact on practice?
- Our funded work is generally applied in focus. However, they are likely to also generate new knowledge.

Key dissemination messages:

- What was the intervention?
- What was the intervention trying to achieve?
- Was the intervention successful? And how does the project team know/was it evaluated?

Evidence of impact:

- Number of learners affected
- Feedback
- Evidence of enhanced learning
- Evidence of enhanced complications
- Plans for further work.
- How will the project result in sustainable change, and at what level?
- What did the project team learn that could be applied elsewhere?

Key issues/questions:

- How do you ensure that users will read the report?
- How do you know the work will result in any impact on practice and learners?
- What are your future plans and suggestions to build on this work for continued/sustained impact?
- Can you identify areas where this work could be extended to, within your organisation, field/s, community, network, or involving other tertiary institutions?

4.5.4. Projects that create tools and/or other resources

Projects that create tools and/or other resources have very concrete, practical outputs that should immediately be of use to a wide variety of people.

Key message to disseminate: What the tool/resource is, how it is useful, and whom it is useful for?

Key issue: How to get the message out and ensure the tool/resource is used?

Questions to think about when determining the type of output³ and its development:

- Who would be interested in it/who is it for? How can you get the message to them (*e.g.*, associations, staff developers' forums)
- What types of tools/resources are best suited to helping the intended audience make changes to replicate success?
- Are the tools/resources well-presented? How would they be best presented on the Ako Aotearoa website?
- How can the tools/resources be further developed? Is there an opportunity to develop stories/case studies about how they are being used?
- How does the work involved in testing the tools/resources during the project provide insights for other users?
- Would it be useful to start a conversation/community around the use of the tool/resource?

5. Reviewing outputs

Ako Aotearoa will manage a review process for key project outputs.

5.1. Review process

Two Ako Aotearoa staff *i.e.*, the appropriate Regional Hub Manager and staff member from our national office, will review RHPF and HTPF outputs. The Regional Hub Manager will send these reviews to the project teams. In an instance where regional hub staff identify significant variation in the content of National Office reviews compared with their own review they will also provide the Project Contact Leader with a letter suggesting possible approaches to the variations. The Project Contact Leader is responsible for editing the output in response to the reviews and then sending the output to the Regional Hub Manager. The Regional Hub Manager will then send the

³ See Appendix 4

output to the original Selection Panel, who determine if the contractual obligations have been met and then give the project final sign-off.

While timeframes will be negotiated on a case-by-case basis the RHPF and HTPF review processes normally takes six to eight weeks. The appropriate Regional Hub Manager will manage the process.

The NPF review process has two stages. During the first stage an Ako Aotearoa National Office staff member will review the NPF output, and then the Project Contact Leader is expected to manage the editing of the output in response to this review. At stage two a National Office staff member, usually the Project Funds Manager, will be allocated responsibility for managing an external peer review process, including inviting reviewers, sending the unchanged reviews to the Project Contact Leader, and, should it be necessary, suggesting possible approaches to addressing significant variation in responses between peer-reviewers. The Project Contact Leader is responsible for editing the output in response to the peer reviews, and then sending the output to the Project Funds Manager for their final approval.

While timeframes will be negotiated on a case-by-case basis both stages combined will normally take two to three months.

5.2. Content of reviews

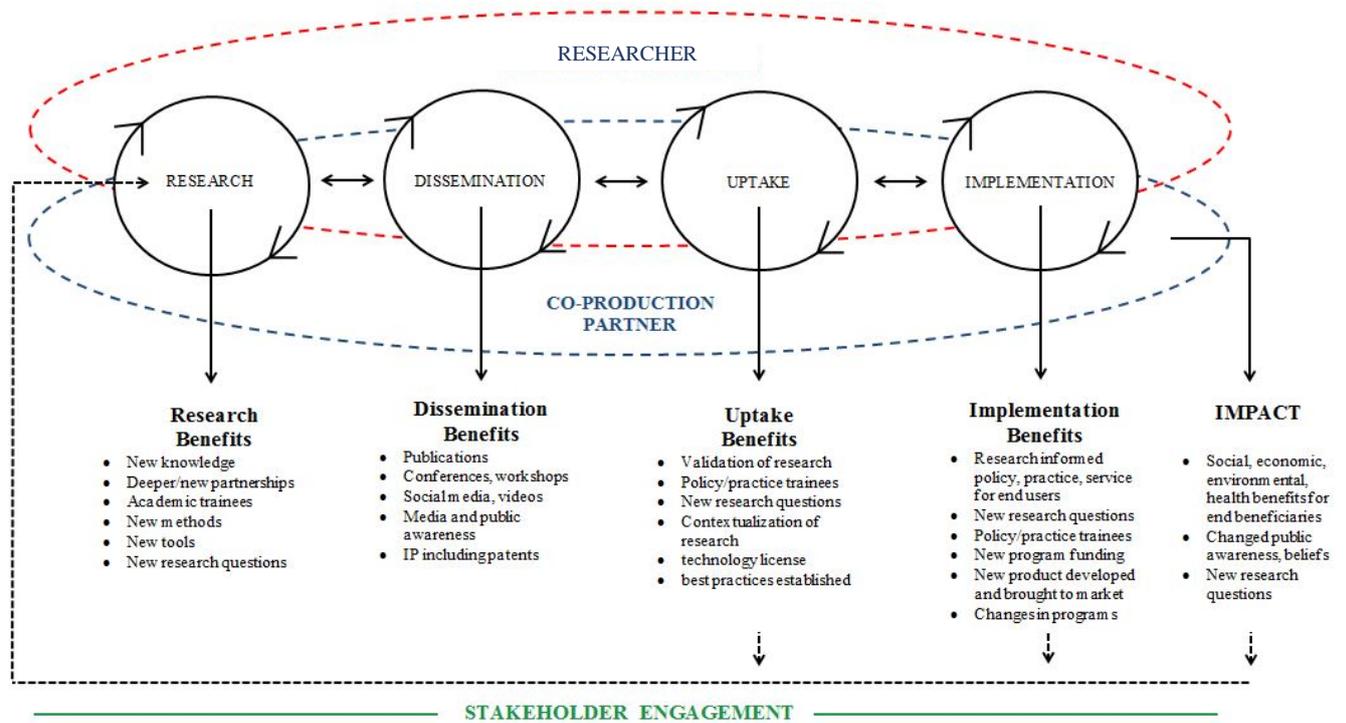
External peer reviewers are asked to conduct the review as they would for a peer-reviewed article, including commenting on both substantive aspects of the report or other kind of output and, where appropriate, minor amendments or points they wish to highlight. In particular, reviewers are asked to consider:

- a) The potential contribution of the project to existing knowledge on effective teaching and learning
- b) The robustness and appropriateness of the methodology and methods employed
- c) The possible implications/applications of the results described for practice
- d) The clarity in writing and data presentation
- e) How the report might be amended to most comprehensively and clearly communicate what was undertaken in the project
- f) The strengths of the work, including future implementation and research possibilities.

Ako Aotearoa staff reviewers are expected to consider and comment on:

- a) The overarching objectives of the project with reference to Ako Aotearoa's knowledge base outcomes framework
- b) The strengths of the work
- c) Required changes/inclusions (*e.g.*, executive summary/abstract, references, changes to or acknowledgment of key limitations of work)
- d) Recommended changes (*i.e.*, changes that are not required for project approval but would improve the overall presentation of work).

Appendix 1: Co-Produced Pathway to Impact



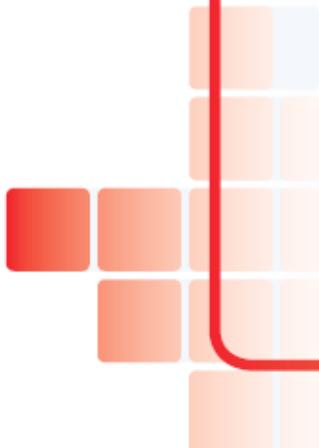
From - Phillips DJ, Cummings J, Pepler D, Craig W and Cardinal S (2016). The Co-Produced Pathway to Impact. *J. Community Engagement and Scholarship*, 9 91: 31-40

Appendix 2: Characteristics of projects

Source: Alkema, A. (2012) *Creating sustainable change to improve outcomes for learners: A framework for thinking about projects in tertiary education* (pp. 22– 24). Ako Aotearoa.

Rubric for the evaluation of open projects

Rating	Project Integrity	Achieving Sustainable Change
Excellent	<p><i>For a project to be considered 'excellent', all aspects must be met</i></p> <ul style="list-style-type: none"> The project design and method has no significant gaps or areas of weakness How learner outcomes will be achieved is well reasoned The project team has mana relevant to the proposed work Capability building is embedded in the project The focus of the project is highly valued in New Zealand and internationally 	<p><i>For a project to be considered 'excellent', all aspects must be met</i></p> <ul style="list-style-type: none"> The organisation demonstrates a clear commitment to act on the outcomes of the work Relationships are established with key stakeholders The dissemination plan is well developed The project team is actively engaged in achieving sustained change for learners beyond the scope of the project and participating organisations
Good	<ul style="list-style-type: none"> Any minor gaps or weaknesses in the project design and method can be easily rectified How learner outcomes will be achieved is well reasoned The project team has the capability to complete the work, and demonstrates expertise in the area of interest There is a plan to build capability as part of the project The project focus is of importance to teaching and learning in New Zealand 	<ul style="list-style-type: none"> The organisation is committed to the work and outcomes Important stakeholder relationships are identified and relationship building is underway The dissemination plan is in development There is potential to achieve sustainable change for learners as a result of the work
Poor	<p><i>A project will be considered 'poor', if there is any one or more of the following:</i></p> <ul style="list-style-type: none"> The project design and method has significant gaps in scope, logic, or detail The capability of the project team is inconsistent with the proposed work There is no evidence of capability building as part of the project The work should already be business as usual 	<p><i>A project will be considered 'poor', if there is any one or more of the following:</i></p> <ul style="list-style-type: none"> The organisational commitment to act on the outcomes of the work is negligible There is insufficient evidence of relationship building with important stakeholders There is a low likelihood the project will achieve sustainable change for learners The benefit of the project is captured by the participating team members or organisation



Rubric for the evaluation of Māori focused projects: Tā te Māori Titiro

<i>Te Taumata</i>	<i>Te Kounga o te Rangahau</i>	<i>Te ū Roa ki te Whakapiki Putanga Pai Ake</i>
<p>Kua eke panuku</p>	<p><i>For a project to be considered 'excellent,' all aspects must be met</i></p> <ul style="list-style-type: none"> The project design and method has no significant gaps or areas of weakness Kaupapa Māori methodology is embedded in the project design How outcomes for learners, whānau, hapū, iwi and Māori communities will be achieved is clearly demonstrated The desired outcomes are determined in collaboration with learners, whānau, hapū, iwi and Māori communities The project has been initiated by and is led by Māori The Project team has mana relevant to the proposed work Capability building is embedded in the project The focus of the project is highly valued in Māori tertiary education, wider New Zealand and internationally 	<p><i>For a project to be considered 'excellent', all aspects must be met</i></p> <ul style="list-style-type: none"> The organisation demonstrates a clear commitment to act on the outcomes of the work Relationships are established with learners, whānau, hapū, iwi and Māori communities The dissemination plan is well developed The project team is actively engaged in achieving sustained change for learners beyond the scope of the project and participating organisations
<p>Kua eke</p>	<ul style="list-style-type: none"> Any minor gaps or weaknesses in the project design and method can be easily rectified Kaupapa Māori methodology is part of the project design How outcomes for learners, whānau, hapū, iwi and Māori communities will be achieved is well reasoned The project has a Māori leader and team with the capability to complete the work, and demonstrates expertise in the area of interest There is evidence of collaboration and partnership with Māori There is a plan to build capability as part of the project The project focus is of importance to Māori tertiary education in New Zealand 	<ul style="list-style-type: none"> The organisation is committed to the work and outcomes Important stakeholder relationships are identified and relationship building is underway with learners, whānau, hapū, iwi and Māori communities The dissemination plan is in development There is potential to achieve sustainable change for learners as a result of the work
<p>Kāore i te eke</p>	<p><i>A project will be considered 'poor', if there is any one or more of the following:</i></p> <ul style="list-style-type: none"> The project design and method has significant gaps in scope, logic, or detail The project lacks Māori leadership and partnerships The capability of the project team is inconsistent with the proposed work There is no evidence of capability building as part of the project The work should already be business as usual 	<p><i>A project will be considered 'poor', if there is any one or more of the following:</i></p> <ul style="list-style-type: none"> The organisational commitment to act on the outcomes of the work is negligible There is insufficient evidence of relationship building with learners, whānau, hapū, iwi and Māori communities There is a low likelihood the project will achieve sustainable change for learners The benefit of the project is captured by the participating team members or organisation

Appendix 3: List of relevant documents and information

Title	Location
Ako Aotearoa Funding Policy	https://ako.ac.nz/assets/funding/2018-RFP/75fe457df0/POLICY-Ako-Aotearoa-Funding-Policy-2018.pdf
Evaluating the impact of projects	https://ako.ac.nz/about-us/project-evaluation/
RHPF Project Full Proposal Form	Download from RHPF funding page: https://ako.ac.nz/regional-hub-project-funding
HTPF Project Full Proposal Form	Download from HTPF funding page: https://ako.ac.nz/co-funding/hei-toko-project-fund/
NPF RFPs	Updated on the NPF funding page: https://ako.ac.nz/co-funding/national-project-fund/
NPF Partnership Full Project Proposal Form	<i>Sent to teams after preliminary discussions with Ako Aotearoa</i>
NPF Selection Panels	https://ako.ac.nz/rfp-2018
Hei Toko i te Tukunga PD workshop	https://ako.ac.nz/professional-learning/

Appendix 4: Project outputs⁴

- Artefact/Object/Craftwork
- Authored Book
- Awarded Doctoral Thesis
- Awarded Research Master's Thesis
- Chapter in a Book
- Commissioned Report for External Body
- Composition
- Conference Contribution
 - Abstract
 - Full conference paper
 - Conference paper in published proceedings
 - Poster presentation
 - Oral presentation
 - Other.
- Confidential Report for External Body
- Discussion Paper
- Professional Learning and Development
- Design Output
- Edited Book
- Exhibition
- Film/Video
- Intellectual Property (*e.g.*, patent, trademark)
- Journal Article
- Literary translations, where these contain significant editorial work in the nature of exploratory work
- Monograph
- Oral Presentation
- Performance
- Scholarly Edition
- Software
- Technical Report
- Working Paper
- Other form of output (including but not limited to book reviews, magazine articles, new materials, structures, devices, images, products, and explanatory texts).

⁴ Modified from Performance-Based Research Fund Sector Reference Group – Consultation Paper #6 Developing Evidence Portfolios – operational guidance for the Research Output component, TEC. 2015

Publications

Alkema, A. (2012) *Creating sustainable change to improve outcomes for learners: A framework for thinking about projects in tertiary education*. Wellington: Ako Aotearoa⁵.

Apanui, N. and Kirikiri, T. (2015). *Hei Toko i te Tukunga - Enabling Māori Learner Success. Kaupapa Māori learner-centred education practice*. Wellington: Ako Aotearoa⁶.

⁵ This publication supports project teams to plan and implement tertiary teaching and learning projects. www.akoaterrora.ac.nz/sustainable-change

⁶ The purpose of this Tertiary Education Commission-funded project is to introduce tertiary educators to the design and evaluation of teaching strategies and practices that lead to enhanced outcomes for Māori learners. www.akoaterrora.ac.nz/hei-toko