This chapter includes technical notes about the statistics in *Profile & Trends* and the associated analytical tables on Education Counts, a list of the definitions and acronyms commonly used in New Zealand’s tertiary education sector, descriptions of some of the statistical methods applied and descriptions of the various data sources used.

The contact details of the key tertiary education agencies, sector representative groups, students’ associations, tertiary education organisations, and industry training organisations are also included.

There are numerous sources of additional information on New Zealand’s tertiary education sector. They include the:

▲ New Zealand education statistics and research website: www.educationcounts.govt.nz

▲ New Zealand education portal: www.minedu.govt.nz/NZEducation.aspx, which has links to tertiary information for learners, parents and educators

▲ Ministry of Education’s website, which contains supporting documents, publications and links to other education-related sites: www.minedu.govt.nz/tertiary

▲ Team-Up programme on the Ministry of Education’s website, which aims to provide more and better information to parents, caregivers and families so they can support and encourage their children’s learning: www.minedu.govt.nz/Parents.aspx


▲ websites of many providers which are accessible through links from the above websites or from the Careers New Zealand site, and

▲ annual reports and other information published by tertiary education organisations.

The government has a number of distinct but interrelated roles in the tertiary education sector in New Zealand including the provision of resources for the delivery of education; operating as a regulator by administering education-related legislation; promulgating regulations and guidelines; monitoring compliance; and monitoring the effectiveness and efficiency of education delivery.

Government policy is developed within a framework that aims to create an environment for learning as the basis for New Zealand’s future economic and social wellbeing.
Key tertiary education agencies

MINISTRY OF EDUCATION
45-47 Pipitea Street
Private Box 1666
Wellington
phone: 04-463 8000  fax: 04-463 8001
email: information.officer@minedu.govt.nz

The divisions that contribute to the Ministry of Education’s activities in tertiary education are:

▲ Tertiary Education Policy
▲ Tertiary Sector Performance Analysis
▲ Education Sector Leadership Team
▲ Māori Education Strategy and Policy
▲ Education Information and Analysis
▲ International Education
▲ Sector and Business Services

TERTIARY EDUCATION COMMISSION
Level 10
44 The Terrace
PO Box 27-048
Wellington
phone: 04-462 5200  fax: 04-462 5400
email: info@tec.govt.nz

NEW ZEALAND QUALIFICATIONS AUTHORITY
Level 13
125 The Terrace
PO Box 160
Wellington
phone: 04-463 3000  fax: 04-802 3112
email: helpdesk@nzqa.govt.nz

CAREERS NEW ZEALAND
Level 4, CMC Building
89 Courtenay Place
PO Box 9446
Te Aro
Wellington
phone: 04-801 5177  fax: 04-801 5161
call free: 0800 222 733
email: careers@careers.govt.nz

CAREER INFORMATION RESOURCES UNIT
Advice Line: 0800 222 733
phone: 04-801 5177  fax: 04-801 5161
email: careers@careers.govt.nz
www.careers.govt.nz

INLAND REVENUE
National Office
PO Box 2198
Wellington
phone (student loans helpline): 0800 377 778

STUDYLINK – MINISTRY OF SOCIAL DEVELOPMENT
Freepost 113907
Palmerston North 5301
freephone: 0800 88 99 00  freefax: 0800 88 33 88
email: studylink@msd.govt.nz

Tertiary education scholarship information

FUNDING INFORMATION SERVICE INC.
www.fis.org.nz

UNIVERSITIES NEW ZEALAND
www.universitiesnz.ac.nz
Universities

Links to New Zealand’s universities can be found at: www.universitiesnz.ac.nz

THE UNIVERSITY OF AUCKLAND
Private Bag 92019
Auckland 1142
NEW ZEALAND
phone: +64-9-373 7999 (operator)
phone: +64-9-373 7599 (auto attendant)
e-mail: postmaster@auckland.ac.nz
www.auckland.ac.nz

AUCKLAND UNIVERSITY OF TECHNOLOGY
Private Bag 92006, Auckland 1040
freephone: 0800 288 864
phone: +64-9-921 9999
fax: +64-9-921 9812
www.aut.ac.nz

Campuses:
City
Millennium
North Shore
Manukau

THE UNIVERSITY OF WAIKATO
Te Whare Wānanga o Waikato
Private Bag 3105
Hamilton 3240
phone: +64-7-856 2889 automated: +64-7-838 4466
fax: +64-7-838 4300
e-mail: info@waikato.ac.nz
www.waikato.ac.nz

MASSEY UNIVERSITY
Private Bag 11 222
Palmerston North
phone: +64-6-350 444 or 0800 627 739
fax: +64-6-350 5618
e-mail: contact@massey.ac.nz
www.massey.ac.nz

VICTORIA UNIVERSITY OF WELLINGTON
PO Box 600
Wellington 6140
phone: +64-4-472 1000 (operator)
phone: +64-4-463 5233 (auto attendant)
fax: +64-4-499 4601
www.vuw.ac.nz

UNIVERSITY OF CANTERBURY
Private Bag 4800
Christchurch 8140
phone: +64-3-366 7001 (operator)
phone: +64-3-364 2987 (auto attendant)
www.canterbury.ac.nz

LINCOLN UNIVERSITY
PO Box 84
Lincoln University Post Office
Ellesmere Junction Road/Springs Road
Canterbury 7647
phone: +64-3-325 2811
fax: +64-3-325 3850
www.lincoln.ac.nz

UNIVERSITY OF OTAGO
PO Box 56
Dunedin 9054
phone: +64-3-479 1100 or 0800 808 098
fax: +64-3-479 8692
e-mail: university@otago.ac.nz
www.otago.ac.nz
Institutes of technology and polytechnics

- Aoraki Polytechnic
  www.aoraki.ac.nz
- Bay of Plenty Polytechnic
  www.boppoly.ac.nz
- Christchurch Polytechnic Institute of Technology
  www.cpit.ac.nz
- Eastern Institute of Technology Hawke’s Bay
  www.eit.ac.nz
- Manukau Institute of Technology
  www.manukau.ac.nz
- Nelson Marlborough Institute of Technology
  www.nmit.ac.nz
- Northland Polytechnic
  www.northtec.ac.nz
- Otago Polytechnic
  www.tekotago.ac.nz
- Southern Institute of Technology
  www.sit.ac.nz
- Tai Poutini Polytechnic
  www.taipoutini.ac.nz
- The Open Polytechnic of New Zealand
  www.openpolytechnic.ac.nz
- Unitec New Zealand
  www.unitec.ac.nz
- Universal College of Learning
  www.ucol.ac.nz
- Waiariki Institute of Technology
  www.waiariki.ac.nz
- Waikato Institute of Technology
  www.wintec.ac.nz
- Wellington Institute of Technology
  www.weltec.ac.nz
- Western Institute of Technology at Taranaki
  www.witt.ac.nz
- Whitireia Community Polytechnic
  www.whitireia.ac.nz

Wānanga

Links to these organisations can be found at:
www.tauihu-wananga.maori.nz

- Te Wānanga o Aotearoa
  www.twoa.ac.nz
- Te Whare Wānanga o Awanuiārangi
  www.wananga.ac.nz
- Te Wānanga-o-Raukawa
  www.twor.ac.nz
Industry training organisations

Links to these organisations can be found at: [www.itf.org.nz](http://www.itf.org.nz). Industry training organisations may be listed under more than one sector. Industry training organisations marked with an asterisk ceased operation, or merged with another industry training organisation, in 2010 or 2011.

**Primary sector**
- Agriculture Industry Training Organisation
- Equine Industry Training Organisation
- Extractives Industry Training Organisation
- Forest Industries Training and Education Council
- Horticulture Industry Training Organisation
- Infratrain NZ
- New Zealand Industry Training Organisation
- Seafood Industry Training Organisation

**Manufacturing sector**
- Apparel and Textile Industry Training Organisation
- Competenz – engineering, food and manufacturing
- Communications and Media Industry Training Organisation
- ETITO Industry Training Organisation*
- Forest Industries Training and Education Council
- Joinery Industry Training Organisation
- Motor Industry Training Organisation*
- Opportunity – The Training Organisation
- Plumbing, Gasfitting, Drainlaying & Roofing ITO
- Tranzqual (Transport and Logistics Industry Training Organisation)*
- Water Industry Training (part of the Agriculture ITO covering water supply and wastewater)

**Services sector**
- Aviation, Tourism and Travel Industry Training Organisation
- Building Service Contractors Industry Training Organisation
- ETITO Industry Training Organisation*
- Equine Industry Training Organisation
- Funeral Service Training Trust of New Zealand
- Hairdressing Industry Training Organisation
- Horticulture Industry Training Organisation
- Hospitality Standards Institute
- Journalists Training Organisation (part of Communications and Media ITO)
- REINZ Industry Training Organisation Ltd (REAL ITO)*
- Retail Institute
▲ Retail Meat Industry Training Organisation Inc.
▲ Skills Active Industry Training Organisation
▲ New Zealand Sports Turf Industry Training Organisation

Government and community services sector
▲ Careerforce (Community Support Services Industry Training Organisation)*
▲ Creative Trades Industry Training Organisation*
▲ EMQUAL (Fire and Rescue Services)
▲ ETITO Industry Training Organisation*
▲ Learning State (Public Sector Training Organisation)*
▲ Local Government Industry Training Organisation*
▲ Pharmacy Industry Training Organisation
▲ Social Services Industry Training Organisation*
Sector groups

AOTEAROA MĀORI PROVIDERS OF TRAINING EDUCATION AND EMPLOYMENT
80 Queens Drive
Lyall Bay
PO Box 2796
Wellington
phone: 04-387 5640  fax: 04-387 5645
email: teatahou@xtra.co.nz

ASSOCIATION FOR TERTIARY EDUCATION MANAGEMENT
ATEM New Zealand Branch
PO Box 13-678
Christchurch 8013
phone: 03-379 9190  fax: 03-379 6607

INDEPENDENT TERTIARY INSTITUTIONS
c/- Apartment 5
125 Moleworth Street
PO Box 12-249
Wellington 6144
phone: 027 449 9447
email: neil@ncm.co.nz

INDUSTRY TRAINING FEDERATION
Level 2
276 Cuba Street
PO Box 24-194
Wellington 6142
phone: 04-499 8155  fax: 04-499 8156
www.itf.org.nz

NEW ZEALAND ASSOCIATION OF PRIVATE EDUCATION PROVIDERS
Level 5, Compudigm House
49 Boulecott St
PO Box 6411
Wellington 6141
phone: 04-471 2460  fax: 0800 NZAPEP (692 737)
email: exec@nzapep.co.nz

NEW ZEALAND UNIVERSITIES ACADEMIC AUDIT UNIT
Level 9
Education House
142 Lambton Quay
PO Box 5787
Wellington 6145
phone: 04-801 7924  fax: 04-801 8501
email: admin@nzaau.ac.nz

UNIVERSITIES NEW ZEALAND (NEW ZEALAND VICE-CHANCELLORS’ COMMITTEE)
Level 9, Allied Nationwide Finance Tower
142 Lambton Quay
PO Box 11-915, Manners Street
Wellington 6142
phone: 04-381 8500  fax: 04-381 8501
email: jackie@nzvcc.ac.nz

PACIFIC ISLANDS TERTIARY EDUCATION PROVIDERS OF NEW ZEALAND INC.
c/- PO Box 15-809
New Lynn
Auckland
phone: 09-825 0136  fax: 09-825 0141
www.besttraining.ac.nz

TE TAUIHU O NGĀ WĀNANGA – THE NATIONAL ASSOCIATION OF WĀNANGA
PO Box 119
Otaki
phone: 04-233 9343  fax: 04-233 0994
email: info@tauihu-wananga-maori.nz
Students’ associations

NEW ZEALAND UNION OF STUDENTS’ ASSOCIATIONS
Level 3
354 Lambton Quay
PO Box 10-191
Wellington
phone: 04-498 2500 fax: 04-473 2391
email: admin@students.org.nz

TE MANA AKONGA – NATIONAL MĀORI UNIVERSITY STUDENTS’ ASSOCIATION
Level 3
354 Lambton Quay
PO Box 10-191
Wellington
phone: 04-498 2506 fax: 04-473 2391
email: tma.kaituhono@xtra.co.nz
Definitions

Academic year
The academic year is defined in the Education Act 1989 as a calendar year, 1 January to 31 December.

Achievement standards
One of the assessment methods used for NCEA is the achievement standard, which assesses whether the student has acquired the expected skills and knowledge. Providers and industry training organisations must be accredited by the New Zealand Qualifications Authority, and have been granted a ‘consent to assess’ by NZQA, before they can register credits from assessment against achievement standards.

Providers and industry training organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards. Students who achieve the required standard are ranked as achieved, achieved with merit or achieved with excellence.

Adult and community education
Adult and community education (ACE) enables adults to engage in a range of educational activities in a context that is post-school and relevant to the learner. Most ACE provision does not lead to a qualification. There are few barriers to participation. Provision is generally focused on personal development and skill enhancement, while there are also social, civic and community benefits. There is a range of providers that deliver ACE, including schools, tertiary education institutions, community groups, private training establishments and other tertiary education providers.

Centres of research excellence
The centres of research excellence (CoREs) support leading-edge, international standard innovative research that fosters excellence and contributes both to New Zealand’s national goals and to knowledge transfer. The centres are primarily inter-institutional research networks, with the researchers working together on a commonly agreed work programme. Each centre is hosted by a tertiary education institution.

Component
A programme of study may comprise a number of components and span a number of years. A component may be described as a paper, a module or a course. A component encompasses teaching, learning and assessment. In many cases it also includes research.

A collection of components forms a programme of study which, if completed successfully, results in the award of a recognised qualification.

Course
Refer to component.

Decile
Decile ratings indicate the extent to which a school draws its students from low socio-economic communities. Decile 1 schools are the 10 percent of all schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10 percent of all schools with the lowest proportion of these students.

Distance education
Distance education occurs when students and the instructor are separated by geographic distance or time. The students’ learning is usually facilitated using correspondence study, audio conferencing, video conferencing, or e-learning.

E-learning
E-learning refers to formal and non-formal education that uses electronic delivery methods such as internet-based learning delivery packages, CD-ROM, online video conferencing, websites or email to manage the relationship between teacher and learners.

Equivalent full-time student unit
One equivalent full-time student unit is defined as the student workload that would normally be carried out in a single academic year (or a twelve month period) by a student enrolled full-time.

The equivalent full-time student unit value of a qualification is to represent the Tertiary Education Commission’s assessment of the normal minimum time for a successful full-time student to complete the qualification. The credit value assigned to the course by the quality assurance system is part of the EFTS measure.

Qualifications are to be disaggregated into component courses. The Tertiary Education Commission is to assign each approved course an EFTS factor that represents the proportion of the whole qualification that the course constitutes.
For courses included in the New Zealand Qualifications Framework, one equivalent full-time student unit is defined as 120 credits, representing one year of full-time study.

The equivalent full-time student count in this report is the sum of the EFTS units for a year.

Fiscal year
The government’s accounting year is based on the fiscal year, which is a 12-month period starting on 1 July and finishing on 30 June.

Full-time/part-time
The terms ‘full-time’ and ‘part-time’ describe a student’s study load. A student may elect to study a full-time qualification on a part-time basis, by enrolling in fewer components than the normal student full-time workload. The expression ‘part-time’ may be applied to a qualification as well as a student. For example, there are qualifications that are specifically designed for part-time study. The following definition of full-time is used for the purposes of eligibility for student loans and allowances:

Any programme of study of 32 weeks or more and at least 0.8 EFTS is designated full-time, full-year. A programme of study that has a lower EFTS value on a pro rata basis is called part-time. Any programme of study of at least 12 weeks but less than 32 weeks and at least 0.3 EFTS or the equivalent on a pro rata basis (e.g. 24 weeks and 0.6 EFTS) is designated full-time, part-year.

For full information on the student loans and allowances eligibility criteria refer to www.workandincome.govt.nz/manuals-and-procedures/students/index.htm.

Government training establishments
A government training establishment (GTE) is a government department or a Crown entity, other than a tertiary education institution, approved by the Minister for Tertiary Education and registered by the New Zealand Qualifications Authority as a tertiary education provider. GTEs offer training, subject to the approval and accreditation requirements of the Education Act 1989.

Industry training organisations
Industry training organisations (ITOs) facilitate workplace learning for trainees in employment by setting national skill standards for their industry. In addition to providing leadership to industry on skill and training needs, ITOs develop appropriate training arrangements for their industry, monitor training quality and arrange for the assessment of trainees. ITOs also provide information and advice to trainees and their employers.

Institute of technology
The term ‘institute of technology’ is a synonym for ‘polytechnic’.

ISCED level
ISCED refers to the International Standard Classification of Education, developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO). It is used by countries and international agencies as a means of compiling internationally comparable statistics on education and identifies the level of that educational provision. For tertiary education, the applicable classifications are:

- post-secondary/non-tertiary (ISCED 4) – programmes that are included in tertiary education in New Zealand, although from an international standpoint they straddle the boundary between upper secondary (ISCED 3) and tertiary education. Examples of such programmes include pre-degree foundation components and national certificates that lead to higher qualifications
- tertiary education (ISCED 5) – where programmes are largely theoretically based and are intended to provide qualifications for entry into ISCED 6 or a profession with high skills requirements. Level 5A represents more academically or theoretically based study, while level 5B represents more vocationally oriented study. Typical programmes at level 5A include bachelors degrees, honours degrees, masters degrees, and postgraduate diplomas or certificates. Level 5B programmes include undergraduate diplomas and certificates (see also Tertiary-type A and Tertiary-type B definitions), and
- tertiary education (ISCED 6) – programmes leading to an advanced research qualification. In the New Zealand tertiary education system, only doctorate qualifications fit into this category.

National Certificate of Educational Achievement
The National Certificate of Educational Achievement (NCEA) is New Zealand’s official national qualification for senior secondary school students. NCEA replaced School Certificate in 2002, Sixth Form Certificate in 2003 and University Bursaries, Entrance and Scholarships in 2004. The Ministry of Education sets the required achievement standards for the three NCEA qualifications. The skills and knowledge a student is expected to achieve are described on the New Zealand Qualifications Framework. Standards can include achievement standards relating to the national
curriculum and unit standards from the New Zealand Qualifications Framework that relate to industry-related skills. Students can gain NCEA credits for all learning in regular school curriculum subjects and in industry-related areas. NCEA provides the bridge between school, the workplace and lifelong learning.

New Zealand Qualifications Framework
The New Zealand Qualifications Framework lists all quality-assured qualifications of 40 credits or more. The aim of the framework is to:

▲ ensure that all qualifications have a purpose and relation to each other that students and the public can understand
▲ maintain and enhance learners’ ability to transfer credit by the establishment of a common system of credit, and
▲ enhance and build on the international recognition of New Zealand qualifications.

The New Zealand Qualifications Framework includes the unit standards-based system of national qualifications. Unit standards are categorised by field of study, which is further broken down into subfields and domains. Standards and national qualifications are also categorised by level of student achievement. Certificates can be awarded up to level 7. Diploma qualifications can be awarded at levels 5, 6 or 7 on the framework, with level 7 being equivalent to the level achieved at the end of a first degree.

New Zealand Standard Classification of Education
The New Zealand Standard Classification of Education (NZSCED) is a classification used to classify subjects or fields of tertiary education study. The classification system consists of three levels – broad (for example, health), narrow (for example, dental studies) and detailed fields (for example, dental hygiene and therapy).

Other tertiary education providers
Other tertiary education providers (OTEPs) are organisations that deliver programmes of tertiary education, or in support of tertiary education, of some national significance, and are recognised by the Minister for Tertiary Education under section 321 of the Education Act 1989.

Part-time/full-time
See definitions under full-time/part-time.

Pasifika peoples
Pasifika peoples is a collective term used to refer to men, women and children of Samoan, Cook Island, Tongan, Niuean, Tokelauan, Fijian and other Pasifika heritages. Pasifika peoples comprise a diverse range of peoples from the South Pacific region or people within New Zealand who have strong family and cultural connections to Pacific Island countries, regardless of whether they were born in New Zealand or a Pacific Island nation.

Performance-Based Research Fund
The Performance-Based Research Fund (PBRF) is a means of allocating research funding to tertiary education providers. It seeks to reward excellence in research in tertiary education organisations and improve the quality of research in the tertiary sector. The PBRF allocates funding on the basis of an evaluation of the quality of research, a provider’s external research income and its postgraduate research degree completions.

Polytechnics
A polytechnic is a public tertiary institution that is characterised by a wide diversity of vocational and professional programmes. Polytechnics are sometimes collectively referred to as institutes of technology and polytechnics (ITPs).

Private training establishments
A private training establishment (PTE) is defined in the Education Act 1989 as ‘an establishment, other than a public tertiary education institution, that provides post-school education or vocational training’. PTEs include not only privately owned providers, but also those operated by iwi, trusts and other organisations.

Programme of study
A programme of study is a collection of components (papers, modules, courses, classes or work) in which a student enrolls that contribute to meeting the requirements for the award of a qualification(s).

Qualification
A qualification is an official award given in recognition of the successful completion of a programme of study of 40 credits or more, which has been quality assured by a recognised quality assurance agency. All recognised qualifications are registered on the New Zealand Qualifications Framework.
Student achievement component
Student achievement component funding provides the government’s contribution to the costs of teaching and learning and other costs related directly to student numbers. The volume of provision and the types of components funded through the student achievement component are approved by the Tertiary Education Commission through each tertiary education organisation’s investment plan.

The student achievement component rates are differentiated by discipline to reflect the costs associated with different types of study. For example, the funding rates for arts courses are lower than those for science courses. There are also differences in the rates of funding per equivalent full-time student across different tertiary education sub-sectors.

Student allowances
Student allowances are grants designed to provide financial assistance to students who are less able to support themselves financially or do not have access to alternative sources of financial support while undertaking full-time study.

Tertiary education
Tertiary education comprises all involvement in post-school learning activities. It includes:

▲ foundation education, such as adult literacy
▲ certificates and diplomas
▲ bachelors degrees
▲ postgraduate qualifications
▲ industry training, including Modern Apprenticeship training, and
▲ adult and community education.

Tertiary education institutions
Tertiary education institutions (TEIs) are public providers of tertiary education. There are five kinds of tertiary education institutions as defined in section 159 of the Education Act 1989:

▲ universities
▲ polytechnics
▲ colleges of education
▲ wānanga, and
▲ ‘specialist colleges’.

There were no specialist colleges or colleges of education in New Zealand in 2010.

Tertiary education organisations
Tertiary education organisations (TEOs), as defined in section 159B of the Education Act 1989, are all the institutions and organisations that provide or facilitate tertiary education and training. These include:

▲ public tertiary education institutions
▲ private training establishments
▲ other tertiary education providers
▲ government training establishments, and
▲ industry training organisations.

Tertiary education providers
Section 159 of the Education Act 1989 defines tertiary education providers as tertiary education institutions, private training establishments and government training establishments. The definition does not include industry training organisations.

Tertiary high schools
The tertiary high school, by combining the strengths of both a school and a tertiary institution, aims to provide an integrated, and therefore smoother, transition for students. The tertiary high school, introduced in 2010 at the Manukau Institute of Technology, is the first of its kind in New Zealand. The students do most of their study in the tertiary environment, while retaining links with their home school for age-appropriate activities such as sports and cultural events.

Tertiary-type A
The Organisation for Economic Co-operation and Development (OECD) classifies qualifications at ISCED Level 5 into Tertiary-type A education and Tertiary-type B. Tertiary-type A programmes (ISCED 5A) are largely theory-based and are designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements. They have a minimum cumulative theoretical duration (at tertiary level) of three years or more full-time equivalent study, although they may last four or more years. In the case of New Zealand, Tertiary-type A qualifications include bachelors degrees, graduate certificates and diplomas, and all postgraduate-level qualifications, except doctorates. (See also the ISCED level definition.)

Tertiary-type B
Tertiary-type B programmes (ISCED 5B) are typically shorter and focus on practical technical or occupational skills for direct entry into the labour force. They have a minimum
duration of two years’ full-time equivalent study at tertiary level. (See also the ISCED level definition.)

Trades academies
Trades academies allow students to gain credits for NCEA and a tertiary qualification, while gaining practical skills in the workplace. Trades academies work through partnerships between schools, tertiary institutions, industry training organisations and employers.

Training Incentive Allowance
The Training Incentive Allowance (TIA) is designed to provide financial assistance to people receiving a Domestic Purposes Benefit, an Invalid’s Benefit, a Widow’s Benefit, or an Emergency Maintenance Allowance, to enable them to undertake employment-related training.

Training Opportunities
Training Opportunities is a free programme for job seekers over the age of 18 years which is designed to provide trainees with practical pathways to employment or further education. The programme is targeted towards the long-term unemployed with low qualifications, people with disabilities, certain benefit recipients, refugees, ex-prisoners, or Work and Income priority clients.

Tuition fees
Tuition fees are the fees charged to students by tertiary education providers as a contribution to the cost of delivery.

Tuition subsidies
Tuition subsidies are the money that is appropriated by the government through Vote Education and used to provide subsidies through the student achievement component for valid student enrolments offered by recognised providers.

Unit standard
One of the assessment methods used for NCEA is the unit standard which assesses whether the student has acquired the expected skills and knowledge. Providers and industry training organisations must be accredited by the New Zealand Qualifications Authority, and have been granted a ‘consent to assess’ by NZQA, before they can register credits from assessment against unit standards.

Providers and industry training organisations assessing against unit standards must engage with the moderation system that applies to those unit standards.

University
A university is a public tertiary education institution that is primarily concerned with advanced learning and knowledge, research and teaching to a postgraduate level.

University Entrance
To gain entry to a New Zealand university, you will need to have 42 credits at level 3 or above on the New Zealand Qualifications Framework.

Universities and other tertiary providers in New Zealand sometimes have other specific requirements for entry to particular programmes or courses. For a particular university programme, check the entry criteria for the specific standards at level 3.

Wānanga
A wānanga is a public tertiary institution that provides programmes with an emphasis on the application of knowledge regarding āhuatanga Māori (Māori traditions) according to tikanga Māori (Māori custom).

Youth Guarantee
Youth Guarantee provides fees-free tertiary study for 16 and 17 year-olds at qualification levels 1 to 3.

Youth Training
Youth Training provides a bridge towards employment, further education or training for school leavers with low or no qualifications. It aims to significantly raise the educational and vocational achievement of eligible young people, while providing opportunities for them to explore work options.

From 2012 onwards, Youth Guarantee and Youth Training will be combined. A new Youth Guarantee Fund has been established. The new Youth Guarantee programme will extend the range of course and study options available to students.
### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACE</td>
<td>Adult and community education</td>
</tr>
<tr>
<td>AFML</td>
<td>Annual fee movement limit</td>
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<tr>
<td>ALAF</td>
<td>Adult Literacy Achievement Framework</td>
</tr>
<tr>
<td>ALL</td>
<td>Adult Literacy and Life Skills Survey</td>
</tr>
<tr>
<td>ALQM</td>
<td>Adult Literacy Quality Mark</td>
</tr>
<tr>
<td>AMPTEE</td>
<td>Association of Māori Providers of Tertiary Education and Employment</td>
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<tr>
<td>APPEL</td>
<td>Association of Private Providers of English Language</td>
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<tr>
<td>ATEM</td>
<td>Association for Tertiary Education Management</td>
</tr>
<tr>
<td>CLANZ</td>
<td>Community Learning Aotearoa New Zealand</td>
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<tr>
<td>COP</td>
<td>Code of Practice for the Pastoral care of International Students</td>
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<tr>
<td>CoRE</td>
<td>Centre of research excellence</td>
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<tr>
<td>CPI</td>
<td>Consumers Price Index</td>
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<tr>
<td>CRI</td>
<td>Crown research institute</td>
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<tr>
<td>CUAP</td>
<td>The Committee on University Academic Programmes</td>
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<tr>
<td>EFTS</td>
<td>Equivalent full-time student unit</td>
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<td>ELSI</td>
<td>Economic Living Standard Index</td>
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<tr>
<td>ERO</td>
<td>Education Review Office</td>
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<td>ESOL</td>
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<td>FTE</td>
<td>Full-time equivalent</td>
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<td>GTE</td>
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<td>IALS</td>
<td>International Adult Literacy Survey</td>
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<td>ALL</td>
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<td>IIQABCG</td>
<td>Inter-Institutional Quality Assurance Bodies Consultative Group</td>
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<td>STAR</td>
<td>Secondary-Tertiary Alignment Resource</td>
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<td>TIA</td>
<td>Training Incentive Allowance</td>
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Technical notes

The information in this Profile & Trends and in the analytical tables needs to be used in conjunction with these technical notes and any footnotes and table notes.

Most of the education statistics provided in Profile & Trends 2010 are derived from the enrolment and completion collections (Single Data Returns) supplied by tertiary education providers to the Ministry of Education.

The reference period used in the latest edition of Profile & Trends is the year ended 31 December 2010, unless otherwise indicated.

Information and statistics have also been provided by the Tertiary Education Commission, the New Zealand Qualifications Authority, the Ministry of Social Development, Inland Revenue, Careers New Zealand, Statistics New Zealand and other government agencies, as well as the Industry Training Federation and quality assurance agencies.

Analytical tables

Most of the information that underlies the analysis in Profile & Trends is also released on the Ministry of Education’s website in a set of analytical tables: www.educationcounts.govt.nz/statistics/tertiary_education.

The analytical tables need to be used in conjunction with the footnotes provided in the tables and with these technical notes.

Attrition rate

Attrition as measured by the Ministry of Education relates to the proportion of students that started a qualification, did not complete it and are no longer enrolled (at the same or higher level of study) in the following or subsequent years.

Calculating the rate of attrition of students after one year is common. The first-year attrition rate is the proportion of students that started a qualification, did not complete it and are not enrolled (at the same or higher level of study) in the following year.

Attrition is the complement of retention, that is, attrition = 1 – retention.

Blank cells in tables

These relate to data that is missing, not available or not applicable.

Counting methods

Generally, students are counted in each category they belong to, but only once in the total student count. For example, students who identify with more than one ethnic group have been counted in each group. This means that the sum of the students in each ethnic group may exceed the total student count.

Tables typically do not include rows specifically for students with unknown values, for example, no ethnic group reported by the student. However, those students are included in the total.

Note: Institutions are counted in the group they belonged to in that particular year regardless of subsequent regroupings that have occurred. For example, all colleges of education are counted as colleges of education up to the years they merged with their respective universities. Auckland Institute of Technology is counted as a polytechnic up to 2000, when it became a university. This means that there will be some shifts in the data attributable to changes in the classification of organisations.

Credits

The New Zealand Qualifications Framework describes the typical learning effort required to achieve a qualification in terms of credits. A full year of study is 120 credits, which equates to 1,200 notional learning hours (including teaching, classroom activities and independent study). The minimum number of credits required for a certificate is 40 credits.

Disability

Figures for students with disabilities are based on students’ self-reporting of having a disability at the time of their enrolment. The recommended question for providers to include on their enrolment form is “Do you live with the effects of significant injury, long-term illness, or disability?” However, the actual question used may vary among providers. Providers are also required to provide information on how many students access disability support services.
Equivalent full-time student
The equivalent full-time student (EFTS) unit is a measure of the ‘size’ of each student’s enrolment. One equivalent full-time student unit represents the study load taken by a student enrolled full-time for one year. Each component is given an EFTS factor that represents its proportion of a full-time, full-year programme of study.

For qualifications included in the New Zealand Qualifications Framework, one equivalent full-time student unit is defined as 120 credits. Part-time study years are expressed as proportions of an equivalent full-time student, for example, 0.75 EFTS. The equivalent full-time student count is the sum of the EFTS units for a year.

Highest school qualification
This information is collected by the enrolling tertiary organisation from the student at the time of enrolment. It may or may not be verified by the organisation.

Participation rate
The tertiary education participation rate is the total domestic student enrolment count expressed as a percentage of the population aged 15 years and over. In the case of ethnicity and gender, the rates have been adjusted using the 2010 national age distribution estimates to produce additional age-standardised participation rates. These provide fairer comparisons by estimating what the rate would be if the distribution of student ages matched the 2010 national age distribution.

Prior activity
Prior activity refers to the student’s main activity at 1 October in the year prior to the student’s first year of formal enrolment with their current provider.

Progression rate
The Ministry of Education measures two types of progression by students in tertiary education. One type of progression measures the percentage of tertiary students who go on to a higher level of study, irrespective of whether they have completed a qualification or not. For example:

▲ 33 percent of students who started a level 1 to 3 certificate in 2003 went on to study at a higher level by 2008, or

▲ 16 percent of students who started a bachelors degree in 2003 went on to study at a higher level by 2008.

The other type of progression measures the proportion of students who complete a qualification and go on to further study (at the same or higher level). For example:

▲ 34 percent of graduates went on to higher-level study within five years of completing a bachelors degree, or

▲ 10 percent of graduates went on to doctoral study within five years of completing their masters degree.

Qualifications
‘Bachelors or higher qualifications’ refers to bachelors degrees, graduate diplomas and certificates, bachelors degrees with honours, postgraduate diplomas and certificates, masters degrees and doctoral degrees. ‘Other tertiary qualifications’ refers to university certificates/diplomas, teaching certificates/diplomas, nursing certificates/diplomas, New Zealand certificates/diplomas, technician’s certificates, local polytechnic certificates/diplomas, and trade certificates or advanced trade certificates. ‘School qualifications’ refers to year 11, 12 and 13 qualifications and overseas school qualifications.

Qualification completion rate
The qualification completion rate as measured by the Ministry of Education is the proportion of students who successfully complete a tertiary qualification (at the qualification level at which they started study or at a higher qualification level). Students are considered to have completed a qualification when they have fulfilled all the academic requirements for that qualification. This means the qualification does not necessarily have to have been conferred. The rate of qualification completion is commonly calculated three, five or eight years after starting study.

Reliability of estimates
This report includes information from the Household Labour Force and the New Zealand Income Surveys, both conducted by Statistics New Zealand. Errors from these surveys are divided into two classes. Non-sampling error includes errors arising from biases in the patterns of response and non-response, inaccuracies in reporting by respondents, and errors in the recording and coding of data. Sampling error is a measure of the variability that occurs by chance because a sample, rather than an entire population, was surveyed.

Caution should therefore be exercised in interpreting the estimates for smaller groups. The sample estimates from these surveys for ethnic groups such as Māori and Pasifika tend to be less stable, due to a larger sampling error, than the
estimates achieved for larger population groups. Similarly, smaller age groups, such as those with a tertiary qualification aged 65 years and over, tend to have higher sampling errors. More technical information about these surveys is available from the Statistics New Zealand website.

**Research top-up funding**

The funding for research top-ups and foreign-based research students is an estimate only. The top-ups funding is calculated by multiplying the number of government-funded equivalent full-time students at degree level and above by the margin between the non-degree funding rate and the various funding rates for bachelors degrees, postgraduate-taught and postgraduate-research programmes. The funding for foreign postgraduate research-based students is calculated by multiplying the number of government-funded equivalent full-time students by the rate at which they are funded.

**Retention rate**

Retention as measured by the Ministry of Education relates to the proportion of students who started a qualification and are still enrolled (at the qualification level at which they started study or at a higher qualification level), or who successfully completed a qualification. The rate of retention is commonly calculated after one year. Retention is the complement of attrition, that is, retention = 1 – attrition.

**Students/learners**

The main methods of counting tertiary students used in this report are listed below.

Student enrolment counts refer to the number of students enrolled at any time during the year with a tertiary education provider in:

- a recognised qualification listed on the New Zealand Qualifications Framework, and
- a programme of study being followed that is greater than 0.03 EFTS (more than one week’s full-time study).

Industry training enrolments refer to the number of learners enrolled at any time during the year in training funded and approved by an industry training organisation. Separate counts are provided in this report of learners who undertook adult and community education or whose total annual study load in formal qualifications was less than or equal to 0.035 EFTS (less than one week’s full-time study). Students can be included in more than one of the above counts. For example, off-job industry training involves formal study with a tertiary education organisation, meaning that learners will be counted in both student enrolments and industry training. Currently, it is not possible to accurately identify where the counts overlap in all cases. In Table 5.1 of this publication, an estimate has been made of the total number of students engaged in the counts listed above.

Unless otherwise stated, counts relate to students or learners enrolled at any time during the year.

Students enrolled in private training establishments and other tertiary education providers recognised under section 321 of the Education Act 1989 are excluded from the student enrolment counts prior to 1999.

Also excluded from the student enrolment counts are students enrolled with private training establishments and other tertiary education providers that do not receive government subsidies for tuition. However, information on Training Opportunities and Youth Training includes all contracted providers, including those that neither received tuition subsidies nor were approved for student loans or allowances.

**Study load**

A student’s study load is the total equivalent full-time student unit value of all the qualifications they are enrolled in during a given calendar year.

**Study type**

Study type is a measure of a student’s full-time/part-time status. This measure is based on a student’s formal enrolment(s) with their provider(s) for a single calendar year. Study type has four values:

1 = ‘studying full-time for the full year’
2 = ‘studying full-time for part of the year’
3 = ‘studying part-time for the full year’
4 = ‘studying part-time for part of the year’

A full year is treated as 32 or more weeks in a calendar year, while full-time and part-time are based on the student loan entry threshold method for determining full-time/part-time. Under that method, an enrolment of 32 weeks or more, comprising 0.8 equivalent full-time student units or more, is treated as a full-time, full-year unit. These figures are pro rated for part-year study.
## Useful links

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