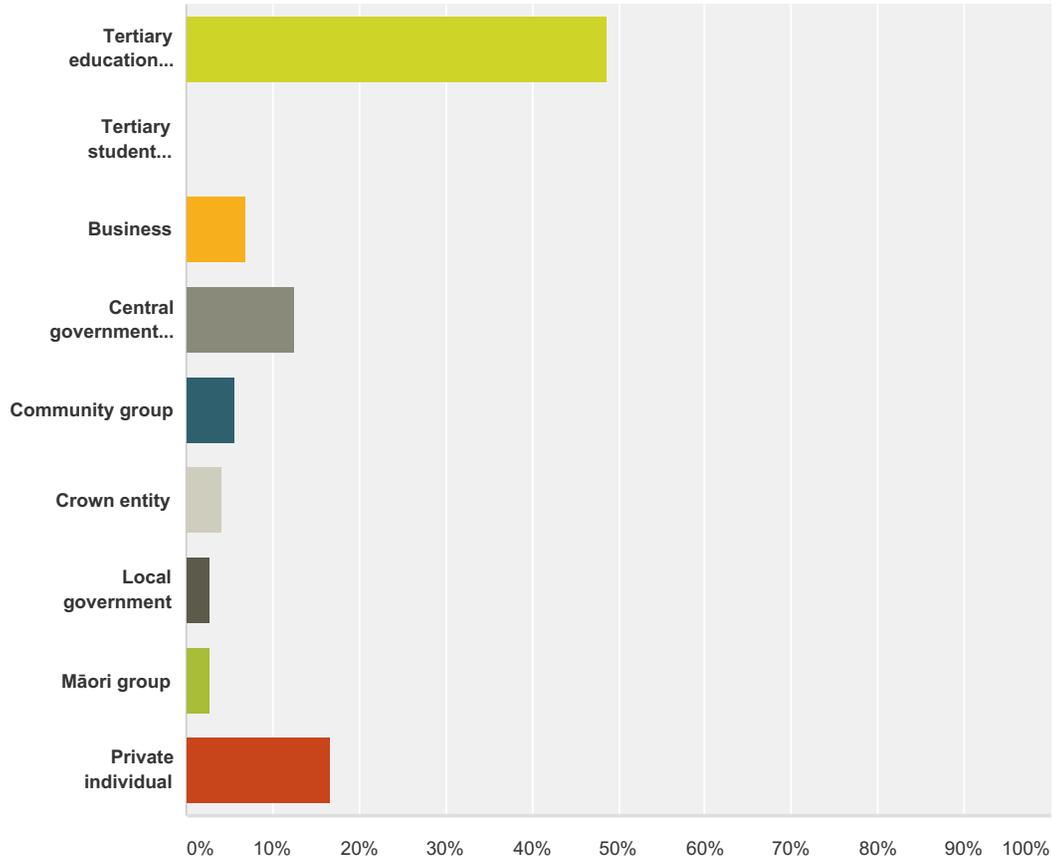


**Q1 As responses are anonymous it would help us to analyse feedback if you would tell us what type of organisation you primarily represent:**

Answered: 72 Skipped: 20

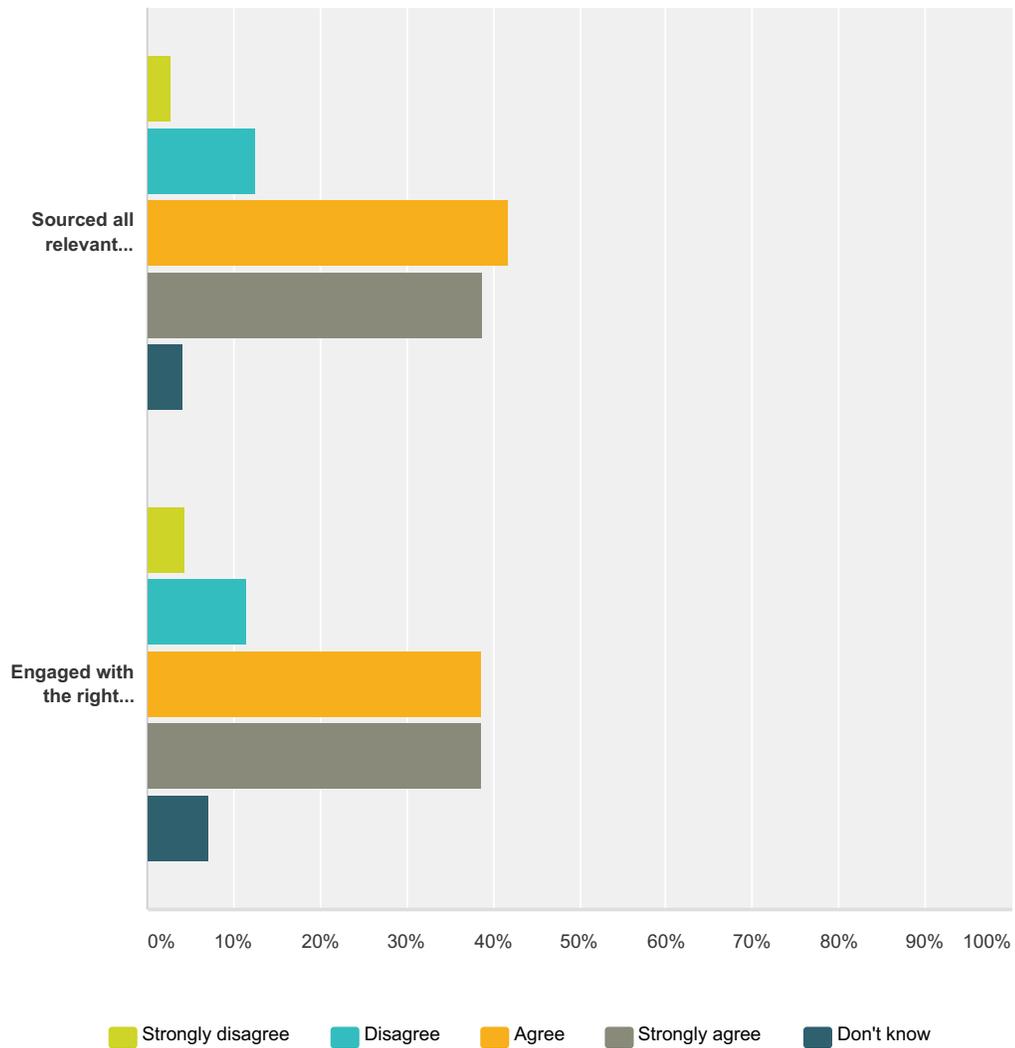


Answer Choices	Responses
Tertiary education provider (including academics, other teaching staff and non-teaching staff)	48.61% 35
Tertiary student organisation	0.00% 0
Business	6.94% 5
Central government department	12.50% 9
Community group	5.56% 4
Crown entity	4.17% 3
Local government	2.78% 2
Māori group	2.78% 2
Private individual	16.67% 12
<b>Total</b>	<b>72</b>

#	Other (please specify)	Date
1	Ako Aotearoa	4/23/2017 10:51 PM
2	Education peak body	4/20/2017 11:43 AM
3	Tertiary peak body	4/20/2017 11:28 AM
4	Peak Body	4/19/2017 6:25 PM
5	Peak Body	4/19/2017 12:22 PM
6	qualification owner	4/19/2017 8:58 AM
7	Professional association	4/19/2017 8:58 AM
8	Union	4/19/2017 8:54 AM
9	Flexible Learning Association of NZ (FLANZ)	4/18/2017 7:18 PM
10	independent researcher	4/18/2017 5:20 PM
11	ITO	4/12/2017 12:22 PM
12	Officer of parliament	4/11/2017 10:08 AM
13	NGO	4/10/2017 1:23 PM
14	NZEI Te Riu Roa	4/7/2017 12:02 PM
15	Tertiary education organisation (ITOs aren't providers)	4/7/2017 11:47 AM
16	not for profit educational services provider	4/7/2017 8:38 AM
17	Previously senior manager in Government Department and a Crown Entity	4/6/2017 3:51 PM
18	Quality Agency	4/6/2017 1:15 PM
19	Industry Association	4/6/2017 12:22 PM
20	body representing science researchers	4/6/2017 10:52 AM

### Q2 When undertaking the inquiry, the Commission:

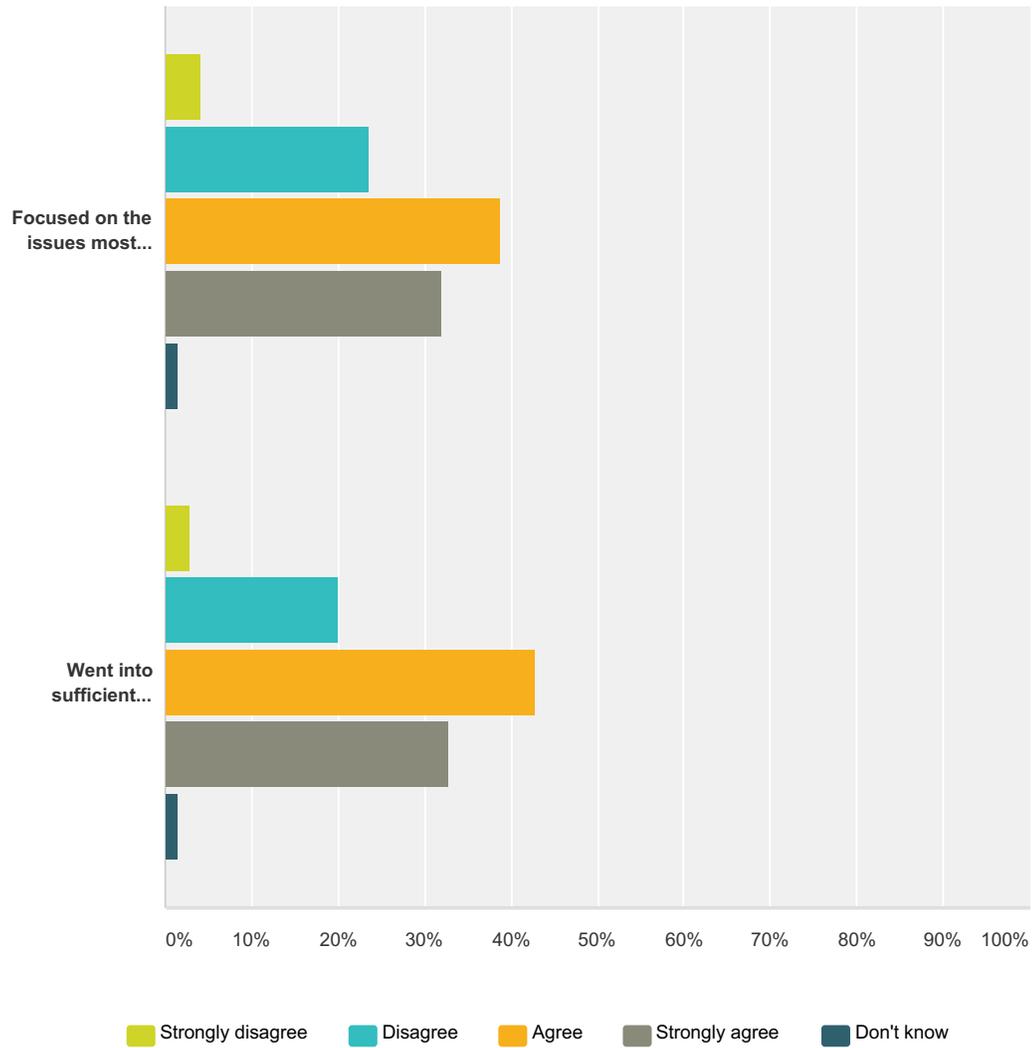
Answered: 72 Skipped: 20



	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Total
Sourced all relevant research and information	2.78% 2	12.50% 9	41.67% 30	38.89% 28	4.17% 3	72
Engaged with the right people	4.29% 3	11.43% 8	38.57% 27	38.57% 27	7.14% 5	70

### Q3 The inquiry report:

Answered: 72 Skipped: 20



	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Total
Focused on the issues most significant to innovation and the adoption of new models of tertiary education	4.17% 3	23.61% 17	38.89% 28	31.94% 23	1.39% 1	72
Went into sufficient depth on the issues it covered	2.86% 2	20.00% 14	42.86% 30	32.86% 23	1.43% 1	70

## Q4 Are there any ways you think the focus of the inquiry and the impact of the inquiry report could have been improved?

Answered: 44 Skipped: 48

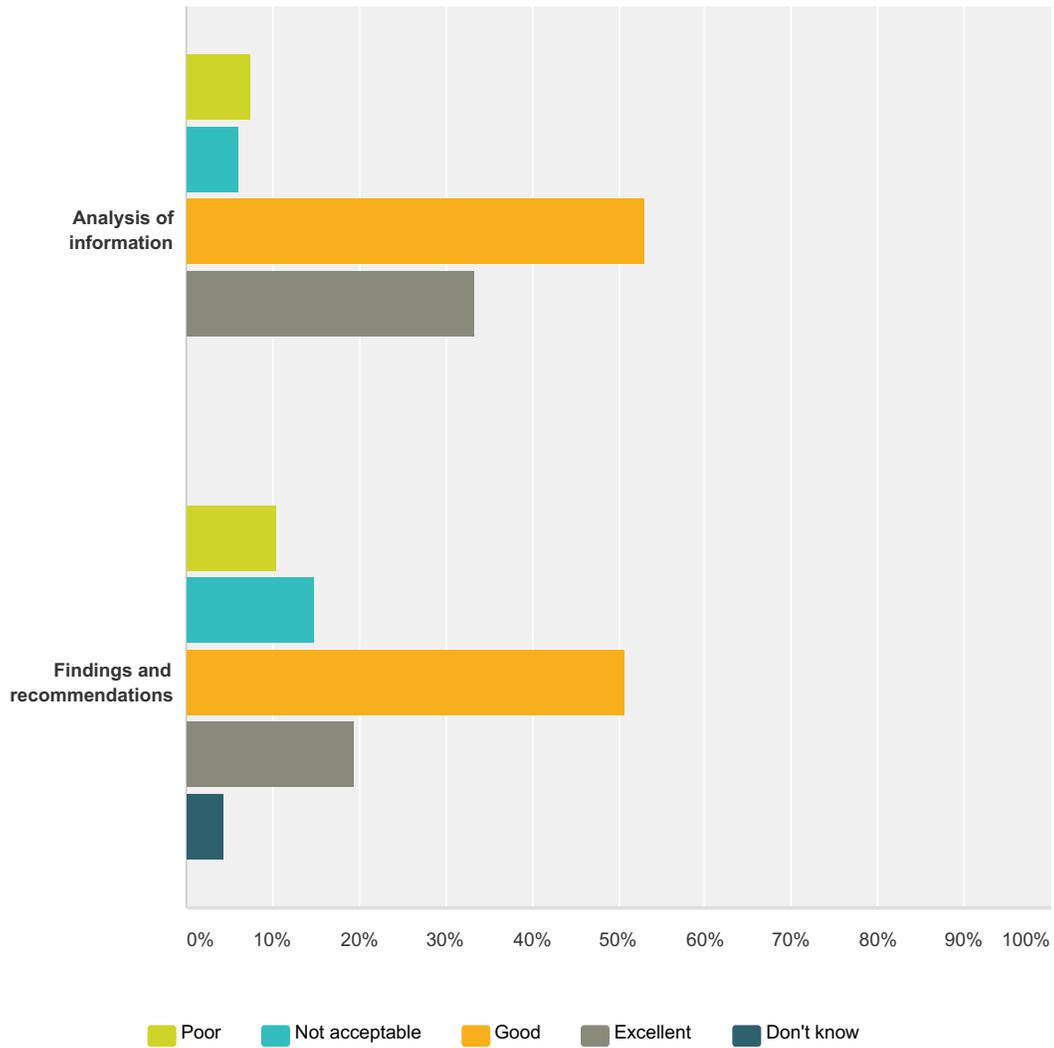
#	Responses	Date
1	More depth on what new models might actually look like	4/23/2017 10:52 PM
2	Engaging with the rural community and treating the rural community as a separate entity with unique issues and concerns. We do not see rural proofing in the report.	4/21/2017 10:02 AM
3	In some ways the report was too wide ranging, with a plethora of modest sized recommendations. It provided for a more innovative sector to respond to changing environments by supporting more flexibility, but I was disappointed that there were not more international best practice examples of effective responses to changing demands on tertiary education. Perhaps they don't exist - in which case are the challenges more fundamental than simply providing more flexibility?	4/20/2017 3:38 PM
4	needed be shorter and more focused, the report is far too lengthy and reflects an omnibus approach rather than a tightly focused strategy with a series of priorities mapping out over a policy timeline.	4/20/2017 12:25 PM
5	while constrained by a terms of reference, the issues paper raised on issue as the lack of productivity increase despite a massification of tertiary education. this would seem like a key thing for the productivity commission to dig into, but this lack of impactfulness did not seem as central to the inquiry as the (often self-reported supply-side constraints to innovation.	4/20/2017 11:47 AM
6	Much stronger focus on innovation and new models to support Māori and Pacific learner success	4/20/2017 11:29 AM
7	It seems the purpose and findings of the report were determined prior to what was actually quite a good consultation process - even if that consultation was all show	4/20/2017 9:19 AM
8	by focusing on foundation levels as well, that is below level3, even though we do not offer at that level	4/20/2017 9:01 AM
9	It was the best consultation process I have seen in over 20 years.	4/19/2017 6:26 PM
10	More focus & depth on the employer and business as the end user and more explicit recommendations / solutions to address this	4/19/2017 5:34 PM
11	After a good draft report, the final report seemed to be light on workplace training. With so many school leavers not going into tertiary training, and with so many industry/trade sectors screaming for new people, the industry training sector needed strong recommendations for reform.	4/19/2017 3:18 PM
12	2 ways at least: Firstly, it could have included the extensive literature from NZ education departments that have researched policy in tertiary and secondly could have actually looked at NEW models rather than review old.	4/19/2017 3:12 PM
13	The report tried to do too much in too short a time and lacked an overall strategic vision for the tertiary education system. The diagnosis of problems facing the sector was generally good, but the understanding of why there were problems was poor and therefore the recommendations put forward were unconvincing and sub-optimal.	4/19/2017 12:25 PM
14	The report provided an excellent overview of the tertiary system and the drivers within it.	4/19/2017 10:10 AM
15	too much emphasis on the university sector too much emphasis on supply and demand (market) drivers	4/19/2017 9:01 AM
16	The decision by cabinet to only have teaching and learning in the review was problematic in some instances.	4/19/2017 8:55 AM
17	Since the report was so similar to the preliminary statements the inquiry does not appear to have served a useful purpose. In general the evidential basis as inadequate.	4/19/2017 7:44 AM
18	Some of the recommendations effectively dealt with current state, and some were somewhat trivial - this detracted from the final report.	4/19/2017 4:09 AM
19	It could have easily been quite a bit shorter	4/18/2017 8:46 PM
20	enabling the learner to make decisions about their learning journey could have been developed further	4/18/2017 7:20 PM
21	the research issues were not properly canvassed and this limits its validity	4/18/2017 7:17 PM

22	The focus of the draft and later reports clearly nailed their colours to the mast. It's not at all clear that there was much openness to the possibility that universities (in particular) might already be doing a good job and have considerable internal expertise that informs decisions to follow or not follow overseas trends. Lacking this kind of experience and practical empirical evidence based on what teaching and research involve, the PC's report seemed predestined to come to the kind of (predictable) recommendations it did. The final report was actually too verbose to be of much practical use if one of its function was to generate informed discussion.	4/18/2017 3:37 PM
23	You should have got the law right. The issues did not really identify the question what are universities for. The different types of tertiary bodies were too often lumped together.	4/18/2017 3:09 PM
24	There needed to be more of a focus on Maori and the need for equitable access to education as well as work based training recommendations	4/18/2017 2:31 PM
25	Increased material on PTEs. Greater identification of revenue sources especially through industry and commercial enterprises	4/13/2017 10:23 AM
26	It avoided the conflict between ITOs and TEOs. Currently (some) ITOs keep all their TEC funding and "deliver" themselves. Some TEOs claim high level TEC funding and deliver "on-job". It needs attention, otherwise we will end up with "level playing field" decisions and ITOs will be no different from ITPs.	4/11/2017 2:21 PM
27	No: I was very impressed with how the inquiry team sought to gather views across the different parts of the sector. If parts of the sector feel underconsulted I suspect it was because they didn't take the opportunity.	4/10/2017 4:58 PM
28	Examination of evidence of declining academic standards as institutions seek to sustain high pass rates to protect revenues	4/10/2017 10:17 AM
29	More focus on specific international case studies of innovation and mapping the barriers they would face in taking root in NZ	4/10/2017 9:29 AM
30	Engage more with students in the system	4/8/2017 10:30 AM
31	Needed to consider ways and means of improving provision of Tertiary Education to those groups needing it	4/7/2017 4:10 PM
32	As per the NZEI submission: There are shifts in employment trends in the early childhood and sector due to the funding cuts in 2010. This has impacted enrollment and retention rates in ECE initial teacher education programmes.	4/7/2017 12:13 PM
33	I actually think the Productivity Commission did a vey good job on this report.	4/7/2017 11:49 AM
34	Would have been useful if the report was clearer about which recommendations could be expected to have the most impact and/or which the Commission would prioritise. Otherwise there are lots of recommendations to pick through, and many of them appear to have little impact on the face of things. This makes it difficult to say that the Commission focussed on issues most significant to innovation - some seemed to have a tangential link to innovation at best. Going outside of the ToR to discuss student loans diverted focus from some of the very real and important issues raised by the report, particularly in the media discussion of the report.	4/6/2017 5:00 PM
35	A recognition that expanding the market and empowering students had not led to innovation as expected in the 90s. Understanding that the interdependencies and psychology of most players (eg lots more students than would be rational studying environmental science and fine arts, and fewer doing STEM and employers not rewarding trade skills like they reward generic degrees) is more complex than some of the assumptions would suggest.	4/6/2017 4:00 PM
36	By focusing on students	4/6/2017 1:20 PM
37	Part of the challenge, in my view, was that the topic was already broad and and the inquiry seemed to go broader. There are some useful points and issues raised, but the lack of apparently differential treatment between issues limits the usefulness of the report.	4/6/2017 1:18 PM
38	Consult successful graduates within and beyond New Zealand	4/6/2017 1:08 PM
39	More emphasis put on seeking feedback from non-tertiary sector stakeholders. Questions in the inquiry were heavily geared towards tertiary sector stakeholders only.	4/6/2017 12:48 PM

40	<p>It seemed to be a little simplistic in defining where the demand that drives the tertiary ed provision is coming from. There is a difference between student wants and student needs (what they want to do and what skills they need to engage in the workforce). Also there is a difference in what a business entity wants and needs and what an industry may want or need. So how do we develop a tertiary ed sector that is responsive to the different types of demand didn't seem to be unpicked enough. The conclusion that those industries that are having difficulties attracting employees need to pay a wage premium, implying that labour demand would be fixed if an industry paid more, is again simplistic. There are community and infrastructure aspects that impact on that, e.g. the failure to roll out broadband into rural communities (which has social/isolationary and access to education consequences), and the govt and business centralising services to large urban centres that consequently impact on the vibrancy of regional communities, that place some industries at a disadvantage. To suggest that industries paying a premium in wages and the labour demand will be resolved is too simplistic. You're essentially expecting those business to compensate for local &amp; central govt and community deficits by paying more remuneration.</p>	4/6/2017 12:42 PM
41	<p>It completely ignored the research and views of the e-learning community. Given the significant role e-learning can play in innovation and development of new tertiary models of tertiary education this was a significant and serious omission.</p>	4/6/2017 11:01 AM
42	<p>I think the Commission did not engage with some insightful feedback, and at times, appeared to kowtow a little to certain groups (i.e. SEAs, which I disagreed with, but which had a certain strength of logic behind them, disappeared, but other things remained) As a submitter I found it gratifying that my feedback was quoted but would have preferred if it actually influenced the findings.</p>	4/6/2017 10:55 AM
43	<p>The focus was determined by the Ministers who commissioned it; the impact is determined by whether Ministers will choose to use it (in whole or part). Very useful for description of system and issues, and for surfacing the contradictory responses of major players.</p>	4/6/2017 10:54 AM
44	<p>no it was very wide ranging</p>	4/6/2017 10:53 AM

### Q5 How would you rate the inquiry's?

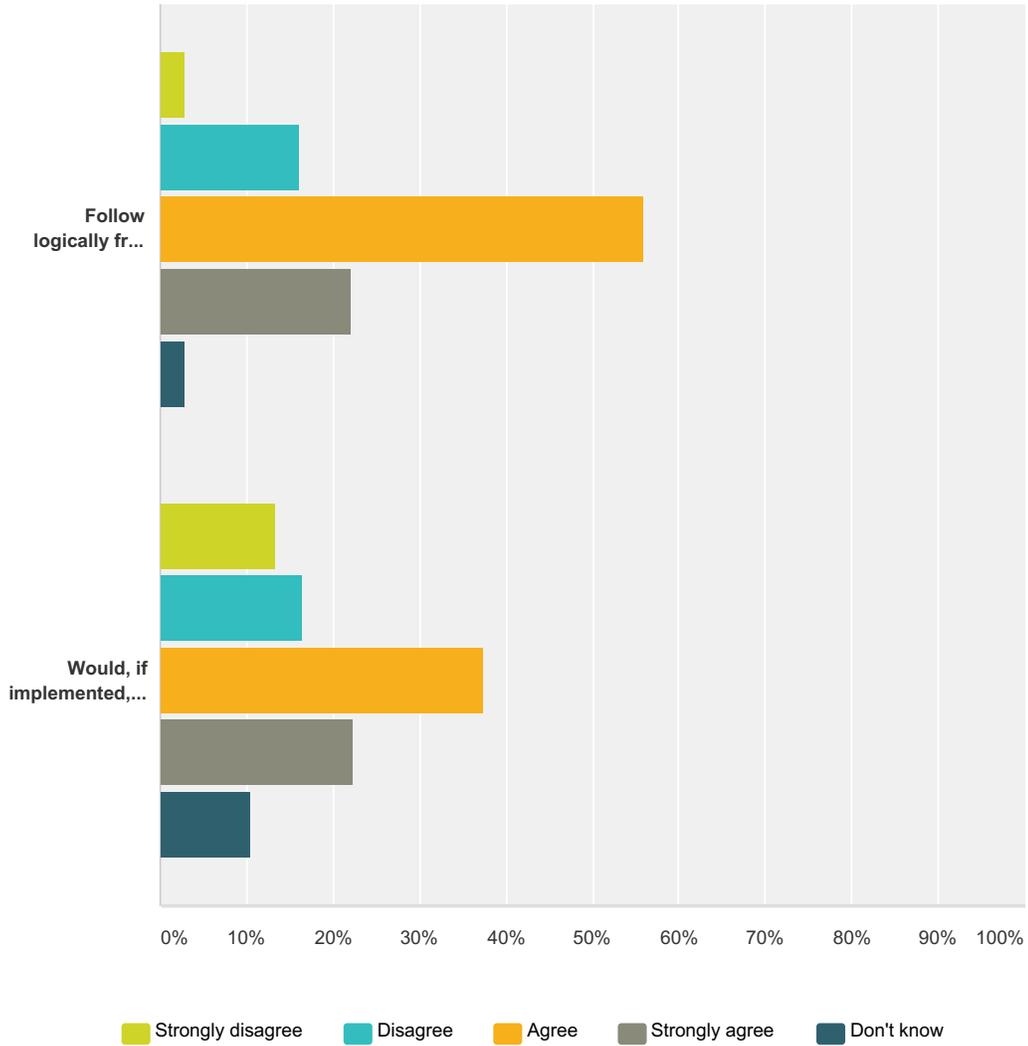
Answered: 69 Skipped: 23



	Poor	Not acceptable	Good	Excellent	Don't know	Total
Analysis of information	7.58% 5	6.06% 4	53.03% 35	33.33% 22	0.00% 0	66
Findings and recommendations	10.45% 7	14.93% 10	50.75% 34	19.40% 13	4.48% 3	67

### Q6 The inquiry's recommendations:

Answered: 69 Skipped: 23



	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Total
Follow logically from the analysis and findings	2.94% 2	16.18% 11	55.88% 38	22.06% 15	2.94% 2	68
Would, if implemented, materially improve the ability of the tertiary education system to innovate and adopt new models	13.43% 9	16.42% 11	37.31% 25	22.39% 15	10.45% 7	67

## Q7 Are there any ways you think the analysis could have been improved?

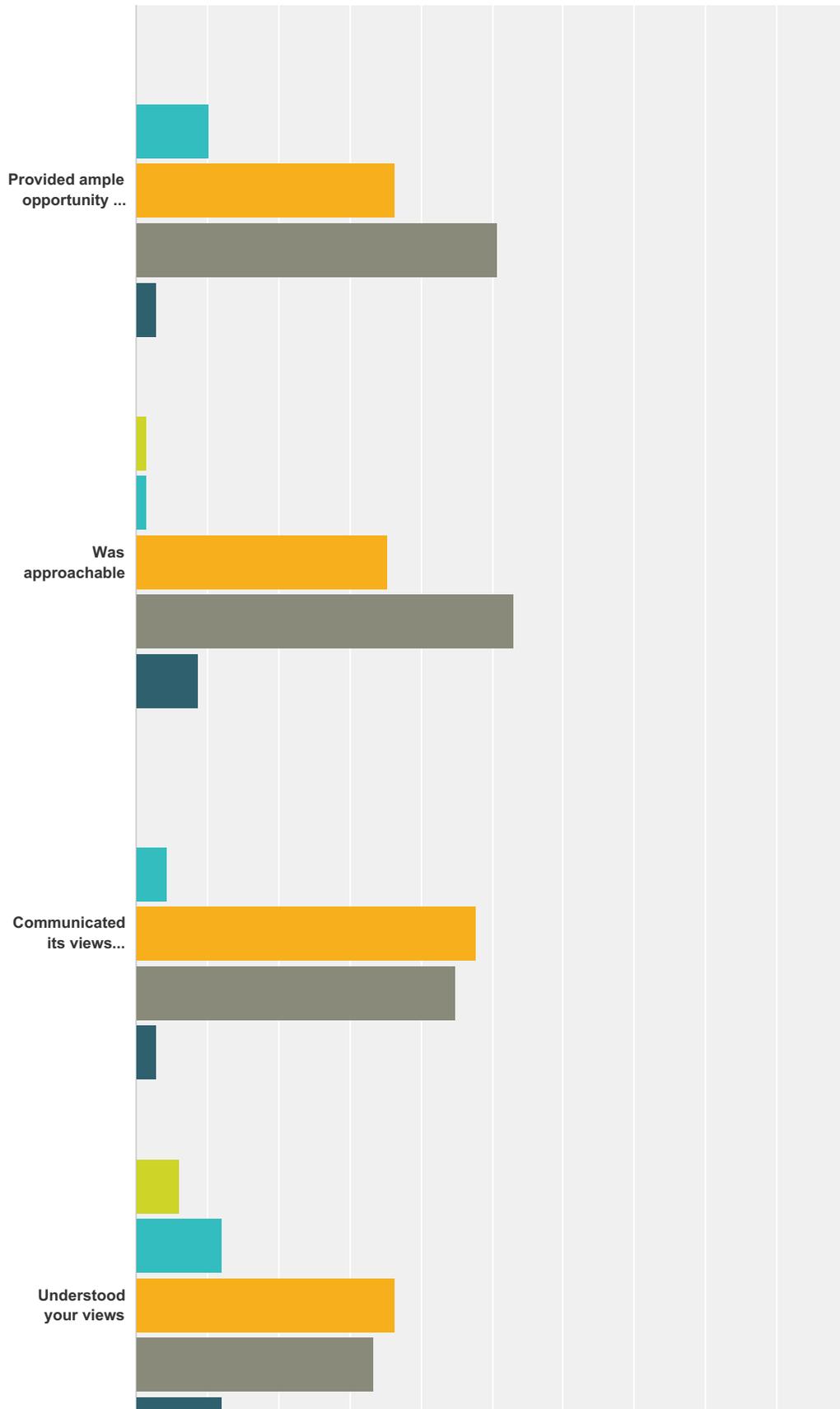
Answered: 28 Skipped: 64

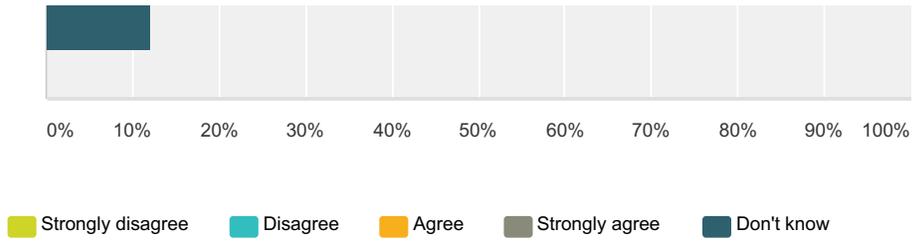
#	Responses	Date
1	Engage with small town and rural communities as a separate sector being mindful of rural connectivity issues.	4/21/2017 10:05 AM
2	As per previous comments	4/20/2017 3:39 PM
3	Shorter.	4/20/2017 12:25 PM
4	Very university centric analysis, market led focus. Needed to include stronger focus on other parts of the tertiary sector particularly innovation and new models for supporting secondary-tertiary transitions for underserved learner cohorts and for employer / workplace based learning	4/20/2017 11:50 AM
5	hard to apply a single rating to findings and recs when there are a lot of them. on Q6, agree there is potential.	4/20/2017 11:48 AM
6	while it followed the brief, there is a large number of students who are Māori and there was not enough attention paid to the strong emphasis a great number of students studying cultural recovery and reconnection	4/20/2017 9:04 AM
7	Picked one or two too many political minefields.	4/19/2017 6:27 PM
8	On the basis of a brief scan of this final report ( & more in depth study in previous rounds) the Inquiry has identified the considerable and wide ranging issues within the current tertiary system. However, it appears to have fallen short or missed the mark wrt the very important link of the tertiary system to employers. For example, there are no recommendations directly associated with Chapter 4 on employers , industry training , labour market nor major headings within the overview identifying the importance or need for better focus on this. To me, this signals a major gap and a requirement for more analysis, linking the findings more explicitly to business need and pulling out specific recommendations to cater for this major issue that the current system faces.	4/19/2017 5:35 PM
9	The Commission should have brought in sector reference groups to test thinking and findings before both the draft report and the final report were finalised. Key factors such as levels of funding relative to international averages and the fact the funding system was set based on ways programmes were being delivered in 1991 were not picked up. Addressing just those issues would have materially improved the ability of the system to evolve to a better future state (while also making it more likely new entrants would seek to enter the market).	4/19/2017 12:29 PM
10	I did not see how the conclusions followed the findings.	4/19/2017 8:55 AM
11	Since the report's findings rested on a narrow range of assumptions which lacked an evidential basis the analysis did not produce useful outcomes.	4/19/2017 7:50 AM
12	I am not so convinced here - some recommendations were sufficiently detailed to be implemented, others were vague. Fewer recommendations all taken to a practical level of possible implementation would have been preferable. Some recommendations were just old ideology dished up yet again - very disappointing.	4/19/2017 4:11 AM
13	Empowering learners' decision making and pathways could have been developed further	4/18/2017 7:21 PM
14	understand the full range of issues and dissect the different components appropriately rather than continue the myth of treating it as a single sector	4/18/2017 7:18 PM
15	The problem was that the analysis started from the presumption that the system is broken or seriously wanting. That was never empirically demonstrated and well-known and highly accessible data on things like how much NZ universities do with what is internationally so little direct state/social support were simply not factored in. The user-pays ideologies that have held sway since the 1980s were trotted out again. As someone who read the draft and final reports closely, I am still not sure that the PC researchers and writers actually understand the complex dynamics that characterise research-led teaching in universities or that are needed in a relatively isolated country where we have increasing numbers of people in universities but don't have anything equivalent of the state or community college system in the US. Certainly the report's authors do not seem to have made much, if any, effort to address the substantive comments made by individuals and groups throughout the university-sector between the draft and final report stages. Consequently, I have little confidence that the report is evidence-based, rather than being ideologically-driven.	4/18/2017 3:46 PM
16	again more of a focus on those who are most disadvantaged and the need to move the funders and the provider to a modern way of delivery and support	4/18/2017 2:32 PM
17	A core limiting factor is the TEC funding model. Operating with 42 different 'pots of money' does nothing for flexibility.	4/13/2017 10:27 AM

18	Analysis looked only in direction of improving current system of independent TEIs assuming a quasi-market model. Perhaps a regulated monopoly model could have been canvassed!	4/11/2017 10:13 AM
19	The analysis is generally very good, but the Commission's report seems to favour a more competitive model than I'm comfortable with: I don't buy into the logic of this. I'm unconvinced that this will fit with many of the recommendations designed to support innovation and better funding according to value-add. I believe that the loss of focus we presently have in the system - that is, a loss of focus on the needs of learners - is due to the ultra-competitive model of the late 1990's early 2000's. Loosen up regulation sure, but don't go for an open market.	4/10/2017 5:00 PM
20	More attention to organisational culture and management practices within tertiary education organisations.	4/10/2017 9:30 AM
21	Wider consultation with disadvantaged groups eg Maori/Pasifeka	4/7/2017 4:12 PM
22	I thought the politics around government ownership of TEOs and the political risk of allowing failure of a public TEO was insufficiently considered	4/7/2017 3:20 PM
23	The final report seems to be promoting STEM subjects and a market model to underpin investment choices. The ECE sector has been eroded by a market model approach and this has meant uneven outcomes for young learners, fierce competition between providers and has impacted on the ECE teaching workforce. We would not wish to see policy settings mandate a similar approach to our colleagues in the tertiary sector.	4/7/2017 12:30 PM
24	A much better understanding of less rational behaviour. Understanding the protections in QA systems, understanding that the US provides evidence that much of what is suggested did not have the expected outcome. Many innovations there exploit the most vulnerable without disrupting at all the 18th century model. More understanding of some of the realities (both good and less good) of the non-university parts of the system that are not just about Government constraint.	4/6/2017 4:05 PM
25	much greater attention could have been paid to the authoritativeness of sources. While no doubt the Commission had a great volume of material to draw on, it seems to have selected some rather anecdotal commentary to support its findings. The relationships (and differences) between quality and innovation could have been explored more thoroughly. Quality was not included in the key terms in the report, yet it features throughout the report and there are a series of recommendations made with respect to the quality assurance systems for tertiary education.	4/6/2017 1:23 PM
26	Yes it could and should have included the views and supporting research from the e-learning community. Focusing on student loans which was 'out of scope' and ignoring e-learning which was clearly 'in scope' is confusing and illogical	4/6/2017 11:02 AM
27	The analysis was flawed in its underlying world-view - i.e. it viewed the purpose of TE as primarily the production of work-ready graduates via teaching. If one accepts that world-view, everything else flows very well. But that world-view is incomplete.	4/6/2017 10:57 AM
28	In some areas the findings seemed to be rather mor dogma than evidenced based	4/6/2017 10:54 AM

### Q8 During the inquiry, the Commission:

Answered: 69 Skipped: 23

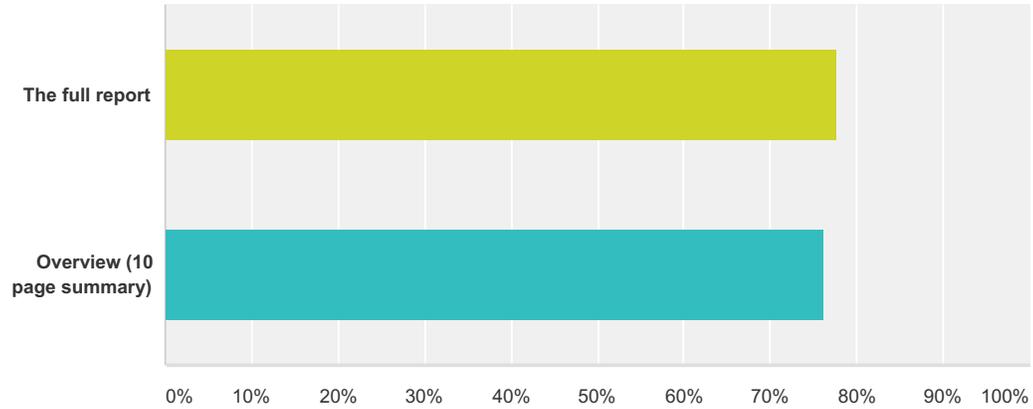




	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Total
Provided ample opportunity for interested parties to participate	0.00% 0	10.14% 7	36.23% 25	50.72% 35	2.90% 2	69
Was approachable	1.47% 1	1.47% 1	35.29% 24	52.94% 36	8.82% 6	68
Communicated its views clearly	0.00% 0	4.35% 3	47.83% 33	44.93% 31	2.90% 2	69
Understood your views	6.06% 4	12.12% 8	36.36% 24	33.33% 22	12.12% 8	66

### Q9 Which versions of the inquiry report have you read (select as many responses as apply)?

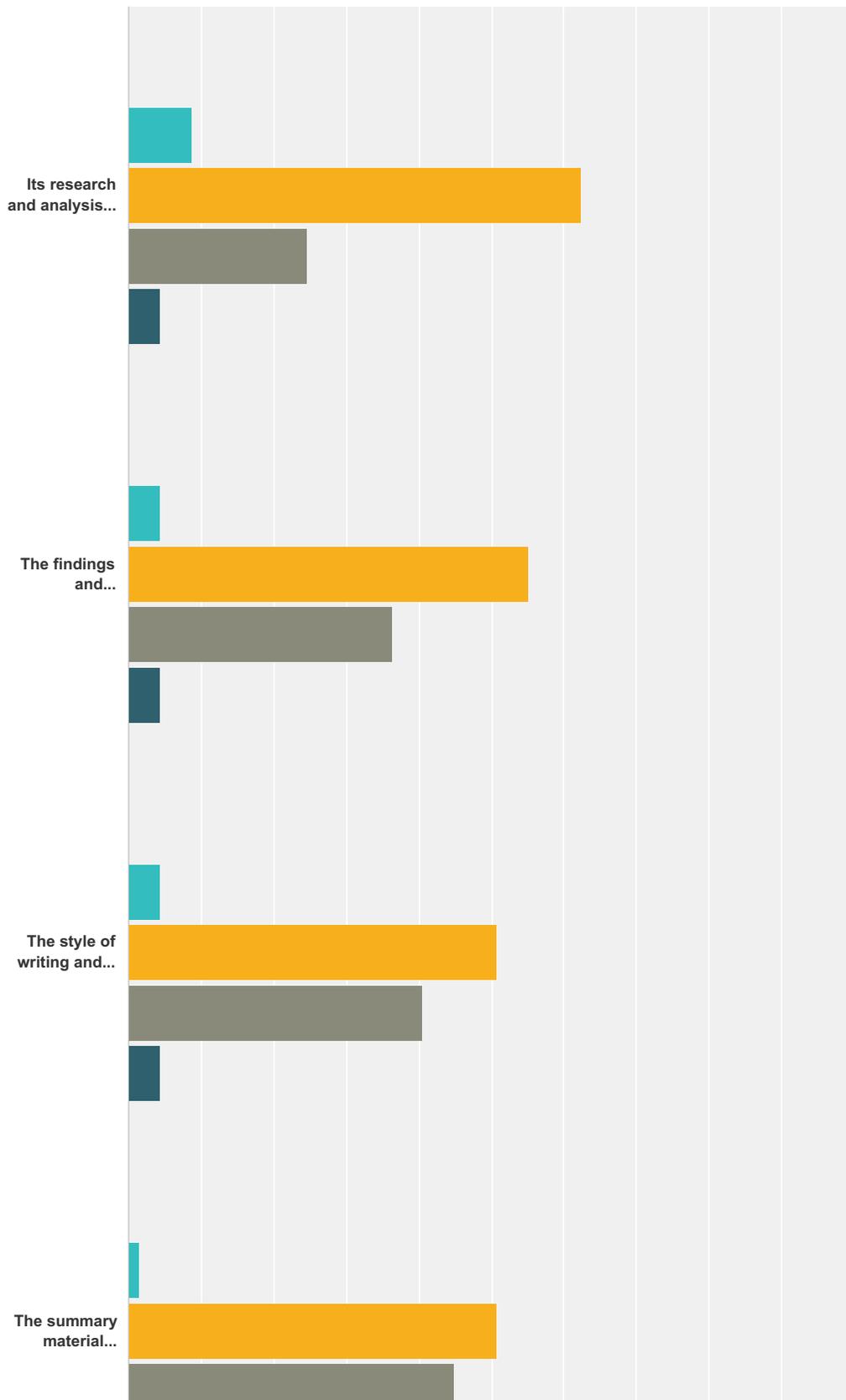
Answered: 67 Skipped: 25

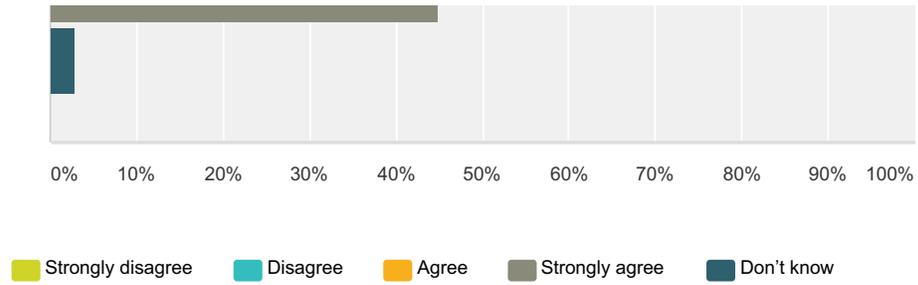


Answer Choices	Responses
The full report	77.61% 52
Overview (10 page summary)	76.12% 51
<b>Total Respondents: 67</b>	

### Q10 The inquiry report communicated clearly:

Answered: 69 Skipped: 23

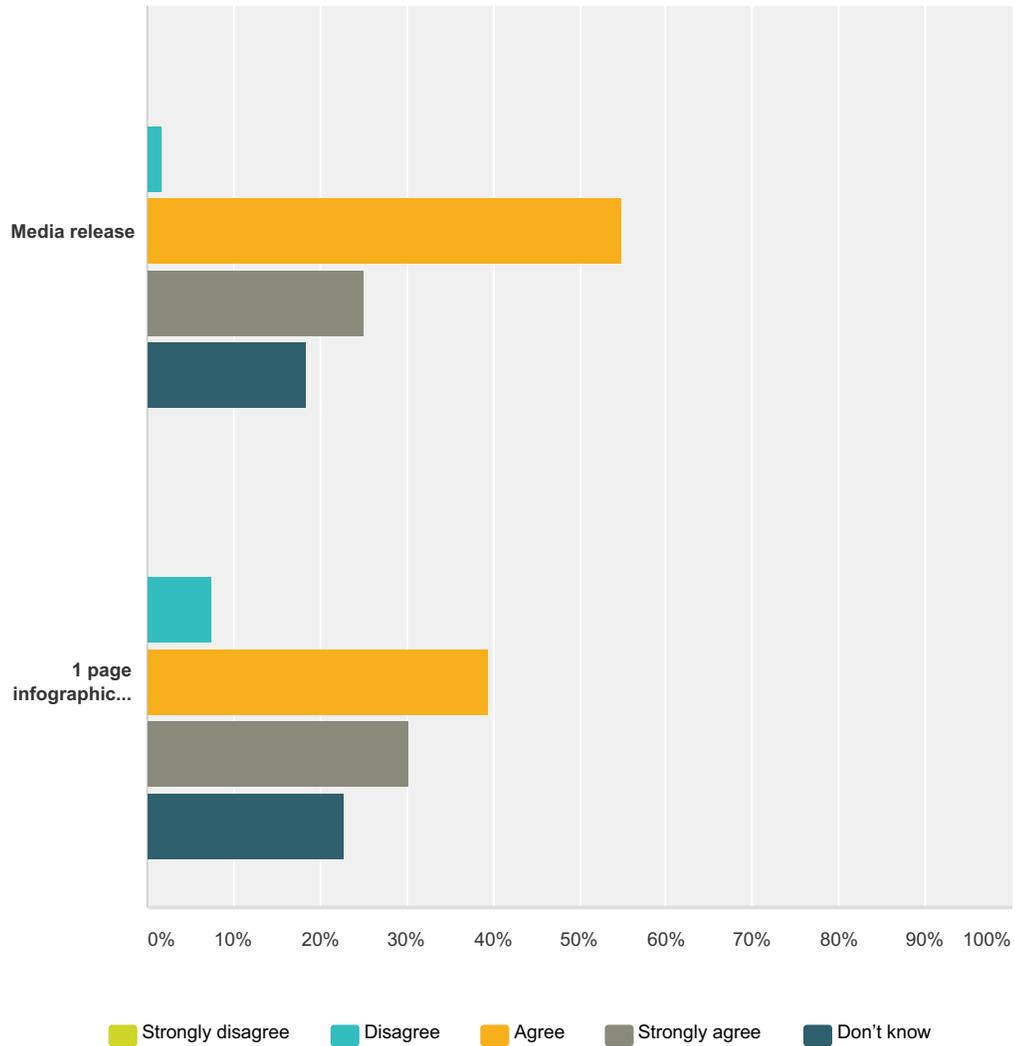




	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Total
Its research and analysis were clear	0.00% 0	8.70% 6	62.32% 43	24.64% 17	4.35% 3	69
The findings and recommendations were clear	0.00% 0	4.35% 3	55.07% 38	36.23% 25	4.35% 3	69
The style of writing and language used were accessible and clear	0.00% 0	4.35% 3	50.72% 35	40.58% 28	4.35% 3	69
The summary material provided was useful	0.00% 0	1.45% 1	50.72% 35	44.93% 31	2.90% 2	69

### Q11 The communications materials were clear and easy to understand

Answered: 68 Skipped: 24



	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Total
Media release	0.00% 0	1.67% 1	55.00% 33	25.00% 15	18.33% 11	60
1 page infographic ("New models of tertiary education - at a glance")	0.00% 0	7.58% 5	39.39% 26	30.30% 20	22.73% 15	66

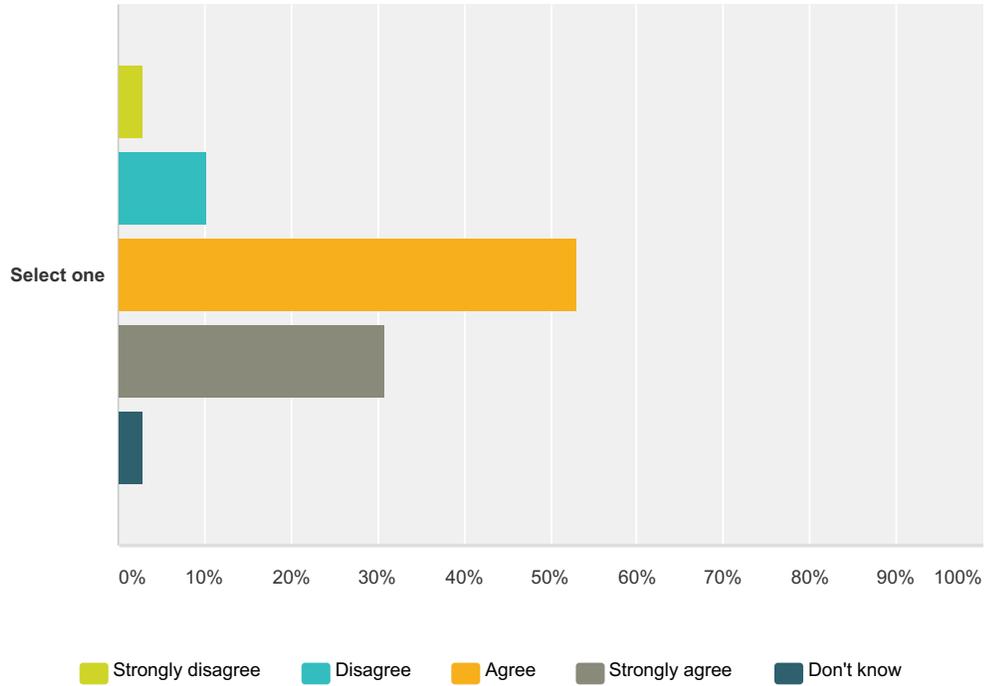
## Q12 Are there any ways you think communication could have been improved?

Answered: 16 Skipped: 76

#	Responses	Date
1	Talk to the rural community.	4/21/2017 10:12 AM
2	The full report was difficult to engage with as the themes didn't seem that well connected. Broad scope lost opportunity to address systemic/entrenched issues particularly for underserved communities, learner involvement in innovation and for productivity gain through employers and workplace based learning	4/20/2017 12:07 PM
3	the wording of some recs took some parsing, but usually clarified by reading contextually.	4/20/2017 11:50 AM
4	This comment is more about engagement rather than communication. More face to face interaction with employers or employer representatives	4/19/2017 5:40 PM
5	It was well communicated (even if we disagreed with the findings).	4/19/2017 12:30 PM
6	Listen as well as talk.	4/18/2017 3:47 PM
7	forums presented/engaged with should have included iwi leaders	4/18/2017 2:34 PM
8	My knowledge has been arrived at from the 'Summary' , TEC understanding, ITENZ understanding and ITP views	4/13/2017 10:30 AM
9	Not sure - a raft of changes are proposed: may be too many highlighted all at once. Not that it isn't complicated, just that the report didn't seem to get the media attention it deserved. Hopefully it's a "slow burner".	4/10/2017 5:02 PM
10	The main report was too daunting in length - resulting in few people reading it all. Perhaps structuring it in separate volumes would have helped - ie the system description, diagnosis and options analysis as separate parts?	4/10/2017 9:32 AM
11	needed wider consultation with such groups as Maori Provincial centres/towns etc	4/7/2017 4:14 PM
12	the style was very "economic policy" in approach. The sheer size of the report and overview would be daunting to some interested groups, particularly those of a more practical bent.	4/6/2017 4:10 PM
13	It would have been handy to have been given an embargoes copy like other peak bodies were	4/6/2017 2:24 PM
14	Overall the report was well-written, and it needed to be 500+ pages long. The flaws were in the analysis.	4/6/2017 10:58 AM
15	Seminar / workshop shortly after draft release stage to enable calm debate on issues, with all interested parties in forum listening to each other.	4/6/2017 10:57 AM
16	No	4/6/2017 10:55 AM

### Q13 Overall, I was satisfied with the Commission's process for running the inquiry:

Answered: 68 Skipped: 24



	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Total
Select one	2.94% 2	10.29% 7	52.94% 36	30.88% 21	2.94% 2	68

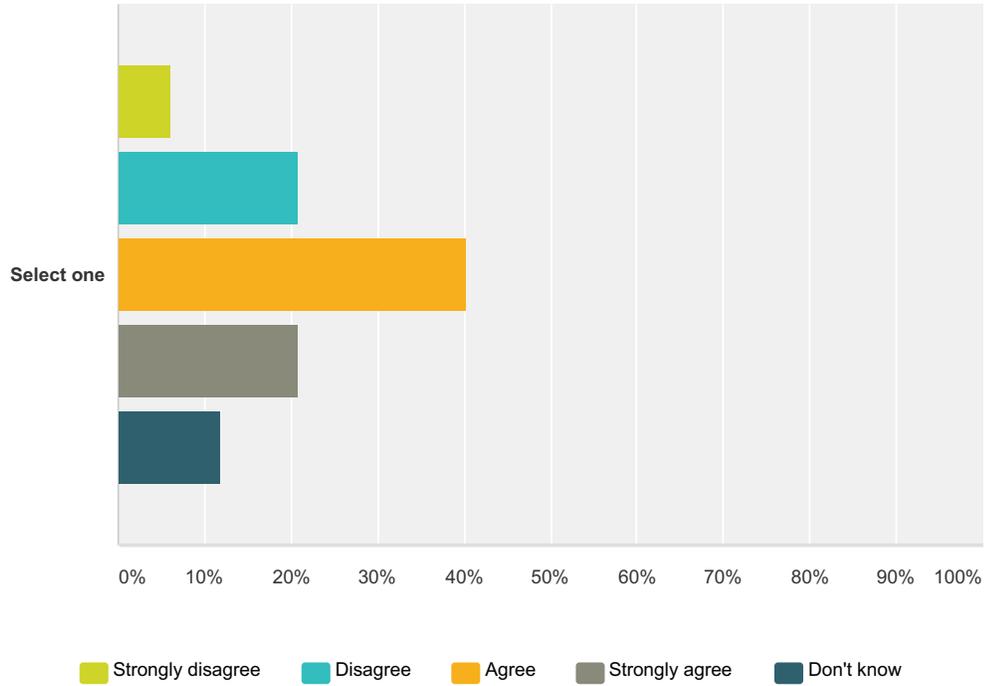
## Q14 Are there any ways you think the inquiry process could be improved?

Answered: 19 Skipped: 73

#	Responses	Date
1	Take into account the accessibility of fast and affordable broadband for learners wherever they may reside.	4/21/2017 10:13 AM
2	Explore innovation and new models to better support underserved groups, quality of teaching and learning, greater learner voice, focus on productivity gain through learning in workplaces	4/20/2017 12:07 PM
3	in the end it became a report about why the system isn't producing new models rather than about new models (here or elsewhere) that show promise (with respect to the issues raised about the current system, such as lack of increased productivity). The draft and final reports were very long and therefore difficult to digest by anyone other than those already steeped in the issues. That meant the media response - picking up on one or two issues only - is a bit sad, and less than the team deserves given the gargantuan job it has done. It also led to lazy responses in some cases - people responded by defending their corner and saying what they would have said no matter what the report said. Having said that, we appreciated receiving embargoed copies, and from our sector's point of view were very satisfied that our points were heard, and carefully considered through each stage of the inquiry.	4/20/2017 11:56 AM
4	Process good however needs much more linkage and focus with employers/ business. Still seems incomplete in that regard.	4/19/2017 5:40 PM
5	The Commission should have formed reference groups to assist in (a) understanding what the evidence was saying, (b) to ensure a full range of options, alternatives and trade-offs were understood, and (c) to test recommendations (friendly critics).	4/19/2017 12:32 PM
6	The Commission provided formal opportunities for participation but with a pre-set agenda this did not generate substantive engagement.	4/19/2017 7:55 AM
7	Fewer recommendations, all being substantive and of similar weight.	4/19/2017 4:13 AM
8	Minds seemed to be made up very early in the process	4/18/2017 7:19 PM
9	Timelines for turning around consultations were sometimes unreasonable and not conducive to reflection and participation. Stakeholders have other jobs and when the Commission produces reports that are hundreds and hundreds of pages long, and expects people to digest and respond to that in a matter of weeks (final draft), then it's almost impossible to do this responsibly around full-time work in what's known to be a highly stressed sector already.	4/18/2017 3:49 PM
10	It would have been good to have more consultative opportunities planned for groups like the MPTT consortium	4/18/2017 2:37 PM
11	I thought the staged approach good.	4/11/2017 10:15 AM
12	No: it was a very difficult job done well.	4/10/2017 5:03 PM
13	We need to think about handover - how we can get agencies to pick up and continue work the Commission started - eg better linking the PC's ethnicity analysis to ongoing MoE work, and transferring the international relationships the PC built up over to TEC, NZQA, MoE, etc	4/10/2017 9:34 AM
14	More marketing on social media to reach younger people	4/8/2017 10:34 AM
15	As above need for more and wider consultation and other options eg radical overhaul of skill training and Polytechnic system	4/7/2017 4:16 PM
16	I had the feelings that areas poorly addressed in the early reports (background, issues paper) were being dismissed and were not picked up well later either.	4/6/2017 4:13 PM
17	Clearly you did not update your sector contacts as the enquiry progressed	4/6/2017 2:25 PM
18	Incorporate "minority" views,	4/6/2017 10:58 AM
19	I think that it was heavily influenced by desk-top research. Some public workshops would have been a nice touch.	4/6/2017 10:58 AM

### Q15 The inquiry has helped set or lift the standard for high quality analysis and advice on productivity issues in New Zealand:

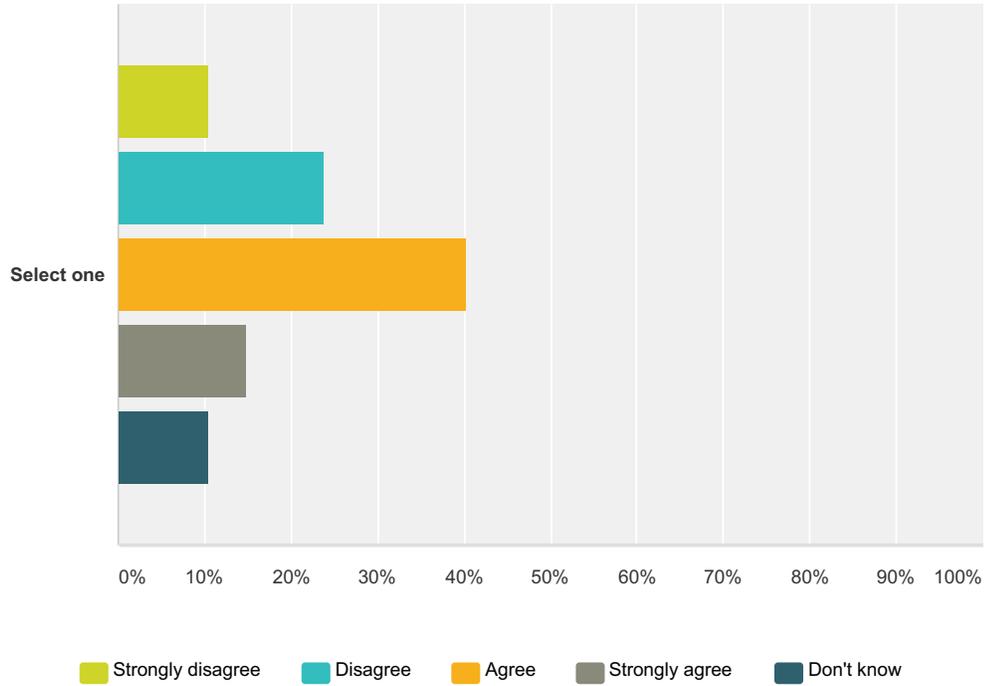
Answered: 67 Skipped: 25



	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Total
Select one	5.97% 4	20.90% 14	40.30% 27	20.90% 14	11.94% 8	67

### Q16 As a result of the inquiry, future analysis and advice on the tertiary education system will be of a higher standard:

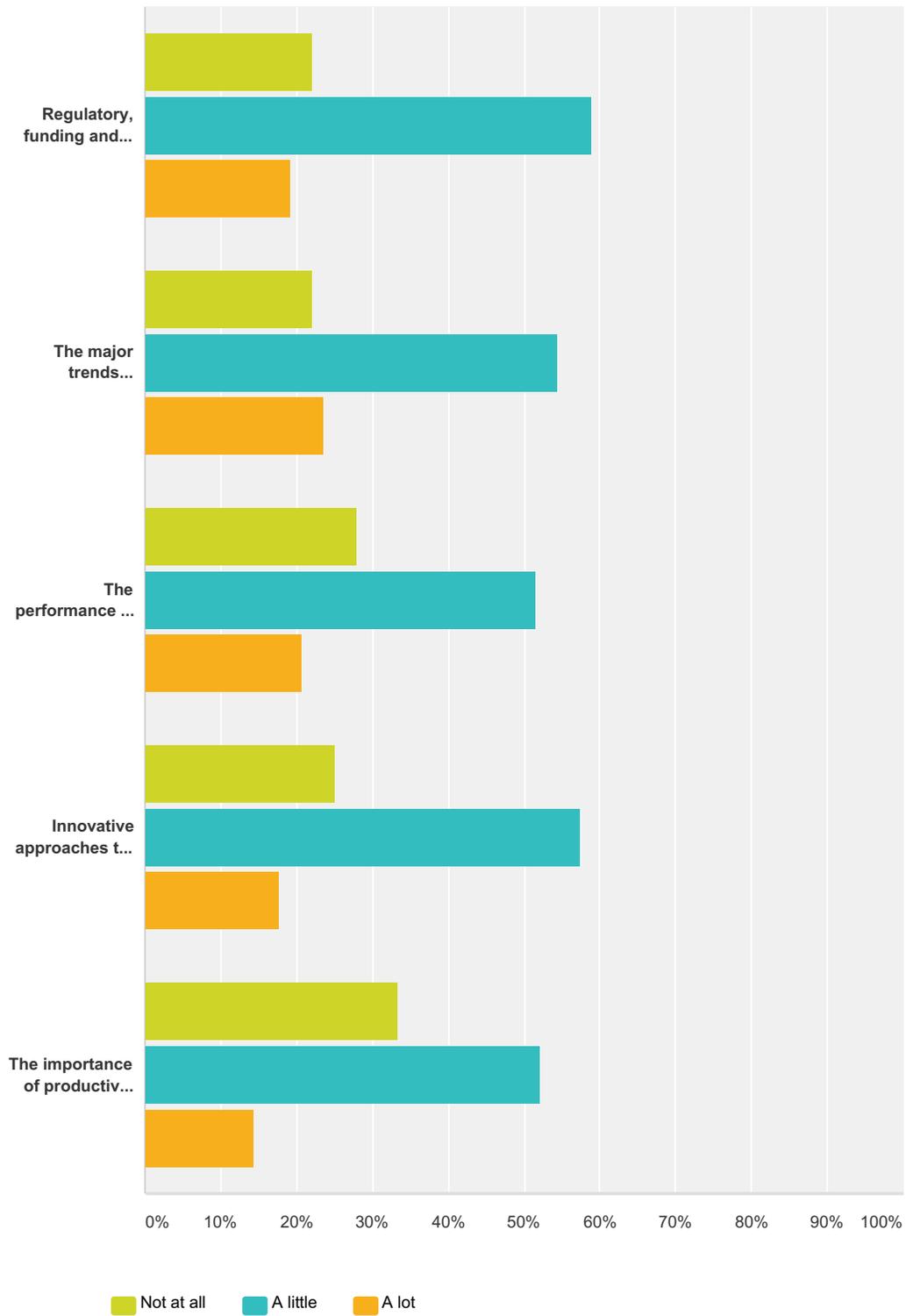
Answered: 67 Skipped: 25



	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Total
Select one	10.45% 7	23.88% 16	40.30% 27	14.93% 10	10.45% 7	67

### Q17 The inquiry increased my understanding of:

Answered: 69 Skipped: 23

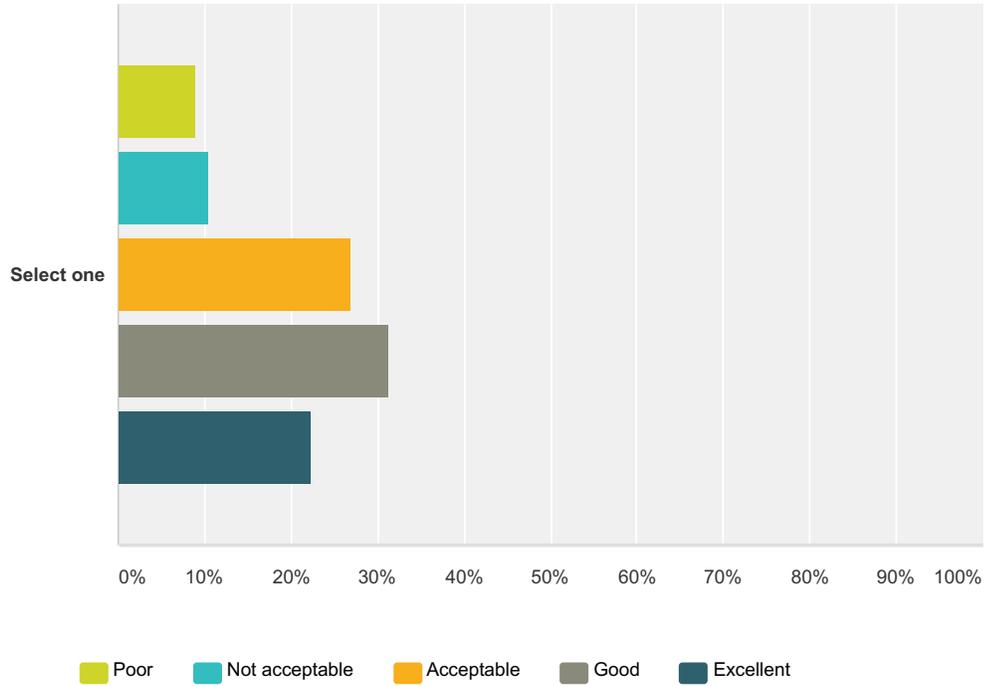


	Not at all	A little	A lot	Total
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Regulatory, funding and policy settings for the tertiary education system	<b>22.06%</b> 15	<b>58.82%</b> 40	<b>19.12%</b> 13	68
The major trends affecting the tertiary education system	<b>22.06%</b> 15	<b>54.41%</b> 37	<b>23.53%</b> 16	68
The performance of the tertiary education system for different groups of students	<b>27.94%</b> 19	<b>51.47%</b> 35	<b>20.59%</b> 14	68
Innovative approaches to tertiary education in New Zealand and other countries	<b>25.00%</b> 17	<b>57.35%</b> 39	<b>17.65%</b> 12	68
The importance of productivity more generally	<b>33.33%</b> 23	<b>52.17%</b> 36	<b>14.49%</b> 10	69

**Q18 Please rate the overall quality of the inquiry, taking into account the focus of the report, quality of analysis, engagement, delivery of message and process:**

Answered: 67 Skipped: 25



	Poor	Not acceptable	Acceptable	Good	Excellent	Total
Select one	8.96% 6	10.45% 7	26.87% 18	31.34% 21	22.39% 15	67

## Q19 Are there any other comments you would like to make about the inquiry?

Answered: 32 Skipped: 60

#	Responses	Date
1	I feel that this has been both an exemplary process and an excellent report which highlights the key issues and challenges the sector and its overseeing entities to respond.	4/21/2017 4:08 PM
2	You forgot the rural sector.	4/21/2017 10:36 AM
3	I thought the engagement was very good. I guess i was lookign for a silver bullet which, of course, does not exist. But I am not sure that the fianl report reqly presents "new models of tertiary education". More a collection of improvements that can be made to the present model. I think more consideration was needed of improvements to central agencies and more ambitious thinking regarding a systemic response to the need to provide opportunities for more life long learning.	4/20/2017 3:55 PM
4	possibly too ambitious?	4/20/2017 12:27 PM
5	Market led default position doesn't respond effectively to entrenched issues for underserved learner groups. NZ tertiary providers will continue to optimize programmes to fit existing funding models (research focus, competing for EFTS) which makes most providers (except for large capital rich ones) vulnerable to investment shifts and innovation shocks.	4/20/2017 12:19 PM
6	this might come across as faint praise but its not meant to be - for anyone cold to the system, the inquiry report would be required reading - there is a lot of value in having it all described in one place. In some ways, the length of the report tells its own story, about a system that has become fractured and arcane and complicated. it is necessarily complex because it needs to respond to diversity, but it does not have to be incoherent. The report went into the current efforts to improve outcomes information, but I wish it dug into the reasons why, for instance, that PIACC showed good correlation between skills and qualifications, but also the widest levels of skill mismatch between tertiary education and the labour market (albeit self-reported). The productivity piece is in there somewhere!!!	4/20/2017 12:08 PM
7	It is a shame the Government is going to ignore it. And the universities are opposed to every change - even before you think of them.	4/19/2017 6:30 PM
8	Please note that while I have read, analysed and submitted to previous rounds I have not yet had the chance to read the full and final report In this survey and reserve final judgement. I have ticked the "dont know" boxes in this survey where I felt I could not reasonably answer as I either haven't yet had the chance to read the full report deeply enough to assess and did not want to pre-empt ( or it could be simply out of my sphere of understanding). Back to that complexity. However the quick scan I have done has indicated to me a key issue/ gap around the link between the tertiary system and employer need and that more work is required here .	4/19/2017 5:46 PM
9	The report demonstrated an advanced understanding of the tertiary sector in New Zealand and clearly identified the challenges and constraints. However, I am sceptical about the impact that the report will have. Implementation of the recommendations will require legislative and regulatory changes that extend beyond the political cycles and will therefore be challenging. The ability of providers to engage with the changes is also restricted by their own understanding of themselves and their contexts. Building capability within providers and sectors will be essential with medium investment for longer term gain - how will that occur and what support will be available for that to happen? Great report, great findings, paradigm-shift stuff!	4/19/2017 10:32 AM
10	I suspect the report got lost in the 'woods' somewhat. It attempted to do too much and as a result missed some crucial issues. By way of example it missed the key issue of why there is such a mismatch between choices students make and the needs of employers. This is a fundamental question and yet never gets properly addressed.	4/19/2017 9:12 AM
11	The exercise would have been far more productive if the Commission had been less fixed and narrowly informed in its views and more responsive to evidence presented to it.	4/19/2017 8:00 AM
12	There is a meta-question of whether the concept of "productivity" can be effectively applied to tertiary education. Is "productivity" the most appropriate measure to use when judging the quality of tertiary education in a given country.	4/18/2017 3:59 PM

13	Question 17 gets to the heart of the problem: it was never clear why a productivity commission should be assessing higher education. Tertiary education doesn't make widgets; "productivity" in the sector is impossible to define in any meaningful way, given its internal diversity in goals, activities and expertise. The Productivity Commission seems to have outlived its purpose and is looking around for sectors that are not about producing STUFF. Am I less productive when I spend three years tinkering away at my next book than when I am teaching or writing two journal articles a year? The Commission never offered an assessment of this in which to contextualise its findings. I have a pretty good idea that the Commission's answer would be yes, I am less productive, but I really think this misses the whole point about research-led teaching.	4/18/2017 3:58 PM
14	I read the first paper and found it lacking in major ways. I have only glanced at the draft and then only at the summary. I am not sure that this comment is very helpful to you.	4/18/2017 3:15 PM
15	I would like to know more about how government will implement the recommendations of the inquiry	4/18/2017 2:39 PM
16	Entertaining Change in education is contentious and the Inquiry produced a quality product, well positioned to influence thinking	4/14/2017 9:14 AM
17	The TEC funding model remains to constrained and by isolating funding to various pockets does not adequately provide for student needs. As per any enquiry the greatest challenge will be getting buy in to implement the recommendations.	4/13/2017 10:37 AM
18	It was a great shame that the government did not take this opportunity to look more closely at the report findings. Much talk was about the length of the report rather than the substance. I hope that policy makers take it seriously. Thank you for a great job.	4/12/2017 12:27 PM
19	If I turn to any page, I guarantee there will be a nugget of brilliant information analysis, that I hadn't appreciated before.	4/11/2017 2:23 PM
20	Accept its a slow burner, but question remains whether better impact could have been planned for.	4/11/2017 10:16 AM
21	If the inquiry fails to get traction I would be inclined to blame the inertia of both the sector and the bureaucracies rather than the inquiry itself. It was good to see the holistic approach being taken. This was ambitious and in my view done very well. It is, of course, both it's strength as an exercise and - unfortunately - its weakness. I was optimistically hoping for a rallying call to action, but its by no means that easy.	4/10/2017 5:08 PM
22	Were the terms of reference too vague or broad? If the PC found it couldn't tackle its subject matter without picking into student loans, perhaps this needed renegotiating the ToR, given the impact the SL recs had on public/media/political reception.	4/10/2017 9:36 AM
23	I suspect it will be put into the too-hard basket. I sense no appetite from government or institutions to change the current system. I suspect you hadn't really developed/tested the student account idea enough before the draft report; and you lost something good in the process of withdrawing it. However the full fee and subsidy invoice presentation could be a starting point, painless with little political downside, and better transparency	4/9/2017 3:42 PM
24	Well done. Challenge is to get government and institutions to take the advice on board.	4/8/2017 10:35 AM
25	disappointing and tends to reinforce status quo	4/7/2017 4:18 PM
26	The inquiry was fine in many ways but in my view disappointing. It was not really unacceptable but didn't seem to add anything that had not been well canvassed in other fora over the last 20 years. I cannot think of any recommendation that has not been made (and in many cases acted on) in other key reviews	4/6/2017 4:18 PM
27	Please note that I have focused particularly on the sections of the report concerned with quality assurance.	4/6/2017 1:28 PM
28	Only that it would have been good to pitch input into the inquiry more broadly to non-tertiary sector stakeholders, particularly given the focus around innovative new models - essentially these will require the sector to look outside itself.	4/6/2017 12:58 PM
29	See my earlier comments	4/6/2017 11:04 AM
30	I welcomed the discussion and debate. Some of the findings such as those about CUAP are not evidence based which was disappointing. Also there was little mention or recognition of the innovation already occurring in the university sector. Conspicuously the document failed to reference the astonishing innovations in Canterbury by UC,LU and CPIT following the 2011 earthquakes.	4/6/2017 11:02 AM
31	An unusually contentious area for study, with well resourced and self-interested institutions and incentivised articulate staff well used to research techniques and critiquing and gaming. The opportunity was lost for them to see this as a mechanism by which a dispassionate and constructive engagement could progress betterment for NZ Inc, as their focus was on institutional self-preservation.	4/6/2017 11:01 AM

32	Enquiries should start from a firm base. Ensure your philosophical startpoint is not simply a few 1980s-era Rogernomics papers that were binned, but is broader. As I was reading this paper I remarked to a colleague that it resembled nothing so much as an early 1990s/late 1980s Strategos Consulting paper (google them)	4/6/2017 10:59 AM
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